

PRINCIPALS' PERSONAL VALUES AND ATTITUDE TO WORK IN SECONDARY SCHOOLS IN AKWA IBOM STATE, NIGERIA

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ABSTRACT

This research focuses on examining the relationship between Principal's personal values and attitudes to work in Secondary Schools in Akwa Ibom State. The population of the study consist of all 235 Principals and 6,921 teachers in Secondary schools in Akwa Ibom State. Cluster sampling and simple random techniques were used to draw 85 Principals and 255 teachers as respondents. Ex-post facto design was used for the study. One research question and one null hypothesis were formulated to guide the study. The null hypothesis was tested at 0.05 level of significant using Pearson's Product Movement Correlation Analysis, mean and standard deviation were used to answer the research question. Data collections was done with the use of a researcher developed instrument "Principals' values and attitude to work" (PVAW) questionnaire. The result shows that Principals' who exhibit positive values will possess positive attitude to work, and will perform higher than their counterparts, who exhibit negative values. It is recommended among others that Principals' of Secondary schools in Akwa Ibom State should stick in modelling their individual values such as enthusiasm, creativity, humility and personal fulfilment and should use such Forum as All Nigeria Conference of Principals of Secondary Schools (ANCOPSS) as an avenue to sharing of ideas and experiences that will revitalize and revamp their cultural values on issues relating to good management and administrative effectiveness.

Keywords: Principal, personal values, attitude to work.

INTRODUCTION

As human beings, we all have our values, beliefs and attitudes that we have developed throughout the course of our lives. The life experiences we have had all contribute to our sense of who we are and how we view the world. Most often we work with people who are vulnerable and who may live a lifestyle that mainstream society views as being different or unacceptable. Values are what motivate and sustain behaviour over long-run (Dilenschneider, 2013). Values are principles, standards or qualities that an individual or group of people hold in high regard. These values guide the way we live our lives and the decisions we make. A value may be defined as something that we hold dear, those things and qualities which we consider to be of worth. A 'value' is commonly formed by a particular belief that is related to the worth of an idea or type of behaviour. Values can influence many of the judgments we make as well as have an impact on the support we give clients. The Principal of a school is the head or director, playing a leading role in the organisation. The success of any organization is highly rested upon the principal, boss or the manager of such an enterprise like business, school or any organization. The Principal as a leader impacts an organization in a desirable way to aid easy and maximum success. Principal's

values can stand as an instrument used in an organization for behaviour modification. Principal duty is not only to provide leadership but also to create and maintain socially acceptable values system in the school population. (Ekang 2017). Principals determine the goals of an organization and means of accomplishing them. Therefore, Principals' personal values in an organization can be used as a motivator whereby the principal, who is the head of the school, motivates others towards the achievement of specific goals of the organizations (School).

Personal values play a great role in a school setting in which the Principals are the pilot of the crew. Personal values have to do with the way and manner Principals see themselves (positively or negatively) in relating with their work within the school setting. Many schools have gotten a knock-out of their organisation because of how the Principals' deliberate choices and decisions have reflected on their personal values and beliefs and that has resulted in what is important to them and not the school (organisation). When Principals make decisions based on their personal values, it is constantly directed towards their own goals and objectives, and it is just to satisfy their individual needs and curiosity rather than that of the organisation in which they work. Personal values offer a form of focus because it becomes clear to you what is important to you and no-one else (Disney, 2012). Measurement of value is important because values are directly related to organisational motivation and success, occupational motivation and mental adjustment. It is thus essential to assess Principals' personal values with either positive or negative because when Principals' personal values are worthless, bad and or undesirable, they act accordingly in their decision making and such decisions are classified as having negative values. On the other way round, when they are seen as worthwhile, good and of a great importance, they are classified as having positive values. The way Principals value themselves is of a great importance for good and effective performance since it affects their expectations and attitudes at work. Positive personal values is one of the factors which enhances good attitude to work because the way an individual behaves depends on how he sees himself, his aspiration and ambition. Disney, (2012) maintains that it is not hard to make a decision once you know what your values are. In order words, Principals who know their values are likely achievers in their organisational goals and put good attitude to work.

The word 'attitude' can refer to a lasting group of feelings, beliefs and behaviour tendencies directed towards specific people, groups, ideas or objects. Attitude is a belief about something usually describing what one thinks is the 'proper' way of doing something. Simmons & Maushak, (2001) in Ukoette,(2013) submit that attitudes are acquired and therefore "subject to fairly predictable change". Attitudes that are felt very strongly about are usually called values, while other

attitudes that are not so important are more like opinions. Sometimes attitudes can make one blind to other people's values, opinions and needs. Attitudes will always have a positive and negative element. If one holds an attitude there is a tendency to behave in a certain way. Attitudes result from some very complex forces, but they are learned, and what is learned can be unlearned and changed. (Ukoette, 2013). Today, most researchers agree that attitudes are acquired and therefore 'subject to fairly predictable change'. The theoretical framework on which this study is based was tri-dimensional concept of educational administration. It was developed by Igwe in 1990. He identified (3) tri-dimensional concept in terms of job to be done, the man to do the job and the social/environmental setting. He also concluded that both the job to be done and man to do the job exist in social setting/environment. He defined the man as a person who has overall physical, intellectual and emotional capability. He ought to be physically, intellectually, mentally and emotionally stable and balanced in order to be able to handle such sensitive and very crucial tasks of administration. Igwe noted different strategies that lead a man (Principal) to be satisfactory and those that will lead to dissatisfaction.

The theory is relevant to this paper in that it emphasizes on certain phenomena that make Principals' values, activities which involve decision making, effective leadership by the principal as well as implementing and evaluating decisions reached among others. This, the study is set to establish. If the Principals' personal values are satisfactory, their attitude to work will provide something of greater value (outputs) thereby making the school environment conducive for teaching-learning process. The negative Principals' values bring about lack of innovation and hinder actions from teachers. This, in turn will result to their sighing all through because teachers will be forced to stick to instruction from them. If the Principals' values are positive enough, they are ready to set the tone, blow the pipe, model the behaviour and attitude in such a way everyone will honour and respect them at will. Most teachers would rather want their principals to have an open and welcoming behaviour, than a cold and unconcerned attitude (Duff, 2013). However, it is of note that when principals' exhibit a positive value, it goes beyond moulding their attitude to work in a positive way. Integrity is the mother of building a strong team work. The principal must exhibit a good value, behaviour and cultural guardrails so that everybody knows how to work together (Adam, 2018). The Principal must be principled, stand for something as a public citizen/figure. He must know what is important in life and act with deep seated principles. He must have a moral compass and sense of right and wrong and understand that good ethics is a good business/organisation. Integrity is being honest and not to conform in lie. There are certain values, attitudes or behaviours that are to be encouraged and discouraged. It is also worthy of note that a person's values migrates from his family background, the

way such a person was brought up. If one was brought up in a positive manner where good values were instilled in him, he grew up to act accordingly but the reverse is the case of someone who was raised in the negative way of cultural ethics. Honesty is also the peak of all principles in personal value because it holds all other values. The Principal suppose to be proactive, forward looking and taking a stand on certain principles. Principals' who are honest do not lack integrity in teamwork. They are always confident in themselves. When a leader (Principal) is not honest, it causes conflict, rivalry, misconduct and depict his value and trust.

Gates, (2016), postulates that you cannot "install" new core values or purpose into people. Core values and purpose are not something people "buy in" to. People must already have a predisposition to holding them. This is the willingness of taking responsibilities of one's action. It is obvious to reckon with a Principal whose values depict what they say and act accordingly. A good Principal is known by his words. For instance, if you make a promise, try to fulfil it. Don't be a king that stands right all the time without guilt. Say something and do it as you say. As a Principal, you must be hold accountable for everything that proceeds from your mouth. Accountability is being reliable at work (Brett in Adams, 2014). If the Principal has the value of accountability to treat people well, there will be synergy of collaboration in contributing responsibilities by the teachers. John, (2016) "we make everyone understand that the reason the culture works is that we have that respect. There is a comfort level and a feeling of safety inside our business". Ribeaus & Poppleon in Oleforo (2014), states that as regards to job level, the higher the occupational level, the greater the job satisfaction. It then follow that people in higher-level jobs are more likely to find opportunities for need fulfilment and to have higher self-esteem. Therefore principals will be subjective to teachers' challenges and work hard to inhibit the spur of motivating them. Accountability means you should never make statements that include assumptions about the motivations behind someone's behaviour. Instead one should stay on the side of the net and talk only about what he is observing and his reactions and feelings. That way, it's harder for people to get their back up because one is not devising rationales to explain someone else's behaviour (Seth in Adam, 2014).

This denotes sense of confidence and determination. It presupposes confidence (Dilenschneider, 2013). It is to be enthusiastic, trying to be optimistic, inspired about the journey of leadership. The Principal must be able to communicate, specified with time frame to complete action. He must inspire others' confidence, letting the teachers know that they can achieve with some reasons laid down for them. Principals are eager and excited to work day and night to see the result of the beautiful pictures they had painted and visualized. They must set a pace to

others to follow by working and walking along with the teachers to achieve the set goals. It can mean individuals required to think on their feet, have problems solved sensibly as from the earliest days of the carrier. (McCowan 2016). A research carried out by Gates (2016), on how to build a great company on Managers, revealed that it's not what one believe that sets him apart so much as that he believes in something, that he believes in it deeply, that he preserves it overtime, and that he brings it to life with consistent alignment. Principals should be prudent, wise, of knowing his bonds and not to over step them and adapt to modern changes which will affect development in school administration. (Ezeugbor 2013).

STATEMENT OF THE PROBLEM

It is evident that Principals occupies key position in school administration. The Principals' whole history of success has a considerable affiliation on their personal values and expected decisions. It is a well-known fact that Principals personal values can affect them physiologically, psychologically, emotionally and otherwise and could be related to the attitude to work. Since the efficiency of behaviour is an outcome influenced by the values of a person, research into this becomes crucial as it is noted that values is directly related to attitude to work and its success. It is therefore worthy of note to find out if Principals' personal values have a relationship with their attitude to work. The problem of laxity and laize-a-faire attitude to work by some of the Principals of Secondary Schools in Akwa Ibom State contributes to issues such as teachers poor performance on job, empty classrooms, lack of development, lack of satisfying organisational needs and goals, lack of relationship between the Principals, teachers and students, lack of creativity, lack of trust, motivation and team work, and teachers abandoning the place of primary assignment for another greener pasture due to lack of enthusiasm, respect, helpfulness, commitment and personal fulfilment as a result of the Principals' personal (negative) values that had hindered productivity and teaching-learning activity. This also hinders effectiveness and efficiency in realizing the set goals of the school, among other maladies.

A Principal who does not obtain what he expects from his authorities may be unhappy both with the teachers and the whole school system. It is with this mind that one wonders what relationship may exist between the expected and the perceived leadership role performance of principals. This creates a gap in this study which the research is meant to address. Therefore, the main focus of this study is to find out the relationship to which the various personal values adopted by principals' have influence on their attitude to work in Secondary Schools in Akwa Ibom State.

PURPOSE OF THE STUDY

The general purpose of this study was to determine the relationship between Principals' personal values and his attitude to work in public secondary schools in Akwa Ibom State, Nigeria.

RESEARCH QUESTION

To guide the study this question was postulated:

1. What is the relationship between Principals' values based on his attitude to work?

RESEARCH HYPOTHESIS

1. There is no significant relationship between Principals' personal values based on his attitude to work.

RESEARCH METHODOLOGY

Expo-facto design was used for the study. The design is non- experimental inquiry in that the researcher has no direct control over the variables under studied which are Principals' Personal values and attitude at work. Population is very indispensable in any research study and for such research to be meaningful to the generality of society. The population of the study comprise 235 Principals and 6,921 teachers in Public Secondary Schools in Akwa Ibom State, Nigeria. The sample size for the study was 255 respondents representing 69% of the population (6,921) of teachers who were drawn from the selected secondary schools from the 3 Senatorial districts with 85 Principals representing 36% of the population (235) respectively in Akwa Ibom State, Nigeria. (Source: State Secondary Education Board, Research and Statistics Division 2015/2016 School Year).

Cluster sampling and simple random technique was used. Data collections was done with the use of a researcher developed instrument tagged "Principals' Values and Attitude to work" (PVAW) questionnaire with 2 parts made up of 20 items. Part 1 elicits responses from respondents on Principals' personal value with 10 items while Part 2 contains 10 items which also elicit the responses from respondents on Principals' attitude to work. One research question and one null hypothesis were formulated to guide the study respectively. The instrument were measured on a four points rating scale of Strongly Agree (SA)-4, Agree (A) -3, Strongly Disagree (SD)- 2, and Disagree (D) -1 for all positively worded items and vice versa for all negatively worded items. The instruments were validated by 2 experts in Educational Management and Planning and Foundations Department respectively. The reliability coefficient of 0.81 was obtained using Cronbach Alpha Statistical Analysis, for the test of internal consistency. The questionnaire were personally administered to the respondent in the sampled

schools with the help of two assistants that were trained on the modalities of data collection which include being friendly, approachable and of good rapport to the respondents. A clear instruction on how to complete the questionnaire was provided to the respondents by the researcher. Due to personal administration, the researcher retrieved 100% of the questionnaire. The data collected were analysed using Pearson's Product Movement Correlation (PPMC) at 0.05 level of significant.

RESULTS OF THE FINDINGS

Research Question 1:

There is no significant relationship between Principals' personal values and his attitude to work in public secondary schools on Akwa Ibom State, Nigeria.

Table 1: Mean responses of relationship between Principals' personal values and his attitude to work

Principals' Personal values	Mean of Principals' attitude to work		
	N	Mean	SD
Positive	1389	5.45	5.404
Negative	411	1.61	1.599

The table showed the mean (5.45) for Principals with positive values possessing good attitude to work than Principals with negative values mean of (1.61). Since the mean of positive values of Principals is greater than the mean of negative values, it points that there is significant relationship in the attitude to work of Principals based on their positive values. Thus, a positive Principals values yield positive attitude to work. When Principals value their job and position, they put up positive attitude towards their job also.

Hypothesis 1:

Table 2: Pearson's Product Movement Correlation analysis of relationship between Principals' personal values and his attitude to work

Variable	$\bar{X}X/Y$	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	r - cal
Principals' Value (X)	17.35	4425	78651	132438	0.21
Attitude to work (Y)	29.76	7590	232470		

$$r - \text{crit.} = 0.211, P > 0.05, df = 253$$

From the above table the r -cal is 0.21 at significant level of 0.05 and df is 253. This value was found to be lesser than r -crit. of 0.211. Thus we accept the null hypothesis and conclude that there is no significant relationship between Principals' personal value and their attitude to work.

DISCUSSION OF THE FINDINGS

The result of the data analysis in hypothesis showed significant relationship on positive values and attitude to work of Principals in Secondary Schools in Akwa Ibom State. The grand mean of (5.45) for positive values is greater than (1.61) for negative values responses respectively. These findings are in support of Domenicani in Adam (2018) that it is incredibly important for leaders to set a tone, and model the behaviour, that everyone will respect one another. This also agrees with Adam (2018) on **negative values** that 'They often share many of the same bad tendencies. They don't listen. They are not trusting. They saw employees only as pawns to help them accomplish their goals. The point fingers rather than owing their mistakes. They steal credit for the team's accomplishments. They dress people down in front of their colleagues.

The data analysis in the hypothesis showed that the r -value of 0.211 is greater than calculated ' r ' of 0.21. Thus the null hypothesis is accepted. This is in disagreement with Adam (2018) who states that building a successful team is about more than finding a group of people with right mix of professional skills. This in turn, agrees with Ekang (2017) who noted similarly, some principals were not courteous, friendly, helpful, caring, informative and reciprocative and could not act professionally to encourage team work. Thus their personal and organizational goals were placed at variant. This finding disagrees with Ezeugbor. (2013), that an administrator must be a man of integrity, frankness and dedicated, should have aesthetic value, be appreciative of what other people have done, and exhibit good attitude towards others. She further concluded that an administrator must possess unique qualities (values) that will enable him to be full control of the system, this qualities empowers him in exploring the right techniques that will be adequate in attaining the educational objectives, with regard to teaching and learning.

The result agrees with Adam (2018) who states that treating people with respect is part of a two – way street to help foster teamwork. At the same time, leaders also need to hold everyone on their team accountable for their work and role on the team. That is a simple bargain the leaders can offer their employees. This is also in agreement of Ezeocha in Ezeugbor (2013), who maintains that an administrator, since he is dealing with human beings will have the qualities and possess the ability to achieve good human relations in order to be sympathetic with his staffs and students. This is in disagreement with Jim (2015) who

observed that if you equate the success of your company with success of a specific idea – as many business people do – then you are likely to give up on the company if that idea fails, and if that idea happens to succeed, you are more likely to have an emotional love affair with that idea and stick with it too long, when the company should be moving vigorously on to other things. But if you see the ultimate creation as the company, not the execution of a specific idea or capitalizing on a timely market opportunity, then you can move toward becoming an enduring great institution. This also does not align with Beth (2012) in Byrant (2018) who concluded that people who are very passionate and put their soul into something, and they don't stop until they get where they want to go. It's not about the pay-check. It's not about the 'resume' or an accolade.

CONCLUSION

It was concluded that Principals who exhibit positive values will possess positive attitude to work, and will perform higher than their counterpart who exhibit negative value. Therefore, values are of important in organization such as school and it helps to build our thoughts, words and action and also build internal synergy in a group.

RECOMMENDATION

Based on the results and findings, the following recommendations are deemed fit for improvement of Principals values relating to their attitudes to work.

1. Principals' of Secondary schools in Akwa Ibom State should stick in modelling their individual values such as enthusiasm, creativity, humility and personal fulfilment.
2. Principals' of Secondary schools in Akwa Ibom State should stick in modelling their relationship values such as openness, trust, generosity and caring.
3. Principals' of Secondary schools in Akwa Ibom State should stick in modelling their organisational values such as financial growth, teamwork and productivity.
4. Principals should use such Forum as All Nigeria Conference of Principals of Secondary Schools (ANCOPSS) as an avenue to sharing of ideas and experiences that will revitalize and revamp their cultural values on issues relating to good management and administrative effectiveness.

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