

RELATIONSHIP OF TRANSFORMATIONAL LEADERSHIP STYLES WITH CONSCIENTIOUSNESS FACTOR OF PERSONALITY OF SECONDARY SCHOOL ADMINISTRATORS IN PAKISTAN

ASGHAR ALI

Ph. D. scholar, Department of Education, The University of Haripur.

Dr. SYED AFZAL SHAH

Assistant Professor, Department of Education, The University of Haripur.

FAZAL-UR-REHMAN

Ph. D. scholar, Department of Education, The University of Haripur.

Abstract

This study was carried out to find out the Relationship of transformational leadership styles with conscientiousness factors of personality of secondary school administrators in Khyber Pakhtunkhwa, Pakistan. The objectives of the study were to explore the level of conscientiousness factor of personality and transformational leadership style, and to explore the relationship of different sub-factors of conscientiousness factor of personality with transformational leadership style. A sample of 640 school Heads/ Administrators was selected from the population. Stratified random sampling technique was used in the selection of sample. Five Big Factors of personality questionnaire and transformational leadership style questionnaires were used for the purpose of data collection. The questionnaire about the leadership styles was validated through expert opinion and the reliability of the questionnaires used in this study were obtained as a result of the pilot study conducted on 50 respondents. Descriptive statistics viz. mean and standard deviation, Pearson correlation coefficient were used to analyze the collected data. It was concluded from the results of the study that transformational leadership style has significant positive relation with conscientiousness factor of personality and its sub-factors i.e. Self-Efficacy, Orderliness, Dutifulness, Self-discipline, and Cautiousness.

Keywords: Dutifulness, Cautiousness, Conscientiousness, Orderliness, Transformational leadership style, Self-discipline, and Self-Efficacy

INTRODUCTION

This study explores secondary school administrators' conscientiousness factor of personality and its relationship with their transformational leadership style in Khyber Pakhtunkhwa, Pakistan. According to Ford (1987), the personality traits are correlated with the behavior and performance of an individual. Personality is a combination of many life experiences and various inborn physical characteristics that come together to make whomever we are and in what way we interrelate with our environment (Jung, 1971). To nurture a well understanding about personality Interaction between behavior and personality is significant for educational leaders to participate in professional development (Rychlak, 1968). To promote an ideal learning environment School administrators are tasked with managing several components of an organization and must lead others (Schneider & Burton, 2001). To know about their leadership style is useful for school administrators, and the ability to read the leadership style of those around them, in order

to motivate others to be their best and make the most of individual strengths (Andersen, 2006).

This research is conducted to achieve the following objectives.

1. To assess the magnitude of conscientiousness factor of personality of the secondary school administrators in Khyber Pakhtunkhwa.
2. To assess the degree of transformational leadership style of the secondary school administrators in Khyber Pakhtunkhwa?
3. To find the relationship between conscientiousness factor of personality trait and transformational leadership style of the school administrators.

Research design

Quantitative method of research design was applied in this research study, which was elaborated by given (2008) that in quantitative research an observable phenomena is systematically investigated through different statistical and mathematical techniques.

Research population

Khyber Pakhtunkhwa is the northern province of Pakistan having an area of 101,741 km and the total population of 35 million in which 52 percent male and 48 percent female and 11.9 percent of the total population of Pakistan (www.kp.gov.pk). The province of Kyber Pakhtunkhwa was administratively divided into thirty six districts. Further the districts were clustered for recruitment by Khyber Pakhtunkhwa Public Service Commission into five zones.

There are five thousand two hundred and thirty three (5233) public and private secondary school administrators in zone two and zone five, out of which 49.5 percent are working in public sector schools and 50.5 are in private sector.(Annual censuses school report 2020-21, Government of Khyber Pakhtunkhwa, Pakistan). According to Annual censuses school report 2020-21, Government of Khyber Pakhtunkhwa, there are 53.4 percent male and 46.6 percent are female secondary school administrators in zone two and zone five and 62.7 percent are rural and 37.3 are urban secondary school administrator in zone two and five .Details of district wise percentage list of secondary school administrators is given in the table given below.

Sample for the Study

To draw the quantitative data sample from statistical population a multi staged stratified random sampling method was used. Two zones namely zone two and zone five were randomly selected from the five zones through simple random sampling. In stratified random sampling the heterogeneous sampled population i.e. zone two and zone five was further divided into homogenous groups in each district' i.e. Public sector and Private sector, Rural and Urban, Male and Female. By using stratified random sampling technique, a comparatively large number of sample units were selected from the sampled zones, or from particular strata of a population, in a random manner in which chances of probability of selection in the sample for each and every secondary school administrators

in the population was same (Tashakkori & Teddlie, 2003). The Stratified random sampling technique was opted because it gives minimum sampling error and gives equal probability of representation to all items in different stratum. The size of sample was obtained on the basis of 4% sampling error with 95% confidence interval. Zone five consist of three districts are Haripur, Abbottabad and Mansehra and zone two consist of five districts i.e. Charsadda, Mardan, Nowshera, Swabi and Peshawar. By using equal allocation, eighty secondary school administrators were selected from each district. Forty public and forty private sector secondary school administrators were randomly selected from each district. Secondary school administrators were selected randomly from all stratum. Six hundred and forty secondary school administrators were randomly selected as a sample of which half comprised of public sector and half comprised of private sector. Three hundred and twenty secondary school administrators were selected from public and private secondary school administrators. Four hundred secondary school administrators were randomly selected from zone two and two hundred and forty were selected from zone five.

Table 1: Table of Sample Composition

	Gender		Sector		Location		Zone	
	Male	Female	Public	Private	Rural	Urban	Zone 2	Zone 5
Percent	50	50	50	50	50	50	62.5	37.5
Number	320	320	320	320	320	320	400	240

Research instruments

In this study, conscientiousness factor of personality belonging to Big Five Factors of personality and transformational leadership style was used for the purpose of data collection. The Big Five Factors of personality questionnaire is freely online available in the website of International Personality Item Pool (IPIP). The conscientiousness factor personality questionnaire was adopted while questionnaire about the transformational leadership style was developed by the principal author himself.

Reliability of the instruments

Reliability of the research instrument was also used to measure the internal consistency method. The Cronbach Alpha Reliability coefficient for the conscientiousness factor of personality was 0.85 while for that of transformational leadership style it was 0.919.

RESULTS AND DISCUSSION

Table 2: Description of the conscientiousness and transformational leadership style

Item	Minimum	Maximum	Mean	Std. Deviation	N
Conscientiousness	1	5	2.84	.026	640
Transformational Leadership	1	5	4.00	2.83	640

Table 2 highlights the conscientiousness factor of personality and transformational leadership style of the school administrators of Khyber pakhtunkhwa. It indicates that the mean value of Conscientiousness factor of personality is 2.84 while transformational leadership style has the mean value of 4. Whereas the standard deviation of Conscientiousness is 0.026 and that of transformational leadership style is 2.83.

Table 3: Pearson Correlation Coefficient of Transformational leadership style with Conscientiousness

		Conscientiousness
Transformational leadership style	Pearson Correlation	0.996
	Sig. (2-tailed)	0.000
	N	640

Table 3 highlights the relationship of transformational leadership style and Conscientiousness factor of personality. The Pearson correlation coefficient of 0.996 and significance value of 0.000 indicates a significant positive correlation between Conscientiousness factor of personality and transformational leadership style.

Table 4: Pearson Correlation Coefficient of Transformational leadership style with self- Efficacy factor of Conscientiousness

		Self-efficacy
Transformational leadership style	Pearson Correlation	.899**
	Sig. (2-tailed)	.000
	N	640

Table 4 highlights the relationship of transformational leadership style and Conscientiousness factor of personality. The Pearson correlation coefficient of 0.899 and significance value of 0.000 indicates a significant positive correlation between self-efficacy factor of Conscientiousness factor of personality and transformational leadership style.

Table 5: Pearson Correlation Coefficient of Transformational leadership style with Conscientiousness

		Orderliness
Transformational leadership style	Pearson Correlation	.860**
	Sig. (2-tailed)	.000
	N	640

Table 5 highlights the relationship of transformational leadership style and Conscientiousness factor of personality. The Pearson correlation coefficient of 0.860 and significance value of 0.000 indicates a significant positive correlation between orderliness factor of Conscientiousness factor of personality and transformational leadership style.

Table 6: Pearson Correlation Coefficient of Transformational leadership style with Conscientiousness

		Dutifulness
Transformational leadership style	Pearson Correlation	.914**
	Sig. (2-tailed)	.000
	N	640

Table 6 highlights the relationship of transformational leadership style and Conscientiousness factor of personality. The Pearson correlation coefficient of 0.914 and significance value of 0.000 indicates a significant positive correlation between Dutifulness factor of Conscientiousness factor of personality and transformational leadership style.

Table 7: Pearson Correlation Coefficient of Transformational leadership style with Conscientiousness

		Self-discipline
Transformational leadership style	Pearson Correlation	.906**
	Sig. (2-tailed)	.000
	N	640

Table 7 highlights the relationship of transformational leadership style and Conscientiousness factor of personality. The Pearson correlation coefficient of 0.906 and significance value of 0.000 indicates a significant positive correlation between self-discipline factor of Conscientiousness factor of personality and transformational leadership style.

Table 8: Pearson Correlation Coefficient of Transformational leadership style with Conscientiousness

		Cautiousness
Transformational leadership style	Pearson Correlation	.916**
	Sig. (2-tailed)	.000
	N	640

Table 8 highlights the relationship of transformational leadership style and Conscientiousness factor of personality. The Pearson correlation coefficient of 0.916 and significance value of 0.000 indicates a significant positive correlation between Cautiousness factor of Conscientiousness factor of personality and transformational leadership style.

DISCUSSION

Our results indicate a positive relation between transformational leadership style and conscientiousness factor of personality. It implies that the leaders who possess conscientious traits in their personality, comprises a logic of direction and tends to be detail oriented (Ogunbodede, Papagiannidis, & Alamanos, 2022). The leaders who possess conscientious traits in their personality are efficient and careful in decision

making (Zhang & Huang, 2001). The leaders who possess conscientious traits in their personality are goal oriented and well-mannered in social gatherings (John, Donahue & Kentle, 1991). In addition to that, such people have a strong will power and more responsible (Zhang & Huang, 2001). They are not willing to take risks and are alert which may cause delay in decision making (Hogan et al., 1994).

The results indicate a positive correlation between self-efficacy with transformational leadership style. Same results were produced by Agus, (2022). The results further indicated a significant positive correlation between Orderliness factor of conscientiousness and transformational leadership style. These results are in line with the results of Yana, Purnomo, & Yunanto, (2022) who concluded that transformational leadership style has significant relation with performance of the employees.

CONCLUSION

It is concluded from the results of the study that transformational leadership style has significant positive relation with conscientiousness factor of personality and its sub-factors i.e. Self-Efficacy, Orderliness, Dutifulness, Self-discipline, and Cautiousness.

References

1. Andersen, A. J. (2006). Leadership, personality and effectiveness. *The Journal of Socio Economics*, 35(6), 1078-1091. <http://dx.doi.org/10.1016/j.socec.2005.11.066>
2. Annual census school report (2020-21). Government of Khyber Pakhtunkhwa, Pakistan
3. Creswell, J. W. (2009). *Research Design_ Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE.
4. Given, L. M. (2008). *The Sage encyclopedia of qualitative research methods*. Los Angeles, Calif: Sage Publications. ISBN 1-4129-4163-6.
5. Heller, D., Judge, T. A., & Watson, D. (2002). The confounding role of personality and trait affectivity in the relationship between job and life satisfaction. *Journal of Organizational Behavior*, 23, 815-835.
6. Jung, C. G. (1971). *Complete works, volume 6: Psychological types*. Princeton, NJ: Bollingen.
7. Jung, C. G. (1971a). *Complete works, volume 6: Psychological types*. Princeton, NJ: Bollingen Publishing.
8. McGee, G. W., & Ford, R. C (1987). Two (or more?) dimensions of organizational commitment: Reexamination of the affective and continuance commitment scales. *Journal of applied psychology*, 72(4), 638.
9. Northouse, PG (2016). *Leadership: Theory and practice*. Thousand Oaks, CA: Sage. Pages: 494." *Canadian Journal of Educational Administration and Policy* 185 (2018).
10. Ogunbodede, O., Papagiannidis, S., & Alamanos, E. (2022). Value co-creation and co-destruction behaviour: Relationship with basic human values and personality traits. *International Journal of Consumer Studies*, 46(4), 1278-1298.
11. Purwanto, A. (2022). Elementary school teachers performance: how the role of transformational leadership, competency, and self-efficacy?. *International Journal Of Social And Management Studies (IJOSMAS)*.

12. Rychlak, J. F. (1968). A philosophy of science and personality theory. *Philosophy of Science*, 37(2), 315-326.
13. Schneider, A., & Burton, N. (2001). An ideal type: The characteristics of effective school principals as perceived by aspiring principals both from within education and those from an alternative career path. *Journal of Management Information Exchange*, 19(2), 6-10.
14. Tashakkori, A., & Teddlie, C. (2003). *Handbook of Mixed Methods in Social & Behavioral Research*. Thousand Oaks: Sage.
15. www.kp.gov.pk
16. Yana, A., Purnomo, R., & Yunanto, A. (2022). The Effect of Transformational Leadership Style on Employee Performance at Mba Lies Grilled Chicken Restaurant in Purwokerto. *Sustainable Competitive Advantage (SCA)*, 12(1), 165-173.