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PRINCIPALS' PERSONALITY AS CORRELATE OF THEIR ADMINISTRATIVE EFFECTIVENESS IN SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The purpose of this study was to determine the principals' personality as a correlate of their administrative effectiveness in secondary schools in Anambra State. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The correlational research design was used for the study. The study was carried out in Anambra State. The population of the study comprised 5,949 teachers in the 268 public secondary schools in the State. The sample of the study comprised 1,187 teachers sampled from the 268 public secondary schools in the State. The proportionate simple random sampling technique was used to sample 20% of the respondents. The instruments for this study comprised two set of questionnaires. The first instrument titled Big Five Personality Traits Inventory (BFPTI) was a modified version of great five personality inventories (GFPI) developed by John and Srivastava. It has items on principals' personality presented in 2 sections. The second instrument is captioned Principals' Administrative Effectiveness Questionnaire (PAEQ) and has 15 items on administrative effectiveness. Each of the two instruments is divided into two parts, "A" and "B". The part A is for the respondents' bio-data while part B contains questionnaire items. The scale for measuring each of the questionnaires was Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with the ranking values of 4, 3, 2 and 1 respectively. The instruments were validated by three experts, all in Faculty of Education, Nnamdi Azikiwe University, Awka. To establish the reliability of the instrument, the questionnaires were administered two times on 26 respondents made up of 15 male and 11 female teachers in public secondary school in Enugu State. The scores from both administrations were analysed using Cronbach Alpha method. The reliability coefficients of 0.81, and 0. 83 were obtained for BFPTI and PAEQ respectively. The instruments were administered on the respondents in their schools by the researchers with the help five research assistants who were briefed and guided on the modalities for the administration and collection of the instruments. The Pearson Product Moment correlation was used to analyze data relating to research questions and hypotheses. All hypotheses were tested at 0.05 level of significance. Findings indicated that there is positive correlation between principals' personality and their administrative effectiveness. Among others, it was recommended that the government should make conscious effort to formulate policies that will impact positively on individual principals' personality since an enhancement of the principals' personality can lead to increase in administrative effectiveness.

Keywords: Principals; Personality; Trait; Administrative Effectiveness.

Introduction

In secondary schools in Nigeria, the administrative efforts of principals are necessary in realizing schools' goals and objectives. To a considerable degree, principals play multifaceted roles in setting the direction of secondary schools. What they say, do or think may have a significant effect on school performance. This is because their abilities are central to the task of building schools that could promote effective teaching and learning for all students. Hence, they are at the central point within the schools to influence the quality of individual teachers, instruction, the level of students' performance, and the efficiency in the functioning of school.

In their study of the secondary school system, Ogilo, Elenwo and Ojofeitimi (2020), regarded a school principal as the chief executive of the school, who is responsible for all that happens in the school. They are of the opinion that a "school growth plan" is directly related to the identification, attraction, development and appointment of high performing school principal. The position the principal occupies places the principal in a great position to coordinate the entire school operation and to move it forward. More importantly, it is the administrative responsibility of a school principal to strive at creating a climate that will foster students' and teachers' growth. As a head in the school, the principal needs to work with teachers, empowers them and gets them involved in developing wholeness, connectedness at work, deeper values, initiative, and team spirit in a way which benefits the school as a whole. The overall effect is to achieve an effective school.

The hallmark of achieving an effective school begins with creating conducive school environment. According to Ross and Gray (2006), it is believed that school is essentially a co-operative organisation, in which every member big or small, high or low has vital role to play. In this situation, the responsibility lies on all stakeholders in the school to work together with their school principal in order to provide a safe school environment that will facilitate meaningful instructional activities. However, a principal cannot achieve this without being able to perform his internal relations and organisational roles effectively. In the school system and secondary school in particular, effective principals are expected to promote an atmosphere of respect and trust and make the teachers and students have a sense of belonging. Effective principals are expected to promote administrative effectiveness in order to accomplish stated goals of the school.

Administrative effectiveness involves efforts and technical skills directed towards organizational tasks leading to goals achievement. According to Akomolafe (2012), administrative effectiveness is the positive response to administrative efforts and actions with the intention to accomplish stated goal. Administrative effectiveness can be measured through the school administrators' accountability, school performance improvement, curriculum

improvement, effective resources management, monitoring, appropriate delegation of tasks, timely discharge of duties and constant meeting of targets. The smooth running and uninterrupted activities of any organization require high level of administrative effectiveness of the principals. According to Adeniyi (2012), administrative effectiveness is referred to as the ability of school principals to carry out administrative tasks related to instructional management, internal relations, organisation management, administration, students' performance and school community relations toward achieving the school goals and objectives. From Adeniyi's definition, administrative effectiveness is the degree to which secondary school principals achieve goals and objectives of their schools. In view of this, administrative effectiveness operationally involves, among other things, coordinating both human and material resources available and using them systematically for the achievement of educational objectives. The administrative effectiveness of a principal depends on the principal's personality and work attitude.

In their contribution, Owuamanam and Owuamanam (2002) defined personality as the attributes of the individual which make him or her unique and different from other individuals. To Klein (2002), personality is an individual's characteristic patterns of thinking, feeling, and behaving. In agreement with the above definitions, Oladele (2004) opined that personality is the unique and distinctive characteristics which set a person apart from another. Warren (2002) concluded that personality should include how a person acts, the impression that a person creates in others, and the person's typical patterns of behaviour.

Several efforts have been made to study personality in the work places. For instances, Friedman and Schustack (2016), identified personality categories such as extroversion, adjustment, agreeableness, conscientiousness, inquisitiveness and Neuroticism. Furthermore, Lussier in Dwan and Ownsworth (2019) developed the "Big five model" personality theory which integrates all personality variables into five factors/scales for measuring personality traits. These factors are: neuroticism, agreeableness, adjustment, conscientiousness and openness to experience.

In their own submission, Saucier and Goldberg (1998) indicated that there are five models of personality traits. These dimensions are referred to as the "Big Five" and they consist of openness to experience; conscientiousness, extraversion, agreeableness and neuroticism. This study therefore focused on two personality factors: extraversion, agreeableness. Every administrator has one of these traits dominating the administrator's personality. The type of trait that is dominating in one's personality will determine one's behaviour and more importantly, one's administrative style and effectiveness. For instance,

In a related development, Weisenbach (2004) noted that a principal with highly extraversion trait appears to be unable to create favourable school climate. Extraversion is a variety of specific traits such as; talkativeness, energetic and assertiveness. A principal with extrovert trait would often appear quiet and self-confident,

show interest in positions of authority, and tend to be competitive and assertive. They would always want to be in charge and hence take responsibility for others. Studies by Feiter and Kleinbaum (2015), pointed out that principal who are high in extroversion, need social stimulation to feel energized and would be better off in leading meeting, confront presentations and lead change; all of which if handled well, would enhance their administrative effectiveness. This, however depends on whether the administrator has an agreeable trait or not.

As stated by Martin (2004), people who are high in agreeableness are characterized by trust, straightforwardness and altruism (enjoys helping). Agreeableness is seen as the quality of being sympathetic, kind and affectionate. According to Song and Yang (2017), people who score high on this dimension are empathic and altruistic, while a low agreeableness score relates to selfish behaviour (often manifesting as stinginess) and a lack of empathy. Those who score very low on agreeableness show signs of dark triad behaviour such as manipulation and competing with others rather than cooperating (Kaufman, Yaden, Hyde and Tsukayama, 2019). Other qualities of agreeableness being good-natured, cooperative, forgiving, compassionate, understanding and trusting. Therefore, a principal who must score high on agreeableness must be empathic and altruistic and appear to be warm, approachable and friendly otherwise he will be rated low on agreeableness scaled with an associated traits of being cold, distant, insensitive and unfriendly (Song and Yang, 2017). Meanwhile, Kaufman, et al (2019), added that principals' with low score on the agreeableness scale may display manipulative and competing behaviour and find it difficult to acquire skills in areas such as team building, coaching and mentoring. This could be attributed to their self-sufficient and self-absorbed nature, thus could adversely pose a threat on how effective they administer their schools. The next trait for discussion here is neuroticism.

In their studies, Matthewson (1995) and Marzano (2003) indicated that personality traits have a relationship on the likelihood of school principals engaging in shared decision making. To corroborate the above, Avery (2004) concluded that traits that appear effective within one situational context may be seen as ineffective in another situation. Hence, Reave (2005) summed it up by asserting that people who are effective as leaders tend to exhibit certain traits. While in their own views, Coleman (2005) and Maciel (2005) established that administrative behaviour has positive impact on school effectiveness and the implementation of professional learning communities. From the above findings, it is believed that not all traits are equally effective in predicting administrative effectiveness of principals. Hence, it seems to be unclear as there are variations and contradictions in the empirical results regarding which of the particular personality traits can promote principals' effectiveness.

In a similar vein, Buckmaster (2008) opined that extraversion is related to leadership effectiveness. According to Buckmaster, people that are considered as extraverts are sociable, assertive, and energetic people. They enjoy interacting with others in their environment and

demonstrate self-confidence. Because they are both dominant and sociable in their environment, they emerge as administrators in a wide variety of situations. He went further by saying that out of all personality traits, extraversion has the strongest relationship to both administrator's emergence and administrative effectiveness. In addition, Buckmaster, (2008) revealed that agreeable people possess the attributes of being modest, good natured and avoid conflict, hence are less likely to be effective in their administrative roles. It can be inferred from the above that not all traits are equally effective in predicting leadership potential across all circumstances. Some organisational situations allow administrator's traits to make a greater difference (House, & Aditya, 1997). For instance, in small organizations where the administrators have a lot of leeway to determine their own behaviour, the type of traits the administrators have may make a difference in administrative potentials. In large, bureaucratic and rule bound organisations such as the school, government and the military, an administrator's traits may have less to do with how the person behaves and whether the person is a successful administrator (Judge, Bono, Hies, & Gerhardt (2002). Consequent upon this, the study was conducted, in one hand, to establish correlation between principals' personality and their administrative effectiveness.

In secondary schools, administrative effectiveness can manifest in a numbers of ways such as provision of needed school facilities, maintaining discipline among staff and students, and enhancing the academic performance of the students. On school facility provision, it is important to note that one of the responsibilities of principal as the school administrator is to ensure maximal utilization of the available resources. In other words, it is the duty of the principal to ensure that effective teaching and learning take place in the school. One way to doing this is to ensure that facilities are ready for use as at and when due and that they are correctly used for the purpose of which they are meant for. As noted by Livala, Bulus, Daver and Livala (2021), when facilities such as classrooms, library, laboratory, teaching aids among others are provided, they need to be skillfully and adequately utilized in order to influence learning and making it more meaningful. Again, Yusuf and Adigun (2023) and Ibrahim, Yahaya and Sahabi (2020) pointed out that whenever, the school facility is utilized in teaching, conducting practical, it satisfies learners' learning need and fosters attainment of educational goals. Furthermore, as school facilities are used on daily basis, they are bound to deteriorate and depreciate and to ensure uninterrupted usage, school facility efficient and effective administration therefore becomes crucial.

In some secondary schools in Anambra State, the few educational facilities that are available are old and not properly installed due to lack of fund. There are instances where some of these facilities are available but the teachers are not able to utilize them in teaching and learning process as a result of lack of skills. Some educational facilities that were procured and used for several years are worn and torn, requiring repair or replacement in secondary schools in Anambra State. It is a worrisome situation

that educational facility maintenance seems to only take place when there is break down of the facilities in some secondary schools in Anambra State. Emenalo and Chris-Korie (2016) had reported that the roofs of some school buildings have been blown-off by stormy wind. The authors also reported over-flooding of play ground as a result of heavy rainfall, flood, and excessive heat from increase temperature from blocked drainage system in secondary schools in Anambra State. In a similar vein, Bisi-Onyemaechi, Akani, Ikefuna, Tagbo, Chinawa (2018) reported that some buildings are dilapidated with worn-off and dusty floor and there are classrooms without ceiling which interfere with learning in schools in Anambra State. In the light of this seemingly worrisome state of facilities in some secondary schools in the state, it is therefore necessary to examine the principals' personality, work attitude and administrative effectiveness.

It is also among the duties of the school principals to maintain discipline among staff and students in his or her school. Today, maintaining discipline in Nigerian secondary schools hinge on the shoulders of principals who control the activities of students and teachers for a peaceful and more progressive school. In most secondary schools in Anambra State, school rules are broken with impunity and it has become the order of the day for students to take laws into their hands. Personal observation of the researcher indicated that there is disciplinary problems in most secondary schools in Anambra State. Many students in Anambra State flout school rules and regulations as observed by principals and teachers. They are also involved in absenteeism, non-challant attitude to studies, truancy, possession of dangerous weapons, stealing, putting on wrong uniforms, extortion of money, examination malpractices, indecent dressing, cultism, dishonesty, bullying and moral laxity (Egboka,2008). Not only that some students in the state engage in cultism and other deviant behaviours, most teachers play truancy. Some teachers in the state do not attend to school regularly. Perhaps, as the major agents in the promotion of school effectiveness, principals are the pillars of the educational system, especially as it concerns maintaining school discipline. This also raises the question as to whether the principals are effective administrators or display the right attitude to work.

Enhancement of students' academic performance in also another indicator of administrative effectiveness of school principals. The principals do this by ensuring that effective teaching and learning takes place. The principals therefore employs various supervisory strategies such as classroom visitation, classroom observation, mentorship, workshop and micro-teaching to ensure effective and efficient teaching and learning. According to Osakwe (2010), instructional supervision is the art of over-seeing the teaching and learning process in order to ensure that the school is administered, managed and led in an effective manner to achieve the educational objectives. In secondary schools, the principal plays a critical role in the programme of instructional improvement through effective and efficient supervision of teachers' classroom instructional display. Through classroom visitation, classroom observation, mentorship, workshops and micro-teaching supervisory techniques, the principal is faced with the responsibility of

supervising teachers generally to improve their instructional effectiveness. Osakwe (2010) added that principals supervise and monitor teachers' competences no matter how proficient, they are deemed to be so as to provide students with quality learning. As important as instructional supervision is to the development of quality education, it was observed by Nnabuife (2010) and Emenalo and Chris-Korie (2016) that some school principals in Anambra State often devote most of their time attending to visitors than supervising instruction. Consequently, interference of administrative functions seems to be an appendage to instructional supervisory functions of the school principals in achieving instructional objective in the schools. This also calls for a critical examination of the personality and administrative effectiveness of principals in Anambra state.

Research Questions

The following research questions guided the study:

1. What is the correlation between principals' extraversion personality and their administrative effectiveness in secondary schools in Anambra State?
2. What is the correlation between principals' agreeableness personality and their administrative effectiveness in secondary schools in Anambra State?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance

1. There is no statistically significant correlation between principals' extraversion personality and their administrative effectiveness in secondary schools in Anambra State.
2. There is no statistically significant correlation between principals' agreeableness personality and their administrative effectiveness in secondary schools in Anambra State.

Research Method

The correlational research design was used for the study. The study was carried out in Anambra State. The population of the study comprised 5,949 teachers in the 268 public secondary schools in the State. The sample of the study comprised 1,187 teachers sampled from the 268 public secondary schools in the State. The proportionate simple random sampling technique was used to sample 20% of the respondents. The instruments for this study comprised two set of questionnaires. The first instrument titled Big Five Personality Traits Inventory (BFPTI) was a modified version of great five personality inventories (GFPI) developed by John and Srivastava (1999). It has items on principals' personality presented in 2 sections. The second instrument is captioned Principals' Administrative Effectiveness Questionnaire (PAEQ) and has 15 items on administrative effectiveness. Each of the two instruments is divided into two parts A and B. The part A is for the respondents' bio-data while part B contains questionnaire items. The scale for measuring each of the questionnaires was Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with the ranking values of 4, 3, 2 and 1 respectively. The instruments were validated by three experts, all in Faculty of Education, Nnamdi Azikiwe University, Awka. To establish the

reliability of the instrument, the questionnaires were administered two times on 26 respondents who are teachers in public secondary school in Enugu State. The scores from both administrations were analysed using Cronbach Alpha method. The reliability coefficients of 0.81, and 0. 83 were obtained for BFPTI and PAEQ respectively. The instruments were administered on the respondents in their schools by the researchers with the help five research assistants who were briefed and guided on the modalities for the administration and collection of the instruments. The Pearson Product Moment correlation was used to analyze data relating to research questions and hypotheses. All hypotheses were tested at 0.05 level of significance.

Result and Discussion

Research Question One: What is the correlation between principals' extraversion personality and their administrative effectiveness in secondary schools in Anambra State?

Table 1: Pearson's Correlation between principals' extraversion personality and their administrative effectiveness in secondary schools.

Variables	N	Extraversion Personality	Administrative Effectiveness	Remarks
Extraversion Personality	1,185	1.00	.942	Very high positive correlation
Administrative Effectiveness	1,185	.942	1.00	

Results in Table 1 show the correlation between principals' extraversion personality and their administrative effectiveness in secondary schools in Anambra State. With r-value of 0.942, the results indicate that there is very high positive correlation between principals' extraversion personality and their administrative effectiveness in secondary schools in Anambra State.

Hypothesis One: There is no statistically significant correlation between principals' extraversion personality and their administrative effectiveness in secondary schools in Anambra State.

Table 2: Test of Significance of Pearson's Correlation between Principals' Extraversion Personality and Their Administrative Effectiveness in Secondary Schools.

N	Correlational Co-efficient (r)	r^2	Adjusted r^2	Remarks
1,185	0.68	0.4624	46.24	Strong Negative Correlation

Data analysis on Table 2 revealed the Pearson's correlation coefficient of 0.68 and r^2 of .04624. This shows a strong correlation existing between principals' extraversion personality and their administrative effectiveness in secondary schools in

Anambra State. Furthermore, the adjusted r^2 of 46.24 explains that 46.24% of variance in administrative effectiveness is accounted for by principals' extraversion personality.

Research Question Two: What is the correlation between principals' agreeableness personality and their administrative effectiveness in secondary schools in Anambra State?

Table 3: Test of Significance of Pearson's Correlation between Principals' Agreeableness Personality and Their Administrative Effectiveness in Secondary Schools

Variables	N	Agreeableness Personality	Administrative Effectiveness	Remarks
Agreeableness Personality	1,185	1.00	.903	
Administrative Effectiveness	1,185	.903	1.00	Very high positive correlation

Results in Table 3 show the correlation between principals' agreeableness personality and their administrative effectiveness in secondary schools in Anambra State. With r- value of 0.903, the results indicate that there is very high positive correlation between principals' agreeableness personality and their administrative effectiveness in secondary schools in Anambra State.

Hypothesis Two: There is no statistically significant correlation between principals' agreeableness personality and their administrative effectiveness in secondary schools in Anambra State.

Table 4: Pearson's Correlation between Principals' Agreeableness Personality and Their Administrative Effectiveness in Secondary Schools

N	Correlational Co-efficient (r)	r^2	Adjusted r^2	Remarks
1,185	0.443	0.1962	19.62	High Positive Correlation

Data analysis on Table 4 revealed the Pearson's correlation coefficient of 0.443 and r^2 of .01962. This shows a high positive correlation existing between principals' agreeableness personality and their administrative effectiveness in secondary schools in Anambra State. Again, the adjusted r^2 of 19.62 explains that 19.62% of variance in administrative effectiveness is accounted for by principals' agreeableness personality.

Summary of Findings

The following findings emerged from this study:

1. There is very high positive correlation between principals' extraversion personality and their administrative effectiveness in secondary schools in

Anambra State. Further findings of the study indicated that 46.24% of variance in administrative effectiveness is accounted for by principals' extraversion personality.

2. There is very high positive correlation existing between principals' agreeableness personality and their administrative effectiveness in secondary schools in Anambra State as 19.62% of variance in administrative effectiveness is accounted for by principals' agreeableness personality.

Discussion of Findings

This study, in a part, determined the correlation between principals' personality and their administrative effectiveness in secondary schools in Anambra State. For a robust study, the components of personality that were focused on in this study which include extraversion and agreeableness were studied as independent variables.

On extraversion, it was found that there is very high positive correlation between principals' extraversion personality and their administrative effectiveness in secondary schools in Anambra State. Further findings of the study indicated that 46.24% of variance in administrative effectiveness is accounted for by principals' extraversion personality.

On agreeableness, findings indicated that there is very high positive correlation existing between principals' agreeableness personality and their administrative effectiveness in secondary schools in Anambra State. Further analysis of this variable indicated that 19.62% of variance in administrative effectiveness is accounted for by principals' agreeableness personality.

The findings of the study show that there is very high positive correlation existing between principals' personality and their administrative effectiveness in secondary schools in Anambra State. This means that a unit increase in the level of principals' personality will lead to a unit increase in principals' administrative effectiveness in secondary schools in Anambra State. That is to say that an increase in the level of principals' personality can result in an increase in their administrative effectiveness in secondary schools.

This finding is consistent with that of Adeniyi (2014), carried out a study on personality traits and administrative effectiveness of secondary school principals' in southwestern Nigeria. Adeniyi found that there is a significant relationship between personality traits and administrative effectiveness of secondary school principals'. This implies that personality trait is a major determinant of leaders work performance. Adeniyi concluded that principals' with extraversion and conscientiousness trait are considered to be more effective than principals' with other traits.

The findings of this study also corroborated Usman (2014) who identified the impact of the dominant personality of the school principals' of school performance in the junior high school. The finding by Usman showed that there is a correlation between the personality of principals' and school performance.

The findings of this study on gender influence also corroborated earlier study by Ajayi, Shiyanbade, Ajayi, Olodude, and Olowoporoku (2017) who conducted a study on influence of gender dominant school administration on differences in managerial effectiveness. The findings of the study revealed that male principals' tend to be more effective in some schools that were more male-dominated and female exhibited non-significant differences. Non-significant gender differences were noted in the female-dominated schools where, women were seen to be more effective than men in school settings. This means that gender moderates the correlation between principals' personality and their administrative effectiveness.

Conclusion

Based on the findings of the study, it is concluded that there is very high positive correlation between principals' personality and administrative effectiveness in secondary schools in Anambra State. It is also concluded that principals' personality have high positive correlation with principals' administrative effectiveness in secondary schools in Anambra State. This implies that administrative effectiveness in secondary schools in Anambra State can be encouraged and improved on if the principals maintain good personality traits.

Recommendations

Based on the findings of this study, the following recommendations are made.

1. The government should make conscious effort to formulate policies that will impact positively on individual principals' personality since an enhancement of the principals' personality can lead to increase in administrative effectiveness.
2. As a way of ensuring administrative effectiveness in the secondary schools, the principals should be allowed to initiate, participate and voice their preferences and opinion when decisions are made in the school. In addition, principals should also be informed about possible changes that affect them and their opinions sought concerning these changes as this will show them that they are valued and are part of their schools.
3. The government should endeavour to treat principals with dignity, respect and communicate with them effectively, conveying clear message that every principal is important. These can enhance their personality, and by extension, boost their administrative effectiveness.
4. The government should endeavour to improve principals' personality through empowerment, recognitions, motivations, rewards, seminars and workshops. These are also part of the indicators of enhanced personality and can boost principals' administrative effectiveness.

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