

## TEACHERS` AS A LEADER AND THEIR TRAITS: EVIDENCE FROM SECONDARY LEVEL

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### Abstract

Teacher must act as a leader because his/her role is very effective in educational change. Influence of personality traits on leadership styles has been a significant topic in management but no research emphasis has been given to teacher's personality influence on their leadership behaviors. This research investigates the correlation between these two aspects. Quantitative research is done by means of survey to a convenient sample of 150 teachers of public Secondary schools of Lahore. The dominant traits are associated with both leadership styles thus showing that both people and task oriented leadership styles are effective. This research can be generalized to other areas. The research emphasizes the importance of traits and their influence on behavior. Further researches should examine the traits which are needed for an effective leadership styles. The major contribution of this paper is that it correlate personality traits with leadership styles and

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high light those traits which are associated with effective leadership styles i.e. people oriented so teachers become more aware to adopt those traits which produce effective behavior and change.

**Keyword:** Personality, leadership, styles, attributes, Secondary level, Teachers.

### Introduction

This study investigates school teacher's personality traits and their influence on their leadership styles. As (Ford, 1987) says that personality can influence person's behavior and performance so it can be consider as a criteria for selection of a members. The present work is therefore a more comprehensive research of the personality and its influence on leadership styles of teachers. It will also very helpful in predicting teacher's capacities and behaviors. Data is collected from 150 teachers these teachers are from public Secondary schools of Lahore. This article will briefly review the literature which explains how and to which extent personal variables could affect the styles of leadership. Different research studies are helpful in explaining the effects and relation of personal traits with leadership styles. After outlining details of the method adopted for the study, its results will be presented and discussed and their implications will be explored. A summary and the conclusions of the study will finally be highlighted.

### Literature review

Many studies which are conducted on personality and its correlation with leadership styles show the interaction between personality and behavior (Larsen & Buss, 2005). Extraversion is related to social leadership (Costa and McCrae, 1988). Extraversion and agreeableness are predictors of transformational leadership (Judge & Bono, 2000). Creativity is related with effective leadership (Sosik, Kahai & Avolio, 1998). Some researchers have distinguished justifications about agreeableness and leadership so this relation is not very clear (Judge & Bono, 2002). Some researches prove that high agreeableness trait shows several leadership behaviors because they are interested for their own and other's growth and development needs (Bass, 1985). Individuals those who shows high neuroticism are not able to lead and do not work with subordinates (Bass,

1985). They don't willing to take leadership roles and have negative view of the future so it is impossible that they become transformational leaders (Judge & Bono, 2004). Judge and Bono (2000) linked openness to experience with transformational leadership. Those who score high in openness to experience are intellectual. Combination of high conscientiousness & low neuroticism are predictors of better academic performance (Chamorro-Prenwic & Furnhm, 2003). Another study indicates that high neuroticism, low conscientiousness and low agreeableness are linked with HIV risk behaviors and many partners (Trobst, 2002). High extraversion and low conscientiousness are the predictors of excessive alcohol drinking (Paunonen, 2003). High extraversion and low neuroticism predict higher achieving athletes (Egan & Stelmack,). Individuals who show openness are effective leaders and this is right about conscientious individuals (Judge & Bono, 2002).

After going through literature it is proved that there is no such research about teacher's personality traits and influence on their leadership styles. There are many researches which show co relational analysis of personality traits and leadership styles of managers. Much work is done on head teacher's leadership styles, women leadership, teacher's leadership and student learning (Yildirim, 2008). The purpose of this study is to examine the relationship between teacher's personality traits and leadership styles.

### **Methodology**

The hypothesis of this research is that the Big-Five personality dimensions i.e., Extraversion, Neuroticism, Openness, Agreeableness and Conscientiousness and their facets have a significant influence on teacher's leadership styles. To investigate this relationship a survey research design has been adopted.

The sample used in this study was comprised of 75 male and 75 female (N=150), employees of public Secondary of Lahore, Pakistan on convenient basis. Demo graphs shows that 52% are males and 47% are females. 37% are single and 62% are married. 19% are 25 years old, 25% are above 25 years, 35% above 35 years, 14% are above 45 years and 6% are above 54 years of age. 12% are intermediate, 37% are graduates, 49% are postgraduates. Professional qualification of these teachers is CT 12%, B.Ed 39%, 33% is M.Ed and 14% have other

qualification. 23% teachers have less than 5 years of experience, 30% have above 5 years, 25% have more than 15 years and 9% have more than 20 years of experience. 41% are secondary school teachers and 29% are subject specialists. Total of 300 teachers were contacted personally during this study and 150 of them willingly participated in the survey. The sample size, response rate and demographic mix were considered sufficient to perform meaningful statistical analyses and develop appropriate sense.

### **Personality instrument**

This study used Goldberg's IPIP-NEO inventory instead of the standard NEO-PI-R inventory. There are some reasons for choosing the IPIP-NEO. It measures the FFM and its facets, required short time to complete and freely available on the web site of <http://ipip.ori.org>. This instrument was designed to measure five personality factors: Neuroticism, Agreeableness, Conscientiousness, Extraversion and Openness to Experience. Neuroticism is made up of six lower order factors commonly known as facets which include Anger, Anxiety, Depression, Immoderation, Self-Consciousness, and Vulnerability. The Agreeableness factor includes six facets namely; Altruism, Cooperation, Modesty, Morality, Sympathy, Trust. Conscientiousness is represented by six facets, namely Achievement-Striving, Cautiousness, Dutifulness, Orderliness, Self-Discipline, and Self-Efficacy. Extraversion is also composed of six facets namely Activity Level, Assertiveness, Cheerfulness, Excitement-Seeking, Friendliness, and Gregariousness. Intellect (Openness to Experience) is made up of the facets of Adventurousness, Artistic Interests, Emotionality, Imagination, Intellect and Liberalism. A five point Likert scale with responses ranging from strongly disagree to strongly agree was used for all items. The Cronbach's alpha were calculated and the acceptable value is 0.79.

Leadership Instrument for the assessment of leadership Style (T-P Leadership Questionnaire adapted by Ritchie and Thompson, 1984). With the help of this questionnaire one can identify its emphasis on two dimensions of leadership; Task orientation (T) and people orientation (P). These are not opposite approaches, and an individual can rate high or low on either or both. The Cronbach's alpha were calculated for people oriented and task oriented leadership style items used in the questionnaire and found the acceptable values 0.69 and 0.81.

## Data Analysis

A series of factor analyses was conducted for the leadership styles. In this analysis (a) extracting the factors; (b) labeling the factors; (c) creating summated scales and examining the descriptive statistics (Hair, Black, Babin, Anderson, Tatham, 2006). The data was analyzed stepwise. Exploratory factor analysis, using the principal component matrix, extraction method, was used to determine the factor structure of 10 items related to people-oriented leadership style. Second an exploratory factor analysis using 13 items related to task-oriented leadership style of teachers using the principal component method of extraction. Finally, using the Goldberg's personality inventory and leadership questionnaire linear regression was used to investigate the co-relation of teacher's personality factors with their leadership styles.

Exploratory factor analysis for people-oriented leadership style.

All of the data collected on the people-oriented leadership style variables was analyzed, using the principal component extraction method. It was examined to determine whether the factors satisfied the Kaiser criterion (eigenvalues  $\sim 1$ ) the KMO= 0.50, Cronbach's Alpha=0.69, Eigenvalues=1.00, Variance= 92.32, Mean= 49.93 and Standard Deviation= 9.60 were found. As stated by a prior knowledge a single-factor solution was expected. As per the obligation, that the factor content must cohere for people oriented leadership characteristics. Individual items seemed to cohere to some degree were included in the factor. Subsequently the single factor was named as per a preceding knowledge and according to the nature of the highest loading items. Table 1.2 shows factors, eigenvalues, and percentages of variance and loadings of people-oriented factors from a principal component extraction method.

Exploratory factor analysis for task oriented leadership style.

All of the data collected on the task oriented leadership style variables was analyzed, using the principal component extraction method. It was examined to determine whether the factors satisfied the Kaiser criterion (eigenvalues  $\sim 1$ ) the KMO= 0.50, Cronbach's Alpha=0.81, Eigenvalues=1.04, Variance=36.19, Mean=32.09 and Standard Deviation=6.01 were found. As per a prior knowledge a single-factor solution was expected. It was prerequisite, that the

factor content must cohere with task oriented leadership characteristics. Individual items seemed to cohere to some degree were included in the factor. Subsequently the single factor was named as per an earlier knowledge and according to the nature of the highest loading items. Table 1.3 shows factors, eigenvalue, percentages of variance and loadings of task-oriented factors from a principal component extraction analysis.

Regression analysis involving personality factors as predictors and leadership behavior as criterion variable.

The regression analysis was performed to explore the relationships between personality factors (predictor variables) and leadership behavior variables (criterion variables). In the analysis, the predictor variables used were the five higher order personality factors i.e., Neuroticism, Extraversion, Openness to experience, Agreeableness and Conscientiousness.

#### Regression analysis of personality factors and Task Orientation

This analysis shows that personality factors on mean scores for task oriented leadership yielded altruism, Assertiveness, cautiousness, cooperation are significantly associated with satisfaction with task oriented leadership

Regressing personality factors on mean scores for task orientation yielded altruism as a single predictor with an adjusted  $R^2$  of 0.13 and a  $\beta$  value of 0.36. It was considered as significant ( $F = 34, p < 0.0001$ ).

Regressing personality factors on mean scores for task orientation yielded assertiveness as a single predictor with an adjusted  $R^2$  of 0.17 and a  $\beta$  value of 0.22. It was considered as significant ( $F = 23, p < 0.0001$ ).

Regressing personality factors on mean scores for task orientation yielded cautiousness as a single predictor with an adjusted  $R^2$  of 0.19 and a  $\beta$  value of 0.14. It was considered as significant ( $F = .17, p < 0.0001$ ).

Regressing personality factors on mean scores for task orientation yielded cooperativeness as a single predictor with an adjusted  $R^2$  of 0.21 and a  $\beta$  value of -.14. It was considered as significant ( $F = 15, p < 0.0001$ ).

Regressing personality factors for People Orientation

Regressing personality factors on mean scores for people orientation yielded gregariousness as a single predictor with an adjusted  $R^2$  of 0.21 and a  $\beta$  value of 0.21. It was considered as significant ( $F = 62, p < 0.0001$ ).

Regressing personality factors on mean scores for people orientation yielded friendliness as a single predictor with an adjusted  $R^2$  of 0.27 and a  $\beta$  value of 0.26. It was considered as significant ( $F = 42, p < 0.0001$ ).

Regressing personality factors on mean scores for people orientation yielded cooperation as a single predictor with an adjusted  $R^2$  of 0.31 and a  $\beta$  value of 0.30. It was considered as significant ( $F = .34, p < 0.0001$ ).

Regressing personality factors on mean scores for people orientation yielded morality as a single predictor with an adjusted  $R^2$  of 0.35 and a  $\beta$  value of .22. It was considered as significant ( $F = 29, p < 0.0001$ ).

Regressing personality factors on mean scores for people orientation yielded assertiveness as a single predictor with an adjusted  $R^2$  of 0.37 and a  $\beta$  value of .17. It was considered as significant ( $F = 26, p < 0.0001$ ).

Regressing personality factors on mean scores for people orientation yielded vulnerability as a single predictor with an adjusted  $R^2$  of 0.39 and a  $\beta$  value of .11. It was considered as significant ( $F = 24, p < 0.0001$ ).

## **Results**

Independent and dependent variables which are showing significance relationships with each other i.e. personality characteristics and the two leadership behaviors, the value of  $r$  square, beta and  $F$  for each relationship is showing positive relationship except the relationship between personality factor cooperation and task oriented leadership behavior which is negative and the relationship between personality factor cooperation and people oriented leadership behavior is also negative because its beta value is -.20 and all the other relationships are significant ( $p < .001$ ).

### **Findings and Implications**

The findings of this study clearly indicate that personality variables gregariousness, cooperativeness, morality, assertiveness and conscientiousness are showing people oriented leadership behavior. Vulnerability is not related with people oriented leadership style. Personality traits like altruism, assertiveness, cautiousness and cooperation are showing task oriented leadership styles. Thus extraversion, agreeableness, conscientiousness are related with both people and task oriented leadership styles. These results are proving the previous researches that suggest that individuals scoring high on both dimensions perform better as leaders (e.g., Blake and Mouton, 1964). Neuroticism is not related with people and task oriented leadership style. Openness to experience is not showing any relationship with people oriented and task oriented leadership styles.

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