

**TO ANALYZE THE IMPACT OF PRINCIPAL'S  
PERSONALITY TRAITS ON QUALITY OF EDUCATION  
IN PRIVATE SECONDARY SCHOOLS OF KARACHI**

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**ABSTRACT**

The job of school principals contains many interrelated aspects and features that make it complicated in nature. They have to create connections between other schools, parents, an interacting population of various kinds of individuals in a common location and the educational bureaucracy. Principals have different concerns, tendencies and distinguished personality attributes; that can affect their functionality directly. They bear the load of running educational centers and are deemed as coordinators to opt for, furnish and administer human resources all of whom should be practiced sufficient and have particular abilities to educate and depart them with. Various segments of principals' behavior and responses with respect to their roles in formalization of instructive regulations; their organizational, instructive, individual reliance; specialized, managerial and personality disparities in awareness of organizational objectives has highlighted the significance of studying the relationship between principals personality traits. It is their liability to harmonize and assist the apprehension of students, educators and parents' wishes. The study reveals that principals think that they signify link, stance of the teachers and they try to guide their staff members through facilitation and authorization. Furthermore, they may have also considered important to reveal that they worry and think about the needs of others.

**Keywords:** Impact, Personality, Traits, Quality,

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## Introduction

The evolution and the development of society in this modern era has given rise to the development of objective specific and focused social organizations. Management of these social organizations carried out by the managers is considered as the foremost component to suffice the need of assuring the qualitative enhancement. Keeping the composition of the organization into consideration it has now been considered necessary that the managers of the organization should have good understanding of their responsibilities, duties and their own personal capabilities. Management of schools carried out by principals requires exhibition of personality characteristics that can influence the quality of education directly.

The significance of studying the affiliation between the personalities of school principals and their influence on the quality of education has gained importance with the origin of educational management as a separate domain of management itself. The triumph of any school is considered to be the result of the personality of school principal as the leader of institution.

Every school principal possesses variable interests, aptitudes and talents. Despite of this fact, yet they are graded on a uniform scale for their effectiveness and their achievements. The underlying personality allure of successful school principals is still matter of great concern for the students of educational management.

The variety in the personality distinctiveness of school principals have strengthen the concept of school principals as leaders of their institution and numerous attempts have been made on the subject to correlate the effectiveness and quality of education with personality of school principals. The study aims to trace out some important factors of secondary school principals that play vital role in understanding the relation between their personality and the quality of education. The study focus the privately managed secondary level schools due to their large

share in provision of education in Karachi, the largest city of the province of Sindh. With the growing concern and emphasis on the quality of education in educational institutions these days, the initiative to resolve this issue has been taken by employing scientific methods.

### Literature Review

The job of school principals contains many interrelated aspects and features that make it complicated in nature. They have to create connections between other schools, parents, and interacting population of various kinds of individuals in a common location and the educational bureaucracy. They also have to provide guidance to the teachers on academic matters, administer facilities, assure and sustain resources, reduce conflicts might possibly be arising among different segments of the school. Principals have different concerns, tendencies and distinguished personality attributes; that can influence their performance straightforwardly. As (Gurr D. D., 2005) observed that the students' competence can be boosted by a good number of the individual qualities of the principals. (Moran M. &, 2004) conveyed that a determining element to comprise a superior school is to have an skilled principal. (Khakpur, 2004) in his study on 'relationship between junior high schools principals' performance' found the subsistence of noteworthy rapport between principals' personality traits and their performance.

(Halden, 1995) found out that personality characters like consonance and sociability are among efficacy predicting components. (Collins, 2000) in his article observed humbleness, modesty and introversion as the persona of affluent leaders. (Mccaby, 2000) state that all triumphant leaders esteemed their profession. (Peterson K. D., 1998) has studied the principal's performance and its impression resting "upon five different managerial, educational, human relationships, professional and administrative domains" and has found that success of an organization in acquiring its objectives and functioning properly largely depends on the principal's performance. (Vatur J. , 2001) has identified "some features like friendliness, self-confidence, willfulness, intelligence and ability to manage, discernment, etc. can help predict people's success."

As (Moran & Garies, 2004) stated that "a decisive factor to have a good school is to have experienced principals. (Peterson K. D., 1998) has carried out a study to observe principals' performance and their facets resting upon five diverse factors; organizational, instructive, human interactions, professional and administrative aspects as presented by Weiss, K. He, then

considered and elucidated principals' personalities by observing their relationship using Eysenck model in different portions like bashfulness, sociability and irrational behaviors of numerous school principals. As Gurr said that "most of principals' personality traits enhance the quality of education." (Gurr D. D., 2005). "Therefore, some features like friendliness, self-confidence, willfulness, intelligence and ability to manage, discernment, etc. can help predicting people's success." (Vatur J. , 2001).

### **Principal as Instructional Leader**

(Jenkins, 2009) observed that the notion of instructional leadership surfaced in the 1980's and that there has been an immense assertion on the research by the interrelated effectual schools with the principals fostering the student learning. Wasicsko (2007) recommended a close relationship between the personality of the leader and the nature of his work as leader. (Angelle, 2006) found that teachers has been influenced by this culture and lasts with them throughout their careers.

(Batagiannis, 2009) had recommended that the exertion of educational leaders necessitate instantaneous and just right explanations of the tribulations arising these days in society at present. As (Vanderhaar, 2006) Munoz, and Rodosky confirmed that teacher experience and preceding student success were the best predictors of student achievement and those resulting in the most significant amount of variance.

### **Role of Principals**

The nature and the complexity of school organizations results in the presentation of multi-dimensional and at times, even contending situations for principal's consideration. Initial research on getting the knowledge of principal's work presented that the job of principal can be illustrated by a collection of tiny, disjointed actions, frequently carried out in the course of delicate connections which are isolated to teaching and learning (Wolcott, 1973; Peterson K. , 1977). It was found in an international study of successful principals in socio-economically high deficient schools that a similarity exists among leadership practices or styles and upholding the specific route for their schools (Yilmaki, 2007). This situation stresses the leaders to possess the knowledge of existing condition of the school and the visualization to recognize where the school requires to go (Manasse, 1986).

The school leadership has been identified as the subsequent utmost segment of the school level impact on learner's achievement after classroom instructions (Leithwood, 2004). (Gurr D. D., 2005) established that "the principal remains an important and significant figure in determining the success of a school" in the case study research on Australian principals. Likewise, (Marzano, 2005), identified that an increase of as much as 10 percentile points enhancement is recorded in test scores of the students instructed in the schools under leaders who gradually keep on improving their leadership abilities and conscientiousness. (Zepeda, 2007) simply wrote that hectic, multidimensional, spiritual and fraught with uncertainties are the parts of principals work. (Bossi, 2007) believed that function of principal has changed from directing teachers and managing data; today principal emphasis on the result of students by being learning leader as well as instructional leader. (Zepeda, 2007) examined that when principal work as an instructional leaders, he must accomplish his work.

(Tirozzi, 2001) noted that standardized tests' norm and daily specific curricular outcomes are two kind of accountability for principals and teachers; it can be a challenge to transforming these accountability. (Parkhurst, 2009) believed that to become an instructional leader; new principal are very enthusiastic and active, they spend much of their time in different daily school matters such as evaluating teachers, visiting classroom, and planning new polices. (Yergalonis, 2005) theorized that fresh principals want to become an instructional leaders and they should be but due to extra ordinary load of administrative matter they lose focus and become operations managers. (Good, 2008) believed that the main responsibility of a principal is his quality of instructions.

### **Methodology**

This study bears the characteristics of a "survey research" as it attempts to unveil the personality characteristics of private secondary school. Quantitative research methods were employed to carry out the study. They were used to collect information regarding the principals' personality characteristics and the teacher's rating through questionnaire.

### *Population & Sampling*

The population is large and diverse so collection of data from all private secondary school in Karachi was difficult. In this study population is private secondary school's principals. Therefore

stratified random sampling is adopted. Simple stratified random sampling is adopted. The subjects of this study involve 50 private secondary school principals in Karachi.

### *Sample Design*

Random sampling was used to collect data to minimize personal bias of researches 50 schools were selected randomly from different areas in Karachi. Statistical measures have been taken to analyze the data. T-test and chi square were applied.

### **Result**

The main focus of the study was to critically analyze the impact of principal's personality traits on quality of education in private secondary schools of Karachi. This study was limited to the private secondary schools of Karachi.

This study employs the following questions to answers:

1. Is there no difference between younger and older secondary school principals in their personality traits and the quality of the quality of education in their schools?
2. Is there no difference between male and female secondary school principals on their personality and the quality of education in their schools?
3. Is there no difference between academically less qualified and academically more qualified secondary school principals on their personality traits and the quality of education in their schools?
4. Is there no difference between professionally less qualified and professionally more qualified secondary school principals on their personality traits and the quality of education in their schools?
5. Is there no difference between less experienced and more experienced secondary school principals on their personality traits and the quality of education in their schools?

Participation of principals according to the research questions are given below:

Partaking of principal according to Age

**Table 1.1**  
**Distribution of Principal according to Age**

Age	Frequency	Percentage
More than 35	12	24%
Less than 35	38	76%
Total	50	100%

Partaking of principal according to Gender

**Table 1.2**  
**Distribution of Principal according to Gender**

Gender	Frequency	Percentage
Male	38	76%
Female	12	24%
Total	50	100%

Partaking of principal according academic qualification

**Table 1.3**  
**Distribution of Principal according academic qualification**

Age	Frequency	Percentage
More than 35	12	24%
Less than 35	38	76%
Total	50	100%

Partaking of principal according to the professional qualification

**Table 1.4**  
**Distribution of Principal according to professional qualification**

Qualification	Frequency	Percentage
Qualified	35	70%
Unqualified	15	30%
Total	50	100%

Partaking of principal according to the working experience

**Table 1.5**  
**Distribution of Principal according to working experience**

Experience	Frequency	Percentage
More than 15	10	20%
Less than 15	40	80%
Total	50	100%

### Finding

Principals' use of the questionnaire dominantly shows that they think that they signify link, stance of the teachers and they try to guide through facilitation and authorization. Furthermore, they may have also considered important to reveal that they worry and think about the needs of others. The principals think that they utilize the structural frame which requires that people should focus on getting the job done rather than doing what they please. Based on the task and environment, coordination may be achieved through influence, set of laws, policies, and standard operating procedures, information systems, meetings or a variety of informal techniques.

It is also debatable whether the principals really do what they have innate in them or not. It is not viable to expect them to spotlight on abstract issues such as meaning, symbols and faith as there is a shortage of resources and slump in the country which are more serious and decisive problems surrounding every organization and particularly schools in the country.

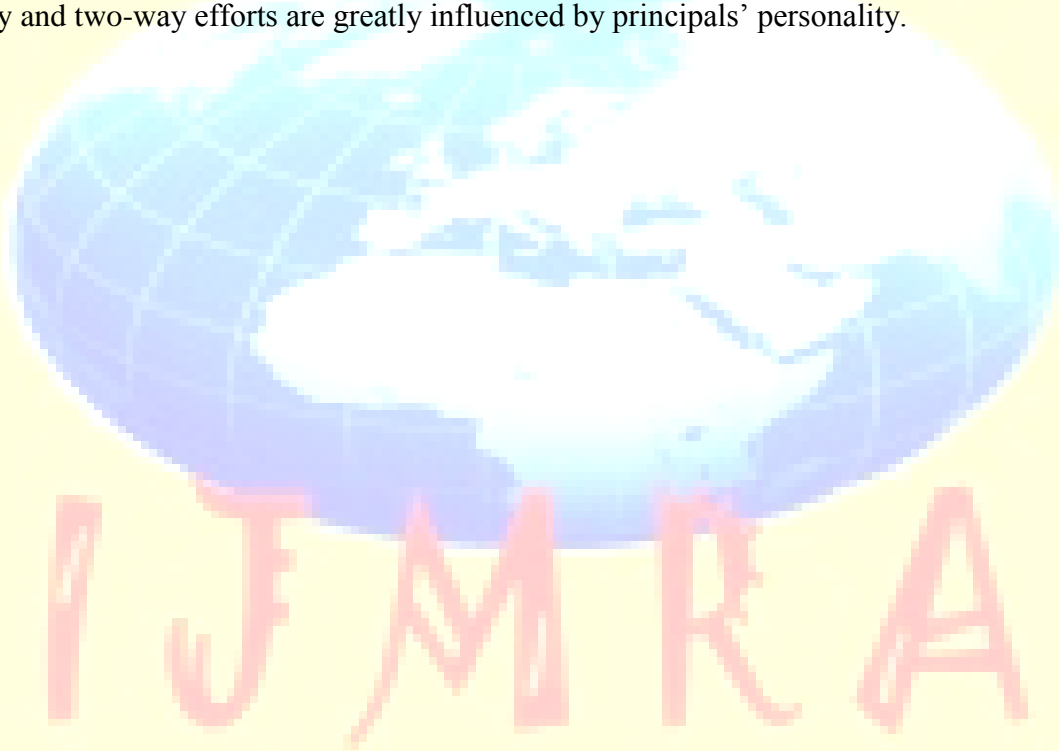
### Suggestions & Conclusions

This study was established through the review of the related literature and questionnaire to find the major personality traits of principals in their schools. Greater part of the principals do exhibit approximately matching trait of their personality in a particular situation. The current research exposed that male and female principals have almost equal percentage of exhibition of similar personality traits in association with the quality of education in their schools irrespective of their age. Similar results are obtained when the data is analyzed on the basis of gender. In terms of academic qualifications, the data shows no nuclear difference on the personality traits and the



standard of educational institution. The study depicts similar results in terms of professional qualifications and the years of working experience as principal in an educational institution.

This research also discovered that a collective leadership in which school administrations, along with faculty and staff, contribute in decision-making focused on quality of education. This type of leadership persuades teachers to focus on the organizational rationale, its common beliefs, and the integration of a team. Principals' leadership style offer the prospect to the teachers to establish the best way to take; to reach goals, assuring the pathway engages with the principals' beliefs and purposes. The focus on a mutual vision and partnership builds a strong school culture and commitment of faculty and staff. The teachers' believe that their individual and collective capacity and two-way efforts are greatly influenced by principals' personality.



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