IMPACT OF ETHICAL LEADERSHIP ON JOB SATISFACTION IN PUBLIC SECONDARY SCHOOL IN KADUNA STATE

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Abstract

This study examined the impact of ethical leadership on job satisfaction in public secondary school in Kaduna State. The objectives of the study was to assess the effect of ethical leadership on job satisfaction among principals in public secondary school in Kaduna State, to examine effect of ethical leadership on self-efficacy among principals in public secondary school in Kaduna State, and to determine the effect of organizational trust on job satisfaction among principals in public secondary school in Kaduna State.The researcher used descriptive survey research design.The targeted population for this study was 71,919 consisting all the principals, teachers and State Ministry of Education officials in all the public secondary schools in Kaduna State, Nigeria.A total of 359 respondents wereselected.The instrument used by the researcher for data collection is self-structure questionnaire.The data collected through the questionnaire designed for the study was analyzed using a descriptive analysis such as frequencies and percentage. Based on the study findings, it is concluded that ethical leadership hadsignificant relationship onthe on job satisfaction in public secondary school in Kaduna State, Nigeria. It also concluded that job satisfaction of teacher had a significant relationship onthe self-efficacy. Therefore, self-efficacy of teachers had no significant influence on their job satisfaction.Based on the findings of this study, the followings recommendations made: Good working conditions in the form of salary and prompt promotion of staffs in public senior secondary school Kaduna State,Nigeria

should be puts in place by both federal and state government, Ministry of Education and Government at federal and state levels shouldimprove the job satisfaction teacher through the provision of entitlements and other benefits attached to their job in public senior secondary school Kaduna State,Nigeria and Federal and State governments should improve teacher's condition of services and provide adequate, effective and conducive environment for teaching and learning through effective and functional educational policies.

Key Words: *Impact, Ethical Leadership, Job Satisfaction, Public Secondary School*

Introduction

To comprehend the situational influences in the leadership paradigm, the implications of trust on both individual and organizational effectiveness have been highlighted. People are considered to be dissatisfied with the performance of their leaders as a result of repeated ethical scandals, such as cheating and corruption (Ahmad Mukhtar& Chan, 2020), in both the private and public sectors (Yukl et al., 2018; Afsar et al., 2019). What matters is the function of leadership in ethical behavior change (Afsar et al., 2020), demonstrating the importance of the ethical dimension of the leadership construct (Ahmadi, S. A. A., Ahmadi, F., &Zohrabi, M., 2019). As a result of these crises, it has been noticed that ethics and integrity concepts have received more attention in the leadership domain in recent years, and studies on ethical leader conduct have increased at all levels of the organization (Qing et al., 2019).

The term leadership has numerous meanings. This is due to the changes in the environmental conditions of the leaders. Within educational institutions at all levels, various types of organizations, as well as within households, the individuals need to put into operation leadership skills. However, the essentials of leaderships are the same to all leaders in all positions. There are differences in the environmental conditions. The implementation of leadership capacities is dependent upon the milieu and overall situations. It is apparent that there are differences in the skills required, roles and job duties performed, ways in which problems and issues are dealt with, and the development of terms and relationships between individuals. After the individuals have acquired an efficient understanding in terms of meaning and significance of leadership, they need to generate awareness in terms of measures and approaches that are necessary in bringing about improvements in them.

Job satisfaction, on the other hand, is a topic that piques the interest of not just those who research and study the notion, but also those who work with others and persons.

From a humanitarian standpoint, individuals should be treated fairly and with respect (Yanik, 2018). Job satisfaction also refers to how well the workplace answers workers' concerns and expectations, as well as the individual's reaction to that environment (Yozgat&Meşekran, 2016). Furthermore, a body of studies suggests that a manager's leadership style is linked to the job satisfaction of their followers (Qing et al., 2019; Sabir&Bhutta, 2018; Afsar et al., 2019).

According to previous research, leadership effectiveness may be derived from its influence on employee engagement and (Wang & Hsieh, 2018). This shows that work engagement and trust may operate as mediators in the ethical leadership–job satisfaction relationship, explaining how and why ethical leadership influences job satisfaction.

On the other hand, job satisfaction is a subject of wide enthusiasm not only to individuals who investigate and study the concept but also who work in association with others and individuals likewise the humanitarian viewpoint indicates individuals should be treated reasonably and with deference (Peters, Waterman, & Jones, 2019). Additionally, job satisfaction alludes to the degree that the workplace addresses the issues and estimations of workers and the individual's reaction to that environment (Babalola, 2016: 935). Moreover, a group of research proposes that managers' leadership behavior is linked with the levels of followers' job satisfaction (Mustafa and Lines, 2014: 23).

The objective of this study is to add to our understanding of the relationship between ethical leadership and effective leadership by determining if ethical leader behavior is linked to organizational trust. Establishing such a connection would be significant because trust has emerged as one of the most important variables in organizational research. Investigators in a variety of social science disciplines have demonstrated the benefits of trust in the organizational context (Kramer &Lewicki, 2010).

The public educational sectors in Kaduna and Nigeria in general are facing continuous challenges in productivity, increasing turnover of teachers and administrative staff due to lack of organisational ethical leadership and dissatisfaction. The recent research in the educational sector of Kaduna State has identified job satisfaction as one of the major disputes to be addressed in order to cultivate a strong educational system (Khan, Ali, Hussain&Safdar, 2015). The current situation, therefore, calls for research to identify the factors that can enhance ethical leadership on organizational trust and job satisfaction of the personnel in the educational sector of Kaduna State.

In 2021, records obtained from the Ministry of Education in Zaria have shown that in Zaria metropolis about 43% of public secondary school teachers who have left service in the last six years left voluntarily. A breakdown of this showed that in 2014, total teachers turnover was 44 of which 25 were on retirement and the remaining 19 were voluntary resignation or withdrawal. Likewise, in 2015 a total of 66 left, 41 on retirement, 2 death and 23 on voluntary resignation. These figures rose in 2016, where the total teachers" turnover stood at 72 of which 42 went on retirement, 1 death and 29 voluntary resignations.

In view of this, it becomes evidently clear that intention to quit can be counter-productive to the achievement of schools' objectives and as such it is necessary to examine the impact of ethical leadership on job satisfaction in public secondary school in Kaduna State. Specifically, the objectives are: To assess the effect of ethical leadership on job satisfaction among principals in public secondary school in Kaduna State, to examine the effect of ethical leadership on self-efficacy among principals in public secondary school in Kaduna State and to determine the effect of organizational trust on job satisfaction among principals in public secondary school in Kaduna State.

An Overview of Ethical Leadership

In order to indicate clearly the objectives of this work, it will be very useful to define some of the keywords found in this thesis and review of previous works related to the study. This section is concerned with the conceptual definitions of the variables under study. The section will further explain all other related concepts.

Concept of Leadership

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent (Lam, Zhang, & Baum, 2016). Leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills. Although your position as a manager, supervisor, lead, etc. gives you the authority to accomplish certain tasks and objectives in the organization, this power does not make you a leader, it simply makes you the boss. Leadership differs in that it makes the followers want to achieve high goals, rather than simply bossing people around.

Concept of Ethical Leadership

Nowadays, the expression "ethics" ordinarily alludes to a composed or unrecorded moral framework that characterises what is socially viewed as erroneous or veracious, great or awful (Aronson, 2001). Until now researchers have not found a distinctive explanation for what constitutes an ethical leadership. Leadership is defined by (Davis, 1981) as "the ability to persuade individuals to endeavour with a specific end goal to achieve the hierarchical objectives". Çelik, Dedeoglu, &Inanir, (2015) examined Relationship between Ethical Leadership, Organizational Commitment and Job Satisfaction at Hotel Organizationsas "a

procedure amid which the objectives of a business or a gathering are resolved and the gathering individuals are directed to achieve these objectives with the assistance of impact." In numerous studies led on administration, the accentuation has been on the initiative procedure, pioneer practices, association with the group of onlookers and authoritative yields (Ellis, & Shockley-Zalabak, 2015).

Concept of Job Satisfaction

Job satisfaction has been defined in many different ways. Some believe it is simply how contented an individual is with the job he/she is currently doing, that is, whether or not they like the job or individual aspects or facets of jobs, such as nature of work or supervision (Qing, Asif, Hussain, Jameel, 2019). Others are of the view that job satisfaction is not as simplistic as this definition suggests and instead that multidimensional psychological responses to one's job are involved (Qing, Asif, Hussain, Jameel, 2019).

Theoretical Framework

A number of theories and models have emerged explaining the ethical leadership on organizational trust and job satisfaction among public secondary schools. The study has the following model and theory to underpin the models.

Theory of Planned Behavior (TPB)

TPB posits that individual behavior is driven by behavioral intentions where behavioral intentions are a function of an individual's attitude toward the behavior, the subjective normssurrounding the performance of the behavior, and the individual's perception of the ease with which the behavior can be performed (Ajzen, 1991). Attitude toward the behavior is defined as the individual's positive or negative feelings about the behavior of interest. This attitude is determined through an assessment of one's beliefs regarding the

consequences arising from a behavior and an evaluation of the desirability of these consequences. Formally, overall attitude can be assessed as the sum of the individual consequence x desirability assessments for all expected consequences of the behavior. Subjective norm is defined as an individual's perception of whether people important to the individual think the behavior should be performed.

Person-Environment Fit Theory.

The theory described was initially proposed by French, Rodgers, and Cobb in 1974. It has several properties which may be of theoretical and empirical value in understanding adjustment in organizations. Person-environment (P-E) fit theory assumes that stress occurs because of a misfit between the individual and the environment. Thus, it is neither the person nor the situation alone which cause stress experiences and strains. There are two types of misfit between an individual and the environment. The first type refers to the fit between the demands of the environment and the abilities and competencies of the persons. The second type refers to the fit between the needs of the person and supplies from the environment. The theory bears the popular notion that organizations and their employees must find common grounds on how well the characteristics of individual employees (e.g. skill sets, abilities, personality and competencies) and the environment of the organization (including culture, tasks and job roles) match each other in mutually beneficial ways.

The Mobley Model

The first model that evolved and dominated the field for a great amount of time was Mobley's(1977) Model of the Turnover Process. The model demonstrates just how complex the decision for an employee to quit truly is. According to Mobley (1977) employee's decision to leave a job occurs in multiple stages. It presents the idea that there are two types of turnover that areassociated with employees leaving an organization. The first is recognized as avoidance turnover which occur when

employees leave an organization because of dissatisfaction with their job and during their decision process to leave. The second form of turnover is unavoidable turnover and it is situations that causes the employee to leave of which the organization can do nothing to prevent the employee from leaving.This model explained the various decision making stages in turnover process. The employee evaluates their present job to determine if they are happy or not with what they are doing in terms of pay recognition, autonomy. If the employee feels they are actually satisfied with their current job then they will stay and their decision to quit comes to an end.

Methodology

The researcher used descriptive survey research design. The design is consider appropriate for the study because the study will be on a small group representing the entire population through questionnaire. According to Macharia, Iravo, Tirimba&Ombui, (2015) survey research design is used to collect data in line with describes research design as a plan, structure and strategy of investigation to obtain answers to research questions and control variance. The targeted population for this study was 71,919 consisting all the principals, teachers and State Ministry of Education officials in all the public secondary schools in Kaduna State, Nigeria. The population size for head teachers is 754, teachers 9,726 and state ministry of education 61,439 in the 754 public secondary schools in Kaduna State. A total of 359 respondents wereselected as a sample from 896 population of the study.The instrument used by the researcher for data collection is self-structure questionnaire which was designed base on issues raised on the research questions. Five (5) points Likert scale was designed for the ranking of data which include Strongly Agree, Agree, Undecided, Strongly Disagree and Disagree. The data collected through the questionnaire designed for the study was analyzed using a descriptive analysis such as frequencies and percentage.The data

collected through the questionnaire designed for the study was analyzed using a descriptive analysis such as frequencies and percentage. The descriptive statistical analysis is usually employed to aggregate mean, describe, and present the results in a research and measure constructs. The postulated hypotheses of this research was analyzed using statistical tool of Analysis of Variance (ANOVA). This is in line with the opinion of Anikweze (2013) that ANOVA is a suitable statistical tool to test this nature of hypotheses. The use of this statistical tool is based on the fact that the study has more than two respondent and the data to be gathered is a categorical data. Hypotheses was tested at 0.05 alpha levels of significance.

Research Findings and Analysis

The study was on the "impact of ethical leadership on job satisfaction in public secondary school in Kaduna State. This chapter covered the report of the research findings based on the data collected from respondents. The data on demographic variables of respondents were presented in tables of frequencies, simple percentage and responses of the respondents on the research questions were presented in tables of frequencies, percentages and mean. Similarly, in order to determine level of significance differences between the groups of respondents, the null hypotheses for the study were tested against $p = 0.05$ level of significance using One-way between groups Analyses of Variance (ANOVA). The groups of respondents comprised principals, teachers, and officials of ministry of education. The researcher used the data in answering the research questions and testing the null hypotheses for the study. As mentioned earlier the data were collected using closed ended questionnaire based on 5-points Likert-Scale format.

A total of three hundred and fifty nine (359) copies of the questionnaire were administered to the respondents and three hundred and fifty one (351) representing 99% were duly filled, returned while eight (8) representing 1% were found to be invalid for the study. The high response rate was achieved by the combined efforts of the

researcher and his research assistants who administered the questionnaire to the various respondents and as well sought for the cooperation of the respondents in selected public senior secondary schools in Kaduna State for distribution and retrieval of the questionnaire. The exercise took a period of three weeks to be completed.

Demographic Variables of Respondents

The bio-data of respondents designed in the research instrument comprised status, gender of respondents, zonal location of selected school, type of school and location of school. The table below depicted demographic variable of respondents:

Table 1: Demographic Variable of Respondents

Bio-Data	Description	Frequency	Percent	Valid Percent	Cumulative Percent
Status	Principal	15	4.3	4.3	4.3
	Teacher	262	74.6	74.6	78.9
	M. E. Officials	74	21.1	21.1	100.0
	Total	**351**	**100.0**	**100.0**	
Gender	Male	288	82.1	82.1	82.1
	Female	63	17.9	17.9	100.0
	Total	**351**	**100.0**	**100.0**	
Marital Status	Married	76	92.9	92.9	92.9
	Single	275	7.1	7.1	100.0
	Total	**351**	**100.0**	**100.0**	
Types of school	Day	189	53.8	53.8	53.8
	Boarding	162	46.2	46.2	100.0
	Total	**351**	**100.0**	**100.0**	
Location	Rural	117	33.3	33.3	33.3
	Urban	234	66.7	66.7	100.0
	Total	**100.0**	**100.0**	**100.0**	

Statistics from table 1 shows the personal data of respondents for the study. The table displays the status that 15 (4.3%) of the respondents were principals, 262 (74.6%) teachers, and 74 (21.1%) officials of ministry of education. The statistics of gender of respondents revealed that 288 (82.1%) were males, while females 63 (17.9%). Respondents from day schools were 189 (53.8%), respondents from marital status, 92.9 are single while 7.1 of the respondents are single and from boarding schools 162 (46.2%). Finally, 117 (33.3%) of the responses were from teachers of schools located in rural area, while 234 (66.7%) were from urban area.

Table 2: Opinions of Respondents on the effect of ethical leadership on job satisfaction in public secondary school principals in Kaduna State.

S/N	Item Statements	Categories of Respondent	Agree		Undecided		Disagree		Total		
			F	%	F	%	F	%	F	%	Mean
1.	With ethical leadership i am satisfied with the way i am promoted.	Teachers Principals MOE officials	118 72 21	33.6 20.5 6.0	5 - -	1.4 - -	95 32 8	27.1 9.1 2.3	351	100	3.28
2.	With ethical leadership there are good opportunities for promotion.	Teachers Principals MOE officials	120 54 10	34.2 15.4 2.8	5 2 1	1.4 0.6 0.3	112 42 5	31.9 12.0 1.4	351	100	3.10
3.	With ethical leadership i am promoted based on my job performance.	Teachers Principals MOE officials	88 30 6	25.1 8.5 1.7	5 - -	1.4 - -	175 38 9	49.9 10.8 2.6	351	100	2.68
4.	With ethical leadership i have been rewarded for my good performance.	Teachers Principals MOE officials	136 42 13	38.7 12.0 3.7	2 - -	0.6 - -	110 40 8	31.3 11.4 2.3	351	100	3.10
5.	With ethical leadership my promotion is never delayed.	Teachers Principals MOE officials	88 38 13	25.1 10.8 3.7	5 - -	1.4 - -	164 32 11	46.7 9.1 3.1	351	100	2.76
6.	With ethical leadership there is regular payment of salary.	Teachers Principals MOE officials	95 38 6	27.1 10.8 1.7	3 - -	0.8 - -	154 42 13	43.9 12.0 3.7	351	100	2.78
7.	With ethical leadership salary increments are too small.	Teachers Principals MOE officials	80 38 8	22.8 10.8 2.3	3 2 1	0.8 0.6 0.3	164 38 17	46.7 10.8 4.8	351	100	2.66
8.	With ethical leadership i am satisfied with my salary as it is.	Teachers Principals MOE officials	42 21 6	12.0 6.0 1.7	3 1 -	0.8 0.3 -	184 69 25	52.4 19.7 7.1	351	100	2.22
9.	Ethical leadership makes me not satisfy with my assigned workload.	Teachers Principals MOE officials	63 17 3	17.9 4.8 0.8	5 2 1	1.4 0.6 0.3	164 72 24	46.7 20.5 6.8	351	100	2.36
10.	Ethical leadership helps to handle the adequate number of students in my class.	Teachers Principals MOE officials	54 38 13	15.4 10.8 3.7	3 - -	0.8 - -	154 63 26	43.9 17.9 7.4	351	100	2.74
	Total		1371	39.1	49	1.4	2090	59.5	3510	100	2.74

The result presented in table 2 shows the responses of the three groups of respondents on theeffect of ethical leadership on job satisfaction in public secondary school principals in Kaduna State. Item 1 of the research instrument sought to find out whetherwith ethical leadership teachers is satisfied with the way they are promoted. Responding to the item, the principals, teachers and officials of MOE (respondents) agreed with 211(60.1%) agree, 5(1.4%) undecided and mean of 3.28. Briefly, items 1 – 10 revealed that the respondents disagreed that ethical leadership has an effect on job satisfaction in public secondary school principals in Kaduna State with 2090(59.5%) disagreed and a mean of 2.74.

Table3: Opinions of the respondents on effect of ethical leadership on self-efficacy in public secondary school principals in Kaduna State.

S/N	Item Statements	Categories of Respt	Agree		Undecided		Disagree		Total		
			F	%	F	%	F	%	F	%	Mean
1.	I don't have enough time to sit with my teachers.	Teachers	110	31.3	5	1.4	110	31.3	351	100	**2.95**
		Principals	40	11.4	-	-	54	15.4			
		MOE officials	5	1.4	-	-	27	7.7			
2.	My students are being catered for, by me	Teachers	110	31.3	3	0.8	120	34.2	351	100	**2.88**
		Principals	40	11.4	1	0.3	54	15.4			
		MOE officials	4	1.1	-	-	19	5.4			
3.	The numbers of my teachers are more then what I can cater for.	Teachers	63	17.9	3	0.8	180	51.3	351	100	**2.36**
		Principals	17	4.8	-	-	82	23.4			
		MOE officials	6	1.7	-	-	26	7.4			
4.	My teachers are happy with my work.	Teachers	63	17.9	5	1.4	140	39.9	351	100	**2.58**
		Principals	38	10.8	2	0.6	63	17.9			
		MOE officials	13	3.7	1	0.3	26	7.4			
5.	My teachers look up to me for help.	Teachers	22	6.3	2	0.6	154	43.9	351	100	**2.09**
		Principals	21	6.0	1	0.3	54	15.4			
		MOE officials	6	1.7			21	6.0			
6.	I don't have enough time to discuss with my teachers.	Teachers	18	5.1	1	0.3	184	52.4	351	100	**2.04**
		Principals	21	6.0	-	-	69	19.7			
		MOE officials	6	1.7	-	-	50	14.2			
7.	There are adequate staff rooms for teacher and principal's relation.	Teachers	42	12.0	-	-	154	43.9	351	100	**2.17**
		Principals	21	6.0	1	0.3	95	27.1			
		MOE officials	3	0.8	-	-	35	10.0			
8.	My students look up to me for their moral needs	Teachers	40	11.4	5	1.4	164	46.7	351	100	**2.18**
		Principals	17	4.8	2	0.6	72	20.5			
		MOE officials	8	2.3	1	0.3	42	12.0			
9.	I don't have enough time to sit with my teacher.	Teachers	54	15.4	2	0.6	154	43.9	351	100	**2.50**
		Principals	38	10.8	1	0.3	63	17.9			
		MOE officials	11	3.1			28	8.0			
10.	I restrict my teacher to come close to me	Teachers	54	15.4	5	1.4	120	34.2	351	100	**2.32**
		Principals	13	3.7	4	1.1	103	29.3			
		MOE officials	10	2.8	-	-	42	12.0			
	Total		**914**	**26.0**	**45**	**1.3**	**2551**	**72.7**	**3510**	**100**	**2.41**

Results presented in table 3 shows the responses of the three groups of respondents on theeffect of ethical leadership on self-efficacy in public secondary school principals in Kaduna State. Item 1 of the questionnaire sought to find out if the principal have enough time to sit with their teachers. The responses to this item showed that principals, teachers and officials of MOE (respondents) disagreed with 191(54.4%) agreed, 5(1.4%) undecided and a mean of 2.95. In a nutshell, items 11 – 20 revealed that the respondents disagreed ethical leadership has effect on self-efficacy in public secondary school principals in Kaduna State with 2,551(72.7&) disagreed and a mean of 2.41.

Table 4: Opinions of respondents on the effect of organizational trust on job satisfaction in public secondary school principals in Kaduna State.

S/N	Item Statements	Categories of Respondent	Agree		Undecided		Disagree		Total		
			F	%	F	%	F	%	F	%	Mean

No.	Item	Group										Mean
1.	Ministry of education official provides good salary to for effective teaching.	Teachers	63	17.9	2	0.6	170	48.4	351	100		**2.37**
		Principals	17	4.8			69	19.7				
		MOE officials	5	1.4			25	7.1				
2.	Ministry of education official provides technical or other professional staff to the school.	Teachers	42	12.0	5	1.4	120	34.2	351	100		**2.28**
		Principals	21	6.0			99	28.2				
		MOE officials	10	2.8			54	15.4				
3.	Principals provide security guards to the school for conducive leaning.	Teachers	88	25.1	1	0.3	118	33.6	351	100		**2.68**
		Principals	38	10.8			62	17.7				
		MOE officials	6	1.7			38	10.8				
4.	Principals provide volunteers to serve in the school.	Teachers	95	27.1	2	0.6	120	34.2	351	100		**2.91**
		Principals	54	15.4			57	16.2				
		MOE officials	13	3.7			10	2.8				
5.	MOE participate in providing non-teaching staff allowance for effective teaching.	Teachers	38	10.8	2	0.6	184	52.4	351	100		**2.21**
		Principals	13	3.7	1	0.3	80	22.8				
		MOE officials	8	2.3			25	7.1				
6.	MOE provide social clubs for social expertise workers	Teachers	30	8.5			120	34.2	351	100		**2.24**
		Principals	21	6.0			110	31.3				
		MOE officials	16	4.6			54	15.4				
7.	MOE provide guidance counselors to the teachers.	Teachers	42	12.0	3	0.8	136	38.7	351	100		**2.34**
		Principals	30	8.5	2	0.6	95	27.1				
		MOE officials	8	2.3	1	0.3	34	9.7				
8.	Principal provide cleaners to the school for effective teaching.	Teachers	32	9.1	3	0.8	120	34.2	351	100		**2.23**
		Principals	25	7.1	3	0.8	99	28.2				
		MOE officials	12	3.4			57	16.2				
9.	MOE link the school with institutions that deploys staff to schools.	Teachers	38	10.8	3	0.8	120	34.2	351	100		**2.20**
		Principals	17	4.8	2	0.6	95	27.1				
		MOE officials	7	2.0	1	0.3	68	19.4				
10.	MOE always provide for the school human resource needed	Teachers	42	12.0	3	0.8	140	39.9	351	100		**2.36**
		Principals	37	10.5	3	0.8	62	17.7				
		MOE officials	8	2.3	2	0.6	54	15.4				
	Total		**876**	**25.0**	**39**	**1.1**	**2595**	**73.9**	**3510**	**100**		**2.38**

The result from table 4 shows the responses of the three groups of respondents on theeffect of organizational trust on job satisfaction in public secondary school principals in Kaduna State. Item 1 of the questionnaire sought to determine whether Ministry of education official provides good salary to for effective teaching or not. The responses to this item showed that principals, teachers and officials of MOE (respondents) disagreed with 264(75.2%) disagreed, 2(0.6%) undecided and a mean of 2.37. In brief, items 21 – 30 reveals that the respondents disagreed that organizational trust has effect on job satisfaction in public secondary school principals in Kaduna State with 2,595(73.9%) disagreed and a mean of 2.38.

Text of Hypothesis

Null Hypothesis One Ho1:

There is no significant difference in the opinions of principals, teachers and officials of MOE on the Ethical Leadership on Job Satisfaction in Public Secondary School Principals in Kaduna State.

Table 5: One-way Analyses of Variance (ANOVA) on the Ethical Leadership on Job Satisfaction in Public Secondary School Principals in Kaduna State

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	105.484	2	52.742		
				.898	.409
Within Groups.	20448.949	348	58.761		
Total	20554.433	350			

Result from the table 5 reveals the scoring of F = .898, p = 0.409. With the scores of p value > 0.05 that means there is no significant difference between the groups of respondents (principals, teachers and officials of MOE) in their opinion on theethical leadership on Job Satisfaction in Public Secondary School Principals in Kaduna State, the null hypotheses is therefore accepted.

Null Hypothesis Two Ho2: There is no significant difference in the opinions of respondents, on theethical leadership on self-efficacy in public secondary school principals in Kaduna State. Analysis of the Ho_2 was conducted with the one-way between-groups Analyses of Variance (ANOVA) to explore the difference between the groups of principals, teachers, and officials of MOE in their opinions on the ethical leadership on self-efficacy in public secondary school principals in Kaduna State and the table 4.10 displays result of the test.

Table 6: One-way Analyses of Variance (ANOVA) on the ethical leadership on self-efficacy in public secondary school principals in Kaduna State.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	608.042	2	304.021		
				5.417	.005
Within Groups.	19531.451	348	56.125		

Total	20139.493	350		

Observation from the above result reveals the scoring of F = 5.417, p = 0.005. With the scores of p value < 0.05 that means there is significant difference between the groups of respondents (principals, teachers and officials of MOE) in their opinions on the contributions ofethical leadership on self-efficacy in public secondary school principals in Kaduna State, the null hypotheses is therefore rejected.

Table 7:   Post-hoc Test on the Contributions of ethical leadership on self-efficacy in public secondary school principals in Kaduna State

(I)Status	(J)Status	Mean Difference (I-J)	Std Error	Sig	95% Confidence Interval	
					Lower Bound	**Upper Bound**
Principal	Teachers	5.65064	1.98894	.013	.9691	10.3322
	MOE Officials	3.71532	2.12134	.188	-1.2779	8.7085
Teacher	Principal	-5.65064	1.98894	.013	-10.3322	-.9691
	MOE Official	-1.93532	.98624	.123	-4.2567	.3861
MOE Officials	Principals	-3.71532	2.12134	.188	-8.7085	1.2779
	Teacher	1.93532	.98624	.123	-3.861	4.2567

* The mean difference is significant at the 0.05 level.

In order to determine where the difference among the groups occur, post-hoc test was conducted as indicated in table 7. In the result presented above, as indicated by the asterisks (*) appeared on Mean Difference, only principals and teachers are statistically significantly different from one another in their opinions on the ethical leadership on self-efficacy in public secondary school principals in Kaduna State.

Null Hypothesis Three Ho$_3$: There is no significant difference in the opinions of respondents, on theeffect of organizational trust on job satisfaction in public secondary school principals in Kaduna State.Analysis of the Ho$_3$ was conducted with the one-way between-groups Analyses of Variance (ANOVA) to explore the differences between principals, teachers and officials of MOEin their opinions on the roles of effect of organizational trust on job satisfaction in public secondary school principals in Kaduna State and the table 8 below displays result of the test.

Table 8:   One-way Analyses of Variance (ANOVA) on the effect of organizational trust on job satisfaction in public secondary school principals in Kaduna State.

	Sum of Squares	Df	Mean Square	F	Sig.

Between Groups	315.384	2	157.692		
				3.029	.054
Within Groups.	18117.015	348	52.060		
Total	**18432.399**	**350**			

Observation from the above result reveals the scoring of F = 3.029, p = 0.054. With the scores of p value > 0.05 that means there is no significant difference between the groups of respondents (principals, teachers and officials of MOE) in their opinions on theeffect of organizational trust on job satisfaction in public secondary school principals in Kaduna State, the null hypotheses is therefore accepted.

Summary of Hypotheses Testing

The study employed the use of One-way Analysis of Variance (ANOVA) to analyse the data in determining level of significance. The four null hypotheses for the study were tested against p = 0.05 level of significance. Three of the hypotheses were accepted (retained) and one of the hypotheses was rejected.

Discussions of the Findings

The study was conducted to determine the"impact of ethical leadership on job satisfaction in public secondary school in Kaduna State, Nigeria". Four research questions were answered and four null hypotheses were tested to determine the relationship that existed between ethical leadership and job satisfaction in public secondary school in Kaduna State, Nigeria as well as how significant they were. The responses obtained from the respondents weresubjected to descriptive statistical analysis was employed to aggregate mean, describe, and present the results in a research and measured constructs. The postulated hypotheses of this research were analyzed using statistical tool of Analysis of Variance (ANOVA).Hypotheses were tested at 0.05 alpha levels of significance.

The results of research question one in table 1 revealed that, revealed that the respondents disagreed that ethical leadership has an effect on job satisfaction in public secondary school principals in Kaduna State with 2090 (59.5%) disagreed and a mean of 2.74. This was support, by Bozeman and Gaughan (2011) founded, that there was a positive relationship between job satisfaction and students academic performance.

The outcome of research question two in table 3 revealed that, revealed that the respondents disagreed that ethical leadership has effect on self-efficacy in public secondary school principals in Kaduna State

with 2,551(72.7&) disagreed and a mean of 2.41. The p-value of 0.011 is less than the alpha value of 0.05 level of significance. This is supported by Ahmed et al., (2013), Anwer et al., (2015) and Fitzmaurice (2012) who found a significant and positive relationship between self-esteem and job satisfaction; this means that as self-esteem increases so does job satisfaction.

The results of research question three in table 4.4 revealed that, the respondents disagreed that organizational trust has effect on job satisfaction in public secondary school principals in Kaduna State with 2,595 (73.9%) disagreed and a mean of 2.38. The test revealed that, job satisfaction of teacher had a positive relationship on the organizational trust with a p-value of 0.016. This is in agreement with the findings of McCausland, Pouliakas, and Theodossiou (2009) who found that, female teachers' job satisfaction has a strong correlation with organizational trust, and there is a direct and positive association between job satisfaction and teacher organizational trust.

SUMMARY, CONCLUSION AND RECOMMENDATIONS
Summary

The researcher conducted this study to determine the "impact of ethical leadership on job satisfaction in public secondary school in Kaduna State, Nigeria". Three specific objectives and three research questions were stated. In order to meet these objectives and answer the research questions, three null hypotheses raised and tested at 0.05 level of significance. Literature related to this study was reviewed. Data collected from 351 principals, teachers and state ministry of education officials were used in the study areas. Mean and standard deviation used to answer the research questions 1–3. The study employed the use of One-way Analysis of Variance (ANOVA) to analyse the data in determining level of significance. The four null hypotheses for the study were tested against p = 0.05 level of significance.

The findings from the four null hypotheses revealed that job satisfaction of teacher hadsignificant relationship on the ethical leadership in public secondary school in Kaduna State, Nigeria.

Conclusion

Based on the study findings, it is concluded that ethical leadership hadsignificant relationship onthe on job satisfaction in public secondary school in Kaduna State, Nigeria. It also concluded that job satisfaction of teacher had a significant relationship onthe self-efficacy. Therefore, self-efficacy of teachers had no significant influence on their job satisfaction.

Recommendations

Based on the findings of this study, the followings recommendations made:

1. Good working conditions in the form of salary and prompt promotion of staffs in public senior secondary school Kaduna State,Nigeria should be puts in place by both federal and state government.

2. Ministry of Education (MOE) and Government at federal and state levels shouldimprove the job satisfaction teacher through the provision of entitlements and other benefits attached to their job in public senior secondary school Kaduna State, Nigeria.

3. Federal and State governments should improve teacher's condition of services and provide adequate, effective and conducive environment for teaching and learning through effective and functional educational policies.

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