



RESEARCH PAPER

**Exploring the Relationship between Student Achievement and
Extrovert School Leadership**

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ABSTRACT

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This study aims at exploring the relationship between extrovert school leadership and their academic performance in terms of student academic achievement. The key research objectives involve to identify secondary school leadership as extrovert or introvert and to determine the academic performance. The study adopts positivist paradigm, uses survey method and follows a co relational research design. Two adapted questionnaires of Eysenck (1967) and Stronge (2011) are used to investigate the extroversion/ introversion personality traits and academic performance of secondary school principals respectively. Population of the study comprises 32 secondary school principals and 471 teachers of working in Federal Government Educational Institutions (FGEIs). Sample is selected using random sampling technique and it comprises 270 subjects including 32 secondary school principals and 238 teachers. Pearson correlation is applied using SPSS (Version 21.0) to find out relationship between the personality trait of extroversion and academic performance. The study reveals that majority of extrovert school principals' focus to improve overall learning environment of the school. They are found to be positively correlated with their academic performance. The study recommends that the school principals should be provided proper awareness about the desired performance standards. Principals should be encouraged to adopt positive personality trait of extroversion in order to enhance student academic achievement

Introduction

The school principal plays a significant role in achieving organizational objectives. He/she holds the responsibility of supporting and assisting the school

faculty. The principal works as a team leader and provides directions and coordination to whole team of an educational institution. He/she focuses upon the better quality of teaching learning process and maintains high standards of teaching for the education of students within a school. The principal is responsible for the provision good learning environment for the growth of the students. He/she plays a role of supervisor and facilitator for the faculty members. He/she keeps up to date knowledge of modern educational concepts and teaching techniques and provides guidelines to the faculty and the students accordingly. In this way, the principal plays a vital role for quality teaching, policy implementation, better command and control, and guidance and evaluation for both the teachers and the students of the school (Gurr, 2005). The principal provides a detailed schedule of academic activities and life learning skills to the students and guides them to achieve the goals and objectives. He/she discusses discipline issues with the faculty members and provides them guidance how to resolve such issues. He/she maintains the student and staff data and provides details to the higher administration as and when required. He/she focuses upon overall academic and non-academic improvement of the educational institution (Ali, 2011).

The principal should hold a close and healthy relationship with the parents and guardians of the students. He/she maintains the updated record of students' academic achievements. He/she focuses upon overall personality development of students and holds a continuous contact with the parents. In this way, he/she performs his duties in close association with the other stake holders. The principal is responsible for the maintenance of all kinds of financial accounts related to student, library, laboratory, examination and building etc. He/she should have deep knowledge related to financial management. The principal maintains high standards of cleanliness of school building through sanitary staff. He/she provides them necessary materials and instructions so that they may be able to complete the task of cleanliness of the school (Clark, Martorell & Rockoff 2009). The principal has to keep contact with different departments and organizations police and other law enforcement agencies, health and disaster management authority etc. He/she has to talk to media in different situations related to academic and other activities of the institution. To cope with all this, the principal should have excellent written and oral communication skills. He/she submits reports upon the achievements of the students and overall progress of the institution to the higher authorities (Oyegoke, 2012).

In this study the researchers investigated the student academic achievement of extrovert secondary school principals. The study was conducted in Federal Government Educational Institutions (FGEI's). These institutions are working through out Pakistan and focus upon providing education, which is based on quality and innovation, to its students. Mostly the students in these schools are the wards of serving or retired army persons and the civilian residents of cantts. FGEI's aims to groom the students to become useful citizens of Pakistan. The secondary school principals play a vital role to achieve these targets of FGEI's. This study focused upon the determining personality trait of extroversion of the secondary school principals of FGEI's and explored the relationship of extroversion with their academic performance. Other chains of educational institutions at national and local level would benefit from this study. This study would also help the school leadership in improving their academic performance. Future researchers may conduct research upon other

dimensions of performance which include managerial and human relationship performance etc.

Literature Review

Personality Traits

Personality traits are such capabilities of an individual that are explicitly related to him or her only. These are commonly exhibited through the behaviour, personality and feeling of an individual. Eysenck (1916-97) categorized the personality traits by using the method of factor analysis. Initially Eysenck based on a supposition that personality has two super traits. He categorized that human personality is either extrovert/introvert or emotionally stable/neurotic. He further assumed that extrovert people are friendly and highly receptive while the introvert people are calm and less enthusiastic. Similarly, the emotionally people are fair and quiet whereas the neurotic people are worried and feeble. According to Eysenck, combination of extroversion and neurotic super traits generates variation among personality of an individual. The people may be highly receptive and angry if they have a high level of extroversion and neurotic super traits. On the other hand if they have low level of extroversion and neurotic super traits, they may be optimistic and sociable.

There are different methods used to measure the personality. Eysenck presented a technique to calculate the super traits of extroversion/introversion and emotional stability/neuroticism. This technique is known as Eysenck's personality inventory (EPI). It contains a simple Yes-No format to reply the items to identify extroversion/introversion and emotional stability/neuroticism scores of an individual. The EPI Performa provides the following types of scores:

1. The lie score: It tells about the extent to which the respondent has tried to show himself/herself good. It ranges from 0 to 9.

2. The E score: This score tells us about extroversion/introversion of the respondent. Its values varies from 0 to 24. The following table 1 shows major characteristics of personality traits of extroversion and introversion.

Table 1
Major Characteristics of Extrovert and Introvert Individuals

Sr No	Personality Trait	Major Characteristics
01	Extroversion	Active, Optimistic, Changeable, Reliable, Lively
02	Introversion	Moody, Pessimistic, Rigid, Reserved, Touchy

Performance

Performance is such a procedure which is adopted on the instructions of some senior official. It helps for the betterment of the organization and other stakeholders. It consists of all such activities which play an active role in achieving the organizational objectives (Campbell, 2010).

Performance Measurement

Performance measurement is such a method in which ability and competency of an individual or organization is calculated. It tells us about working of an organization and the achievement of organizational objectives. It is a well-defined and permanent process in which output of an individual or organization is assessed. The performance measurement provides a basis to identify issues and challenges which create a hurdle in achieving the targets. Moreover it helps in future planning for the performance improvement of an organization.

Uniform Performance Standards for Principals

Uniform Performance Standards for Principals are such specific skilled duties which a principal is expected to perform on regular basis. These standards helps us in data collection regarding the performance of school principals. Major focus of these standards is upon enthusiasm, vision, adjustability and adaptability of school principals. These help the principals in order to improve their performance. Virginia Department of Education, Virginia (January 10, 2020) have stated seven such standards which are helpful to explore and improve the performance of schools. In the following paragraphs these standards have been stated shortly:

Provision of Coaching and Guidance to all stakeholders

The school principal facilitates the students to achieve academic progress. He follows a shared vision of leadership for the improvement of school. He provides professional coaching and guidance to all the concerned including faculty, students, parents and others.

Managing School Environment

A positive, safe and learning based environment of school helps to achieve academic success of students. The principal should promote a healthy environment in school. He / she is responsible to facilitate the students by providing them a good learning environment in order to achieve their academic progress.

Faculty Management

The faculty members play a significant role to achieve academic excellence and organizational objectives. The principal should focus upon best utilization of the faculty members keeping their attitude, aptitude and professional skills in view. In this way, the school principal can maximize output of teaching learning process and may attain academic excellence of students.

Managing Official Correspondence

Principal office receives certain policy letters which higher authorities desire to implement for the betterment of school and students. Moreover senior administration needs essential data regarding the faculty and the students for future planning. In this way, the role of principal office is very important. The principal is responsible for management of all correspondence. He / she should efficiently inform

the faculty and the students regarding policies issued by higher authorities. Accordingly He/she should provide necessary data to senior administration for the purpose of future planning.

Human Relationship Management

The principal is the key person who has to interact with all stakeholders of the school. This is his/her duty to utilize capabilities and communication skills to create a good working relationship with all stakeholders. This may improve overall environment of the school and result in academic excellence of the students.

Developing Professional Skills

The principal should engage himself/herself in the process of continuous professional development. He/she should focus upon contributing to the profession. He/she should represent high professional standards. He/she focus professional ethics while interacting with all stakeholders. In this way he/she may be able to improve student learning outcomes and to enhance academic excellence in the school.

Student Learning Expansion

Leadership behaviour of school principal increase academic progress of the students. So he/she should focus to follow all the above mentioned performance standards. This may help him/her to achieve organizational targets and to improve quality of education. This may ultimately result into academic excellence of the learners.

Academic Performance of Principals

An indirect link is present in between the performance of school principals and student progress. The principal influences the teachers by his/her professional capabilities and this impacts student learning within classrooms. So the principal enhances student learning outcomes through his/her professional skills. Academic performance of the school principals can be monitored by checking the following activities (Stronge, 2011).

- The principal develops, executes and checks different plans for improving the school in close consultation of all stakeholders.
- The principal makes decisions regarding different measures to increase student progress by using research based techniques.
- The principal shares student academic progress output with other stakeholders for the purpose of improvement.
- The principal provides learning material to teachers and ensures availability of sufficient teaching faculty.
- The principal makes frequent classroom visits to encourage students to work hard and closely monitors academic progress of students.

- The principal motivates teachers to prepare lesson plan, guides teachers about modern teaching techniques, encourages teachers to actively participate in teacher training sessions and ultimately helps teachers to improve their teaching.
- The principal encourages students to participate in co curricular activities and provides a conducive learning environment to students.
- The principal focuses to improve overall learning environment of the school.

Material and Methods

Research Deign

This research was co relational as it aimed to explore the correlation between extrovert secondary school principals and their academic performance. Here the academic performance was taken as criterion variable whereas the personality trait of extroversion was considered as predictor variable. The study followed a positivist paradigm and adopted a quantitative research design, for the purpose of data collection and analysis. This design helps the researchers in data collection by using a questionnaire provided to a selected sample of a target population. This study also discussed the concepts of personality traits and performance of secondary school principals. So this was descriptive by nature.

Population and Sample

Total population consisted 32 secondary school principals and 471 teachers of FGEIs (Lahore and Gujranwala Regions). Random sampling technique was adopted to select the sample of the teachers and it consisted 32 secondary school principals and 238 teachers. The following table shows the total population and selected sample.

Table 2
Population and Sample selected

Total Schools	Selected Schools	Total Principals	Selected Principals	Total Teachers	Selected Teachers
32	32	32	32	471	238

Instrumentation

A demographic information form was included in the research instruments so as to collect information like gender, academic qualification, work experience and school size from the respondents. The respondents included both principals and teachers of the selected sample. Eysenck Personality Inventory (EPI) was deployed to collect information about the personality traits of the secondary school principals. It helped to identify the principals as extrovert or introvert. This questionnaire was filled in by the principals. To collect information regarding academic performance of school principals an adapted questionnaire of Stronge (2011) was deployed. It was filled in by the teachers.

Data Collection

Data collection was done by deploying survey method. This method helped the researchers to collect primary data of the study. Demographic information form and the research instruments were sent to the principals and teachers of selected FGEIs of Lahore and Gujranwala regions through registered mail. To attain a maximum response, the respondents were repeatedly requested.

Data Analysis

For the purpose of data analysis, Statistical Packages for the Social Scientists (SPSS) version 21.0 was deployed. This program helped the researchers to calculate descriptive and inferential statistics. Percentages and related figures were obtained through descriptive statistics. In order to determine correlation and significant difference inferential statistics was used. Pearson Correlation r and t test were deployed for this purpose.

Results and Discussion

Demographic Information of the Respondents

Out of a total of 32 secondary school principals, 11 were male while 21 were female. Similarly there 89 were male while 149 female teachers out of a total of 238 secondary school teachers. Figure 1 shows graphical presentation of gender of respondents of both the principals and the Teachers.

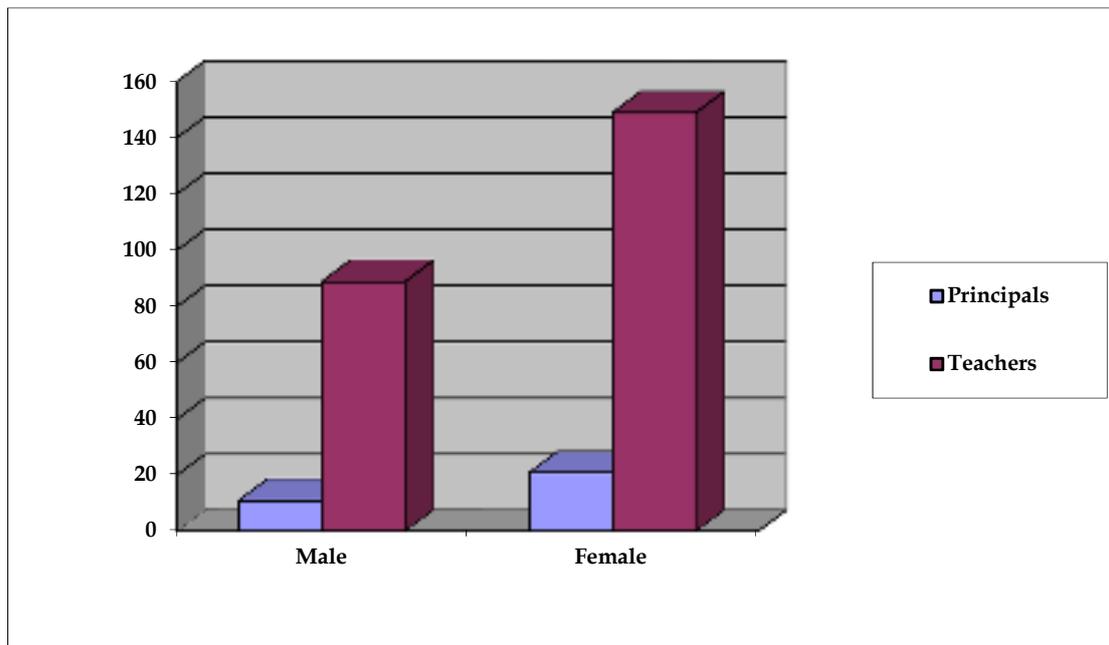


Figure1. Gender of Respondents (Principals and Teachers)

Out of a total of 32 secondary school principals, 13 were having work experience between 1 to 5 years whereas 19 were having work experience of more than 5 years. Similarly 112 teachers were having work experience between 1 to 5 years

whereas 126 were having work experience of more than 5 years. Figure 2 shows graphical presentation of work experience of both the principals and the teachers.

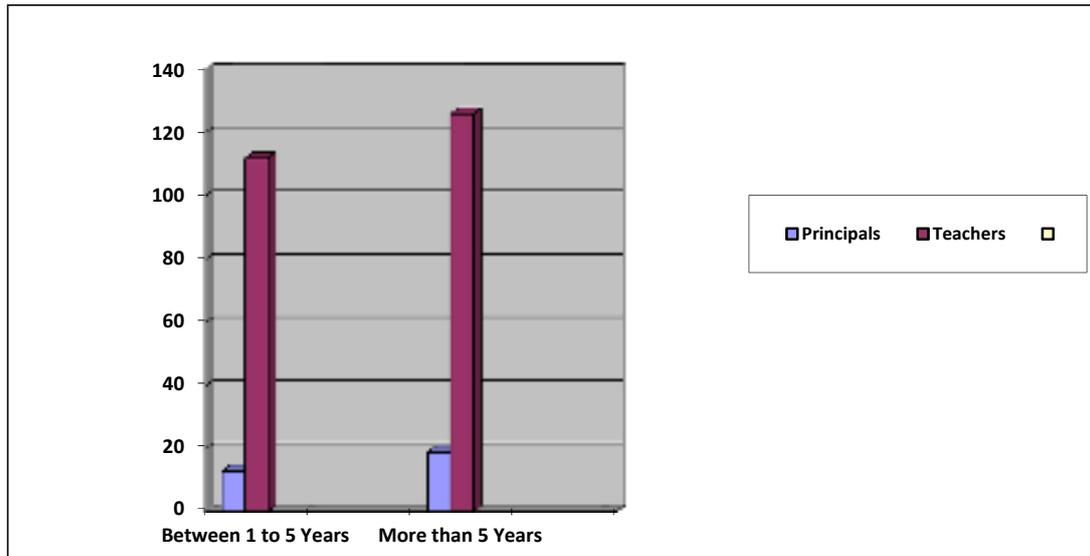


Figure 2. Work Experience (Principals and Teachers)

The Eysenck's Personality Inventory (EPI) was used to identify secondary school principals as extrovert or introvert on the basis of their personality traits. It was found through analysis that there were 14 introvert and 18 extrovert principals out of selected sample of 32 secondary school principals. Table showed their classification as extrovert and introvert.

Table 3
Classification of secondary school principals as extrovert and introvert

Sr. No	Personality Trait	Number of Participants
01	Introvert	14
02	Extrovert	18

In the following table 4 a comparison of academic performance of extrovert and introvert school principals is shown. For this purpose the responses of teachers were calculated and converted into percentages for the ease of direct comparison.

Table 4
Academic Performance Comparison of Extrovert and Introvert School Principals

Sr No	Academic Performance Activity	Extrovert Principal	Introvert Principal
01	Principal provides learning material to teachers	64%	36%
02	Principal ensures availability of sufficient teaching faculty	66%	34%
03	Principal guides teachers to prepare lesson plan	72%	28%
04	Principal makes frequent classroom visits	60%	40%

05	Principal encourages students to work hard	65%	35%
06	Principal closely monitors academic progress of students	62%	38%
07	Principal guides teachers about modern teaching techniques	74%	26%
08	Principal encourages teachers to attend teacher training sessions	70%	30%
09	Principal helps teachers to improve their teaching	68%	32%
10	Principal encourages students to participate in cocurricular activities	71%	29%
11	Principal provides a conducive learning environment to students	65%	35%
12	Principal focuses to improve overall learning environment of the school	67%	33%

Table 5
Correlation coefficients for Extroversion Scores and Academic Performance

Correlation coefficient	Academic Performance	
Extroversion Scores	r	p
	.729	.006

This can be seen in table 5 that extrovert secondary school principals are positively correlated with their academic performance. Here $r=.729$ with the $p=.006$.

Table 6
Significant Difference between Academic Performance of Extrovert and Introvert Principals

Performance Dimension	Extroversion Mean SD	Introversion Mean SD	T	P
Academic	48.59 3.19	32.54 4.65	2.76	.001

In table 6, this can be seen that the extrovert secondary school principals have a mean score of 48.59 with SD= 3.19 whereas introvert principals have mean score of 32.54 with SD= 4.65 Furthermore $t= 2.76$ for $p= .001$, which shows that there exists a significant difference in academic performance of extrovert and introvert secondary school principals.

Discussion

The present study followed a positivist paradigm and adopted a co relational research design and was descriptive in nature. Survey method was deployed for data collection. Demographic information form and the research instruments were sent to the respondents through registered mail. SPSS version 21.0 was deployed for the purpose of data analysis. Percentages and related figures were obtained. Pearson Correlation r and t test were deployed for inferential statistics of data. On the basis of data analysis, following are brief findings of this study.

1. Introvert principals did not have had interest in providing learning materials to their teachers and conducive learning environment to their students. However they showed a bit interest in frequent classroom visits. They also tried to provide encouragement to students to work hard.
2. Extrovert principals showed maximum interest in providing sufficient faculty available in their schools. They also closely monitored academic progress of students and encouraged the teachers to attend teacher training sessions. They focused to improve overall learning environment of the school.
3. There exists a positive correlation between academic performance and extrovert secondary school principals.
4. There exists a significant difference in academic performance of extrovert and introvert secondary school principals.

Conclusion

This study concludes that introvert leadership show less interest in school affairs. They do not provide conducive learning environment to student. They do not properly guide the teachers to improve their professional capabilities. They do not focus to improve the overall learning environment of the school. The extrovert leadership perform their duties well as compared to the introvert leadership. They closely monitor progress of students and help the teachers to improve professional skills. They keep on working to improve overall learning environment of the school. Academic performance of secondary school leadership has a positive correlation the personality trait of extroversion and a significant difference can be seen in the performance of extrovert and introvert secondary school leadership.

Recommendations

Present study recommends that the secondary school leadership should be provided proper awareness about performance indicators and standards of school leadership. Introvert leadership should be provided necessary psychological and moral support to reduce this shortcoming of personality. They should be encouraged to adopt personality trait of extroversion. This could be helpful to improve their performance as a principal. Future researchers may study other dimensions of performance like human relationship and managerial performance. A comparative study between public and private sector school leadership may also be conducted.

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