

PRINCIPALS' LEADERSHIP CHARACTERISTICS: AN INDISPENSABLE TOOL FOR TEACHERS' EFFECTIVENESS IN SOUTHWESTERN NIGERIA SECONDARY SCHOOLS

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Abstract

Principals' leadership characteristics cannot be underrated in enhancing teachers' effectiveness. This study investigated the influence of principals' leadership characteristics on teachers' effectiveness in Southwestern Nigerian secondary schools. The study adopted a quantitative approach with a survey research design. The population comprised all 2,596 principals and 53,836 teachers in all 2,596 public secondary schools in Southwestern Nigerian. The sample of this study consisted of 972 respondents that comprised 54 principals and 918 teachers. Two instruments were used and they were: (a) Teachers' Effectiveness Questionnaire (TEQ); and (b) Personnel Leadership Characteristics Questionnaires (PLCQ). Data collected were analyzed using descriptive and inferential statistics. The outcomes of the study showed that teachers in Southwestern Nigerian public secondary schools were moderately effective. The study further found out that integrity, justice, humanity, courage, humility, collaboration, accountability, and temperance respectively were leadership characteristics exhibited and demonstrated by principals in Southwestern Nigerian public secondary schools. Furthermore, the results indicated that integrity, humanity, courage, humility, collaboration, justice, accountability, and temperance were significant contributors to teachers' effectiveness in Southwestern Nigerian public secondary schools. The study, therefore, concluded that those principals' leadership characteristics (integrity, justice, humanity, courage, humility, collaboration, accountability, and temperance) positively

influenced teachers' effectiveness in Southwestern Nigerian public secondary schools. The study implicates that principals of schools are expected to develop and exhibit the leadership characteristics that are consistent and acceptable in situations that would contribute, trigger, and enhance the teachers' effectiveness toward the achievement of educational goals.

Keywords: principals, leadership characteristic, teachers' effectiveness, secondary schools, Nigeria

INTRODUCTION

The goals of secondary schools education in Nigeria, following National Policy on Education (2014) are to prepare students for higher education and also to prepare the students to be useful in the society they live in. The attainment of these goals could be determined and measured through the performance of students in the secondary schools most especially in their final examinations such as West Africa Examinations Council, National Examinations Council, National Business and Technical Examinations Board. The results from the teaching-learning process could be accumulated to the ability of the students in their academic performance and their usefulness in society. Though, for many years, educators and researchers (Postlrthwaite, 2007; Otila, 2011) have debated on which school variables influence students' achievement. Researchers' findings disclosed that teachers' effectiveness greatly contributed to the students' academic performance (Adediwura & Tayo 2007; Adu & Olatundun 2007; Lockhead and Komenan 1988; Schacter & Thum 2004; Starr 2002). This implies that the above studies suggested that effective teachers would significantly influence students' academic achievement.

Teachers are globally recognized as the key to the entire education program. They are a very essential foundation for a good education system that imparts skills, knowledge, information, and attitude to the students. The impacts of teachers in the life of the students make them be recognized all over the country. The Federal Government of Nigeria stated in the National Policy of Education (2014) that no education system can rise above the quality of its teachers. This implies that the Nigerian government recognizes and acknowledges the effort and imparts of teachers and also believes that without the teachers, education may not be seen as an instrument for the development of the country. Expectations are much on teachers because of their roles in attaining educational goals. This makes it so crucial for teachers to always be industrious and effective toward the achievement of the goals. Darling-Hammond (2010) saw an effective teacher as a person who motivates students, intellectually challenged, encourages self-development, and sets a high standard of achievement. In the same view, Anderson (2004) said that effective teachers are those teachers who achieve goals set for them by the school or others like the Ministry of Education. Effective teacher is a term synonymous with teacher effectiveness.

Teacher effectiveness was defined by Afe (2003) as the type of teaching characterized by the exhibition of intellectual, social and emotional stability, love for children and positive disposition towards the teaching profession, and ability to inspire good qualities in students. Campbell, Kyriakides, Muijs, and Robinson (2004) allied that teacher effectiveness is the impact that classroom factors, such as teaching methods, teacher expectations, classroom organization, and use of classroom resources have on students' performance. According to Evans (2006), teacher effectiveness is a measure of the extent to which teachers actualize instructional objectives. It involves the extent to which the teacher participates in the overall running of the school in order to achieve the expected objective and goals of the school. A teacher who ignores complex topics in the syllabus, wastes time in the classroom, discussing non-essential things and who has low expectation for his/her student learning is not effective. The teacher is effective if associate him/herself's heart with work and have both his/her mind and soul in the successfully accomplishment of school and educational goals. When students have good grades in their external examination, it connotes that the teachers are well effective in the schools.

However, the recent academic performance of students in external examination has been worrisome to parents, administrators and the general public. Ofoegbu (2004) said that poor academic performance of students in Nigeria has been linked to teacher ineffective in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation. It was reported that in the success rate of students who sat the 2009 and 2010 West Africa Examination Council (WAEC) organized exam had only 25.99% and 24.94% respectively passed with five credits including English Language and Mathematics while the remaining others constituting 70% failed. In 2011 May/June WAEC, only 86,612 representing 30.9% out of the 1,540,250 candidates that participate in the examination got credit in English Language and Mathematics. Also in 2012 May/June WAEC, only 649,159 out of 1,672, 224 candidates that sat for the examination which represents just 38.81% got five credits and above including in the core subject English language and Mathematics. It has also disclosed that 36.57% obtained five credits and above in subjects including English Language and Mathematics in 2013 while 31.28% was recorded in 2014 and 39% in 2015 (Owadie, 2012; Eguridu, 2015; Guardian Nigeria Newspaper, 2018). Looking at the above performance of students in examination, the teachers are doubtful if they are really effective in the schools.

Literature reveals that, in the establishment of teachers' effectiveness, leader becomes an important factor (Kurth, 2016 citing Mengel, 1984). Gorton, Alston, and Snowden (2007) believed that the most important factor that influences school success is the principal's ability to lead. This implies that for a school principal to influence teachers to be effective depends on how he/she demonstrates his/her leadership attributes. It could further mean that no school could rise above the quality of its leadership because its leadership disposition could contribute to teachers' effectiveness in actualizing the objectives of the school. Therefore, leadership is very essential. Leadership means a way of stimulating and motivating the subordinates to accomplish assigned tasks. Leadership could also means the ability of an individual to influence, motivate and enable others to contribute toward the success of an organization or a school which they are members. The leader moves the individual or group(s) within constraints of its maximum capabilities to attain certain specified goals. The responses of the individual(s) or group(s) will largely depend upon the capabilities and

character of the leader. Therefore, leadership characteristics means a self-imposed action that makes leader to be committed and dedicated to a set of standard without compromised. Principals' leadership characteristics also refers as habit and emotion that are relatively stable and consistent in principals for long period of time which aid in accomplishing the schools goals. Principals' leadership characteristics assume to distinguish the leader from non-leaders and enable the led to admire and appreciate their leader.

In recent times studies have concentrated on identifying and upgrading to classify what make leader to be effective. The literature suggests that effective leadership can be defined in terms of "who leaders ARE" (characteristics); "what leaders KNOW" (skills, abilities, competencies); and "what leaders DO" (behaviour, styles) (Mothilal, 2010). Who leader "ARE" implies the personal qualities that are consistence in the leader to his followers. Likewise, What leaders "KNOW" implies the social and emotional skills that allow leaders to enact behaviours and what leaders DO" implies the actions and engagement the leader has with the external environment and his followers. According to Dulewicz, Young and Dulewicz (2005), despite all these researches very little is known about the leadership characteristics.

Crossan, Gandz, and Seijts (2012) investigated the leadership characters but not linked to teachers' effectiveness. Ibukun, Oyewole, and Abe (2011) investigated study on personality characteristics and principal leadership effectiveness in Ekiti State, Nigeria. The study majorly focused on personality characteristics and how it contributed to leadership effectiveness. The study failed to examine if the personality characteristic influenced teachers' effectiveness. Study of Ethiopia (2017) examined the relationship between principals' leadership style and staff job performance in Emohua Local Government Area of River State. The study disclosed that various leadership styles have significant effects on the staff job performance in the schools. The study only focused on leadership styles that contribute to teachers' job performance. Olowo and Fashiku (2019) investigated the influence of principal personnel characteristics skills on teachers' classroom management. The study excepted the leadership characteristic of the principals. In the same view, Burke (2006); Allen and Klenke (2009) have linked leadership failure to lack of character and moral bearings. This has created a gap in knowledge which has necessitated this study. Therefore, this study investigated principals' leadership characteristics and their influence on teachers' effectiveness in Southwestern Nigerian public secondary schools. Hence the study.

The objectives of the study are to:

- a. investigate the level of teachers effectiveness in Southwestern Nigeria public secondary schools
- b. examine the leadership characteristics of the principals in Southwestern Nigeria public secondary schools
- c. examine the influence of principals leadership characteristics on teachers' effectiveness in Southwestern Nigeria public secondary schools

CONCEPTUAL REVIEW

Concept of Principals Leadership Characteristics

According to Crossan, Gandz, and Seijts (2012), when it comes to leadership, competencies and styles determine what a person can do. Commitment determines what they want to do, and character determines what they will do. Organization needs a leader who is ready, willing and able to inspire and bring out the best performance in him/herself and people that he/she leads. A leader that does well possesses the competencies, commitment, and character that would enable him/her to be effective. While competencies and commitment are important, character plays a critical role in leadership behavior. The study looks through different concepts of leadership characteristics. Details of concept of leadership characteristics such as integrity, justice, humanity, courage, humility, collaboration, accountability and temperance are explain below

i. Concept of Integrity

The word integrity as originated from latin word “integritas” that is ‘intact’ ‘whole’. A dictionary definition of integrity means the quality of being honest and moral upright; and state of being whole or unified (Barnard, Schurink, & De Beer, N.D). Integrity could mean way of keeping honest and telling the truth. This implies that integrity helps people remain honest and to tell truths. Integrity could also refers as consistency between words and actions, meaning that a person has a conscious and consistent system of values, which serves as guidance for making decisions and taking actions. Integrity is to behave in an honest, fair, and ethical manner and showing consistency in words and actions. Integrity requires that a person always to tell the truth, to all people, in every situation. According to Crossan, Gandz, and Seijts (2012), integrity means holds oneself to a high moral standard, behaves consistently with ethical standards, even in difficult situations. Crossan, Gandz, and Seijts further said that integrity is seen by others as behaving in a way that is consistent with their personal values and beliefs and behaves consistently with organizational policies and practices.

According to Covey (2007), integrity is perhaps the most valued and respected quality of leadership and one of the most important characters a leader needs to attain. By saying what you will do and then doing what you say that means you are building trust around your team. Trust is not just about getting people to trust you, it’s also involves trusting others. You build relationships of trust through both your character and competence and you also extend trust to others. You show others that you believe in their capacity to live up to certain expectations, to deliver on promises, and to achieve clarity on key goals. You don’t inspire trust by micromanaging and second guessing every step people make (Covey, 2007). The 34th President of United States, Dwight D. Eisenhower once said that the supreme quality of leadership is unquestionably integrity. Without it, no real success is possible, no matter whether it is on a section gang, a football field, in an army, or in an office (Sarmad Hasan, 2017). According to Covey, a leader that has integrity but lacks competence can often lead to a well-meaning individual who is unable to make anything happen and *verse-vasa*. Therefore, in every school, principals need to possess integrity in addition to their competence and style of leadership. Principals need to build trust and be honest in every communication with the teachers and in their absence. He also needs to be consistent with ethical

standard and school policies. In a situation where a leader of a school maintains his integrity, this would also lead his/her school to have a good reputation.

ii. Concept of Courage

According to Simpson (2009), courage is the quality of mind which shows itself in facing danger without fear or shrinking; bravery, boldness and valor. Aristotle defined courage as a moral virtue overcoming the fear derived from doing the right things in the right way at the right time for the right end. (Huang, 1997 cited in Palencia, 2012). This implies that courage enables a person to stand up 'to do what he ought to do'. Courage could also mean deciding to take action. Yearley (2003) defined courage as a personal quality that allows people to overcome or control fear, especially those fears that impede people from doing what they wish to do or think they should do. Also, Messick (2006) defined courage as the conviction to do what one believes is the right thing despite the risk of unpleasant consequences. Courage is the ability to act in spite of doubt or fear. Courage means accepting responsibility, being able to go against the grain, breaking traditions, reducing boundaries, and initiating change. In addition, it means pushing beyond the comfort zone, asking for what you want and saying what you think, and fighting what you believe (Palencia, 2012 citing Daft, 2005).

From above definitions, leaders are expected to have courage to see difficult situations and accept responsibility for the outcomes of decisions and actions. Leaders need to work with others, but if they do not have courage to express their own ideas and feelings they would do injustice to themselves and their followers. Courage should not be seen as a value like a love or loyalty for others, but rather be the fundamental among all the characteristics. The impact of courage as characteristics are expected to be considered as tool to be utilized for successful leadership practices for making positive changes and solving the current difficult problems. In the school system, a leader regarded as the principal. A courageous principal should be the one who will able to do thing without fear what he/she believes is right in the school. He is expected to be the leader who will able to fight for the rights of the school in accomplish the school goals. A principal who should be able to stand against adversity and challenges that could draw the school backward. A principal should be a leader of the school who could stand with what is right and what must be done in the school. A principal of the school is expected to be courageous to face circumstances in any situation that he/she finds him/her-self in the school.

iii. Concept of Justice

For individual to make right decision, organize control and act with fairness, then, a person need justice as characteristic to sustain it. From the definition of Simpson (2009), justice is the quality of being (morally) just or righteous. In another definition from MacIntyre (1984), justice means disposition that underlies the respectful treatment of others. Meanwhile, Palencia (2012) defines justice as the maintenance or administration of what is just, that is, impartial adjustment of conflicting claims, assignment of merited rewards or punishments, and just treatment to give one his due that is which is his by right. Sison (2003) opines that justice is a positive character trait that disposes a person to respect the rights of others and to establish harmony in human relationships

such that equity and the common good are promoted. In along with all this definition, Justice could mean disposition of the individuals that treat other equally in decisions, rewards, and judgments in accordance with stipulated standard of objectives. The principal as the leader of secondary school need to possess the justice characteristic and recognizes the appropriate time to demonstrate it in accomplishing school goal. The principals need to apply this characteristic to settle conflict that may arise among staff, among students, between staff and students and even with community as whole. Meanwhile, principals need to demonstrate justice in distribution of available resources in the school by given cognizance recognition to individuals, ranks, status, sex, merit, and constitution. Principals also need to delegate duties according with fair in transparent manner. When the teachers see fairness in their principal disposition could lead them to support the school to attain its goals.

iv. Concept of Collaboration

The word collaboration was derived from the Latin ‘collaborare’ meaning “to work together”. Collaboration is a process in which entities share information, resources, and responsibilities to jointly plan, implement, and evaluate a program of activities to achieve a common goal. This implies sharing risks, resources, responsibilities, and rewards, which if desired by the group can also give to an outside observer the image of a joint identity (Putnik & Cunha 2008). Collaboration could also mean mutual engagement of participants to solve a problem together, which implies mutual trust and thus takes time, effort, and dedication. Collaboration mean ‘group’ not ‘a person’, that is, it involves join together of two or more people to work together in team basically for achievement of purpose. Roschelle and Teasley (1995) broadly define collaboration as a “coordinated”, synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem. In the view of Dillenbourg (1999) defines collaboration as a situation in which two or more people learn or attempt to learn something together. This implies collaboration could also make people to be together to learn certain work or process of doing things.

As regard to school setting, principals are expected to ensure that the teachers work as one group to ensure that the objectives of education are achieved. Teachers of secondary are from different disciplines and their aim is to achieve same goals. In respect to this, the principal as the leader of the school should be able to ensure that collaborative occurs among the teachers. Having a collaborative approach to leadership may be powerful because it seems to be naturally creates mutual trust and transparency in the school. To improve collaboration in the schools, principal of the school is expected to create some small projects (i.e. committees) and put others in charge. The principals could play the role of participant on the project instead of being a leader to show the teachers that he/she respects their ideas and approach. Such principal is expected to give credit where it’s due in public like during assembly time or staff meeting so that others can see that you appreciate their contributions. In another way round, the principals should ensure that all decisions in the school are jointly agree with the teachers so that they can reason in the same direction. Principals of secondary schools are expected to know that collaboration should be one of their characteristic in ensuring the accomplishment of their goals and it also could arouse the willingness of the teachers.

v. Concept of Accountability

Every individuals engages in doing certain things, decision and works on their daily basis either under somebody or independently, every individuals needs to be able to account, that is gives proper records and boost of their actions on decisions and works that they involves. So, individual accountable for their actions and others incase if the one is at top of others. Crossan, Gandz and Seijts (2012) define accountability as the willingness to accept responsibility for decisions, actions and to step up and take ownership of challenging issues. The view of Rutkowski and Steelman (2005) on accountability is compliant and meeting personal responsibilities, feeling obligated to another individual and having to justify an action to others. According to Blagescu and de Las Casas (2005), Bovens, (2007), and O'Dwyer & Unerman (2007), the term of accountability is referred as relationship based on commitments of some people to demonstrate, review, and take responsibility for performance, both the results achieved in light of agreed expectations and the means used. From the view, accountability is the character that deals with the responsibility for the actions in the situation which could be from the decision making and work done in a particular place or time. In organization individual is responsible for their action on their job or duty assigned to individual. On the other hand, the leader of the organization is responsible for his /she owns action as well as the action of the subordinates. Allen & Dennis (2010) and McCall (2012) said that when leaders are accountable for the feedback they will feel obligated to use it to improve performance.

In the school, principals of secondary school are in charge and take lead of every activity in the school. The principals are expected to involve in every activities and so their passion toward the achievement of every activities of the school. The principals of the schools are expected to take active responsibility and action on the feed-back from the teachers on their daily duties by giving credit to well performance and share blame to deficiency to give rooms for improvement. The principals of every school should admit their own blame on their own mistake by improving on it likewise accept the praise if done well. The principals are expected to know that they are accountable for their followers (teachers) actions in the schools, therefore they should take proactive vigilant actions on daily basis in the schools

vi. Concept of Humility

The word humility comes from the Latin *humilitas*, which in turn comes from *humus*, the earth beneath us (Aquinas 1981). Palencia (2012) defines humility as the quality or state of being humble in spirit; freedom from pride or arrogance. Palencia opines that humility allows one to recognize and accept one's own failings and limitations. Morris, Brotheridge, and Urbanski (2005); Exline and Geyer (2004); and Tangney (2002) expressed humility as a characteristic that emerges in social contexts that connotes a manifested willingness to view oneself accurately; a displayed appreciation of others' strengths and contributions; and teach-ability. Humility is achieved when man thinks that all mankind is superior to him. But the humble man considers all people to be better than he is. Delbelcq (2006) says humility begins with the daily willingness to accept criticism and be open to modification of one's own thinking as one's concepts are subject to examination in exchanges with others. Humility doesn't mean that a person is weak or unsure of oneself. It means that a person has the self-confidence and self-awareness to recognize the value

of others without feeling threatened. It also means that the person is willing to admit one could be wrong, that he recognizes that he may not have all the answers at all time.

From above definition, humble leader should precisely be the person who is best qualified to transform his firm into a profitable, successful, and respected organization. Humility could be a leader's choice to stand back and make sense of reality. It could also enables the leader to see themselves and the team effort in truthful relief. Humility could help leaders to put success in proper perspective so that they are better prepared to respond to periods of decline or failure. As regard to school setting, the principals are expected to demonstrate the character of humility in the school. Humility could make the teachers to know that their leaders respect their own ability and decision because such leaders may see their led as important while making decision and treats teachers contribution in the school so important. Teachers who see their principals free from arrogant and pride could easily work with such leader which could bring their morale high on their daily duty. The principal who learns how to listen, and admit that he/she doesn't know all the answers may be respected by teachers. Principal are expected to exhibit the attitude that he/she can learn from any teacher at any time in the school. Humility may allow principal to acknowledge his/her mistakes. Principal are expect to know that pride could not help to achieve the best results but humility could help.

vii. Concept of Temperance

According to Simpson (2009), temperance is the practice or habit of restraining oneself in provocation, passion, and desire rational self-restraint. Temperance could mean pleasure and pain resulting from self-health, fitness and appetite, and proper indignation deals with the achievements of others. Temperance could also mean the manner of calmness, patent, control and composed oneself in situation to think for respond, completion of job and in solving problems. Yearley (2003) defined it as a personal quality that enables people to control emotional reactions and in some fashion, to modulate their normal desires for things that are attractive either for biological reasons (e.g., good) or cultural reasons (e.g. fame). In same view, Sison (2003) defined temperance as a positive character trait reflecting control of desire for instant gratification. As human beings, we are works in progress. Our life experiences and willingness to develop ourselves and others forge our character over time. In order to grow as more virtuous leaders, we need to develop the character strengths associated with temperance (Sosik, 2006).

The leaders need to understand their temperance and act accordingly in every situation in organization. For leader to know when the temperance is needed, Kanungo and Mendonca (1996) suggested that temperance is needed in the face of the temptation to overindulge in hedonistic behaviours. In same view, Walton (1988) suggested that temperance is particularly required when leaders encounter unanalyzed opportunities, or when no others can impose restraint on their actions. This implies that leaders need to demonstrate their temperance in the interest of prioritizing organizational benefits rather than self-benefit such as money, pleasure, selfishness career gain, inappropriate relationship with followers. Likewise, in the school settings, the principals of secondary schools are expected to demonstrate calmness, patent, self-control and discipline against arrogant and provocation in every situation such as while talking to teacher, finding way to provide solution to problems in the school, settle dispute in school, in relationship with students, and while addressing visitors in the school. Principals as the heads are expected to curtail their personal ambition which could against the laid down goal to achieve. The principal

should know that goals of the school supersede its personal and selfishness attainment, therefore, needs self-awareness and self-comportment in their disposition.

viii. Concept of Humanity

Every individual in world wants to be treated as human being, cared for, admired, and appreciated in their daily life. That mean human being follows the law that says “if you rob my back, I rob your back too” which means that if your care for others then you will be cared for. Humanity is the character in individual that implies to care, respect and see people as human being. In this regard, Simpson (2009) defined humanity as the quality of being humane; kindness, benevolence. Bragues (2006) defined humanity as a good-natured disposition, motivating people to adjust their manners as appropriate to different people (e.g., a friend, an acquaintance, or a conversational partner); and desiring to please others and protect them from pain. In the same view, Chan (2003) defined humanity as a disposition to care for and sympathize with others, and to show concern for relationships with others. From this view, humanity is the way to concern for individual or group of people by showing love, care, respect them or group of people, and desire to relief them from pain.

The literatures (Xing, 1995; Chan, 2008) have shown that humanity manifested in the five types of friendships, at two levels: equality of status (e.g., friend-friend); and inequality of status (e.g., father-son, older-younger, man-woman, and ruler-ruled). The above review suggested that a leader has the opportunity to demonstrate humanity when interacting with followers, peers, superiors, and/or outside customers and community members. In the school setting, humanity is very germane to actualize the school goals. The principal as the head of the school needs to demonstrate humanity with his/her vice, HODs, staff, students, parents and community at large. The principal needs to care the welfare of the staff in the school by ensure that their entitlements are provided at the appropriate time. The principal are expected to give adequate respect to the teacher personality. He/she needs to show concern, love and even forgive when any teacher is offended. A school where the principal show humanity to staff definitely, it could lead teachers to be more concern about the accomplishment of the schools goals.

EMPIRICAL REVIEWS

Previous researches have linked influence of principals' leadership related variables on teachers' morale and its relationship to teachers' effectiveness. Aina, Olanipekun, and Garuba (2015) carried out an empirical study on teacher's effectiveness and its influence on student's learning. Their study based on qualitative and reviewed literatures related. The main thrust of their reviewed was the perceived central position of professional focus to the effectiveness of any category of teacher in Nigeria. According to their study, indicators like instructional delivery, students' assessment, learning environment, teachers' personal quality, motivation, and subject content knowledge among others were used to measure teachers' effectiveness. In addition, their study disclosed that lack of distraction, professional development, interpersonal relationship and punctuality were seen as essential components of professional focus that determines teachers' effectiveness. Again, Ibukun, Oyewole, and Abe (2011) investigated study on personality characteristics and principal leadership effectiveness in Ekiti State, Nigeria. In their study, Their study further disclosed that there is no significant difference existed between the leadership effectiveness of male and female

principals. Based on their findings, it was concluded that Ekiti State Teaching Service Commission could place high emphasis on the use of experience in the appointment of principals, while gender factor could be de-emphasized, as no significant difference existed between male and female principals.

Furthermore, Akinola (2013) carried out related study on principals' leadership skills and school effectiveness in South Western Nigeria. The results of the study indicated that secondary school principals in south western Nigeria possessed technical, interpersonal, conceptual and administrative skills. The study further disclosed that there was a significant relationship between principals' leadership skills and schools' effectiveness. The study therefore recommended that training should be sufficiently organized for principals to exercise their leadership skills which could influence school effectiveness. Further still, Ethiopia (2017) carried out a study on the relationship between principals' leadership style and staff job performance in Emohua Local Government Area of River State. The study was carried out within the period of 2007-2016 in secondary schools in Emohua Local Government Area of Rivers State. The result of the study indicated that 10 different leadership styles were adopted by different principals in different secondary schools in the study area. The study further disclosed that various leadership styles have significant effects on the staff job performance in the schools. The study concluded that leadership styles have positive impact on staff job performance in Emohua Local Government Area of River State

In addition, Leroy, Palanski, and Simons (2012) carried out study on authentic leadership and behavioral integrity as drivers of follower commitment and performance. Their study survey 49 teams in the service industry as sample. The result of their study indicated authentic leadership is related to follower affective organizational commitment, fully mediated through leader behavioral integrity. Their study further found out that authentic leadership and leader behavioral integrity are related to follower work role performance, fully mediated through follower affective organizational commitment. Their study concluded that authentic leadership and behavioral integrity were contributed to follower commitment and performance. Likewise, Owens, Johnson, and Mitchell (2013) conducted study on expressed humility in organizations and its Implications for performance, teams, and leadership. The study drew out eight different lab and field samples to delineate the effects of expressed humility on several important organizational outcomes, including performance, satisfaction, learning goal orientation, engagement, and turnover. Their results of their study showed that there is relationship between leader-expressed humility and employee retention as mediated by job satisfaction and employee engagement as mediated by team learning orientation. Meanwhile, the study concluded that leader-expressed humility as effect and contribution on employee performance.

THEORETICAL FRAMEWORK

The theoretical frame work gives explanation on the existing theory and its applications the to study to be carried out event. The theoretical framework for the study will be the Seven Ss Theory. The Seven Ss is a framework developed in the late 1970s and early 1980s for analyzing organizations and looking at the various elements that make them successful (or not). The Theory was developed by Richard Pascale who worked as a consultant at Mckinsey & Company in the late 1970s. The principal is the administrator and the leader who overseen every activities toward the attainment of their goals. It is imperative for the principal to devise the idea that can make the school successful in attainment of its goals. Meanwhile, this Seven Ss Theory is applicable for the leaders of secondary schools and teachers for the success of their goals. The Theory classified hard 3S (strategy, structure and systems) and Soft 4S (style, staff, skills and shared value). The principal has more influence to manipulate the soft S because it is more flexible and dynamic that hard S. This analysis could be follow by the school leaders:

Hard 3S (Structure, Systems and Strategy)

Hard elements are easy to identify and describe. They are the foundation of any school and can be used to describe its management structure, processes and objectives.

Structure: the way in which a school's activities are managed. This is refers as hierarchical order in the school. It is how the school divided its staff into distinct tasks and then achieves coordination among them. The structure of the school comprises principals, vice principals, HODs, class teachers, subject teachers. The structure has been formalized laid down but principal needs to make it more active by following procures attached to each office.

Systems: this is the input- process-outcome procedure. Inputs in school are the human being which is quite different from other organization that their input is inanimate. This is taking long process before it can turn out to output. The process is the methodology (i.e. teaching) used, while the output is the outcome of what was inputted.

Strategy: the plan the school has to achieve its objectives. This is the collaboration of the staff and available resources to achieve the objective. This is determining base on the availability of the resources in the school and procedure laid down to follow in achieving it.

Soft 4S (Style, Staff, Skills and Shared value)

The soft Ss are the other element that can contribute to the school achievements but depend on the leader in the school and their focus in achieving it.

Style: This means individual management and leadership pattern. The principal's disposition in the school has an overall effect in the school. This means that the integrity of the principal gives room for authentic, trustworthy, transparent, and consistence in school. The courage makes the leader to be brave, determined, tenacious, resilience and confident. At the same time collaboration makes leader to be cooperative, flexible, open-minded and interconnected with staff and the society. The temperance allows the leaders to be patient, calm, composed, self-controlled and prudent. The accountability makes the principals to accept consequence, conscientious and responsible. The justice allows the leader in the school to be fair, proportionate, impartial and

unbiased in the school. Humility of leader gives room for self-aware, curious, respect and habit of continuous learning. The humanity of leader calls for consideration, empathetic, compassionate and forgiveness. Whereas, the transcendence initiate leader to be appreciative, inspired, purposive, optimistic and creative in the school. These leadership foundations, that is, characteristics mentioned demonstrates the disposition of the principal as a leader toward their teachers and goals attainment.

Staff: Staff are the teachers in the school that engage in teaching of the students. Teachers are managers that control their classroom to utilizes available resources allotted to them classroom to achieve the stated objectives. The teacher is a person who is skillful, eager and enthusiasm to imparts knowledge, information and right attitude to his/her students either in the classroom or outside of the classroom..

Skills: This is the ability of the staff in the performance of their work. The willingness and enthusiasm would bring the skills in staff to perform their duty diligently in the classrooms and outside of the classroom. The teachers perform quite a number of administrative and academic functions which would help them to attain the objective.

Share values: This is also referred to as superordinate goals. This is a point where the goals of the school are accomplished in line with the individual staff goals. When students have good grade to further their study to higher institution as well as able to useful in the society they live., it is an indication that the teachers successfully fulfilled on their job as well as attain the goals stipulated for the school to achieved. This could be referred as congruent point of accomplishments of goals.

CONCEPTUAL FRAMEWORK OF THE STUDY

The conceptual framework designed for this study was to elicit the influence of principals' leadership characteristics on teachers' effectiveness in Southwestern Nigeria public secondary schools. The principals of the schools are expected to play an important and a key role in the achievement of the educational goals. Different literature reviewed depicted the contributions of principals in the schools toward the performances of teachers. Therefore, leadership characteristics of the principals should have a long way in improving and enhancing teachers' effectiveness. Thus, the framework in Fig. 1 shows the influence of principals' leadership characteristics on teachers' effectiveness.

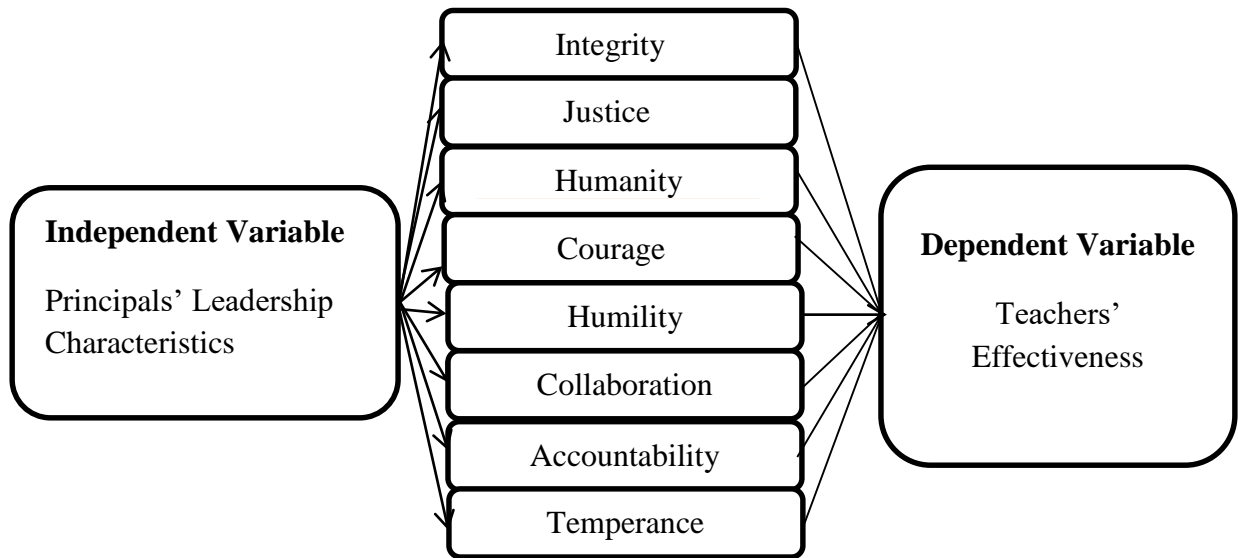


Figure 1: Conceptual Framework of Influence of Principals' Leadership Characteristics on Teachers' Effectiveness

The conceptual model in figure 1 suggests that the independent variable is conceptualized as principals' leadership characteristics which is measured in form of; integrity, justice, humanity, courage, humility, collaboration, accountability and temperance while the dependent variable is conceptualized as teachers' effectiveness.

Figure 1 in the study predicted that principals' leadership characteristics such as integrity, justice, humanity, courage, humility, collaboration, accountability and temperance were significantly contributed to teachers' effectiveness in Southwestern Nigeria public secondary schools. This is an indication that the justice, humanity, courage, humbleness, collaboration, accountability and temperance demonstrated on daily activities of the principals in southwestern Nigeria public secondary schools were significantly contributed to daily job performance of the teachers toward the achievement of stated objectives and goals.

METHOD

Research Design

The study adopted quantitative approach with a survey research design. The design was appropriate for the study because the research data collected were in the form of numbers which also included testing of a hypothesis. Data were collected from only few people considered as representative of the entire group in which the analysis was based upon.

Population and Sampling

The population of this study consisted of 56,432 that comprised principals and teachers in southwestern Nigeria public secondary schools. The population comprise all 2,596 principals and 53,836 teachers in all 2,596 public secondary schools in Southwestern Nigerian. The sample of this study consisted of 972 respondents that comprised 54 principals and 918 teachers. he principals and teachers' size will be determined through the use of 'Sample Size Calculator' at 0.05 of the level of significance. Multistage sampling procedure will be used to select the sample. The first stage will be use of stratified sampling technique to categorize the six states in southwest geopolitical zone into three axes on the basis of their similar characteristics as language, culture, beliefs and occupation. These are Lagos/Ogun; Oyo/Osun; and Ekiti/Ondo. From each of the pairs, a state was selected using simple randomly sampling technique. From each of the states, simple random sampling technique was used to select one Local Government Area (L.G.A) from each of the three senatorial districts to make total of nine Local Government Areas (L.G.As). From each L.G.A, six secondary schools were selected to make 54 schools, 17 teachers from each of the 54 schools to make 918 and their principals through a simple random sampling technique.

Research Instrument

The instruments used for the study consisted of two questionnaires. The two questionnaires used were "Teachers' Effectiveness Questionnaire" (TEQ) and "Personnel Leadership Characteristic Questionnaires" (PLCQ). TEQ was self-designed, it was used for collecting of information from the principals on the level of their teachers' effectiveness. The questionnaire was divided into sections 'A' and 'B'. Section A comprised two items on respondent's demographic data while section B comprised 30 items measuring teachers' effectiveness in Southwestern Nigerian secondary schools. The second instrument will be "Personnel Leadership Characteristic Questionnaires" (PLCQ) which was used to elicit information from the teachers and principals on their principals' leadership characteristic. The questionnaire was adapted from the study conducted by Crossan et al (2012). The questionnaire was divided into sections 'A' and 'B'. Section A comprised two items on the demographic data of the principal to be rated' while section B comprised 40 items on principals' leadership characteristics. For (TEQ), a four point likert type scale was used by the researcher respectively, Highly Effective – 4; Moderately Effective -3; Fairly Effective-2; and Not Effective -1 while for (PLSQ) four point likert type scale will also be used, Definitely True (DT) = 4; Probably True (PT) = 3; Probably False (PF) = 2; and Definitely False (DF) = 1.

Validity and Reliability of the Study

The face and content of the instruments were validated by four experts in the Department of Educational Management, Obafemi Awolowo University, Ile-Ife. Test re-test method of reliability was adopted. The respondents used for the reliability was excluded from the sampled schools of the study population. The data collected from pilot study was coded and analyzed using the Pearson Moment Correlation Coefficient. Their reliability coefficient was ensured 0.77 and 0.91 for (TEQ) and (PLCQ) respectively

Data Collections

Permission was granted by each of the principals in the sampled schools to administer questionnaires to the teachers. The researchers administered the instrument in three weeks. The questionnaire was handed over to individual teachers and principals based on the name and address of the sampled schools. Some respondents' reacted to the questionnaires immediately while some were collected back in the later of the day. The entire questionnaires distributed to the principals were retrieved but out of 918 questionnaires distributed to teachers, 850 were retrieved, that is 92.6%.

Data Analysis

The data collected in the study were statistically analyzed using percentage scores and charts which were used to analyse and interpret objective A and B while multiple regression analysis was used to analyse objective C. Statistical Packages for the Social Science (SPSS) was the tool that was used to analyse the data. The hypothesis was tested at 0.05 level of significance.

RESULTS

This section provides analysis details of data gathered from the respondents. Table one shows demographic data of the respondents. Table 2 and 3 provide answers to objective A and B respectively while Table 4 and 5 provide answer to objective C. Figure 2 and 3 show diagram representation of Table 2 and 3.

Table 1: *Participants' Demographic Data*

Variable	Categories	Principals		Teachers	
		Frequency	Percent (%)	Frequency	Percent (%)
Religion	Christianity	39	72.2	619	72.8
	Muslim	15	27.8	231	27.2
	Total	54	100	850	100
Gender	Male	21	38.9	372	43.8
	Female	33	61.1	478	56.2
	Total	54	100	850	100

Table 2: *Level of Teachers' Effectiveness in Southwestern Nigeria Public Secondary Schools*

Level of teachers' effectiveness	Frequency	Percentages
Highly Effective (60>)	12	22.2
Moderate Effective (50-59)	32	59.2
Fairly Effective (40-49)	9	16.7
Not Effective (<39)	1	1.9
Total	54	100

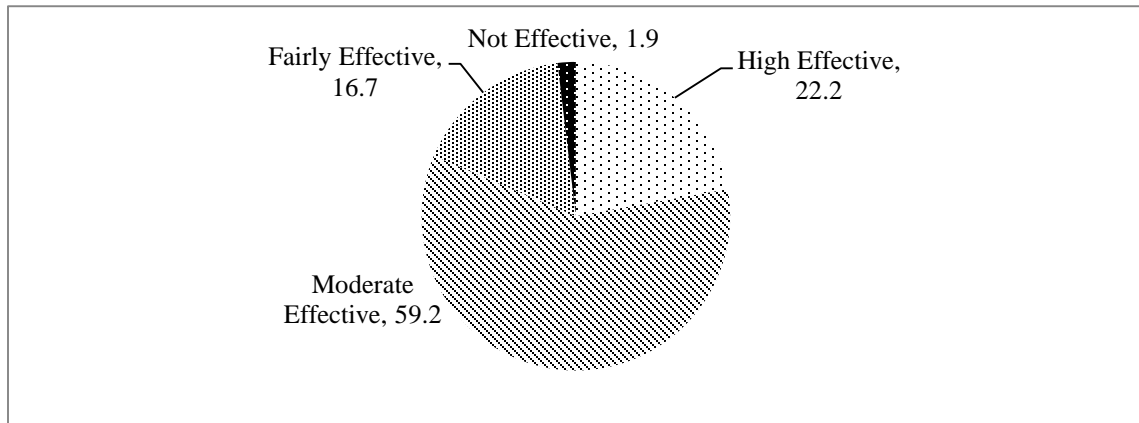


Figure 2: Pie Chart Showing Level of teachers' effectiveness in Southwestern Nigeria public secondary schools

As shown on the Table 2, 22.2% of the principals concurred that the teachers in Southwestern Nigerian public secondary schools were highly effective. Largest numbers (59.2%) of the principals affirmed that their teachers were moderately effective. The Table equally depicts that 16.7% of the principals accepted that their teachers were fairly effective while only a principal believed that their teachers were not effective. It can be concluded that teachers in Southwestern Nigerian public secondary schools were moderately effective. This could be as a result of present academic performances of the students in the region. Figure 2 also shows diagram explanation of the Table 2.

Table 3: *Leadership Characteristics demonstrated by the Principals*

Principals' Leadership Characteristic	Frequency	Percentages
Integrity	163	19.7
Justice	132	15.4
Humanity	121	14.2
Courage	112	13.2
Humility	98	11.4
Collaboration	87	10.2
Accountability	79	9.2
Temperance	58	6.7
Total	850	100

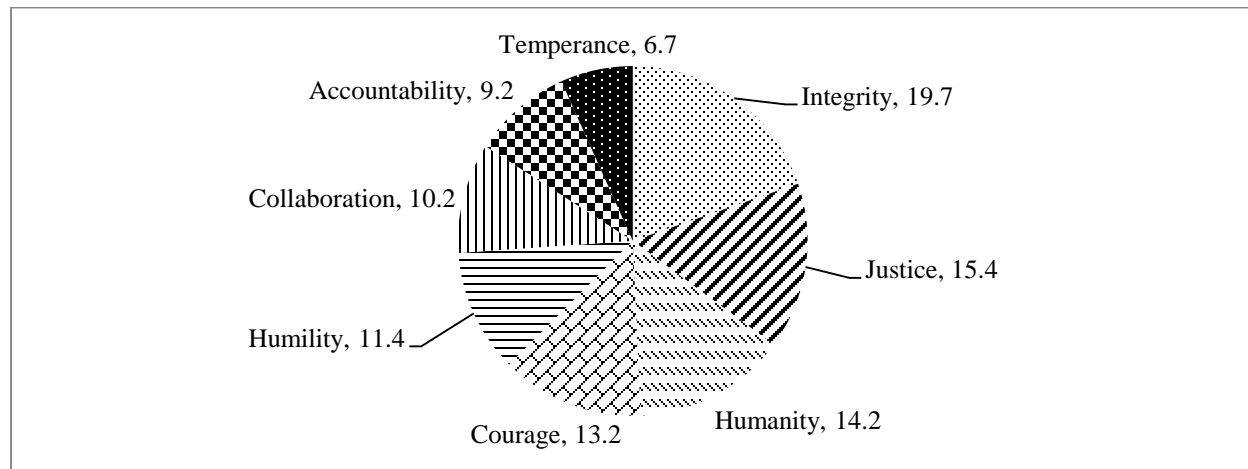


Figure 3 Pie Chart Showing various Leadership Characteristics of the Principals

Table 3 depicts the leadership characteristics of the principals in Southwestern Nigeria public secondary schools. Table above arranges the leadership characteristics of the principals according to observation and ranking of the teachers. In the Figure 3, 19.7% of the teachers respected the integrity of their principals. This is the indication that Principals in Southwestern Nigeria public secondary schools protect their integrity and it mostly exhibited by them. Again 15.4% of the teachers supported that their principals maintained justice in the schools. Also, 14.2% of the teachers concurred that their principals possessed the spirit of humanity. About 13.2% of the teachers ascertained the courage of their principals. It was equally shown on the Table that 11.4% of the teachers respected the humility of their principals.

Furthermore, 10.2% of the teachers admired the collaboration of the principals in their schools. Equally, 9.2% of the teachers honored the accountability of their principals. Lastly, just only 6.7% of the teachers acknowledged the temperance of their principals. Integrity of the principals was highly honored and respected by the teachers in Southwestern Nigeria public secondary schools. It therefore concluded that Principals in Southwestern Nigeria public secondary schools value their integrity, uphold justice, have humanity, courageous, humble, admire collaboration, accountability and caution their temperance. The figure 3 equally presents the diagram explanation of the Table 2.

Table 4: *Regression Model Summary of Influence of Principals' Leadership Characteristic on Teachers' Effectiveness*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.932 ^a	.741	.792	.415	24.881	.000 ^b

In Table 4, the R value .932^a indicated the correlation coefficient of principal leadership characteristics and teachers' effectiveness. The R Square 0.741 indicated how much of variation in the teachers effectiveness that can be accounted for by the principals' leadership characteristics. This indicated that 74.1% of variance in the teachers' effectiveness can be accounted for by principals' leadership characteristics in this study. The F value of the interaction was 24.881 and found to be significant at 0.05. The significant level of (.000^b) indicated that the combination of leadership characteristics of the principals significantly (P<0.05) influenced the teachers effectiveness. Therefore, principals' leadership characteristics significant influenced teachers' effectiveness.

Table 5: *Regression Coefficients of influence of principals' leadership characteristics on teachers' Effectiveness*

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.112	.808		1.121	.001
Integrity	.130	.041	.512	3.260	.002
Justice	.512	.842	.211	3.270	.004
Humanity	.195	.073	.432	2.680	.000
Courage	.345	.089	.401	3.221	.000
Humility	.212	.096	.376	2.203	.013
Collaboration	.468	.097	.283	4.843	.021
Accountability	.362	.059	.132	4.121	.033
Temperance	.379	.063	.111	2.890	.022

Table 5 presents statistical estimates of standardized coefficients and p-values of the contributors, leadership characteristics (integrity, justice, humanity, courage, humility, collaboration, accountability and temperance) to teachers' effectiveness. A critical view of Table 4 indicated that integrity ($\beta = .512, P < 0.05$) was found to be a significant contributor to teachers' effectiveness in Southwestern Nigeria public secondary schools. This was the highest variable found to be a significant contributor to teachers' effectiveness. Again, humanity ($\beta = .432, P < 0.05$) was found to be a significant contributor to teachers' effectiveness. Also, courage ($\beta = .401, P < 0.05$) was significant contributor to teachers' effectiveness. Findings in the table further showed that humility ($\beta = .376, P < 0.05$) was found to be a significant contributor to teachers' effectiveness. Moreover, collaboration ($\beta = .283, P < 0.05$) was found to be a significant contributor to teachers' effectiveness. Likewise, justice ($\beta = .211, P < 0.05$) was found to be a significant contributor to teachers' effectiveness. Accountability ($\beta = .132, P < 0.05$) was found to be a significant contributor to teachers' effectiveness. The last variable, temperance ($\beta = .111, P < 0.05$) was equally found to be a significant contributor to teachers' effectiveness. As shown in the Table, it can be concluded that regression analysis showed that the combined leadership characteristics of the principals in Southwestern Nigeria public secondary schools were significant contributors to teachers' effectiveness.

DISCUSSION OF FINDINGS

The results of the study showed that the teachers in Southwestern Nigerian public secondary schools were moderately effective. This could be as a result of present academic performances of the students in the region. This is an indication that most of the teachers in the study area were moderately effective in performance of their duty toward the academic achievement of their students. Though, most of the teachers still need extra effort, commitment and dedication toward their performance on their duty in the study area. The study concurred with the study of Moreno, (2009) who clarified that there are different types of teachers. For instance, among many others, there are those who walk into the classroom, and some students do not even notice them; also there are some who seem to be authentic dictators, and students are even afraid to ask anything in the classroom. There are those who read from a book, or talk constantly, during the whole session, while students keep just copying; or even those who just talk, and by the end of the lesson, students do not even know what the lesson was about, because the objectives, structure and/or theme were not clear, even the teacher. The teachers of the study area need to be more effective through making the objective and structure of their lesson with their students to be more clear so that at the end of the lesson, students would be able to add to their knowledge which would lead to excellent performance in their internal and external examinations. The study also corroborated the studies who have shown that students' ratings are valuable indicators of teachers' effectiveness (Barnett, Matthews & Jackson, 2003; Imhanlahini & Aguele, 2006; Pozo-munzo, Rebollosa-Pacheco, & Fernandez-Ramirez, 2000).

The results also showed that Principals in Southwestern Nigeria public secondary schools value their integrity, uphold justice, have humanity, courageous, humble, admire collaboration, accountability and caution their temperance. The results further indicated that the principals in

Southwestern Nigeria public secondary schools strive to be truthful and straightforward with oneself and others, demonstrate high personal and professional moral standards, demonstrate self-assurance in his or her abilities, decisions, and actions and works hard over extended periods and follows through to achieve goals. Principals get along with people and build strong working relationships, agree to be held accountable for decisions, actions, and outcomes, remains impartial and unbiased in the treatment and judgment of others in their schools. Principals treat others with dignity, especially when providing feedback, sincerely acknowledge and appreciate others' contributions and demonstrate genuine care for others and actively promote their well-being.

An F value of the interaction in Table 4 was 24.881 and found to be significant at 0.05 alpha level. It was also indicated that 74.1% of variance in the teachers' effectiveness can be accounted for by principals' leadership characteristics in this study area. This could be conjectured that principals' leadership characteristics influenced teachers' effectiveness. Given this empirical indications, it therefore inferred that principals' leadership characteristics were contributed for the achievement of teachers' effectiveness. This is in accordance with the empirical studies of Olowo (2018); Olowo and Fashiku (2019) who reported that principals' personnel characteristic skills influenced teachers' classroom management.

The study further showed that among the principals' leadership characteristics, integrity of the principals was found to be the highest contributor to the teachers' effectiveness. This is an indication that the teachers respected their principals' integrity as they perform their job. The study in line with the study of Covey (2007) who disclosed that integrity is perhaps the most valued and respected quality of leadership and one of the most important characters a leader needs to attain. The 34th President of United States, Dwight D. Eisenhower once said that the supreme quality of leadership is unquestionably integrity (Sarmad Hasan, 2017).

The study also found out that humanity was found to be a significant contributor to teachers' effectiveness. This is an indication that the teachers in the study area valued the genuine care for demonstrated by their principals toward the promotion of their well-being on their job. The study concurred with the literatures (Xing, 1995; Chan, 2008) which shown that humanity manifested in the five types of friendships, at two levels: equality of status (e.g. friend-friend); and inequality of status (e.g., father-son, older-younger, man-woman, and ruler-ruled). It further revealed that a leader has the opportunity to demonstrate humanity when interacting with followers, peers, superiors, and/or outside customers and community members.

Also, the study showed that courage was significant contributor to teachers' effectiveness. This connotes that teachers in the study area respected how their principals demonstrated self-assurance in his/her abilities, decisions, actions and also how he/she finished things despite obstacles, difficulties, or discouragements along the way has encouraged the teachers to perform better while discharging their duties. The study corroborated with the study of Sen, Kabak, and Yanginlar (2013) who concurred that courageous leaders are brave, and they have heart, spirit and exceptional intellectual and emotional capacity to make drastic changes. They also said that the leaders take risks to face and deal with difficult problems instead of overtaking them to move organizations

and nations forward. They further said that the leaders are creative so that they can make objective analysis, select the most effective strategies, motivate people at their maximum capacities and act under high uncertainties.

Findings in the table further showed that humility was found to be a significant contributor to teachers' effectiveness. This denotes that the teachers in the study area acknowledged their way their principals was mindful of one's own personal feelings, thoughts, values, motives, reactions, behaviour and also treated the teachers with dignity, especially when providing feedback to them which invariably improving teachers commitment to perform their job. Theorists have proposed that humility is becoming more critical for leaders who direct their organizations in increasingly dynamic and turbulent environments (Morris et al. 2005, Vera & Rodriguez-Lopez 2004). The humble person is aware of her status, knowledge, capabilities, strengths and weaknesses, her assets, virtues, realizations and successes; her mistakes and limitations (Driver 2001; Snow 1995).

Moreover, collaboration was found to be a significant contributor to teachers' effectiveness. This is an indication that the teachers admired the effort of their principals of getting along with them and builds strong working relationships with them which in turns enabled the teachers to do their work with willingness. The study agreed with the study of Sanaghan and Lohndorf (2015) who said that collaboration occurs when leaders work with others from different external organizations (e.g. local community, vendors, another campus, businesses) or within their own institution (e.g. functions, schools, divisions) to achieve a clearly understood and mutually beneficial, shared set of goals and outcomes that they could not achieve working by themselves.

Likewise, justice was found to be a significant contributor to teachers' effectiveness. This means that the teachers valued the way that their principals remain impartial and unbiased in the treatment and judgment of others in their schools which contributed to their job performances. The study is in line with the opinion of Sison (2003) who regarded justice as a positive character trait that disposes a person to respect the rights of others and to establish harmony in human relationships such that equity and the common good are promoted. Bragues (2006) suggested that justice is required during the allocation of resources that people value, such as money, property, sex, offices, power, and status.

Accountability was found to be a significant contributor to teachers' effectiveness. This indicated that the teachers acknowledged the their principals as they agreed to be held accountable for decisions, actions, and outcomes of their schools and always remained dependable and reliable in every matter of the schools which made the teachers to be consistent and committed in discharging their duties. The study is in consonance with the study of Allen & Dennis (2010) and McCall (2012) who disclosed that when leaders are accountable for the feedback they will feel obligated to use it to improve performance. The study also concurred with the study of Arnold H Glasow in Sarmad (2007) who said that a good leader takes little more than his share of the blame and little less than his share of the credit.

The last variable, temperance was equally found to be a significant contributor to teachers' effectiveness. This indicated that the teachers acknowledged that their principals maintained presence of mind, calm, cool and focus, especially in challenging situations and also remained disciplined and stays on-track in all situations. This finding supported the finding of Riggio (2011) who reported that temperate leaders have a humility that distinguishes the very best leaders. These findings corroborated the submission of Sander (1994) who affirmed that a temperate leader does not over-react when things fail to go according to plan, or when plans are thwarted by others, but instead negotiate(s) differences in a way that recognizes mutual rights and intelligence and yet leads to a harmonious solution.

CONCLUSION AND RECOMMENDATIONS

The 'words' of a leader in a school becomes his/her 'actions', the frequency of the 'actions' becomes their 'habits', consistency of the 'habits' becomes their 'characters', meanwhile the characters disposition of the leader in the school would be determinant of success or failures of the school. At the same time the characters of a leader (principal) in the school as long way in job performance as well as attainment of aims and objectives of the schools. Therefore, the principals of schools not only in Southwestern Nigeria secondary schools and other schools in Nigeria are expected to develop and exhibit the leadership characteristics that that are consistent and acceptable in situations which would contribute, trigger, and enhance their teachers' effectiveness.

On the basis of the findings of this study, the following recommendations were made:

The human resources sector in Teaching Service Commission (TESCOM) should know the personal qualities to be considered from teachers apart from their seniority before the head-teacher is being appointed as school head. Likewise, frequent seminar should be organized for the principals by the human resource unit in Ministry of Education. Principals should always maintains their integrity by building trust and be honest with the teachers and the school; principals should courageous to stand with what is right, stand against adversity and challenges that could draw their school backward; principals should fair in transparent manner and always uphold justice; principals should accommodate collaboration by ensuring that teachers work as one group so as to achieve the objectives of education timely. The collaboration can easily be done through the way the principals show humanity to staff; lastly, principals should demonstrate humble, calmness, patient, self-control and discipline against arrogant, provocation and finding way to provide solution to problems of the schools in every situation.

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