

Ethical Leadership and Staff Innovative Behaviour in Nigeria

This study investigated ethical leadership and staff innovative behaviour in Nigeria. The aims of this study are to find out the relationships that exist among ethical leadership and staff innovative behaviour. This study also seeks to find the level of practice for the parts in ethical leadership and staff innovative. Quantitative research design was adopted in the study. Sample of 350 participants were randomly selected from the sample university in line with Research Advisor (2006), table of determining sample size of known population. Pearson correlations and linear regression analysis were used to analyze the collected data. The findings show that leadership integrity, power sharing and fairness positively and significantly correlated with staff innovative behaviour. The result also shows that staff innovative behaviour can be influenced by ethics behaviour of academic leaders. In order to improve staff innovative behaviour and development of universities, academic leaders must demonstrate high standards of professional conduct, encourage an open and transparent culture, develop framework that will encourage staff to work together irrespective of their race, gender, religion or age, as well as demonstrate effective fairness in terms of unbiased evaluation of staff performance. If all these are put in place, staff innovative behaviour (self-efficacy, knowledge sharing, and idea generation) will be achieved.

Keywords: Leadership integrity, power sharing, fairness, staff innovative behaviour.

Introduction

Ethical leadership is an important factor which is anticipated to have an impact on the staff innovative behaviour. It has become a laudable phenomenon of effectiveness in Nigeria universities due to ethical scandals that may hinder the organizational efficiency. The recent scandals of corruption, sexual harassment, and unethical conduct in dealing with staff and students. Unethical leader is the one who fails to follow rules, take responsibility, and perform appropriately in discharging duties.

The behaviour of an organizational leader play a vital role in achieving staff innovative behaviour toward the achievement of stated goals and objectives. Ethical leaders are those who create an enabling working or learning environment through the exchange of idea, integrity, fairness, role clarification, concern for sustainability, respect employees' right as well as ethical guidance (Oates & Dalmu, 2013). The effective management skills of the leader may play a crucial role in bringing positive working environment

1 that will enhance the quality of work done as it will improve staff innovative
2 behaviour. Innovation can be seen as a way of creating useful ideas or solutions
3 to solve problem under study. Innovation starts with recognition and creation
4 of ideas that challenge organizations' past practices and operating principles.
5 University education is essential in the development of a nation because it
6 produces the higher manpower needed by the nation to drive the economy and
7 govern the people.

8 University education is viewed as the center in the pursuits of socio-
9 economic development of a nation by channeling its human capital to become
10 productive citizens (Khan, 2011 & Adeyemi, 2009). The innovative behaviour
11 of university lecturers help the university education sector cope with the
12 changing society and enhance their self-efficacy, knowledge sharing, idea
13 generation as well as human capacity in teaching, research, and community
14 development (Onyeizugbe, Obiageli & Igbodo, 2016). Currently, universities in
15 the world are surrounded by competitors in term of ranking, thus, it is
16 necessary that universities harness the innovative behaviour of staff as a
17 weapon for achieving its goals.

18 Numerous studies have been carried out in the area of ethical leadership
19 and workers innovative behaviour. Heba (2018) investigated impact of ethical
20 leadership and employee creativity. Taqveem and Ajimal (2017) investigated
21 influence of ethical leadership and employees innovative work behaviour:
22 Examination of individual level psychological mediation. Shamia and Andi
23 (2017) conducted ethical leadership and employee welfare on the facilitating
24 part of physical empowerment. Agha et.al (2017) examined the influence of
25 ethical leadership and staff commitment in Nigeria. Peter (2015) carried out
26 ethical leadership and performance of workers in Uganda. Sample of 160
27 employees was used for data collection. A designed questionnaire was used for
28 data gathering and analyzed using Pearson correlation coefficient and
29 regression analysis to determine correlation between ethical leadership and
30 workers performance. The finding shows that employee performance has
31 significantly influenced by ethical behaviour. Although the effect of different
32 forms of leadership on innovative work behaviour has been understudy in past.
33 However, there is little if any or none about the ethical leadership and
34 management of staff innovative behaviour in Nigeria University. Also, to the
35 researchers' knowledge, there have been no researches in Nigeria so far that
36 look at integrity, power sharing, and fairness as critical variables to be used by
37 academic leaders in improving staff innovative behaviour. Therefore, this study
38 endeavour to fill the gaps left by previous scholars.

39 The following objectives have been formulated to achieve the aims:

- 40
- 41 1) determine the level of ethical leadership practice as perceived by staff
42 in university of Ilorin, Nigeria.
- 43 2) To measure the level of staff innovative behaviour in the university of
44 Ilorin, Nigeria.
- 45 3) To identify effect of ethical leadership practice on staff innovative
46 behaviour in university of Ilorin, Nigeria.

Literature Review

Ethical Leadership

Leadership generally means a process by which a person influences others to accomplish a task in order to realize predetermined goals. Leadership is a process of influencing a group of individuals in a work environment to achieve a common goal (Northouse, 2010). Brown Trevino and Harrison (2005) view ethical leadership as a way of promoting ethical standards in terms of integrity, fairness as well as ensuring power sharing in dealing with staff with the aim of achieving organizational goals.

Ethical leaders refer to individual who are objective and unbiased, considering the people's wishes and opinions as well as protecting their employees' right (Zhu, May & Avolio, 2014). Ciulla (2014) viewed ethical leadership as a way of leading others with an altruistic motive, respecting the dignity and right of people in order to motivate followers to participate in ethical behaviours. Ethical leader is a leader who behave positively for the benefit of the followers (Toor & Ofori, 2009). Leaders are the key determinant of realizing the stated organisational objective and establishing the pace for staff innovative behaviour in terms of self-efficacy, knowledge sharing, and idea generation (Brown & Mitchell, 2010). Ethical leadership in this study refers to the integrity, power sharing, and fairness of leader in motivating staff towards achieving the best of their behaviour so as to realize the organizational objectives.

Leaders that have integrity build trust in their relationship with followers. The extent of which staff involve in innovative behaviour could be influenced by personality factors of leaders in the areas of transparency, loyalty, equality, and fairness, rather than being self-centered in achieving personal goals. Leader with high integrity are more probable to share power with the led.

Power sharing leadership can be seen as a leader who engage employees in leadership through delegation of authority, participative decision-making and share responsibility for the attainment of goals and objectives. Power sharing according to Carson and Marrone (2007) is a process of distributing leadership influence across multiple team members. This means, power sharing as the process of information sharing improve creation of new ideas and innovation. Power sharing is also regarded as ethical conduct of moral leader to delegate authority and inspire the subordinates to contribute in decision-making of an organization (Den Hartog & Den Hoogh, 2009).

Staff Innovative Behaviour

Staff innovative behaviour has been defined as an intrinsic behaviour of an individual to introduce or generate ideas towards the development of an organization (Martins & Treblanche, 2003). It is a way of generating new techniques, suggesting new ways of performing task, facilitating the implementation of generating ideas to achieve stated objectives (Coakesb &

1 Smith, 2007). Staff innovative in this study refers to staff self-efficacy,
 2 knowledge sharing, and ideas generation. Innovation is an important part for
 3 the survival and the competency of an institution or organization.

4 Luszczuska and Schwarzer (2018) defined self-efficacy as a person's
 5 confidence and ability to execute an act required to produce effective result for
 6 the development of an organization. The term self-efficacy according to
 7 Bandura 1997 refers to a person's belief to accomplish precise task positively.
 8 This means, a person's willingness to contribute immensely to complete a
 9 difficult task in order to attain predetermined goals. Generally, self-efficacy
 10 can be viewed as employees believe in the ability to perform task in an
 11 organization.

12 **Ethical Leadership and Staff Innovative Behaviour**

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 15 Workers are the crucial assets in an organization, the goal and objective
 16 can only be achieved through their efforts. Numerous studies have been
 17 conducted on ethical leaders on the achievement of staff innovative behaviour.
 18 The study of Toor and Ofori (2009) revealed that ethical leadership is likely to
 19 arouse the willingness of staff to put more effort in contributing their own
 20 quota to development of organization which will ultimately lead to increase in
 21 innovative behaviour. Leaders are expected to promote staff innovative
 22 behaviour by leading them towards change and transformation in order to
 23 realize organizational objectives (Peter, 2015). Oates and Dalmau (2013)
 24 explains that ethical leadership is about doing something positive for the
 25 benefit of people in an organization in order to attain significant results.

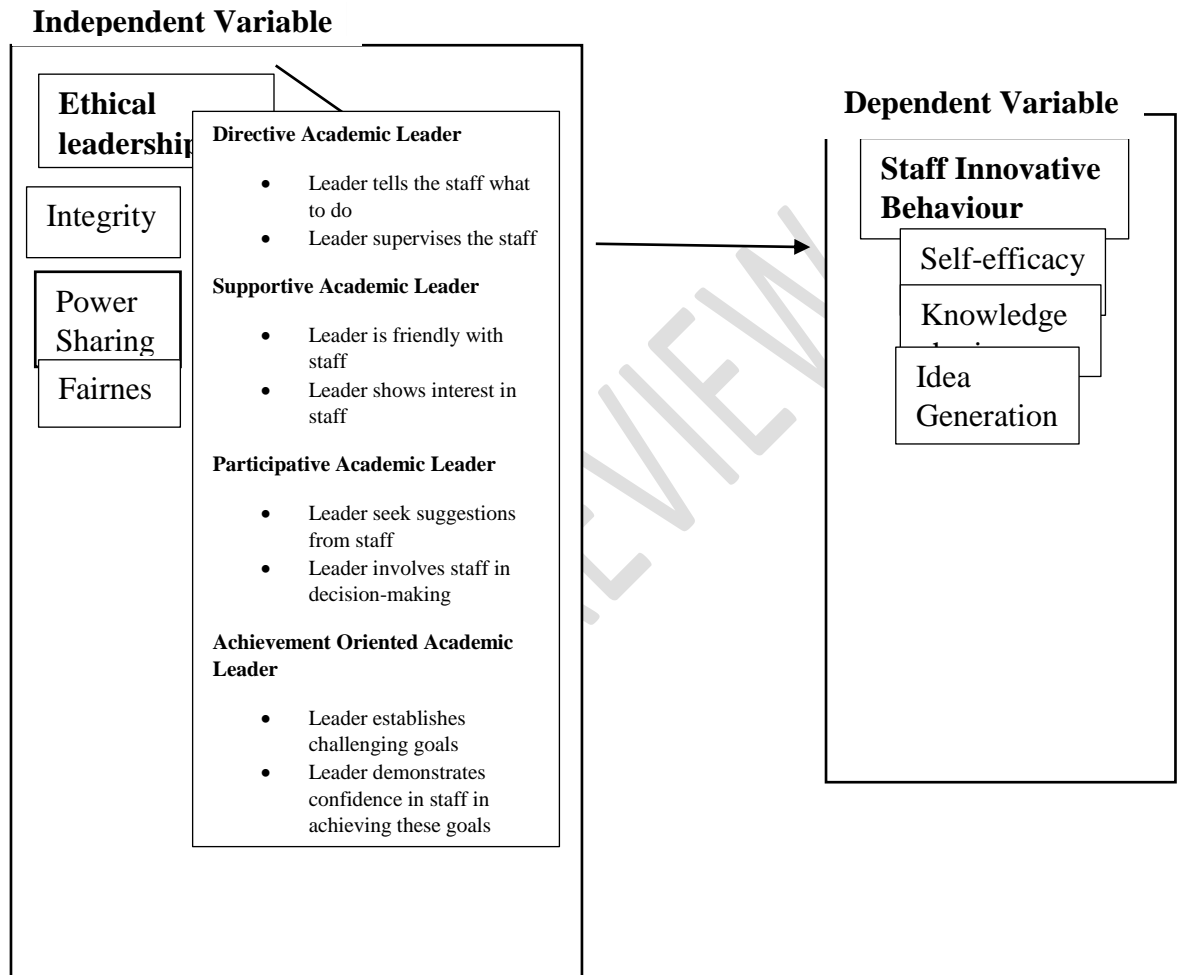
26 27 28 **Theoretical Framework**

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 30 Theoretical framework used was based on path-goal theory posited by
 31 House and Mitchell (1978) as cited in Mulder (2018). According to Northhouse
 32 (2013); path-goal theory refers to a process in which the leaders choose
 33 specific behaviour that are best to the employee needs and organization. This
 34 theory holds that leader can facilitate innovative performance by showing staff
 35 members how their effort directly affects their receiving desired rewards. This
 36 theory stated that leadership behaviour is associated with four factors such as
 37 directive, supportive, participative, and achievement oriented. Following the
 38 path-goal theory, a leader may employ all four of the behaviours in different
 39 situations. The directive style is suitable for newly recruited staff (Negrón,
 40 2008). Leana (2013) states that directive behaviour is positively related to
 41 subordinates innovative.

42 Supportive leaders create friendly environment and assist subordinates by
 43 showing interest in their performance when they show inability to complete a
 44 task (Mulder, 2018). Participative leaders seek suggestion from subordinates
 45 for making final decision by involving them in decision affecting the
 46 organization (Negrón, 2008; House & Mitchell, 1978). The achievement-

oriented leader establishes challenging goals and demonstrates confidence in subordinates in achieving these goals (Mulder, 2018). Theoretical framework of this study showed in figure 1.

Figure 1. Theoretical Framework (adapted from Leana, 2018)



This theory can also be applied to the school system in that, a leader may employ directive behaviour when supervising a well-trained experience worker who is aware of the goal to be attained. Leader may also support the followers through power sharing and delegation of authority as well as involving them in decisions affecting the organization and respecting their views while making decision. Success oriented leaders can also establish stimulating goals to develop the followers and show faith in their capabilities to succeed.

This study anchored on this theory because it focuses on how leaders can bring about ethical and innovative behaviour in followers. The theory always reminds leaders that their specific function as a leader is to support the subordinates in defining their goals and also to help them in realizing those goals effectively. The path-goal theory provides the ground work of understanding by motivating staff to cultivate ethical behaviour in terms of

1 self-efficacy, knowledge sharing and idea generation through coaching and
2 direction of leader to achieve organizational goals and objectives.

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6 **Research Method**

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7 **Research Design**

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9 This study adopted qualitative research design. The design was considered
10 suitable since it will enable researcher to determine the interaction that exist
11 among leadership integrity, power sharing, fairness and staff innovative
12 behaviour. Also, the chance to get view of the sample population, evaluate the
13 data collected with the use of proper data analysis technique and reach a
14 sensible decision about the population from the findings of the study (Mayer,
15 2013).

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17 **Population and Sampling**

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Population of this study comprised the administrative, teaching, and support staff in university of Ilorin, Kwara State, Nigeria. Target population consists of about 3500 staff. Out of this, the researcher decided to use a total of 350 participants based on recommendation of Research Advisor (2006). Sample table suggested that 346 participants are appropriate for this number. Therefore, the researcher increases the sample to 350 in order to avoid any doubt and also ensure quality of research findings. Stratified random sample process was used to select 350 participants in order to ensure that every participant of the population has equivalent right and opportunity of being carefully chosen. Thus, ensuring that all categories of staff in the university are represented in this study (Creswell, 2012).

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31 **Instrument**

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The research instrument for the present study comprised of constructed and adapted questionnaire from earlier studies by Ophillian (2015) on power sharing under ethical leadership. A total number of 25 items were used to measure ethical leadership with three subscales: integrity (10 items), power sharing (6 items), and fairness (9 items).

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The items of questionnaire regarding staff innovative behaviour were concluded from Karani (2018) on self-efficacy and Huda (2014) on knowledge sharing. It consists of 20 items with three components; self-efficacy (9 items), knowledge sharing (6 items), and idea generation (5 items). Participants responded to five-point Likert scale: Strongly Agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1.

1 Reliability and Validity

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3 Reliability of the instrument was ensuring with the use of Cronbach's
4 Alpha test. As shown in Table 1 and 2, the value for Cronbach's Alpha of this
5 study was proven to be reliable and acceptable.

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7 *Table 1. Reliability Test for Ethical Leadership*

Variables	N	Cronbach's Alpha	Decision
Integrity	10	0.80	All items are acceptable
Power sharing	6	0.84	All items are acceptable
Fairness	9	0.86	All items are acceptable

8

9 Table 1 shows that there are 10 items under integrity of ethical leadership.
10 The value of the Cronbach's Alpha for the 10 items under integrity is 0.80. It
11 further reveals that there are 5 items under power sharing of ethical leadership
12 with Cronbach's Alpha of 0.84. While fairness has 9 items with a Cronbach's
13 Alpha of 0.86. According to Pallant (2011), values above .7 are considered
14 acceptable and values above .8 are preferable and represent a good reliability.
15 Therefore, the Cronbach's Alpha value for all the 3 dimensions of ethical
16 leadership were around 0.80. Therefore, the values show very good internal
17 consistency reliability for scale and all the 25 items in the questionnaire are
18 found to be reliable.

19

20 *Table 2. Reliability Test for Staff innovative Behaviour*

Variables	N	Cronbach's Alpha	Decision
Self-efficacy	9	0.87	All items are acceptable
Knowledge sharing	6	0.82	All items are acceptable
Idea generation	5	0.86	All items are acceptable

21

22 Table 2 shows the 3 main dimensions of staff innovative behaviour. These
23 are self-efficacy, knowledge sharing and idea generation to measure staff
24 innovative behaviour. The Cronbach's Alpha value for self-efficacy is 0.87
25 covering up to 9 number of items. In addition, 6 items from knowledge sharing
26 of staff innovative behaviour has Cronbach's Alpha value of 0.82 and 0.86 for
27 idea generation. In summary, all instrument items for staff innovative
28 behaviour used are reliable and acceptable for this study.

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30 Process of Data Collection

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32 Researcher with the aid of three research assistants distributed the
33 questionnaire to the participants. The questionnaire was distributed to over 400
34 participants consisting of selected administrative, teaching and support staff in
35 the university of Ilorin, Kwara State, Nigeria. These participants were
36 contacted in their respective offices to discuss the basis of the study before the
37 distribution of the questionnaire. After 2 weeks, all the answered

1 questionnaires were collected from the participants. However, a total of 350
 2 questionnaires were returned and filled properly. Therefore, the returned
 3 number meet the suggestion of Research Advisor (2006) with a number of 350
 4 participants sample in this study.

6 **Analysis of Collected Data**

8 The data collected for this study was then key-in the SPSS and analyzed
 9 using descriptive statistics like simple percentage for demographic information
 10 and inferential statistic was used in order to explain the relationship between
 11 both variables. Also, to identify the overall impact of the ethical leadership
 12 variables on staff innovative behaviour.

15 **Findings**

17 **Demographic Profile of Participants**

19 This section presents a comprehensive result of the analysis made from the
 20 data collected in this study. It stated with an analysis of the demographic
 21 information of participants who participated using descriptive statistics

23 *Table 3. Demographic Profile of the Participants*

		N = 350	Percentage (%)
Gender:	Female	118	33.7%
	Male	232	66.3%
		350	100%
Age:	21-30	100	28.6
	31-40	134	38.3%
	41-50	96	27.4%
	51 above	20	5.7%
		350	100%
Qualification	HND	45	12.9%
	Bachelor degree	70	20%
	Master degree	90	25.7%
	Ph.D.	145	41.4%
		350	100%
Year of experience	1-4 years	40	11.4%
	5-9 years	90	25.7%
	10-14 years	104	29.7%
	15-19 years	96	27.4%
	20 years above	20	5.7%
		350	100%

24
 25 Table 3 shows the demographic information of participants that
 26 participated in this study. From the table 118 participants (33.7%) are female
 27 and 232 participants are male (66.3%). In terms of average age of the
 28 participants, table 3 presented that 100 (28.6%) are participants between the

1 age of 21-30, majority 134 of the participants (38.3%) are between age 31-40
2 years, and 96 (27.4%) of the participants are between age 41-50 years as well
3 as 20 of the participants (5.7%) are over 50 years.

4 Based on qualification of the participants, 45 participants (12.9%) are
5 Higher National Diploma holders, 70 participants (20%) are bachelor degree
6 holders while 90 participants (25.7%) are master degree holders, majority of
7 the participants 145 (41.4%) are Ph.D holders. In the aspect of year of
8 experience, 40 participants (11.4%) have 1-5 years of experience, and 90
9 participants (25.7%) have 6-10 years of experience, majority 104 participants
10 (29.7%) have 11-15 years of experience, there are 96 participants (27.4%) who
11 have 15-19 years of experience while 20 participants (5.7%) have 20 years and
12 above experience in the sample university.

13 14 **Level of Ethical Leadership**

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16 Objective 1: determine the level of ethical leadership practice as perceived by
17 staff in university of Ilorin, Nigeria.

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19 Table 4 presents the mean and standard deviation for each measurement of
20 ethical leadership and overall result for level of ethical leadership practice.

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22 *Table 4. Level of Ethical Leadership Practice*

Variables	Mean	Standard Deviation	Level
Measurement of Integrity	2.93	0.966	Moderate
Measurement of Power Sharing	2.95	0.968	Moderate
Measurement of Fairness	2.92	0.966	Moderate
Overall Level of Ethical Leadership Practice	2.93	0,967	Moderate

23
24 Table 4 shows the overall level of ethical leadership practice is moderate
25 with mean value of 2.93 and standard deviation of 0.967. This indicated that
26 most of the staff perceive their leaders as giving them a moderate level of
27 ethical behaviour in terms of integrity, power sharing and fairness.

28 29 **Level of Staff Innovative Behaviour**

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31 Objective 2: To measure the level of staff innovative behaviour in university of
32 Ilorin, Nigeria.

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34 This section explains the mean and standard deviation value that show the
35 level of staff innovative behaviour.

36
37 *Table 5. Level of Staff Innovative Behaviour*

Variables	Mean	Standard Deviation	Level
Measurement of Self-efficacy	2.89	0.977	Moderate
Measurement of Knowledge	2.91	0.974	Moderate

sharing			
Measurement of Idea Generation	2.90	0.969	Moderate
Overall Level of Staff Innovative Behaviour	2.90	0.973	Moderate

The analysis presented in table 5 presents the means and standard deviations for all measurements of staff innovative behaviour such as self-efficacy, knowledge sharing and idea generation. The overall result of staff innovative behaviour is at moderate level (Mean = 2.90, SD = 0.973). Furthermore, among three measurements of staff innovative behaviour, the findings showed that participants have a low mean in term of self-efficacy (Mean = 2.89, SD = 0.977). From the finding, it shows that staff- efficacy needs to be improved in order to enhance their innovative behaviour.

Hypotheses Testing

Ho₁: There is no significant relationship between integrity and staff innovative behaviour.

Ho₂: There is no significant relationship between power sharing and staff innovative behaviour.

Ho₃: There is no significant relationship between fairness and staff innovative behaviour

Pearson product moment correlation statistic was used to analyze the relationship between ethical leadership variables and staff innovative behaviour.

Ho₁: There is no significant relationship between integrity and staff innovative behaviour.

Table 6. Correlational Analysis for Integrity and Staff Innovative Behaviour

		Integrity	Staff Innovative Behavior
Integrity	Pearson correlation	1	.924**
	Sig. (2-tailed)		.000
	N	350	350
Staff Innovative Behaviour	Pearson correlation	.924**	1
	Sig. (2-tailed)	.000	
	N	350	350

Table 6 indicates that leader's integrity has a significant and positive relationship with staff innovative behaviour with calculated r-value = .924; $p < .000$. This displays that there is a significant and positive relationship between

1 integrity and staff innovative behaviour in university. Therefore, the hypothesis
 2 which state that there is no significant relationship between integrity and staff
 3 innovative behaviour is rejected.

4

5 H_{02} : There is no significant relationship between power sharing and staff
 6 innovative behaviour

7

8 *Table 7. Correlational Analysis for power sharing and Staff Innovative Behaviour*

		Power Sharing	Staff Innovative Behavior
Power Sharing	Pearson correlation	1	.915**
	Sig. (2-tailed)		.000
	N	350	350
Staff Innovative Behaviour	Pearson correlation	.915**	1
	Sig. (2-tailed)	.000	
	N	350	350

9

10 Table 7 indicates that power sharing has a positive and perfect relationship
 11 with staff innovative behaviour with calculated r-value = .915; $p < .000$. This
 12 shows that there is a positive and significant relationship between power
 13 sharing and staff innovative behaviour in the university. Therefore, the
 14 hypothesis which state that there is no significant relationship between power
 15 sharing and staff innovative behaviour is rejected.

16

17 H_{03} : There is no significant relationship between fairness and staff
 18 innovative behaviour

19

20 *Table 8. Correlational Analysis for Fairness and Staff Innovative Behaviour*

		Fairness	Staff Innovative Behavior
Fairness	Pearson correlation	1	.915**
	Sig. (2-tailed)		.000
	N	350	350
Staff Innovative Behaviour	Pearson correlation	.915**	1
	Sig. (2-tailed)	.000	
	N	350	350

21

22 Table 8 indicates that fairness of leader has a significant and positive
 23 relationship with staff innovative behaviour with calculated r-value = .915; $p <$
 24 $.000$. This reveals that there is a significant and perfect relationship between
 25 fairness and staff innovative behaviour in university. Therefore, the hypothesis
 26 which state that there is no significant relationship between fairness and staff
 27 innovative behaviour is rejected.

1 Linear Regression Analysis

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3 Objective 3: To identify the effect of ethical leadership practice on staff
4 innovative behaviour in university of Ilorin, Nigeria.

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6 This explain the linear regression finding that measure the effect of ethical
7 leadership practice on staff innovative behaviour in university of Ilorin, Nigeria.

8
9 *Table 9.* Linear Regression of Ethical Leadership and Staff Innovative Behaviour

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.918	.854	.853	.995

10 a. Predictor: (Constant) Ethical Leadership

11
12 Table 9 shows that ethical leadership practice has effect on staff innovative
13 behaviour with 85.4 by staff regarding of R square value from the table.
14 Therefore, the result showed that ethical leadership practice by academic
15 leaders could have impact on staff innovative behaviour.

16
17 *Table 10.* Linear Regression coefficients for Ethical Leadership and Staff
18 Innovative Behaviour

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std Error	Beta		
	(Constant)	.451	.221		5.985	.000
	Ethical Leadership	.601	.010	.504	5.071	.000

19 a. Dependent Variable: Staff Innovative Behaviour

20
21 According to Table 10, the standard regression weight of the beta
22 coefficient value for ethical leadership was 0.504 which indicated that the
23 increase in ethical leadership practice by academic leaders responsible for
24 increase in staff innovative behaviour. Also, showed that ethical leadership and
25 staff innovative behaviour were positively related. T-test of 5.5071 was
26 sufficiently high with corresponding p-value of 0.000. Therefore, there is
27 significant and positive relationship between ethical leadership and staff
28 innovative behaviour.

31 Discussion and Recommendations

32
33 The findings of this study emphasized the moderate level for integrity,
34 power sharing and fairness, based on the staff perception. The aim of higher
35 education system is to develop the intellectual capacity of individuals through
36 appropriate manpower training. Therefore, it is the responsibility of

1 educational administrators to demonstrate effective ethical leadership practices
2 that will lead to better staff innovative behaviour.

3 From the first research hypothesis, it was found that leadership integrity
4 has positive and significant impact on staff innovative behaviour. This implies
5 that whenever academic leaders demonstrate high standards of professional
6 conduct, encourage an open and transparent culture, adhere to laws and rules as
7 well as act honourably in an organization, there is inclination that their
8 subordinates will develop innovatively. This shows that leadership play a
9 crucial role in enhancing staff innovative behaviour. This finding agreed with
10 finding of Agha, Nwekpa and Eze (2017) that leaders' integrity has a
11 significant and positive impact on endurance commitment of staff in an
12 organization. This finding is also germane to that of Collins (2010) who stated
13 that employees always feel happy to associate with leaders that possess
14 credible integrity.

15 Furthermore, leadership power sharing has a perfect and substantial
16 relationship with staff innovative behaviour. Table 7 indicated that leadership
17 power sharing is positively related and significantly influence the staff
18 innovative behaviour. The result concurs with the findings from Carson, Tesluk
19 and Marrone (2007) who reported that knowledge sharing is the key aspect of
20 power sharing that can bring about enhancement of staff innovative behaviour.
21 Thus, ethical leadership is positively related to staff innovative behaviour
22 through power sharing that will lead to self-efficacy (May, Cheng, Ribbens &
23 Zhou, 2013).

24 Fidan and Ozturk (2015) concludes that fairness and well treatment
25 encourage staff to develop new ideas which in turn lead to innovation in an
26 organization. The results from hypothesis three indicated that leadership
27 fairness has significant influence on staff innovative behaviour. This implies
28 that fairness of leaders in terms of promoting staff base on their skill and
29 publications, having equal access to institution resources, unbiased evaluation
30 of their performance and the likes bring about effective staff innovative
31 behaviour. The findings of this study were consistent with previous research
32 (Anderson, Spataro & Flynn, 2008) which concluded that fairness have
33 significant influence in defining the perception of ethical leadership.

34 The linear regression analysis conducted to find the extent of ethical
35 leadership effect on the staff innovative behaviour in Nigeria. The finding
36 shows that there is a solid and significant relationship between ethical
37 leadership measurements and staff innovative behaviour in Nigeria. This is an
38 indication that improvement of the measurements (integrity, power sharing,
39 and fairness) of ethical leadership practice in the management of the university
40 has a strong chance of enhancing effective staff innovative behaviour. The
41 findings of this study agreed with Brown and Trevino (2006) that leader gifted
42 with ethical perception improve their subordinates innovative behaviour. Also,
43 germane to Ibara and Hansen (2011) that ethical leadership encourage
44 employees to contribute positively to the development of organization. The
45 study co-aligns with the finding of Mumford (2003) that leader's behaviour
46 undeniably shapes the innovative ability of organizational staff. In addition,

1 Heba (2018) has asserted that ethical leadership dimensions have a helpful
2 effect on staff innovative. The finding is in line with the position of Peter⁵³
3 who asserted that strong and positive leader display high quality in an
4 organisation. Furthermore, this finding conformed to Grace (2000) who stated
5 that ethical leadership plays a positive role in managing educational
6 organisation in line with ethical principles and actions.

7 Based on this finding, it has been recommended that academic leaders
8 should continue to demonstrate high standards of professional conduct;
9 adhering to laws, rules and ethical standards; passionate about their work;
10 encourage an open and transparent culture; and acting honourably in order to
11 drive and stimulate staff innovative behavior. Furthermore, in order to ensure
12 effective power sharing, academic leaders should develop a framework that
13 will encourage staff to be able to work together irrespective of their race,
14 gender, religion or age; consulting staff before changes are implemented; and
15 constantly interact with all the staff in the organization.

16 Also, academic leaders should continue to demonstrate effective fairness
17 in terms of unbiased evaluation of staff performance; promotion of staff based
18 on their skills and publications; supports fair practices in the departments or
19 units unconditionally; as well as ensuring fair distribution of financial
20 resources to different departments or units in an organization. This shows that
21 staff innovative behaviour (self-efficacy, knowledge sharing, and idea
22 generation) will be improved when leaders are able to act morally towards the
23 improvement of university education.

24 25 26 **Implications and Conclusion**

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28 The findings of this study will be of great advantage to academic leaders,
29 staff and stakeholders in education. The practical implication of this study
30 revealed ethical leadership indices that influence staff innovative behaviour.
31 Having known the dependable indicators, academic leaders are able to provide
32 ethical leadership to enhance and improve staff innovative behaviour. Based on
33 the findings, it was revealed that ethical leadership significantly influence the
34 staff innovative behaviour. This may help the academic leaders and
35 stakeholders to revise their behaviour as they could be aware on which of the
36 measurements from ethical leadership are appropriate in dealing with staff in
37 order to develop staff innovative behaviour. In addition, this study would
38 encourage both lecturers and technical staff to understand their roles in
39 supporting academic leaders in discharging appropriate ethics behaviour in
40 order to enhance effective innovation.

41 Staff innovative behaviour could be realized through effective leaders'
42 integrity, power sharing and fairness. Ethical leadership is a sure way to
43 prepare staff towards self-efficacy, knowledge sharing, and idea generation in
44 order to render quality service to university

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