

Principals' Personality Traits as Predictor of their leadership effectiveness in Secondary schools in Anambra State

¹Rosita Nwaribeaku Ogbo (Ph.D), ²Oshia, Eucharia Chinwe and ³Nwafor, Humphrey Emeka
^{1,2&3}Department of Educational Management and Policy
^{1,2&3}Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

Abstract

The study investigated the principals' personality traits as predictor of their leadership effectiveness in secondary schools in Anambra State. The study was guided by three research questions and three hypotheses were tested at 0.05 level of significance. Correlation research design was utilized for the study. The population of the study comprised all the 5,286 teachers in public secondary schools in Anambra State, out of which a sample size of 793 teachers was drawn through stratified sampling technique. Two sets of instruments titled "Principals Personality Traits Scale (PPTS)" and "Leadership Effectiveness Scale (LES) were used for data collection. The instruments were validated by three experts comprising two lecturers from the Department of Educational Management and Policy, and the other a specialist in Measurement and Evaluation all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was ascertained using Cronbach Alpha which yielded overall coefficients of 0.76 and 0.79 for PPTS and LES. The researcher together with three research assistants collected data for the study. A 98% return rate was recorded. Data collected were analyzed using multiple regression. The findings of the study revealed among others that principals' openness trait is a strong predictor of their leadership effectiveness in secondary schools in Anambra State. It was also reported that agreeable trait is a significant predictor of their leadership effectiveness in secondary schools in Anambra State. Based on the findings, it was recommended among others that the Post Primary School Service Commission should organize personality traits tests before appointment of principals to ensure that they possess the requisite traits to run the school affairs.

Key Words: Principals, Personality Traits, Leadership Effectiveness, Extraversion, Agreeableness, Openness

1.1 Introduction

Education is an instrument for imparting knowledge for bringing desirable changes in the behaviour of individuals. Topno and Singh (2016) asserted that it helps individuals to increase

and develop their thinking and reasoning, problem solving and creativity, intelligence and aptitude, sentiments and skills, good values and attitude. The attainment of education objectives is a function of internal and external forces in the system. The school leader has to influence the internal and external forces for the attainment of set educational objectives. Danlami and Auwalu (2020) stressed that school leaders are central in shaping the climate, outlook and character of their staff and students within the school and beyond. The leader inspires and encourages teachers to strive for the attainment of set objectives.

Leadership effectiveness is the ability to influence individual and collective efforts of others to get work done for the attainment of a common objective. According to Ibukun, Oyewole and Abe (2011), leadership effectiveness refers to the ability of the school principals to effectively carry out administrative tasks related to instructional programming, staff personnel administration, student personnel administration, financial and physical resources, and school-community relations toward achieving the school goals and objectives. Narrow to the school system, Alimi, Alabi and Ehinola (2011) defined principals' leadership effectiveness as the overall school effectiveness in relation to the attainment of both normative and summative values in students. The leadership effectiveness of principals is evident when they influence members of staff to get work done through disseminating timely information to staff, strict on professional ethics in school, regular supervision of teachers, providing rewards commensurate to staff performance, initiating school development programme and utilization of the limited funds for the provision of school infrastructures to attainment academic excellence of students. The leadership effectiveness of principals is a function of their behaviour which reflects their personality trait. Danlami and Auwalu (2020) stressed that principals like every other individual have different interests, abilities and special personality characteristics. Every leader has personality traits that influence his behaviour and administrative style.

A personality trait is the distinctive pattern of behaviour, thought and emotion of an individual. Ashok and Ritu (2016) defined personality traits as a complex of qualities and characteristics or the pattern of thought, emotion, and behaviour of one person that is stable across time. Personality trait is constant behaviour and attitude that distinguish a person from the other. Gana, Oluwafeyisayomi and Idowu (2020) defined personality traits as consistent differences between the behaviours and characteristics of two or more people. Continuing, the author also asserted that it is also defined as any distinguishable, relatively enduring way in which one individual varies from another. The personality traits determine one's choice of words, the level of interaction with people and the attitude toward work. According to Afrin (2019), personality Traits are broad, enduring, relatively stable characteristics used to assess and explain behavior. Furthermore, Afrin asserted that personality Traits account for the fact that, under similar circumstances, one person behaves differently from another. Several scholars have identified personality traits as follows: extraversion, neuroticism, agreeableness,

conscientiousness, and openness (Adejuwon, Olutola, Oyewo & Obisesan, 2018; Cheaib, 2018; Inte, 2020; Rusbadrol, Mahmud and Arif, 2015).

An agreeable trait is a personality of being cooperative, caring and courteous. According to Gadisa (2020), agreeableness refers to the basic emotional style of a person, who may be easygoing, friendly and pleasant (at the high end of the scale) or grumpy, crabby and hard to get along with (at the low end). Ajayi, Waliu, Adewale, Opeyemi and Olowoporoku (2017) noted that agreeableness is a tendency to be compassionate and cooperative rather than suspicious and antagonist towards others. The authors also stressed that it consists of traits such as polite, flexible, helpful, supportive, merciful, kind and open-minded while truthful and sincere. Animba (2020) pointed out that people with the high agreeable trait are helpful, trusting, sympathetic and empathetic. They are cooperative which makes them easily get along with members of staff.

An openness personality trait is a unique feature of being curious, creative and sensitive to new ideas and development. Openness can best be described as a person's willingness to try new things and be open to new experiences (Gadisa, 2020). The principals of secondary schools who possess openness traits exhibit behaviour beyond the status quo by accepting innovative ways of performing a task. Openness is a general appreciation for art, emotion, adventure, unusual ideas, imagination curiosity and variety of experience (Ajayi, et al, 2017). The principals with the openness trait are broad-minded, polite and helpful to teachers.

According to Animba (2020), extraversion trait is characterized by traits of sociability, energy, optimism, friendliness and self-confidence. School principals with extraversion trait tend to build and maintain a relationship without others. In groups, people with extraversion trait like to talk, assert themselves and draw attention to themselves (Tamban & Maningas, 2017). Extraversion traits are divided into two types namely extroverts and introverts. Animba (2020) stressed that people with high extraversion tend to be friendly and enjoy meeting new people while people with high introversion tend to spend less time in social situations and less friendly. Some principals are uncooperative and unhelpful to secondary school teachers probably due to their personality traits. Some principals are resistant to change probably due to their inherent absence of openness trait. In some cases, they tend to be arrogant and deliberately disengage themselves from associating with teachers. The undesirable traits of some principals create confusion and chaos which undermine their leadership effectiveness in secondary schools in Anambra State.

1.2 Purpose of the Study

The main purpose of the study was to determine principals' personality traits as predictor of their leadership effectiveness in secondary schools in Anambra State. Specifically, the study sought to find out:

1. Principals' openness trait as a predictor of their leadership effectiveness in secondary schools in Anambra State.
2. Principals' extroversion trait as a predictor of their leadership effectiveness in secondary schools in Anambra State.
3. Principals' agreeable trait as a predictor of their leadership effectiveness in secondary schools in Anambra State.

1.3 Research Questions

The following research questions guided the study

1. How does principals' openness trait predict their leadership effectiveness in secondary schools in Anambra State?
2. How does principals' extroversion trait predict their leadership effectiveness in secondary schools in Anambra State?
3. How does principals' agreeable trait predict their leadership effectiveness in secondary schools in Anambra State?

1.4 Hypotheses

The following hypotheses were tested at 0.05 level of significance

1. Principals' openness trait is not a significant predictor of their leadership effectiveness in secondary schools in Anambra State.
2. Principals' extroversion trait is not a significant predictor of their leadership effectiveness in secondary schools in Anambra State.
3. Principals' agreeable trait is not a significant predictor of their leadership effectiveness in secondary schools in Anambra State.

2. Method

A correlation research design was utilized for the study. The population of the study comprised all the 5,286 teachers in public secondary schools in Anambra State, out of which a sample size of 793 teachers was drawn through stratified sampling technique. Two sets of instruments titled "Principals Personality Traits Scale (PPTS)" and "Leadership Effectiveness Scale (LES) were used for data collection. The instrument was developed by the researchers based on insight gained from literature and consultation with experts. PPTS which contains 28 items is made of three sections namely; I, II and III. Section I which focused on openness trait contained 11 items, Section II which focused on extroversion trait contained 7 items and Section III contains 10 items on agreeable trait. On the other hand, LES contains 17 items. The instruments face were validated by three experts comprising two lecturers from the Department of Educational

Management and Policy, and the other a specialist in Measurement and Evaluation all from the Faculty of Education, Nnamdi Azikiwe University, Awka. Their suggestions were used to draft the final edition of the instruments. The Cronbach alpha which was used for the test of internal consistency of the instruments yielded overall coefficients of 0.76 and 0.79 for PPTS and LES.

The researchers together with the help of three research assistants who are secondary school teachers in Anambra State administered copies of the instruments through a direct approach. Out of the 793 copies of the instruments distributed, 781 copies were duly filled and successfully retrieved indicating a 98% return rate. These 781 copies of the questionnaire were used for data analysis. Data were analyzed multiple regression for the hypotheses. For the decision on the research questions, the coefficient r and the size of the relationship were interpreted using the interpretation of a correlation coefficient by Downie and Heath cited in Nworgu (2015) as shown: 0.80 and above for strong, above 0.30-below 0.80 for moderate and 0.30 and below for weak respectively. For decision on the hypotheses, if the p -value is equal to or less than the significant value of 0.05, the null hypothesis was rejected, but if the p -value is greater than the significant value of 0.05, the null hypothesis was not rejected.

3. Results

Research Question 1: How does principals’ openness trait predict their leadership effectiveness in secondary schools in Anambra State?

Table 1: Regression Coefficient r on Openness Trait as a Predictor of Leadership Effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
1	.814	.429	.528	2.245	Strong

As shown in Table 1, correlation coefficient between openness trait as predictor of leadership effectiveness is .814 with a coefficient of determination of .429. This shows that 42.9% variation in principals’ leadership effectiveness can be attributed to their openness trait. The regression Coefficient r of .614 indicated that principals’ openness trait is a strong predictor of their leadership effectiveness in secondary schools in Anambra State.

Research Question 2: How does principals’ extroversion trait predict their leadership effectiveness in secondary schools in Anambra State?

Table 2: Regression Coefficient r on Extroversion Trait as a Predictor of Leadership Effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
-------	---	----------	-------------------	----------------------------	---------

1	.409	.216	.248	4.120	Moderate
---	------	------	------	-------	----------

Result in Table 2 shows that correlation coefficient between extroversion trait as predictor of leadership effectiveness is .409 with a coefficient of determination of .216. This shows that 21.6% variation in principals' leadership effectiveness can be attributed to their extroversion trait. The regression Coefficient r of .409 indicated that principals' extroversion trait is a moderate predictor of their leadership effectiveness in secondary schools in Anambra State.

Research Question 3: How does principals' agreeable trait predict their leadership effectiveness in secondary schools in Anambra State?

Table 3: Regression Coefficient r on Agreeable Trait as a Predictor of Leadership Effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Remarks
1	.515	.402	.399	2.201	Moderate

As shown in Table 3, correlation coefficient between agreeable trait as predictor of leadership effectiveness is .515 with a coefficient of determination of .402. This shows that 40.2% variation in principals' leadership effectiveness can be attributed to their agreeable trait. The regression Coefficient r of .515 indicated that principals' agreeable trait is a strong predictor of their leadership effectiveness in secondary schools in Anambra State.

Hypothesis One: Principals' openness trait is not a significant predictor of their leadership effectiveness in secondary schools in Anambra State.

Table 4: Test of Significance of Multiple Regression Analysis with Openness Trait as Predictor of Leadership Effectiveness

Predictor	R	R ²	F	P-value	Remark
Openness	.814	.429	324.100	.000	*S

*Significant

As shown in Table 4, the simple regression coefficient (R) is .814 while the R² is .429 showing that openness trait makes 42.9% contribution to the variance in leadership effectiveness of principals. The $F(1/781) = 324.100$ and the p -value of .000 is less than .05. Therefore, since the p -value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, principals' openness trait is a significant predictor of their leadership effectiveness in secondary schools in Anambra State.

Hypothesis Two: Principals' extroversion trait is not a significant predictor of their leadership effectiveness in secondary schools in Anambra State.

Table 5: Test of Significance of Multiple Regression Analysis with Extroversion Trait as Predictor of Leadership Effectiveness

Predictor	R	R ²	F	P-value	Remark
Extroversion	.409	.216	411.423	.000	*S

*Significant

Result of Data Analysis presented on Table 5 revealed that the simple regression coefficient (R) is .409 while the R² is .216 showing that extroversion trait makes 21.6% contribution to the variance in leadership effectiveness of principals. The $F(1/781) = 411.423$ and the p -value of .000 is less than .05. Therefore, since the p -value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, principals' extroversion trait is a significant predictor of their leadership effectiveness in secondary schools in Anambra State.

Hypothesis Three: Principals' agreeable trait is not a significant predictor of their leadership effectiveness in secondary schools in Anambra State.

Table 6: Test of Significance of Multiple Regression Analysis with Openness Trait as Predictor of Leadership Effectiveness

Predictor	R	R ²	F	P-value	Remark
Agreeable	.515	.402	267.354	.000	*S

*Significant

As shown in Table 6, the simple regression coefficient (R) is .814 while the R² is .429 showing that agreeable trait makes 42.9% contribution to the variance in leadership effectiveness of principals. The $F(1/781) = 267.354$ and the p -value of .000 is less than .05. Therefore, since the p -value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, principals' agreeable trait is a significant predictor of their leadership effectiveness in secondary schools in Anambra State.

4. Discussion

The finding of the study indicated that principals' openness trait is a strong predictor of their leadership effectiveness in secondary schools in Anambra State. This is in line with the finding of Khuda, Shafqat and Muhammad (2015) who reported that personality trait is a strong predictor of leadership effectiveness. The openness trait of principals makes them flexible to the views and expectations of teachers. The principals who possess openness trait accept changes, eager to learn from others to increase their leadership effectiveness. It was also reported that principals' openness trait is a significant predictor of their leadership effectiveness in secondary schools in Anambra State. This is supported by the finding of Danlami and Auwalu (2020) which revealed that a significant relationship exists between principals' openness traits and leadership effectiveness. This is also in conformity with the finding of Adeniyi (2014) who reported that there is a significant relationship between openness trait and administrative effectiveness of secondary school principals. The openness traits of adapting quickly to innovation and eagerness to try new things may possibly explain the significant predictor of the leadership effectiveness.

The result of this study indicated that principals' extroversion trait is a moderate predictor of their leadership effectiveness in secondary schools in Anambra State. This affirmed the finding of Ali, Azizollah and Zaman (2011) which reported that there is a positive relationship between extroversion trait and principals' leadership performance. The possible explanation for this result is probably because the principals with extraversion traits are sociable, assertive and energetic which can influence to cooperate with them in attaining set objectives. Further resulted indicated that principals' extraversion trait is a significant predictor of their leadership effectiveness in secondary schools in Anambra State. This is in agreement with the finding of Adeniyi (2014) which indicated that there is a significant relationship between extraversion trait and administrative effectiveness of secondary school principals. The sociable, gregarious and assertive nature of extraversion trait may account for the predictor of leadership effectiveness.

It was found out that principals' agreeable trait is a moderate predictor of their leadership effectiveness in secondary schools in Anambra State. The principals who possess agreeable trait have attributes of being modest and avoiding conflict to create conducive environment for attainment of leadership effectiveness in school organization. Agreeable trait promotes their willing to consider teachers opinions for stimulating their cooperation in attaining leadership effectiveness. Agreeable trait of principals promotes supportive and tolerant behaviour for attainment of set objectives. It was also reported that principals' agreeable trait is a significant predictor of their leadership effectiveness in secondary schools in Anambra State. This supported the finding of Adeniyi (2014) which revealed that there is a significant relationship between agreeable trait and administrative effectiveness of secondary school principals. The principals with agreeable traits are flexible to their opinions, support and show the genuine interest in staff needs which may create conducive environment that enforces task performance for leadership effectiveness.

5. Conclusion

Based on the findings of this study, it was concluded that principals' personality traits is predictor of their leadership effectiveness in secondary schools in Anambra State. The effectiveness of the school leaders is a function of their various personality traits. The personality traits of principals can influence teachers to get things done to attain the set objectives of the schools system. The members of staff are inspired and motivated by the openness, agreeable and extraversion trait of principals to work hard toward improving the leadership effectiveness in secondary schools.

6. Recommendations

Based on the findings, the following recommendations were made:

1. Post Primary School Service Commission should organize personality traits tests before appointment of principals to ensure that they possess the requisite traits to run the school affairs.
2. Principals should seek the intervention of professional psychologists to help shape their personality traits for leadership effectiveness.
3. Post Primary School Service Commission should shape the personality traits of principals through regular supervision of their activities and initiating professional courses for them.

7. References

- Adejuwon, G.A., Olutola, F.B., Oyewo, AA. & Obisesan, O.A. (2018). Influence of personality traits, peer group pressure and parental monitoring on alcohol use among in-school secondary students in Ibadan, Oyo State, Nigeria. *Covenant International Journal of Psychology*, 3(2), 21-31.
- Adeniyi, W. O. (2014). Personality traits and administrative effectiveness of secondary school principals in Southwestern Nigeria. *Advances in Social Sciences Research Journal*, 1(8), 198-206.
- Afrin, S. (2019). A comparative study of personality traits among boys and girls at secondary school level. *International Journal of Research in Social Sciences*, 9(4), 429-436.

- Ajayi, A., Waliu, S.B., Adewale, A.O., Opeyemi, O.D. & Olowoporoku, A.J. (2017). Influence of personality traits and work commitment on job performance of public secondary school teachers in Oyo South Senatorial District of Oyo State, Nigeria. *International journal of Rural Development, Environment and Health Research*, 1(1), 68-79.
- Ali, S.S., Azizollah, A. & Zaman, A. (2011). Relationship between personality traits and performance among school principals. *Higher Education Studies*, 1(1), 38-45.
- Alimi, O.S., Alabi, F.O. & Ehinola, G.B. (2011). Teachers' perception of principals' leadership effectiveness in public and private secondary schools in Ondo State. *Global Journal of Management and Business Research*, 12(1), 23-28.
- Animba, I.E. (2020). Relationship between personality and post-traumatic stress disorder experienced by senior secondary school students in Agbani education zone. *Sapientia Foundation Journal of Education, Sciences and Gender Studies*, 2(2), 10-22.
- Ashok, K. & Ritu, B. (2016). Personality traits and academic achievement of tribal (GADDI) secondary school students. *International Journal of Advanced Education and Research*, 1(7), 41-49.
- Cheuib, A. (2018). Personality and learning: An investigation into students' personality development as an outcome of the Lebanese education system. *International Journal of Commerce and Management Research*, 4(2), 37-44.
- Danlami, H. and Auwalu, S.M. (2020). Relationship between principals' personality traits and leadership effectiveness. *FUDMA Journal of Educational Foundations*, 3(2), 67-75.
- Gadisa W.S. (2020). The relationship between students' personality types and their academic achievement in Oromia Colleges of teachers' education. *International Journal of Psychological and Brain Sciences*, 5(3), 47-55.
- Gana, S.J., Oluwafeyisayomi, A.R. & Idowu, A.S. (2020). Influence of personality traits on English language performance of secondary school students in Oyo. *International Journal of Research and Innovation in Social Science*, 4(7), 350-355.
- Ibukun, W.O., Oyewole, B.K. & Abe, T.O. (2011). Personality characteristics and principal leadership effectiveness in Ekiti State, Nigeria. *International Journal of Leadership Studies*, 6(2), 248-262.

- Inte, M.E.R. (2020). Personality traits and academic performance in mathematics of secondary students. *Journal of World Englishes and Educational Practices*, 2(2), 103-112.
- Khuda, B., Shafqat, H. & Muhammad, N.M. (2015). Personality and leadership effectiveness. *Journal of Education and Human Development*, 4(2), 139-142.
- Rusbadrol, N.B., Mahmud, N. & Arif, L.S. M. (2015). Association between personality traits and job performance among secondary school teachers. *International Academic Research Journal of Social Science* 1(2) 2015 Page 1-6
- Tamban , V.E. & Maningas, O.B. (2017). Big five personality traits and academic performance of college of teacher education students at Laguna State Polytechnic University, Los Baños campus 2016-2017. *International Journal Advance Research* 55(9), 1573-1577.
- Topno, I. & Singh, S.K. (2016). An understanding of personality development of senior secondary school students of Patna. *Scholarly Research Journal for Humanity Science & English Language*, 1(2), 7185-7191