

Personality and Leadership Effectiveness

Dr. Khuda Bakhsh¹, Dr. Shafqat Hussain² & Dr. Muhammad Naeem Mohsin³

Abstract

The study explored certain personality traits taken as determinants of leadership effectiveness. A sample of five hundreds teachers from one hundred secondary schools participated in the study. The researcher developed a questionnaire to measure the personality traits and principal's leadership effectiveness was measured by LPI (Leadership Practices Inventory). The Collected data was entered into SPSS for data analysis. The data analysis was made using step-wise and multiple regressions to answer the research questions. The findings revealed that stress tolerance is the best predictor of principal leadership effectiveness followed by his emotional stability, self confidence, attractive looks and humor orientation.

Keywords: leadership Effectiveness, principal, personality, stress tolerance, emotional stability, self confidence, good sense of humor, beauty

Introduction

Leading is one of the basic management functions, which has attracted the attention of many experts worldwide. In a school setting, leadership is a process by which an individual (Principal) influences, controls and coordinated the activities of others (teachers) to achieve the desired results. A School Principal is one of the most important and influential personnel in the process of education. His vision and practices have a significant effect on school success, school climate and student achievement (Spark, 2009; Gregory, 2008). Educational research in the area of School management has been dominated by the study of the principal as leader (Hall, C.A.2007; Charles, R.C.2006; Khan, K.B.&Tauqeer,A.2015; Keith, A.R.2008; Rachel, L.J.2006).The accomplishment of a school and even whether or not it achieves its goals can be determined by principal effectiveness as leader (Tanveer, 2005). The goals of an educational organization can be achieved if the organization is managed effectively. Only effective principals can deal with the fast paced changes and demanding expectations of today's society (Lapointe & Davis, 2006; Hoerr, 2008; Barth, 2006).A proper understanding of effective school leaders envisages that certain factors be understood and their specific contribution to principals 'leadership effectiveness be determined. A Principal's Leadership effectiveness is the quality of his leadership performance perceived by school population in general and faculty members in particular (Azhar, A.2015). Leadership effectiveness was described by Bennett (2003) as the acknowledged ability of a leader to guide, manage or coordinate a group of people to achieve pre-determined goals of an organization. What determines the Principal effectiveness is the question of vital significance to effective teaching-learning process.

Statement of the Problem

The problem to be investigated in this study was how well certain personality traits contribute to Principal's leadership effectiveness.

¹ Assistant Professor, GC University, Faisalabad (Pakistan). Email: gallantup@yahoo.com

² Assistant Professor, GC University, Faisalabad.

³ Chairman, Department of Education, GC University, Faisalabad.

Research Questions

The study was guided by the following research questions

1. What is the unique/individual contribution of the independent variables (stress tolerance, emotional stability, self confidence, attractive looks & humor orientation) to the dependent variable (Principal's leadership effectiveness)?
2. What is the joint contribution of all the personality traits to the leadership effectiveness?

Research Methodology

Sample and Population of the Study

The target population for the study was all the senior most teachers of Government high schools (Male) of the Punjab province. A sample of five hundreds teachers of one hundreds randomly selected high schools participated in the study who rated the leadership effectiveness of their respective principals.

Instrument

The researcher developed a questionnaire to measure the personality traits of the principals and Leadership Practices Inventory LPI (observer version) developed by Kourzes and Posner (2002) was used to measure principal's leadership effectiveness as perceived by teachers. Working on daily basis with their respective principals, the teachers are in unique position to evaluate their principals' leadership effectiveness.

Data Analysis

Step –wise linear regressions and multiple regressions were used in data analysis to answer the research questions

Results

Research Question 1

1. What is the unique/individual contribution of the independent variables (stress tolerance, emotional stability, self confidence, attractive looks & humor orientation) to the dependent variable (Principal's leadership effectiveness)?

Individual contribution of stress tolerance to the variance of the leadership effectiveness

Table 1: Linear Regression Analysis of Stress Tolerance with the Leadership Effectiveness

| <i>R</i> | <i>R Square</i> | <i>Adjusted R Square</i> | <i>Std. Error of the Estimate</i> |
|----------|-----------------|--------------------------|-----------------------------------|
| .512 | .262 | .281 | 5.211 |

Table 1 shows that stress tolerance is a significant ($R^2 = .262$, $p < .05$) predictor of the leadership effectiveness. This means that 26% of the variance in the leadership effectiveness is influenced by stress tolerance.

Table 2: Linear Regression Analysis of 'Attractive Looks 'with the Leadership Effectiveness

| <i>R</i> | <i>R Square</i> | <i>Adjusted R Square</i> | <i>Std. Error of the Estimate</i> |
|----------|-----------------|--------------------------|-----------------------------------|
| .347 | .120 | .125 | 6.117 |

Table 2 shows that 12percent ($R^2 = .120$) of the leadership effectiveness is explained by attractive looks/beauty.

Table 3: Individual Contribution of 'Emotional Stability' to the Leadership Effectiveness

| <i>R</i> | <i>R Square</i> | <i>Adjusted R Square</i> | <i>Std. Error of the Estimate</i> |
|----------|-----------------|--------------------------|-----------------------------------|
| .501 | .251 | .255 | 6.308 |

Table 4: Individual Contribution of 'Self Confidence' to the Leadership Effectiveness

| <i>R</i> | <i>R Square</i> | <i>Adjusted R Square</i> | <i>Std. Error of the Estimate</i> |
|----------|-----------------|--------------------------|-----------------------------------|
| .407 | .166 | .165 | 6.714 |

Table 5: Individual Contribution of 'Humor Orientation 'to the Leadership Effectiveness

| <i>R</i> | <i>R Square</i> | <i>Adjusted R Square</i> | <i>Std. Error of the Estimate</i> |
|----------|-----------------|--------------------------|-----------------------------------|
| .321 | .103 | .105 | 6.155 |

The Tables 1 to 5 clearly show the all the selected factors well determine the cognitive development with significant predictive powers. Stress tolerance, attractive looks, emotional stability, self confidence and humor orientation contributed 26 %, 12 %, 25%, 16% and 10% respectively to the variance in leadership. The 'stress tolerance' proved to be best predictor of principal effectiveness followed by his emotional stability, self confidence, attractive looks and humor orientation.

Research Question 2

What is the joint contribution of all the personality traits to the leadership effectiveness?

Multiple Regression Analysis of the FIVE predictors with the leadership effectiveness of principals

Table 6: Combined Influence of all the Predictors on the Leadership Effectiveness

| R | R Square | Adjusted R Square | Std. Error of the Estimate |
|------|----------|-------------------|----------------------------|
| .807 | .651 | .655 | 5.512 |

Table 6 shows the joint influence of the all the FIVE factors was 65 percent to the variance in the leadership effectiveness. It also implies that there are more determinants of leadership effectiveness to be investigated in next studies on the same lines.

Conclusions

Based on the findings of this study, it may be concluded that a principal must possess/show stress tolerance, emotional stability and self confidence to make him more effective. Parallel to these traits, he must be enriched with attractive looks/ beauty and good sense of humor. Possessing and displaying the personality, the principal is highly effective in his leadership/ administration and he can get the work done from his subordinates/followers well in time. The humor oriented principals are more socially attractive and the teachers/friends feel at ease in their presence. Applying his specified conflict management skills, the school leader should practically show stress tolerance in untoward circumstances to ease the situation accordingly.

Recommendations for Further Research

Having completed the study, the researcher realized that there is great scope for new studies in the area of leadership effectiveness. To begin with the researcher wishes to point out that there is an interesting scope on defining and explaining the concept of 'leadership effectiveness' as this concept has not been defined uniformly and specifically till now. The researchers have measured the principal's leadership effectiveness with different tools like Audit of Principal Effectiveness' and 'Effective Principal 360°: principals' observer assessment etc. The present study also has defined it and measured it in a particular way. So there is the need to develop a more perfect and valid tool for measuring leadership effectiveness of the principals. Research is further needed in this direction.

This study opens the doors wider for the study of variables related to principal effectiveness at workplace. The principal effectiveness is influenced by several factors. The predictor variables selected for this study jointly contributed 65% to the variance on principal's leadership effectiveness. It gives a clear indication to search for new variables. Quite a number of other factors/ variables can be hypothesized as determinants of principal effectiveness. The association of other factors with effective school leadership requires further study in this direction. Further research is recommended to perpetuate a deeper understanding of effective school leadership. Follow-up studies may be conducted using participants who are super-ordinates of the principals such as District Education Officers. The same study may be conducted using a different set of determinants of principal effectiveness aside from his own skills and traits. Leaders generally and school principals in particular should be sensitized to the various aspects of leadership effectiveness with which they can audit themselves. With these, they can come up in aspects of leadership in which they are found wanting. Leaders can use the instrument LPI of this study either wholly or partly to find out the extent of their leadership effectiveness in this regard.

References

- Azhar, A; & Tauqeer. (2015). *Principalship* .Ealiya Publishers, Karachi
- Barth, R.S.(2006). Improving relationships within school house. *The Journal of Educational leadership*, 63(6), 8-13
- Bennett, N. (2003). *Effective educational leadership: Anam publishers*, Gujrat
- Charles, R.C. (2006). *Effects of emotional intelligence on principals' leadership performance*. PhD thesis, Montana State University
- Gregory, W.M. (2008). *The relationship among principal leadership, school culture and student achievement in Missouri middle schools: PhD dissertation*.
- Hall, C.A. (2007).*Examining the relationship between leadership effectiveness, emotional intelligence and coping mechanisms for stress of school administrators: PhD thesis*. University of Massachusetts Lowell.
- Hoerr, T.R.(2008). What is instructional leadership? *Journal of educational leadership*, 65(4), 56-64
- Keith, A. R. (2008). *The relationship between principal leadership and teacher morale*.Ph.Ddissertation, Liberty University.
- Khan, K.B; & Tauqeer (2015). *Educational Leadership & Management' EPM- 4783*, AllamaIqbal Open University Press, Islamabad
- Kouzes, J.M., &Posner, B.Z. (2002). *The Leadership Practices Inventory: theory and evidence behind the five practices of exemplary leaders*. Online from: www.leadershipchallenge.com/research
- Lapointe, M., & Davis, S.H. (2006).*Effective schools require effective principals*. *Leadership*, 36(1), 14-36.
- Rachel, L J. (2006). *Effects of Principal's humor orientation and principal's communication competence on principal's leadership effectiveness as perceived by teachers*.Ph.D thesis, university of Akron.
- Sparks, D. (2009).*Leading for results: transforming teaching, learning and relationships in schools*. Dennis Sparks' Blog. Corwin Press.
- Tanveer, A. (2015). *Personality and Leadership Effectiveness*. ISBN 978-3-659-64823-6 Lambert Academic Publishing, Germany