



Influence of Principals' Personality Traits on Teacher' Perception About Working Environment in Public Sector School of Pakistan

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Abstract- This research refers the idea that the teachers' perception and satisfaction regarding school culture and working environment is very much affected and dependent on principals' own personality traits, characteristics, and behavior. The notion was elaborated, and the study was done on the secondary school teachers' in Pakistan in order to comprehend this phenomenon. The research was carried out, focusing on the quantitative approach and cross-sectional design was used. The data was collected through a survey of 206 male and female, public sector secondary school teachers using a questionnaire with close ended questions. Using likert scale, data was collected on different variables as shown in the model. Results strongly supported the notion that principals' own personality is a very important factor in creating a good working culture and environment which is inducive for teachers to be satisfied and working productively. All good personality attributes showed a strong positive relation and impact on teachers' perception about working environment. It was finally concluded that, teachers' satisfaction about workplace environment is dependent on principal personality and behaviour. Not any remarkable change was noticed in the responses of male and female teachers.

Keywords: Principals' Personality, Teachers' Perception, Work Environment

I. INTRODUCTION

Teaching is one of the professions that have profound influence on society by having a direct impact on future generations as well as the most significant profession that is evolving frequently. Hence, the teaching profession has gone through many deep changes in last few decades (Carver & Feiman-Nemser, 2009). It is a thoroughly observed phenomenon that, there are several factors that contribute in teachers' satisfaction regarding workplace environment and surrounding, relationship with principal and with co-teachers (Abu- Taleb, 2013). The way through which any principal deals with teachers, do contribute in the emergence of factors, that can be related to teacher's satisfaction for working environment, as principal clearly takes the responsibility of directing and dealing with the teachers towards the ultimate objective. It is the attitude of the principal with teachers that develops a positive relationship between both stakeholders. The positive environment would be developed in case only, when principal will employ a right attitude with co-workers and subordinates (Mehrotra, 2005). When principals are regarded as leaders in the school environment, then leadership is a process of having an impact on others. Principal is the one who communicates a vision that turns self-interest into commitment towards work (Adesina, 2011). Ukeje (1992) also mentioned that principals' style of leading definitely inspires their staff to work together effectively in order to get the collective objectives. In general, leader cannot work alone; they must lead and encourage their followers/co- workers towards the accomplishment of the goals of an organization as well. Principals' personality strength and capability to lead other co-teachers is considered to have an impact on the work and working environment (Zaman, Alwi & Shaiq, 2019) and principal's style to lead with other personality traits has been elaborated by scholars from different perspectives (Zhu, 2013).

Njeri, (2011) who pondered upon the effects of public secondary school head teachers' personality on teachers' level of satisfaction in Kenya, eventually reached at the conclusion that various traits of principals' personality leave positive effect on teachers' satisfaction about work and working environment. Similarly, the study done by Hui et al. (2013) concluded that the principal's personality traits are the mediating factor between teachers' satisfaction and principal leading style. Different characteristics of principals' personality can affect their performance as a leader and can differently affect the perception of co-teachers about the

working environment created by principals. Gurr, Drysdaland Mulford (2005) stated that most of principals' personality characteristics enhance teachers and students' efficiency. It is significant to know how their characteristics related to their behavior affect the overall teaching environment and provides a smooth and conducive environment to teachers in order to achieve the ultimate objectives

There are various factors of schools working environment, which are linked with teacher's satisfaction such as school culture, quality of administrative leadership, and attitude and leading style of school principal. Teachers' satisfaction about the work and working environment can include the elements of the job-related atmosphere that may indicate work-related conditions, supportive supervisors, cooperating colleagues, etc. (Hulin & Judge, 2003; Smith & Shields, 2013). This study seeks to determine the role of principals' self-personality traits and characteristics in creating a positive perception of teachers about working and teaching environment in public schools of Pakistan. Various studies have discussed that such positive perception plays an important role in increasing the level of teachers' job satisfaction, but the purpose of this study is specifically confined only to analyze how principal's personality characteristics affect teacher's perception about working environment. The objective of this study is to achieve answer for the following two very basic questions.

- Is there any correlation between principals' personality characteristics and teachers' perception about good working and teaching environment in Public schools?
- What is the extent and intensity of the impact of principals' personality traits on the working environment of public schools?

Through search of relevant literature, an effort is made to find out what are the main factors indicating teachers' perception about the school culture conducive to work productively which in turn provides working satisfaction and what those are those personality attributes of principals' personality which help or hinder in creating such environment.

II. LITERATURE REVIEW

Teachers' performance on the workplace relates to the culture and environment in the school and with what teachers do in the classroom and how that affects student learning" (Gaynor, 1998). It is also argued by Harvey (2018) that, empowerment, standing back, accountability, authenticity, humility, and stewardship has a significant positive relationship to teachers' perception about their satisfaction related to their work performance and workplace environment. It is also discovered through different studies that, high level of satisfaction among teachers do lead towards showing higher commitment towards their profession and there is less probability that, those will abandon the domain of education to pursue other career choices (Larkin, Brantley-Dias, & Lokey-Vaga, 2016). When someone takes an institutional concept, workplace satisfaction can include the elements of the job and job-related atmosphere that may indicate work-related conditions, supportive supervisors, job itself, behavior of colleagues and co-teachers, and tangible and intangible compensations (Hulin & Judge, 2003; Smith & Shields, 2013). Institutional factors do impact on individual's organizational behavior (Wang, Pollock & Hauseman, 2018) and at the same time individual's behavior also impact overall culture of the organization. Especially in case of teaching environment where principals, like a head in the family, are considered as a role model and mentor do affect the overall environment within the school in turn affecting the performance of teachers and students both. It is also well articulated that both school and teacher can get benefit from a helpful and healthy environment in schools (Agha, Alwi & Shaiq, 2020).

Various psychologists and researchers, in the field of human nature and personality, using a large sets of data and examining through algorithm, agreed on four major types of personality. The personality types are categorized as average, a role model, self-centered or reserved (Gerlach, Farb, Revelle, & Amaral, 2018). In a similar research these four types are explained as follows:

Average: It is a very common category and people belonging to this category are not very open but they are high in neuroticism and extraversion.

Reserved: persons belonging to this category are not open or neurotic and are considered as introverted but they are emotionally stable, conscientious and agreeable.

Role-models: People belonging to this category are natural leaders having levels of agreeableness, extraversion,

open to listen to new ideas and conscientiousness and low levels of neuroticism.

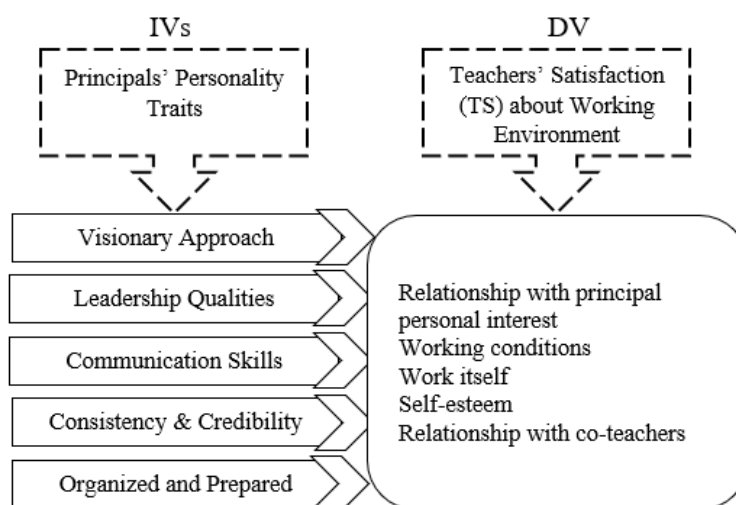
Self-centered: The last and fourth category is of the people having extravert personality but have less than average score on agreeableness and conscientiousness (Gerlach, Farb, Revelle, & Amaral, (2018).

As it is evident from the above definition these categories are mostly based on five major personality traits: openness, agreeableness, extraversion, neuroticism and conscientiousness (Gerlach, Farb, Revelle, & Amaral, 2018). Various researchers have worked on the impact of different personality of managers and institutional leaders on overall culture of the institution and the difference it makes on workers perception about their satisfaction. Same is true for school principals – their nature and personality very much impacts teachers' perception about how conducive the school environment is for the teachers to perform their duties. Another research analyzed the mutual relation between principals' personality characteristics and several performance dimensions. Researchers found that “there is a positive relationship between principal's personality characteristics of introversion and extroversion and performance dimensions, and 35% of score variance in leadership, human relationships and organizational dimensions was explainable by extroversion and introversion scores” (Ali, Azizollah, Zaman, Zahra, & Mohtaram, 2011). In another study analyzing the impact of principals self-concept on the working environment in schools which was carried out by Asri, and Tahir, (2014) included in their study many indicators and variables like: professionalism, ability, honesty, reaction, commitment, self-acceptance, response, adjustment, forward move, self-control, self-assessment, changes, compliance, and self-symbolism. Many other studies also included variables like change, self-assessment, moving forward, self-acceptance, self-control, , honesty, coordination, , capacity, commitment, compliance, self-symbolic, and professional. The relationship of the principal's personality with administration and school culture and helps the effort done from the subordinates or colleague teachers which connects with the accomplishment of teaching objectives (Alam & Ahmad, 2017).

As far as working environment or culture and specifically school culture is concerned, many studies are done on the topic but still researchers have not reached to a consensus definition of school culture. Since school are no different than other working organizations so it can easily said that school culture or working environment is also a system of norms, values, and meanings shared by members of a school (Sadeghi, Amani, & Mahmudi, 2013) which includes myths, heroes, symbols, practices and rituals within the school. School culture gives information about how people feel about their schools, the assumptions, values, and beliefs shaping the school's identity and specific standards for behavior. In a study carried out on “Shifting Teachers' Perceptions of School Culture”, researchers found that a proper training definitely and positively changes the perception of school teacher about working culture and environment of the school but significant impact of leadership based on cooperation, common goals, and cooperative learning dimensions and candid communication was observed on teachers' perception about school culture (Kalman, & Balkar, 2017). These researchers referring Dogan (2014) mentioned that communication, interaction, commitment, success, responsibility, motivation, stories, and ceremonies are the main attributes of school culture and working environment in schools. They further mentioned that school culture is closely related to work climate, leadership styles, work strategies, organizational behavior and the way things are done in organizations.

III. MODEL AND METHODOLOGY

Going through the literature to seek help in current study the researchers selected few very basic and mostly used variables of principals' personality characteristics which might impact teachers' perception about school culture and formulated few hypotheses based on the model given below.



Independent Variables: 1- Visionary Approach, 2- Leadership Quality, 3- Communication Skills, 4- Consistency & Credibility, 5- Organized & Prepared.

Dependent Variable: Teachers' Satisfaction

Individual hypotheses are formulated to examine the individual correlation and impact of principals' personality traits on teachers' satisfaction about working environment in schools

- H₁: Principals' positive personality traits have positive correlation with teachers' perception about good working environment in Public schools of Pakistan
- H₂: Principal's vision helps creating teachers' perception about good working and teaching environment in public schools in Pakistan.
- H₃: Principal's leadership qualities help creating teachers' perception about good working and teaching environment in public schools in Pakistan.
- H₄: Principal's communication skill helps creating teachers' perception about good working and teaching environment in public schools in Pakistan.
- H₅: Principal's credibility helps creating teachers' perception about good working and teaching environment in public schools in Pakistan.
- H₆: Principal's organized personality helps creating teachers' perception about good working and teaching environment in public schools in Pakistan.

The research is based on the positivism philosophical background and hence it is quantitative and deductive in nature. However, the study is correctional in its design and survey-based approach is applied, but the non-probabilistic sampling design has been used to collect data as, the population statistical data was not available. The data was collected from the teachers of public sector secondary schools in Karachi, the largest city of Pakistan and twelfth largest in the world. Private and public schools run here in parallel but most of the children from average and below average income groups are registered in public sector schools. A questionnaire instrument, comprised of thirty-seven question representing variables mentioned in above model, was constructed and data was collected from 206 permanent teachers having at least 5 years teaching experience. Our sample is comprised of 60% male teacher and 40% female teachers. ‘

Table 1 - Gender Frequency Distribution of the Sample

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	123	59.7	59.7	59.7
	Female	83	40.3	40.3	100.0
	Total	206	100.0	100.0	

Although, no sophisticated analysis was done to observe the variance in the responses of male and female teachers' perceptions about their satisfaction with working environment and the impact of principal's personality traits and characteristics affecting working environment but still prim facia no mentionable and distinct variance was observed.

IV. RESULTS AND DATA ANALYSIS

To ascertain the reliability and internal consistency of data, Cronbach's alpha test was run and a value of 0.831 indicates a high level of internal consistency for our scale with principals'

Table 2 - Data Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.831	37

personality attributes and teachers' perception about satisfaction. An analysis was done to find out the correlation between various attributes of principal's personality and factors determining teacher's satisfaction about working environment of public sector schools of Karachi. Most of the principals' personality attributes have shown mild to strong correlation with various factors of teachers' satisfaction about work environment except for relationship with co-teachers but still all correlations are statistically significant and positive

Table 3 - correlation between Teachers personality traits and factor determining Teachers' Satisfaction

		Personal Interest	Work itself	Working condition	Self-esteem	Relationship co-teachers
Visionary Approach	Pearson Correlation	.774**	.541**	.560**	.640	.473**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	206	206	206	206	206
Communication Skills	Pearson Correlation	.697**	.495**	.785**	.544*	.446**
	Sig. (2-tailed)	.000	.005	.000	.000	.000
	N	206	206	206	206	206
Organized & Prepared	Pearson Correlation	.512**	.472**	.546	.357*	.229**
	Sig. (2-tailed)	.000	.000	.513	.024	.001
	N	206	206	206	206	206
Leadership Qualities	Pearson Correlation	.522**	.136	.183**	.452*	.108
	Sig. (2-tailed)	.000	.051	.008	.019	.123
	N	206	206	206	206	206
Consistency & Credibility	Pearson Correlation	.760**	.459**	.527**	.572*	.380**
	Sig. (2-tailed)	.000	.000	.000	.013	.000
	N	206	206	206	206	206

Pearson correlation between principals' personality traits (IV) and overall teachers' perception for satisfaction (DV) with working environment in the school, was also run. As shown in the table below, all personality traits are showing statistically significant positive correlation with teachers' satisfaction regarding school culture. Compared to other personality traits the in-built leadership quality in the personality of the principal has shown the highest correlation with teachers' satisfaction which is also supported with many other studies reviewed above.

Table 4 - Correlation between Independent and Dependent Variables

		Job. Satisfaction
Principal. Vision	Pearson Correlation	.556**
	Sig. (2-tailed)	.000
	N	206
Principal. Communication Skill	Pearson Correlation	.552**
	Sig. (2-tailed)	.000
	N	206
Principal. Organized prepared	Pearson Correlation	.631**
	Sig. (2-tailed)	.000
	N	206
Principal. Leadership Quality	Pearson Correlation	.667**
	Sig. (2-tailed)	.000
	N	206
Principal. Consistency & Credibility	Pearson Correlation	.596**
	Sig. (2-tailed)	.000
	N	206

Linear Regression analysis was done to determine the intensity of impact of each individual personality attributes. The model summary table given below shows overall fit statistics. We find that the adjusted R² of our model is 0.514 with the R² = 0.526 that means the linear regression explains 52.6% of the variance in the data.

Table 5 - regression Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.725 ^a	.526	.514	1.99465

a. Predictors: (Constant), Leadership Quality, Organized & Prepared, Visionary Approach, Communication Skills, Consistency and Credibility

The next table is analysis of variance showing F-test, the linear regression's F-test has the null hypothesis that there is no linear relationship between the two variables (in other words R²=0). With F = 44.32 and 205 degrees of freedom the test is highly significant, thus we can assume that there is a linear relationship between the variables in our model.

Table 6-Analysis of Variance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	881.656	5	176.331	44.320	.000 ^b
	Residual	795.723	200	3.979		
	Total	1677.379	205			

a. Dependent Variable: Teachers Satisfaction with Working Environment

b. Predictors: (Constant), Leadership Quality, Organized & Prepared, Visionary Approach, Communication Skills, Consistency and Credibility

Table 7 shows the regression coefficients, the intercept and the significance of all coefficients and the intercept in the model. We find that our linear regression analysis estimates the linear regression function to be $y = 8.880 + 0.195x_1 + 0.613x_2 + 0.384x_3 + 0.482x_4 + 0.438x_5$

Table 7 - Regression Coefficients

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.880	1.054		8.425	.000
	Visionary Approach	.195	.094	.152	2.084	.038
	Consistency & Credibility	.613	.123	.335	4.978	.000
	Communication Skills	.384	.121	.205	3.176	.002
	Organized & Prepared	.482	.101	.250	4.788	.000
	Leadership Quality	.438	.102	.280	4.507	.000

a. Dependent Variable: Teachers Satisfaction with Working Environment

The t-test finds that intercept and three variables except for 'Visionary Approach' and 'Communication Skills' are highly significant where $p < 0.001$. The other two independent variables are significant at $p < 0.05$ thus we might say that they are different from zero. The Beta weights express the relative importance of independent variables and the collinearity statistics

V. DISCUSSION AND CONCLUSION

This research was carried out in order to explain the concept of teachers' perception phenomenon regarding their principal personality and attitudes and how they relate with their satisfaction at workplace - which are public sector secondary schools in Karachi, Pakistan. The personality traits analyzed here included principal's *Leadership Qualities*, *Organized & Prepared personality*, the *Visionary Approach* towards issues, the *Communication Skills* to deal with schoolteachers and *Consistency and Credibility* of the personality. Looking at the results of data analysis it can be claimed that all six hypotheses are accepted, and statistical analysis proved that the positive workplace environment would be developed in case only, when principal will exhibit strong positive personality characteristics as a role model for his/her subordinates. It can be said that there are many other variable like empowerment, standing back, accountability, authenticity, humility, and stewardship which researchers such as Harvey (2018) and Mehrotra (2005) used in their studies and found them having significant positive relationship with teachers' satisfaction. This study did not follow the path of previous researchers and avoided using these customary variables, rather it emphasized to analyze the impact of principals' psychological traits on teachers' satisfaction about the working culture. The reason is that it is the attitude of the principal with teachers that develops a positive working environment and mutual relationship between both stakeholders. All personality traits showed a positive and significant correlation with teachers' perception about workplace environment. Somehow leadership quality did not show same strong correlation with the 'nature of work' and 'working condition'. Researchers of this study here feel that weak correlation with nature of work is to some extent can be justified but with working condition, it is probably might be because of some ambiguity in question draft. All principals' personality traits showed very strong correlation with teachers' personal interest, which shows that principals having good and strong personality characteristics can motivate teachers by creating and inducing interest in their work and job responsibilities. Principals' leadership qualities although showed comparatively mild correlation for one or two factors of teachers' satisfaction but in totality for overall satisfaction it showed stronger correlation. The results of regression also showed that the predictors included in our model explain more than 50% variance which means that strong predictors were included, and their impact is also strong. Also, all predictors showed a positive impact on teachers' perception about workplace environment and their impact was significant too. This discussion establishes the fact that good

quality traits of principals' personality help improving the overall culture and environment of the school which in turn helps teachers to be more satisfied with their job and workplace. In nutshell, this research probed the idea of looking at teachers' workplace satisfaction through the prism of principal personality strength and proved that strong personality traits of school leaders really help making school an interesting place where teachers enjoy their work and guide and prepare students to become nice and productive citizens in future.

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