

How Integrity Attribute of Head of Schools Influences Student Academic Performance in Selected Secondary Schools in Tanzania, A Case Study of Mbulu District

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Abstract: - This study assessed the influence of the integrity attribute of the school leaders on the student academic performance in the secondary schools. Explanatory cross-sectional survey design with a concurrent mixed approach using quantitative and qualitative data were employed. A total of 202 teachers used to provide evidence on heads of schools integrity in influencing students' academic performance using questionnaires, in-depth interview and focus group discussion. The collected data were analysed using SPSS version 23 for quantitative data, and thematic analysis for qualitative data. Significant relationship between integrity and students' academic performance was revealed. The study concluded that integrity attribute significantly influence positively the students' academic performance

Therefore, the study recommends the government to allocate enough funds for professional development for the aspirant of head of secondary schools and review educational policy on the training and development of teachers before and after appointment into headship post.

Key Words: Integrity, leadership, Academic performance.

ABBREVIATIONS:

HoS	Head of school
FGDs	Focused group discussion
SPSS	Statistical Package for Social Scientists
RCC	Regional consultative meetings
NECTA	National Examination Council of Tanzania
SD	Standard Deviation
SDA	Strongly Disagree
DA	Disagree
NT	Neither disagrees nor agrees
AG	Agree
SA	Strongly agree

I. INTRODUCTION

The concept of integrity in education context is of paramount importance for educational institutions like schools prosperity. Integrity attribute can be regarded as principal and muscles of any organization intended to improve performance and sustainability of the institution through running effectively and efficiently. Duggar, (2015), states that integrity comprises of characteristics of an individual that are consistent, considerate, compassionate, transparent, honest and ethical status. Integrity is related with keeping promises and keeping trust, respect and responsibility (Turknett, 2007). Therefore, the current study seeks to explore ways to improve student academic performance through integrity.

The study used mixed method quantitative and qualitative approaches with mixed concurrent explanatory cross-sectional survey questionnaires, to explore efficiency of the integrity of Head of schools on the student academic performance in Mbulu District. There six attributes of integrity, accountability towards individual and society, clean, efficient, and trustworthy and access of information. According to Najib, (2009), these attributes can create harmony, transparency services in workplace and will help contribute to the development of the secondary schools and improvement in leadership and administration, which in turn leads to good academic performance of students. In the present context where the government emphasizes the human model of the country in terms of intellectual knowledge, expertise and skills, integrity also plays a important role of component in improving the robustness of the educational performance model. Integrity is a contributor to the recognition of lives enriched by work and relationship in secondary schools.

In particular, integrity is deemed as a vital component as it is fundamental to the functioning of private as well as public secondary schools. Integrity reduces external regulations

(Najib, 2009 and sidek, 2009), enhances cooperation with stakeholders, strengthens stakeholders confidence in secondary schools (Mahathir, 2001), and diminishes conflict (Hubert et al, 2007). In contrast, working without integrity, such as the occurrence of misunderstanding, fraud and corruption can result in enormous financial losses, severe reputational damages and bankruptcy (Sidek, 2009). Integrity is a concept of consistency of actions, values, methods, measures, principles, expectations and outcomes that connotes a deep commitment to do the right thing for the right reason, regardless of the circumstances (Hopkins, 2012).

In context of individuals, integrity plays important roles that reflect the ability of the individual (Head of school) in performing assigned tasks in educational management, particularly in secondary schools. Integrity acts as the foundation of characters that describes an individual as an honest person in every area of his or her life. Meanwhile Hidalgo (2007) stated that integrity acts as guidelines, a benchmark, and a point of references or a goal that is used to make decisions that rely on truth and honesty. A study by Else bower, (2013), clarified the functions of integrity as appositive attribute that is fundamental for leadership. Therefore, it is imperative that leaders, lead with integrity, honesty, and values, should be concerned with individual wholeness and conscience, have the quality of being true to oneself and recognize that it is essential to maintain personal and professional relationship.

Leadership has a classical and vast history which associates many researchers work with it because there is an assumption that leaders are not born (Aline and Ramkumar, 2018), they can be developed (Darling-Hammond et al., 2007; Ardichvili, Dag, and Manderscheid, 2016). According to Northhouse (2007), leadership is a process of an individual to influence group(s) of individuals towards attainment of a common goal. Moreover, Swanson and Holton's (2001) defined leadership as application of expertise that is a combination of experiences, problem-solving skills, and knowledge in achieving a stipulated objective. Consequently, in the twenty-first century, a significance of leadership for successful operation of secondary schools had been widely acknowledged (Bennis and Naus, 2003).

Fundamentally, academics stand as a branch of education (Feather, 2016). While academics literally is knowledge especially on theoretical perspectives one gets by attending secondary school education, the later means inculcating the knowledge, moral values and positive thinking (Abubakar, 2018). According to Annie, Howard and Mildred (1996), academic performance is the outcome of education or the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is measured by the final grade earned in the course. The Divisions are used as a convenient summary measure of the academic performance of secondary schools' students in Tanzania. The Divisions are better measurement because it provides a greater

insight into the relative level of performance of individuals. Basically, various studies have applied such measurements in combination (Ismail, 2016).

Likewise, Mbulu district has been struggling to improve school facilities to facilitate effective teaching and learning (RCC, Manyara Report, 2016) and the report shows that the district has surplus facilities and infrastructures for schools, compared to other districts in the country, yet the performance is poor, for instance, the NECTA results for 30 secondary schools from 2014 to 2018 were as follows: Division, I was 131, division II was 889, division III was 1684, division IV were 5012 and division 0 were 3087 students for just five years. Therefore, students got division four and zero 5012 and 3087 respectively are regarded as failures because they can't proceed with advanced level studies (NECTA, 2014, NECTA 2015, NECTA, 2016, NECTA, 2017 and NECTA, 2018). To accomplish this study focused into the following objectives:

Objectives of the Study

1.1 Main objective

To assess the influence of integrity attribute of Head of Schools on the student's academic performance in selected Secondary schools in Tanzania.

1.2 Specific objectives

In order to address the general objective, the study sought to accomplish the following three intertwined specific objectives:

- i. To assess the influence of accountability attribute of Head of schools on the student academic performance in selected secondary schools.
- ii. To assess the influence of honesty attribute of Head of schools on the students' academic performance in selected secondary schools.
- iii. To assess the influence of efficiency attribute of Head of schools on the students' academic performance in selected secondary schools.

II. METHODOLOGY

To address the research objectives mixed research approach was opted. This allowed the use of explanatory and cross-sectional because it meticulously describes the influence of integrity attributes on students' academic performance using data collected at one point in time. Thus, this design cannot gauge the temporal variations or a trend in the data collected (Kothari, 2009). Moreover, the survey design was selected because of its aptness in obtaining the obligatory quantity of data in running quantitative analysis as Hair *et al.*, (2006). A survey can also be standardized to allow an easy comparison of results (Nyamsogoro, 2010). Furthermore, the explanatory survey is an effective tool for getting a cause-effect relationship (Ghauri and Gronhaug, 2005) and the results can be generalized to a large population. As a result, the quantitative findings of this study were generalized to the

whole Manyara region, and to the country, Tanzania. Qualitative approach is more in-depth and holistic than quantitative, generating rich materials on which to base the findings of a piece of research

Qualitative methods were used to supplement the findings to obtain views, attitudes, and personal perceptions, which are termed as personal constructs (Shek, 2012). Qualitative research methods, unlike quantitative methods are best able to take account of the nature of human perceptions, thoughts and ideas, which recognize the complex and dynamic quality of the interpersonal world (Salmon and Rickaby, 2012). Given the ethics, integrity, perpetual, interpersonal and relational nature of organizational performance, a qualitative approach to this study is highly appropriate in order to yield relevant insights (Thomas, 2002). Qualitative research was conducted to 237 teachers from public and private secondary schools. The data were analyzed using thematic content analysis and emerging themes and sub themes from constructs were elicited and compared to the literature of integrity and performance. The approach identifies commonalities and differences in qualitative data, before focusing on relationship between different parts of data, thereby seeking to draw descriptive and or explanatory conclusions clustered around themes.

A total sample size of 237 was used, which was obtained using the formula developed by Yamane (1967), which was calculated as follows;

$$n = \frac{N}{1 + N(\ell)^2} \dots\dots\dots \text{equation 3.1}$$

Where, n = Sample size, N = Population size with certain characteristics and ℓ = Precision factor coefficient (5%). This is also termed as the desired margin of error (ME) expressed as a proportion. According to Krejcie and Morgan (1970) and Tejada and Punzala (2012), this formula is simple and gives a high degree of accurate sample size, also fits with the available parameter N. Therefore, according to the formula:-

$$\text{Sample}(n) = \frac{583}{1 + 583x(0.05)^2} = 237 \dots\dots\dots \text{equation 3.2}$$

$n = 237$

III. FINDINGS AND DISCUSSION

Influence of Integrity Attribute on the Students' Academic Performance

The results for assessment of the influence of integrity attribute of the heads of schools on the students' academic performance in selected secondary schools in Mbulu district is presented in table 3.1 below. The table 3.1 summarises frequencies and percentages distribution of the 30 items of

integrity to show the extent of application of integrity attribute on school leadership and its impact on students' academic performance. The results indicate that the item which says the head of school would steal from the organization scored the highest frequency of 85.70% (sum of 74.80% strongly disagreed and 10.90% disagreed). This means heads of schools cannot steal the school's resources. Therefore, the integrity attribute of trustworthy is possessed and practiced by heads of schools in Mbulu district. Accordingly, the second-highest score was found to be the item that says heads of schools can be trusted with confidential information (85.10%). So, heads of schools were found to be trustworthy in such a way that they cannot steal school's resources did not hurt someone's career because of a grudge (85.10%) nor they were hypocrite (85.10%).

Similarly, the item that asks if the head of schools would withhold information or constructive feedback because he/she wants someone to fail was the third important attribute of integrity with a frequency of 84.20%. Other items which scored highest frequencies and considered important attributes of integrity in Mbulu district include: would spread rumours or gossip to try to hurt people or the organization (84.20%), is rude or uncivil to co-workers (81.70%), shows unfair favouritisms toward some people (80.70%), would engage in sabotage of the organization (82.60%), likes to bend the rules (78.80%) and would make trouble for someone who got on his or her bad side (78.20%).

In case of the items which scored the lowest frequencies, Table 3.1 shows that item which says the heads of schools' ridicule people for their mistakes scored the lowest frequency of 30.20%. This means that heads of schools did not mentor and advise teachers when they make mistakes so that they cannot repeat similar mistakes in the future. Thus, the item was found to be the least important attribute of integrity possessed and practiced by the heads of schools in Mbulu district. Other attributes/items which were less important and less possessed and practiced by heads of schools in Mbulu district were; would try to take credit for other people's ideas (57.90%), enjoys turning down staff's requests (60.40%), would lie to me (65.30%) and has a high moral standard (64.80%).

Furthermore, the mean and standard deviation were calculated to ascertain data variability and reliability. The results in Table 3.2 indicate that the item which says the head of school cannot be trusted with confidential information scored the highest average of 3.9 (SD=1.9). This item has little dispersion and variability around the mean of the data set, on average. So the values in the statistical data set are close to the mean of a sample population. Similarly, the item that asks if the head of school has poor moral standard averaged 3.62 (SD=1.46) signifying that data variability around the mean is very small. Besides, the item which asks whether the head of school try to take credit for other person's ideas averaged 2.42 (SD=1.35). This item also possesses consistency data.

However, according to Al-Saleh and Yousif (2009:196), the items which showed high variability around the mean of data set they just reflect a large amount of variation in the group that is being studied. A small standard deviation can be a goal in certain situations where the results are restricted, but in situations where one just observes and record data; a large standard deviation is not necessarily a bad thing (Rumsey, 2016).

According to scholars such as Ojo (2011), Lumpkin, Claxton and Wilson (2014), Goolamally and Ahmad (2014) and Duggar, (2015), the HoS with the attribute of integrity are trustworthy, sincere, transparent, just and, as much as possible, show congruence between their feelings, thoughts, actions and words. Besides, covers personal qualities such as self-respect, loyalty, and honesty towards oneself and staff and other stakeholders, do as they say, mentor their followers, have high moral values, not arrogant, not egoistic, courteous and respectful towards others. Thus, based on those qualities of effective secondary school leaders, in this study the 30 integrity constructs (items) were grouped into six categories of integrity attributes namely; trust, teamwork, sincere (not a hypocrite), altruistic (not selfish), not vindictive or arrogant and just (no favouritism).

In this study, the results revealed that head of schools (HoS) were trustworthy as they could not lie to teachers about important work-related information or engage in a sabotage plan against the school or even steal from the school. It was found out that HoS had a high moral standard such that he/she cannot bend the organization rules for personal gains, spread false rumours and gossips, blackmail staff or falsify records to help his/her career on the expense of the others.

The findings were corroborated and validated by key informants during a semi-structured interview. They reported that HoS can be trusted even with confident information. Moreover, as leaders, they understand the gravity of confidentiality of the information and the severity of punishment if they leaked confident information relating to work to other people/staff that are not entitled to its access. In a similar capacity, they can also contain and protect even social confident information regarding co-workers and people in the community he/she lives. During a semi-structured interview with the education officer, he had these to say:

"Yeah, the heads of schools are trustworthy people and very cooperative, enthusiastic, humble and their participation in different school activities is invaluable..., however, challenges always are there... some heads of school are inexperienced thus impede school and students' academic performance... you know headmaster's leadership skills are essential for effective school management and control which are associated with students' academic performance"

Harper (2017) argued that trust stands as the base foundation for which all leadership capabilities stem from. Similarly, in their meta-analysis Dirks and Skarlicki (2004) maintained that

trust in leaders has been linked to positive job attitudes, organizational justice, psychological contracts, and effectiveness in terms of communication, organizational relationships, and conflict management. Empirical studies by Dirks and Ferrin (2002), Connell *et al.* (2003) and Costa (2003) have shown that having trust in one's leader, has been tied to desirable performance outcomes. Even though trustworthiness is an important attribute, the reality is leaders may be falling short in this character. According to Scott (2014), 45 percent of employees say a lack of trust in leadership is the biggest issue impacting work performance. A recent article by Randy (2016) stated that surveys and studies point to worsening levels of trust in leadership and organizations. The report states only 40 percent of employees have a high level of trust in their management and organization and 25 percent the lowest trust to their bosses and senior leaders.

Accordingly, in this study, three participants (teachers) lamented that their HoS were not to be trusted because of the behaviour they had demonstrated. However, the level of trust in selected secondary schools of Mbulu district was relatively higher than reported by the previous studies (Scott, 2014; Randy, 2016). Of the three teachers, the first one criticized the HoS where he works for rejecting or deprived him of his eligibility and right to live in the schoolhouse and instead a new female teacher was favoured as she was of the same ethnic with HoS. The second teacher bitterly explained the incidence of his request to go for further study was rejected while a very junior female teacher was approved by HoS. The other teacher complained that the head of his school is hypocrite, gossipier, and liar, cruel, separatist and evil who cannot be trusted at all. One teacher in FGD narrated the following:

"The head of my school likes some people than others and likes to be recognized for other people's efforts...not a hypocrite but you cannot trust her completely, low moral standard and lacks essential leadership qualities"

Another teacher sadly said that:

"The head of my school is not a good person; I had requested to go for further studies but keep rejecting my request while accepted a request of very junior staff. I went to DEO and REO to get help but it turned out that my head of school had already communicated with these officers about my requests and the rejections... they didn't help me. Staffs of opposite sex and teachers of his ethnic enjoy favours from the head of school. If I made a small mistake (and other unfavourable staffs) head of school would speak of it for a whole month... for sure there is NO integrity in that leadership"

It has been long and widely been believed that a leader with teamwork spirit or qualities is expected to produce quality results (Scarnati, 2001; Tarricone and Luca, 2002; Goyette, 2016). Teamwork of teachers is an important strategy to realize educational goals of the country (Emmanuel, 2015).

Schools consist of members who should work as a team for the improvement of the school by utilizing the available resources (Babeyegeya, 2002).

In the current study, the results revealed that HoS possessed teamwork qualities to a large extent. To ascertain this, the study found out that HoS were interested in tasks that didn't bring them personal glory and recognition but the responsible team. Thus, it was revealed that the HoS were team players and collaborative as they involved other teachers and staffs in decision-making process for planning, implementation, and evaluation of school projects. Hence, according to them (surveyed teachers), the involvement of teachers and staffs motivates them as it brings a sense of project ownership and thus encourages and inspires them to do their work effectively; as a result, improve school and students' academic performance.

Therefore, to affirm heads of schools' team-work spirit, the 202 surveyed teachers revealed that HoS do cooperate with all staffs to solve the problems and advise them on how best they can conduct their businesses without violating schools' guidelines and overall national level employment by-laws, policy, and guidelines which are given periodically. However, teachers and other officials in FGD and a semi-structured interview with key informants had mixed views. Some participants opposed HoS possess teamwork qualities while others were in favour.

Contrary to this study, Emmanuel (2015) revealed that teamwork of teachers in Tanzania was very weak in academic and work-related matters such as teaching and learning but strong and effective in social matters such as ceremonies and sports. According to Maina (2010), academic improvement of the students by raising performance is a major product of the teachers' teamwork. Maina (2010) has indicated that the performance increases when the school leader builds a teamwork spirit on teachers. Primrose and Chrispen (2013) have observed that teachers' teamwork improves students' academic improvement in schools. Moreover, the findings from the study carried out by Kilewo (2014) in Tanzania shows that teamwork influences students' academic performance. Also, Llah (2010), show that the spirit of teamwork of teachers makes the school perform well.

To be trusted, principals must also be honest in their interactions with teachers (Tschannen-Moran and Hoy, 1998). Honest behavior is anchored in moral principles and is cultivated through behaviors that demonstrate the integrity of character (Tschannen-Moran Gareis, 2015a). In general, the study found that HoS were the problem solver and conflict mediator among school staff, or among staff and students, or students themselves. The findings declared that HoS were in the front line to solve problems and mediate conflicts among staffs, students and community in general. FGD, participants corroborated the findings. Similarly, Julius (2014) found that the majority of teachers at the Meru County in Kenya were

honest and hard working. He further postulated that honest of teachers is a positive attitude on pupils' academic performance.

Moreover, another teacher happily added that:

"Our head of school is keen, smart and organized... always is working to fulfil both school goal and the goals given by the LGA and MOEVT. She has a very high moral standard and likes to recognize teachers for their efforts. She despises hypocrites and lazy teachers"

Honesty means to be free from deceit and fraud, to be open and above board in your transactions, and to be fair and just in how you treat others. Honest people do not say things they know are not true, they do not take things of value that belong to others, they do not knowingly give false impressions, and they follow the rules they have agreed to accept (Cherrington, David, and Cherrington, Owen, 1993). Also, Hsieh (2002) defined honesty as the virtue of refusing to fake the facts of reality, commitment to the facts is simply rationality.

Therefore, the general view of the study based on the descriptive findings, depict that HoS had demonstrated a high degree of integrity. It was revealed that they treat all the teachers and staffs equally with respect and cooperation. Heads of schools involve teachers and no-teaching staffs in the decision-making process such as teaching allocation, conflict resolution, extracurricular activities and disciplining staffs and students. With this level of integrity Mbulu secondary school education is expected to rise soon.

Moreover, researches on school management have found that schools which attained a high rate of academic success were led by heads of schools with effective leadership qualities such as integrity (Quick and Normore, 2004; Drysdale, Goode and Gurr, 2009; Ojo, 2011; Goolamally and Ahmad, 2014; Lumpkin, Claxton and Wilson, 2014). In their study, Goolamally and Ahmad (2014) identified integrity among the five most important leadership attributes which a school leader must possess to make a school excellent. Kor (2010) refers to heads of schools that maintain personal integrity and lead with moral purpose as "values-driven" leaders. With this kind of school heads, the school's administration and students' academic performance are expected to improve. However, in Tanzanian context multitude of factors hinders the expectations.

The findings of the study concur with Preetika and Priti (2013) study conducted in India which revealed that integrity among school leaders was observed to positively influence teachers' satisfaction with the job which in turn motivated teachers to teach students and improved students' academic performance. Not only that but also Kariuk (2006) found out a positive significant relationship between school leadership integrity and academic performance in Kenya. Moreover, in their study, Goolamally and Ahmad (2014) identified integrity among the five most important leadership attributes which a

school leader must possess to make a school and students' academic performance excellent. Thus, they concluded that a school leader's integrity was positively influencing the academic performance of students. This study, therefore, suggests that there is a positive and significant relationship between secondary school leaders' integrity and students' academic performance in Mbulu district.

IV. CONCLUSION

The study carried out to 202 teachers to provide evidence of the existence and application of integrity, attributes of heads of schools and influences the student academic performance in Mbulu district. The findings of the study overwhelmingly support the assumptions that, integrity attributes significantly influence students' academic performance. It is recommended that induction and in-service training on leadership behaviour,

management skills, instructional leadership and professional development for the newly appointed heads of school to equip the immature heads in their administrative and management duties are of paramount as it reinforces leadership attributes.

V. TABLES AND FIGURES

In this section, the researcher presents results for the assessment of the influence of integrity attribute of the heads of schools on the students' academic performance in selected secondary schools in Mbulu district. Table 3.1 and 3.2 summarises frequencies and percentages distribution of the 30 items of integrity to show the extent of application of integrity attribute on school leadership and its impact on students' academic performance in Mbulu district as discussed above (section 3.0 Findings and discussion).

Table 3.1: Frequency Distribution of Integrity Indicators (N=202)

	Indicator	SDA N(%)	DA N(%)	NT N(%)	AG N(%)	SA N(%)
1	Puts personal interests ahead of organisation's	109(54.00)	29(14.40)	17(08.40)	36(17.80)	11(05.40)
2	Would risk other people to protect himself or herself in works matters.	117(57.90)	26(12.90)	19(09.40)	35(17.30)	05(02.50)
3	Enjoys turning down staff's requests	92(45.50)	30(14.90)	32(15.80)	31(15.30)	17(08.40)
4	Deliberately fuels conflict between other people	125(61.90)	10(08.90)	15(07.40)	32(15.80)	12(05.90)
5	Would blackmail an employee if she/he thought could get away with	110(54.50)	28(13.90)	27(13.4)	21(10.40)	16(07.90)
6	Would deliberately exaggerate peoples mistake to make them look bad to others	128(63.40)	20(09.90)	23(11.40)	26(12.90)	05(02.50)
7	Would treat some people better if they were of other sex or belonged to same ethnic group	106(52.50)	27(13.40)	16(07.90)	31(15.30)	22(10.90)
8	Ridicules people for their mistakes	43(21.30)	18(08.90)	18(08.90)	58(28.70)	64(31.70)
9	Can be trusted with confident information	159(78.70)	13(06.40)	16(07.90)	06(03.00)	08(04.00)
10	Would lie to me	101(50.00)	31(15.30)	34(16.80)	25(12.40)	11(05.40)
11	Is evil	131(64.90)	19(09.40)	26(12.90)	17(08.40)	09(04.50)
12	Is not interested in task that don't bring him/her personal glory or recognition	94(46.50)	40(19.80)	26(12.90)	26(12.90)	16(07.90)
13	Would violate organizational policy and then expect others to cover for him or her	138(60.30)	22(10.90)	20(09.90)	13(06.40)	09(04.50)
14	Would allow someone else to be blamed for his or her mistake	121(59.90)	28(13.90)	27(13.40)	16(07.90)	10(05.00)
15	Would deliberately not answer email, telephone /message to cause problems for someone else.	122(60.40)	32(15.80)	15(07.40)	18(08.90)	15(07.40)
16	Would make trouble for someone who got on his or her bad side	107(53.00)	51(25.20)	23(11.40)	17(08.40)	04(02.00)
17	Would engage in sabotage of the organization	134(66.30)	33(16.30)	22(10.90)	06(03.00)	07(03.50)
18	Would deliberately distort what other people say	120(59.40)	33(16.30)	21(10.40)	23(11.40)	05(02.50)
19	Is hypocrite	154(76.20)	18(08.90)	16(07.90)	09(04.50)	05(02.50)
20	Is vindictive	118(58.40)	32(15.80)	25(12.40)	16(07.90)	11(05.40)
21	Would try to take credit for other people's ideas	71(35.10)	46(22.80)	30(14.90)	39(19.30)	16(07.90)
22	Likes to bend the rules	131(64.90)	28(13.90)	19(09.40)	15(07.40)	09(04.50)
23	Would withhold information or constructive feedback because he/she wants someone to fail	140(69.30)	30(14.90)	18(08.90)	12(05.90)	02(01.00)
24	Would spread rumours or gossip to try to hurt people or the organization	146(72.30)	24(11.90)	18(08.90)	07(03.50)	07(03.50)
25	Is rude or uncivil to co workers	131(64.90)	34(16.80)	21(10.40)	11(05.40)	05(02.50)
26	Would hurt someone's career because of grudge	141(69.80)	31(15.30)	15(07.40)	09(04.50)	06(03.00)
27	Shows unfair favouritisms toward some people	129(63.90)	34(16.80)	20(09.90)	10(05.00)	09(04.50)

28	Would steal from the organization	151(74.80)	22(10.90)	12(05.90)	13(06.40)	04(02.00)
29	Would falsify records if it would help his/her work situation	125(61.90)	26(12.90)	22(10.90)	20(09.90)	09(04.50)
30	Has a high moral standard	34(16.80)	12(05.90)	25(12.40)	56(27.70)	75(37.10)

Source: Field Data 2019

Table 3.2: Mean and Std Deviation of Integrity Leadership Attribute Items (N=202)

S/N	Item/Statement	N	Mean	Std. Deviation
1	Puts his or her interests ahead of the organizations	202	2.06	1.353
2	Would risk other people to protect him or herself in works matters	202	1.94	1.262
3	Enjoys turning down requests	202	2.26	1.388
4	Deliberately fuels conflict between other people	202	1.95	1.367
5	Blackmail an employee if she or he thought she or he could get away with	202	2.03	1.347
6	Deliberately exaggerate peoples mistakes to make them look bad to others	202	1.81	1.207
7	Treat some people better if they were of the other sex or belonged	201	2.17	1.464
8	Ridicules people for mistakes	202	2.08	1.287
9	Cannot be trusted with confidential information	202	3.88	1.898
10	Would lie to me	202	1.78	1.214
11	Is evil	202	1.47	1.033
12	Is not interested in the task that doesn't bring personal glory or recognition	202	2.16	1.344
13	Do things that violate the organizational policy and expect others to cover for him/her	202	1.68	1.159
14	Would allow someone else to be blamed for his or her mistakes	202	1.84	1.215
15	Deliberately avoid responding to email, telephone, or other communication means	202	1.87	1.302
16	Make trouble for someone who got on his or her bad side	202	1.81	1.062
17	Engage in sabotage against the organization	202	1.61	1.027
18	Deliberately distort what other people say	202	1.81	1.161
19	Is hypocrite	202	1.48	.989
20	Is vindictive	202	1.86	1.226
21	Try to take credit for other people's ideas	202	2.42	1.348
22	Likes to bend the rules	202	1.73	1.172
23	Withhold information or constructive feedback as he/she wants someone to fail	202	1.54	.952
24	Would spread rumours or gossip to try to hurt people or organization	202	1.54	1.027
25	Is rude or uncivil to co-workers	202	1.64	1.033
26	Try to hurt someone's career because of grudge	202	1.55	1.012
27	Shows unfair favouritism towards some people	202	1.69	1.117
28	Would steal from the organization	202	1.50	.999
29	Would falsify records if it would help his or her work situation	202	1.82	1.225
30	Has a poor moral standard	202	3.62	1.455

Source: Field Data 2019

VI. DISCLOSURE OF CONFLICT OF INTEREST

The findings revealed in this study is only merely research study, does not reflect the weakness of individual person, rather the education institutions particularly the selected secondary schools for the purpose of improving the student academic performance. And the data collected were highly

observed confidentialities and were used for academic purposes only. Should any person relate the information's obtained here into the report, with any person or group of people, should not be treated as crime since all ethical procedures regarding academics were followed thoroughly well?

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