

# **PREDICTORS OF LEADERSHIP EFFECTIVENESS**

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## **ABSTRACT**

*The study was designed to explore how well certain personality traits contribute to the leadership effectiveness of the college principals. A sample of fourteen hundreds senior most teachers of one hundred colleges participated in the study. The researcher developed a questionnaire to measure the personality traits and leadership effectiveness of the principals was measured by LPI (Leadership Practices Inventory). The collected data was entered into SPSS for data analysis. The strength of the each predictor of the principal effectiveness was found using regression analysis. The findings revealed that vigilance is the best predictor of principal's leadership effectiveness followed by his humor orientation, self-confidence, integrity and diligence. The solid recommendations were made to make up the text parallel to my research questions.*

**Keywords:** *Principal, Leadership, Self-confidence, Vigilance, Diligence, Integrity*

## **INTRODUCTION**

Leading is the core element of management to control and achieve the specified goals of an organization. Educational leadership is an interesting phenomenon in which the teachers (followers) work willingly under the leadership of a school principal with honesty to see the principal more successful. No organization can achieve its goals without an effective leadership. The same is true to make run our educational set-up having schools, colleges and universities. It is consistently acknowledged that effective school leaders (principals) make the schools successful (Keith, 2008). The school principal is overall responsible for student retention in his institution. For this purpose, he tries to lead his followers (teachers) to develop the interest of the students in their studies.

According to 'Great Man Theory' or Trait Theory of leadership, highly successful leaders are enriched with certain personality traits. Possessing these traits, they are seen more dominant, beautiful, attractive, bold and effective. The effective principals produce a school climate conducive to teaching-learning process. The exemplary school principals display the FIVE (modeling the way, inspiring a shared vision, challenging the process, enabling others to act and encouraging the heart) elements of leadership to uphold their desired dominance and effectiveness.

## **LITERATURE REVIEW**

Leadership Effectiveness is well determined by personality traits. The trait theory of leadership has been well absorbed in all the research studies especially in educational leadership & management (Covey 2012; Hoy 2005; Hall 2007; Rachel 2006; Tanveer 2016). The trait conception of leadership is purely based on the belief that effective leaders possess inborn personal traits like self-confidence and humor orientation (Charles, 2012). These inborn qualities are permanent not changed in any climate. The man without these core qualities is always depressed and even their dependents do not give him proper lift. He can impose any assignments on them if and only if he has proved his dominance in a better style (Blackaby 2005; Denninson 2009). The leader should possess 'a live heart excited with health & happiness' so the followers are comfortable sitting in his company. The great man theory holds on certain personality traits and skills to differentiate leaders from followers.

The inborn qualities like gaiety, gallantry and attractive looks (beauty) enriched with good sense of humor are the blessings of the Almighty upon his highly liked persons (Sparks 2009; Tony 2007). These natural traits also develop health and happiness in us. A good leader is expected to possess and display some exciting traits and qualities to excite his followers so they tend to follow each of his instruction on 'do and die' phenomenon. These personality traits are dominant determinant of leadership effectiveness. These traits are professed and enjoyed only by the principals of highly efficient schools clearly. It is crucial for schools to be a well-managed organization, in this context; a happy and diligent leadership is of key importance in creating a congenial school climate. Attractive looks or physical beauty is too considered an influencing determinant of leadership.

A school principal having specific traits transmitted to him by his parents (genetic properties) prove to be highly successful as 'inborn qualities' ignite his blood positively. Potent and pure genes ultimately bloom up in each dimension of living life. So there is a dire need to conduct an in depth study to identify personality traits and leadership effectiveness of secondary school principal. Through this study trait will figured out which are important for the success of the and also to identify the grey areas which need attention. On the basis of the findings, the researcher may propose suggestions to overcome the weakness and future challenges. So it is imperative to find the results regarding the determinants of principal's leadership effectiveness. The present study has therefore focused on certain 'personality traits & skills' as determinants of the principal's leadership effectiveness.

### **The Problem Statement**

The main statement of the problem is 'how well certain personality traits taken as predictors contribute to the leadership effectiveness of the principals'. Considering the research problem, the following research questions were raised to be answered.

- What is the individual contribution of principal's vigilance to his leadership effectiveness?
- What is the individual contribution of principal's integrity to his Leadership effectiveness?
- What is the individual contribution of principal self-confidence to his leadership effectiveness?
- What is the individual contribution of principal's diligence to his leadership effectiveness?
- What is the individual contribution of principal's humor orientation to his leadership effectiveness?
- What is the accumulative contribution of all the five determinants taken together to the leadership effectiveness?

## RESEARCH METHODOLOGY

A sample of fourteen hundreds senior most teachers of one hundred colleges participated in the study. The researcher developed a questionnaire to measure the personality traits and leadership effectiveness of the principals was measured by LPI (Leadership Practices Inventory). The collected data was entered into SPSS for data analysis. The strength of the each predictor of the principal effectiveness was found using regression analysis.

## RESULTS AND DISCUSSIONS

Research Question 1. What is the individual contribution of principal's vigilance to his leadership effectiveness?

Table 1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error Estimate
1	.714 <sup>a</sup>	.509	.512	5.765

a. Predictors: (Constant), Vigilance

Table 1a Linear Regression Analysis of vigilance with the leadership effectiveness

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	28.864	.736		39.209	.000
	Vigilance	2.029	.220	.714	9.238	.000

a. Dependent Variable: Leadership Effectiveness

Research Question 2 What is the individual contribution of principal's integrity to his leadership effectiveness?

Table 2 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error Estimate
1	.498 <sup>a</sup>	.248	.251	5.152

a. Predictors: (Constant), Integrity

Table 2a Linear Regression Analysis of Integrity with Leadership Effectiveness

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.726	.913		24.895	.000
	Integrity	3.236	.229	.572	14.147	.000

a. Dependent Variable: Leadership Effectiveness

Research Question 3. What is the individual contribution of principal's self-confidence to his leadership effectiveness?

Table 3 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error Estimate
1	.572 <sup>a</sup>	.327	.329	5.278

Predictors: (Constant), Self Confidence

Table 3a Linear Regression analysis of self-confidence with leadership effectiveness

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.726	.913		24.895	.000
	Self Confidence	3.236	.229	.572	14.147	.000

a. Dependent Variable: Leadership Effectiveness

Research Question 4. What is the individual contribution of principal's diligence to his leadership effectiveness?

Table 4 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error Estimate
1	.412	.169	.158	6.052

Table 4a Linear Regression of Diligence with Leadership Effectiveness

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	31.601	.697		43.905	.000
	Diligence	1.527	.214	.412	7.179	.001

Research Question 5 What is the individual contribution of principal's humor orientation to his leadership effectiveness?

Table 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error Estimate
1	.605 <sup>a</sup>	.366	.365	5.011

a. Predictors: (Constant), Humor Orientation

Table 5. Linear Regression Principal's Humor Orientation with Leadership Effectiveness

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.801	.865		26.773	.000
	Humor Orientation	3.323	.225	.605	14.927	.001

a. Dependent Variable: Leadership Effectiveness p<0.05

Tables No. 1 to Table 5 clearly show the results of linear regression analysis of the five selected variables with the principal effectiveness. Principal's vigilance was found to be dominant predictor contributing 50 % to his leadership effectiveness. Parallel to it, good sense of humor, self-confidence, integrity and diligence well determined the leadership with certain predictive powers ( $R^2$ ) as 36 %, 32 %, 24 % and 16 % respectively.

Research Question 6. What is the accumulative contribution of all the five determinants taken together to the leadership effectiveness?

Table 6: Multiple regression analysis of all the FIVE predictors with the leadership Effectiveness

Model	R	R Square	Adjusted R Square	Std. Error Estimate
1	.807 <sup>a</sup>	.651	.655	3.671

a. Predictors: (Constant), vigilance, integrity, humor orientation, self-confidence, diligence

Table 6 depicts that the joint influence of the five determinants is about sixty five percent to the principal's leadership effectiveness. It means there may be other predictors of the leadership to be explored/replicated in the future research on principal effectiveness.

## **CONCLUSIONS**

It was concluded with the results of data analysis that Principal's vigilance is a strong predictor of leadership followed by his humor orientation, self-confidence, integrity and diligence. All of the FIVE predictors well determined the leadership with significant predictive powers ( $R^2$ ). The joint contribution of all the five predictors taken together was 65 percent to the variance of leadership effectiveness. It implies that there may be other determinants of leadership effectiveness to be investigated on the same lines. The principals who were perceived more effective are vigilant, energetic, humor oriented, honest and diligent. Humor is seen an ever liked personality trait to attract the people of every field. The frankness with the co-workers motivates them more to get the work done well in time. Honesty at work place is the core element to make the leader/manager successful. Being honest, he may announce his bold decisions and the followers are too ready to obey him with due interest and pleasure.

## **Recommendations**

Personal Traits and competence are the desired qualities in job performance. As a person goes about living, interacting, his overall traits /qualities are judged by others. Findings of the present research substantiate that an effective principal is a person with integrity and enriched with diligence, self-confidence, vigilance and humor orientation.

One of the assumptions in the designing of the present research study was that the selected variables significantly contribute to the leadership effectiveness. Surprisingly a good contribution of each predictor was found with significant predictive powers.

On the basis of findings, the followings recommendations were made:

- The principal should be vigilant as always in a state of readiness to detect specific events well in time. For the purpose he is always awake and alert to detect and ease the situation positively.
- The principal should be honest, undivided having strong moral values.
- The principal should make constant, earnest and painstaking efforts to accomplish what is undertaken.
- The principal should not impose untoward pressure on his subordinates as they will show such a reaction which will be equally harmful for the students and the principal.

- The principal should possess a realistic and objective faith in his own judgment, ability, boldness, self-esteem, gallantry and administrative powers.
- The principal should enjoy good sense of humor so the teachers feel at ease in his presence with due interest and pleasure. Showing this desired trait, the teachers tend to complete their assignment willingly with unity and coherence.
- Further research is recommended to perpetuate a deeper understanding of effective school leadership focusing on personality traits in this regard.

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