

RELATIONSHIP OF TRANSACTIONAL LEADERSHIP STYLE WITH NEUROTICISM FACTOR OF PERSONALITY OF SECONDARY SCHOOL ADMINISTRATORS IN PAKISTAN.

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ABSTRACT

This quantitative study was carried out to find out the Relationship of transactional leadership style with neuroticism factors of personality of secondary school administrators in Khyber Pakhtunkhwa, Pakistan. The objectives of the study were to explore the magnitude of neuroticism factor of personality and degree of transactional leadership style, and to explore the relationship between neuroticism factors of personality and different sub-factors of neuroticism factor of personality with transactional leadership style. A sample of 640 school Heads/ Administrators was selected from the population. Multi stage Stratified random sampling technique was used in the selection of sample. Five Big Factors of personality questionnaire and transactional leadership style questionnaire was used for the purpose of data collection. The questionnaire about the transactional leadership style was validated through expert opinion and the reliability of the questionnaire used in this study was obtained as a result of the pilot study conducted on 50 respondents. Descriptive statistics viz. mean and standard deviation, Pearson correlation coefficient was used to analyze the collected data. The means were compared with the t test statistic and ANOVA was used for the interaction effect of gender and school sector. It was concluded from the results of the study that transactional leadership style has statistically significant and positive correlation with neuroticism factor of personality and their sub factors. Gender wise statistically significant difference does not exist in the means score of transactional leadership style and neuroticism factors of Personality at .05 level of significance. Further

it was concluded from the results of the study that school sector wise statistically significant difference exists in the means score of transactional leadership style, Neuroticism Personality traits at 0.05 level of significance.

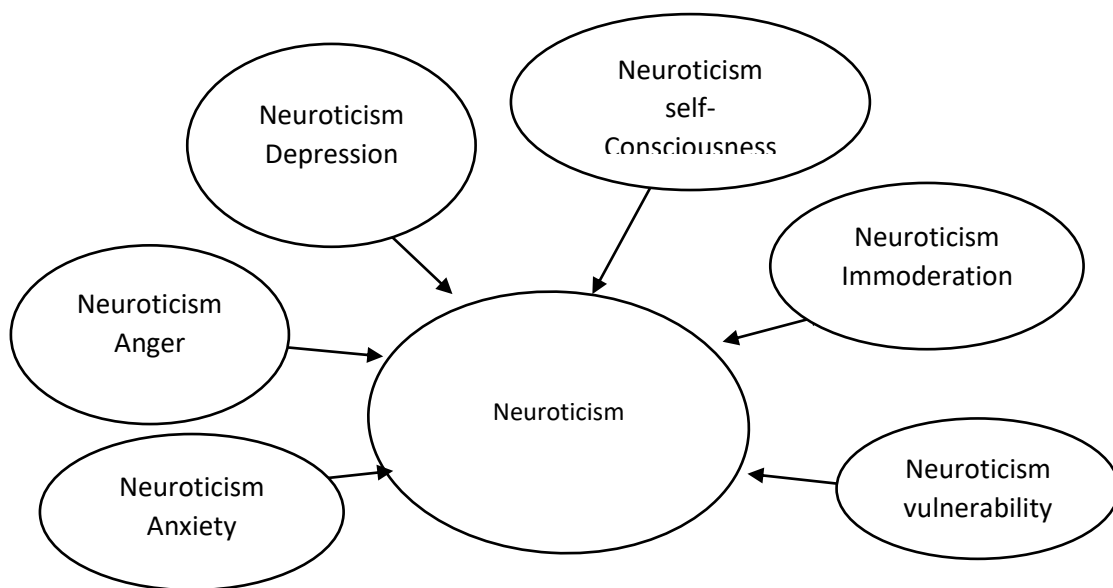
Keywords: Big Five Factor of Personality, Neuroticism Anxiety, Neuroticism Anger, Neuroticism Depression, Neuroticism Immoderation, Neuroticism Self-Consciousness, Neuroticism vulnerability, Leadership Styles, Transactional Leadership

INTRODUCTION

This study explores secondary school administrator's Neuroticism personality traits and its relationship with Transactional leadership style in Khyber Pakhtunkhwa, Pakistan. According to (Ford, 1987) the Neuroticism personality trait is correlated with the behavior and performance of an individual. Therefore, the research in hand is very inclusive research study of Neuroticism factor of personality and its relationship with Transactional leadership style of secondary school administrators. The present study is very important for understanding and predicting secondary school administrator's Transactional leadership style and their Neuroticism personality trait. School principals were assigned duty of supervision of the compound school structure on daily basis. The Neuroticism personality trait and Transactional leadership style of the school principal influence their relationship with the students and teachers. In the school environment how the school leader make decisions may be useful to support subordinates. Personality is a combination of many life experiences and various inborn physical characters of an individual that make whoever we are and in what way we interrelate with our society (Jung, 1971). To nurture a good understanding about personality interaction between behavior and personality is significant for school administrators to participate in professional development training (Rychlak, 1968). Northouse (2016) stated that in the beginning of 20th century the people of beliefs that great leaders were born leaders i.e., Abraham Lincoln. As per that belief, a large number of studies was carried out on leaders and their personality traits. In the 1900s these particular approaches of research on leadership styles were introduced, a systematic way of analyzing the branch of leadership styles. Leadership styles were mainly divided into two important dissimilar categories. Harm and Credé (2010), categorized leadership are two categories i.e., Transactional leadership style and Transformational leadership style. Harm and Credé (2010) stated that Transactional leadership is that kind leadership style which is associated to organization structure and goals and transformational leadership is that kind of leadership style which is associated to challenge the group members and approaching the common goals. Bernard Bass extended the leadership model that includes transactional leadership style and transformational leadership model and laissez-faire style of leadership (Van Eeden et al., 2008). Bass (1997) explained the when the leaders are able for discussion or assistance of serious junctures is termed as non-leadership or laissez faire. Laissez-faire leadership style shows when a leader fails to manage the responsibilities (Eagly et al., 2003). Skogstad et al. (2007) elaborated the laissez-faire and classify this type of leadership as destructive behavior and further stated that this not zero types of LS and associated the LFL style with stressful environment and interpersonal conflict. According to Smith and Bell (2011) transactional leader did not accept change easily and must give rewards to their subordinates if they agreed that the performance of their subordinates was good. The transactional leader stresses answerability and does not intervene in official matters of their subordinates/ teachers (Smith & Bell, 2011). According to Hoy and Miskel (1996)

transactional leaders usually follow already set objectives and then observe and control results. Furthermore, transactional leader controls their subordinates and strictly follow the rules of reward and punishments for achievements of the already set objectives (Antonakis et al., 2003; Bass & Avolio, 1996). In contrary to transformational that the Transactional leaders always believes in specified measures and not easily go away from already settled operating systems and procedures. Transformational leadership style and Transactional leadership style have some important and known characteristics, and these characteristics are different from each another i.e. transactional leadership style is associated with the assigned task and how the outcomes of the assigned task are presented. The transactional leadership style is related with implementation of rewards and punishments policy and also closely supervised the subordinates (Harm & Credé, 2010). According to Northouse, (2016) the transformational leadership style is mainly concerned with ethics, standards, emotions, and long term objectives, and these leaders are less task oriented and more people oriented. When Bono and Judge, (2004) studying the two leadership style i.e., transactional leadership style, transformational leadership style and its correlation with personality traits, they found that the correlation is strong and positive among leadership styles and five aspects of PT. A transformational leader sees an organization like a machine and not like a growing organism (Smith & Bell, 2011). According to Bycio (1995) it is the Transactional leader responsibility to assign and identify the responsibilities to the followers and a collective vision must be created for the organization. According to (Zopiatis & Constanti, 2009) the followers may be charismatic and inspirational if the leader leads them as a role model. The motivation and overall work performance of the followers are highly dependable on the attachment with their leader and the connection between leader and follower is highly important (Herzberg, 1959). Berr et al. (2000) defined Neuroticism as a person's level of tolerance of stress or their level of psychological adjustment. The leaders who possess the neurotic traits of personality is demonstrated by worried activities and thinking that normally related to poignant anxiety (McCrae & Costa, 1987). The school administrators who possess the neurotic traits of personality show soaring levels of self-belief and normally represent achievement to the group members (Avolio et al., 1995). The leaders who possess neurotic traits personality has been related to illogical faith and instable (Barlow et al., 2014). Principals who possess the neurotic traits personality have the tendency to establish high level of performance standards for their followers and encourage their followers to challenge the status quo (Bridbord & De-Lucia-Waack, 2011). In addition to that, the leaders who possess the neurotic traits personality have the capability to lead as role models and inspire their followers to have unshaken confidence in their leadership capabilities (Cranston et al., 2004). Leaders who possess the neurotic traits of personality are known as volatile and uneven by personality (Zhang & Huang, 2001). The principals who possess the neurotic traits of personality simply drop the faith of the team members because of the unpredictable and volatile behavior (Wiggins & Pincus, 1992). The principal who possess the neurotic traits of personality see the negative side of the world and always experience negative thoughts and sentiments such as guilt, terror and anger (Costa et al., 1984). Neuroticism is also linked with low level of self-respect and sometimes avoids the responsibilities of leadership (Bass, 1985). The leader who does not possess the neurotic traits of personality are emotional stable and secure (Judge & Bono, 2000a). These stable leaders have the tendency to get less stressed & have the better ability to manage with stress satiation as compared to neurotic leaders (Zhang & Huang, 2001). Those leaders who score minimum in the neuroticism trait of personality domain are commonly more

confident to their team members and think clearly as compared to the neurotic leaders (Gosling et al., 2003). In addition to that, they can make more balanced decision and more stable leaders and believed to be calmer and cooler for the organization in comparison with a neurotic leader (Ehrhart et al., 2009). The leader with stability in their emotion have the personality traits that they have less emotion reactivity and are not easily upset as compare with their neurotic counterpart. The leader with stability in their emotion has the personality traits that they lead the team members more effectively and they do not have any persistent negative feelings (Costa & McCrae, 1992). The leader with stability in their emotion has the personality traits that they are known to be kind to their team members and give respect to their team members (Bruk-Lee, 2009). The main qualities of emotionally stable leader are considered as even tempered, joyful and peaceful, (MacDonald, 1995).



STATEMENT OF THE PROBLEM

The study in hand is a quantitative research study which aims to identify the secondary school principal’s degree of transactional leadership style, magnitude of neuroticism factor personality their relationship in Khyber Pakhtunkhwa. In this study the researcher finds the relationship if exists, among the degree of transactional, neuroticism and sub factors of neuroticism i.e., Neuroticism Anxiety, Neuroticism Anger, Neuroticism Depression, Neuroticism Immoderation, Neuroticism Self-Consciousness, Neuroticism vulnerability trait of personality. This research study determines the differences if exists, among the degree of transactional, leadership style and magnitude of neuroticism factor and sub factors i.e. Neuroticism Anxiety, Neuroticism Anger, Neuroticism Depression, Neuroticism Immoderation, Neuroticism self-Consciousness, Neuroticism vulnerability factors of personality of secondary school leaders. This quantitative study and no intervention are involved. The variables are examined by researcher and not manipulated; the variables are measured through cross sectional data collection. The data collected for the study in hand is sincere attempt to give facts related to the significance of secondary school principals, to give knowledge about personality trait i.e., neuroticism and their leadership style i.e., transactional leadership style are correlated.

RESEARCH QUESTIONS

To achieve the objectives of this research study, the below mentioned research questions were investigated.

1. What is the magnitude neuroticism factor of personality of secondary school administrators in Khyber Pakhtunkhwa?
2. What are the degrees of transactional leadership styles of the secondary school administrators in Khyber Pakhtunkhwa?
3. What relationships if any exist among the magnitudes of neuroticism personality traits and the degree transactional leadership style among secondary school administrators in Khyber Pakhtunkhwa?

SIGNIFICANCE OF THE STUDY

The researcher of the study in hand is hopeful that the results obtained from this research study precisely identify the neuroticism and sub factors Neuroticism Anxiety, Neuroticism Anger, Neuroticism Depression, Neuroticism Immoderation, Neuroticism Self-Consciousness, Neuroticism vulnerability trait of personality, transactional style of leadership of secondary school principals in Khyber Pakhtunkhwa. The current study also clarifies the relationship among Neuroticism of personality and sub factors with transactional leadership of secondary school principals in Khyber Pakhtunkhwa. In addition to that the results obtained from the study in hand may be helpful for all stakeholders in understanding the neuroticism and sub factors and style of leadership transactional of secondary school principals and the influence personality traits on leadership styles. Moreover, the information collected from research study also contribute to the available information about style of leadership of the school principals and how those specific style affects school administration. By using information obtained from this study about personality trait, the secondary school administrators may improve their knowledge about personality trait, leadership style, and their individual preference in the school and how much their leadership style are affected by their personality trait. The results of this study may able the secondary school administrators to lead their followers and institute through different methods to success. The effect of leadership styles of the secondary school administrators may be positive, negative or no affect which is mainly depending on the secondary school administrators' personality traits. The researcher strongly believes that this research study must add useful information to the already available data about educational/school leadership, leadership styles and their relationship with personality traits. In addition, the researcher believes that the results obtained from this study may create professional development opportunities for secondary school principals.

DELIMITATION OF STUDY

Due to access to resources and restricted time this study delimited the two zones of the province Khyber Pakhtunkhwa. It was delimited to 640 secondary school administrators were selected from the population.

LIMITATIONS OF THE STUDY

Administrators were not taking interest to solve questionnaires. The researcher faced difficulties in data collection because of the non-serious attitude of administrators toward

researcher briefing. Being male researcher, it was quite difficult to collect data from female administrators.

METHODOLOGY

Research Paradigm

According to Merten (2005) typically research paradigm is defined as the theoretical framework, which is not similar to theory, and it can affect the way we study and understand the knowledge. Basically, the selection of research paradigms set the purpose, motivation and expectation of the research studies. Research design, literature, methods and the choices for methodology are based selection of paradigm therefore the selection of paradigm is the first step of a research study. The research paradigm is a complete faith system, point of view of people or outline that lead to various forms of research studies and practices in the area understudy (Willis, 2007). There are many different theoretical paradigms are deliberated in the previous studies for example positivist or post-positivist, constructivist, interpretivist, transformative, emancipatory, critical, pragmatism and deconstructivism. There are various claims and opinion about the terms of research paradigms and number of research paradigms in many text books. Clearly the epistemology of the current research study was originated in the post positivist paradigm and to obtained objective knowledge the researcher applied of quantitative research method. According to Phillips and Burbles (2000) in Post positivist approach the researchers believing on the presence of numerous realities, stimulating the old-style notions of utter reality of knowledge. Thus, the objective of the current study, to generate generalized results, was closer in natural values. The notions of Leadership styles and Personality traits were always less defined and aspect of leadership styles and Personality traits are different to different researcher and they had dissimilar concepts. In the Post-positivist approach importance is given to objectivity and reliability of facts on the base of data and for data collection research instrument, the standards of validity and reliability is important. As discussed in the statement above, the objective of the research study in hand was to discover universally accepted results with the objective to analyze the data of present research and thus help to guide the secondary school administrators to know about their leadership style and personality traits (Willis, 2000). The knowledge of humans is challengeable and not rock solid, this the foundation of post positivism approach; the knowledge is hypothetical by nature. These conjecture and belief allow sometimes dealing with reality and must emphasis in modification and elimination in further research investigations.

Population of The Study

The population of the study consist of Khyber Pakhtunkhwa which is the province of Pakistan and located in the northern area of the country, with an area of 101,741 km² and the total population of 35 million in which 52 present males and 48 percent female and 11.9 percent of the total population of Pakistan (www.kp.gov.pk). The province of Khyber Pakhtunkhwa was administratively divided into thirty-six districts and these districts are further clustered into five zone i.e., zone one, zone two, zone three, zone four and zone five by Public Service Commission of Khyber Pakhtunkhwa. Public Service Commission is the recruiting body of the province. The detail of distribution of these districts is given in the below.

Table**Districts Division into Zones**

Zone	Name of District
Zone one	Orakzai, North and south Waziristan, Khyber, Bajaur, Kurram, Mohmand and some areas of frontier Region attach with Districts Peshawar, Kohat, Bannu and Dera Ismail Khan.
Zone two	Mardan, Peshawar, Nowshera Charsadda, and Swabi
Zone three	Dir Upper and lower, Shangla, Kohistan, Malakand, Chitral Swat, Buner, Battagram and some areas of district Haripur, Abbottabad and Mansehra
Zone four	Dera Ismail Khan, Tank, Bannu, Lakki Marwat, Kohat and Karak.
Zone five	Haripur, Abbottabad, Mansehra and some areas were not included. These areas are included in zone three

There are five thousand two hundred and thirty-three 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 census school report 2020-21, Gov't of Khyber Pakhtunkhwa, Pakistan). According to Annual census school report 2020-21, Gov't 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. District wise percentage list of secondary school administrators is given below table.

Table**Table of Percentage Sampled Population.**

District	Gender%		Sector%		Location%	
	Male	Female	Public	Private	Rural	Urban
Peshawar	53.2	46.8	38.4	61.6	51.3	48.7
Charsadda	50	50	56.6	43.4	67.9	32.1
Mardan	48.4	51.6	49	51	73.1	26.9
Swabi	49.5	50.5	46	54	63.7	36.3
Nowshera	59.2	40.8	43.8	56.3	39.2	60.8
Haripur	60.5	39.5	49.8	50.2	77.8	22.2
Abbottabad	48.7	51.3	46.8	53.2	70	30
Mansehra	59	41	58.3	41.7	60	40
Total %	53.4	46.6	49.5	50.5	62.7	37.3

Sample of The Study

To draw the quantitative data sample from statistical population a multi staged stratified random sampling technique was used. Two zones, 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 administrator in the target population was same (Tashakkori and 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 randomly drawn from every district. Forty public and forty private sector secondary school administrators/principals/Headmasters were randomly selected from every district. Secondary school administrators were selected randomly from all stratums. Sample of Six hundred and forty secondary school administrators/Principal/Headmasters were randomly drawn out of which fifty percent public sector and fifty percent private sector school administrators/ principals/ Headmasters. Fifty percent male fifty percent female were randomly selected as sample from both public and private. Three hundred and twenty secondary school administrators were selected from public and private secondary school administrators. Four hundred secondary school administrators/ Principals/ Headmaster were randomly drawn as a sample from zone two and two hundred and forty were selected from zone five.

Table

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 of Secondary School Administrators	320	320	320	320	320	320	400	240



Development of Research Tools

A questionnaire was developed for the assessment of leadership styles of secondary school administrators. Transactional Leadership style was discussed earlier, was taken as foundation for development of questionnaire. Questionnaire was consisting of sixty-five questions in all the three styles, after detail study of the literature related to the transformational leadership style the twenty-eight questions were included in the questioner. These questions are like


Transactional leadership					
I avoid evaluating problems and concerns as they are discussed.	Very Inaccurate	Moderately Inaccurate	Neither accurate nor inaccurate	Moderately accurate	Very accurate

And then a questionnaire of the leadership style was developed by the researcher based on the style of leadership style. This questionnaire was then sent to experts i.e., professors of education and practicing school administrators for remarks/opinion. After trail testing item analysis was performed and then finalizes the questionnaire for the study in hand. Some changes were made in the questionnaire in light of educational experts’ remarks/ opinion and after trial testing. In this chapter further details of validation and pilot testing are discussed in detail. The questionnaire developed to measure the leadership styles of secondary school administrators/Principals/Headmasters and use of options like not inaccurate, moderately inaccurate, neither accurate nor inaccurate, moderately accurate, very accurate. After detail decision about the number of questions on every aspect, the researcher revised the few questions as advised by the experts. The question of leadership styles, question no 3 of transformational leadership, question no 7 of laissez-fair leadership and question no 12 of transactional leadership were slightly modified, according to the expert’s remarks/opinion. After incorporation of changes in questionnaire, the questionnaire was then piloted; the reliability of the questionnaire was checked. The tool for measuring the Neuroticism Factor of Personality traits of secondary school administrators/ Principals/Headmasters was adopted as per direction of the experts in the field of educational psychology. Questioner of Neuroticism Factor of personality was adopted from the www.ipip/org.uk, this questionnaire is internationally used for personality test there the adopted do not need any validity.

Table

Item Statistics for Transformational Leadership Style Sub Scale Questions Statistics

Item	Mean	Standard Deviation	Cronbach's Alpha if item deleted
TL1	2.72	.98434	.961
TL2	2.85	.94687	.962
TL3	2.95	.92656	.961
TL4	2.74	.87431	.962



TL5	2.89	.95598	.961
TL6	2.98	.85304	.962
TL7	2.82	.95796	.961
TL8	2.71	1.10975	.962
TL9	2.83	.91965	.962
TL10	2.76	.83397	.962
TL11	2.72	.98434	.961
TL12	2.85	.94687	.962
TL13	2.95	.92656	.961
TL14	2.74	.87431	.962
TL15	2.89	.95598	.961
TL16	2.99	.85029	.962
TL17	2.82	.95796	.961
TL18	2.71	1.00975	.962
TL19	2.83	.91965	.962
TL20	2.76	.83069	.962
TL21	2.73	.98434	.961
TL22	2.85	.94687	.962
TL23	2.95	.92656	.961
TL24	2.74	.87431	.962
TL25	2.89	.95598	.961
TL26	2.99	.85029	.962
TL27	2.82	.95796	.961
TL28	2.71	1.00975	.962
Transformational Leadership style	2.83	6.25162	.919

Above Table shows the mean response for items in transformational leadership style is ranged from 2.71 to 2.99, overall mean of 2.83 and scale mean of 2.65 out 65 Questions No, 8, 18 and



28 was found to be the minimum mean score of 2.71. These three questions are related with taking a risk in decision, implementation of hierarchy and encouragement of staff. Question No 26 was the maximum score that is 2.99 and this question is related to explanation the benefits of achieving their work goals to the staff. The Question No 8 has the highest standard deviation in the transformational leadership style, which shows that highest level of variation of secondary school administrator’s opinion in taking a risk in decisions making. The Question No 20 has the lowest standard deviation in the transformational leadership style, which shows that lowest level of variation of secondary school administrator’s opinion about rigidity in imposing organizational structures. The overall reliability of the questionnaire is 0.919 and all questions were found with high reliability which means that all questions related transformational leadership style of this questionnaire were retained.

Table

Item Statistics Neuroticism Sub Scale of Big Five of Personality Test

Item	Mean	Standard Deviation	Cronbach's Alpha if item deleted
NA1	2.73	.984	.894
NA2	2.85	.947	.901
NA3	2.95	.927	.897
NA4	2.74	.874	.898
NAN1	2.90	.956	.894
NAN2	3.00	.850	.900
NAN3	2.83	.958	.895
NAN4	2.71	1.011	.905
ND1	2.83	.920	.904
ND2	2.76	.834	.903
ND3	2.73	.984	.894
ND4	2.85	.947	.901
NSC1	2.95	.927	.897
NSC2	2.74	.874	.898
NSC3	2.90	.956	.894
NSC4	3.00	.850	.900
NI1	2.83	.958	.895
NI2	2.71	1.010	.905
NI3	2.83	.920	.904
NI4	2.76	.831	.903
NV1	2.73	.984	.894
NV2	2.85	.947	.901
NV3	2.95	.927	.897
NV4	2.74	.874	.898
Neuroticism	2.828	.031	.902



The above Table indicates that average response for questions in Neuroticism trait of personality ranged between 2.71 and 3.00 and total mean of sub scale is 2.828 and scale mean is 2.827 out 120 items. For item NI2 was identified to be the minimum score mean of 2.71. This question is about Neuroticism immoderation. Item No. NSC2 was the maximum score that is 3.00 and this question was about Neuroticism Self-Consciousness. The item NAN4 has the highest standard deviation in the Neuroticism Personality Trait, this item is of neuroticism anger, which shows that highest level of variation of secondary school administrator’s opinion about Rarely get irritated. The item No NI4 has the lowest standard deviation in the Neuroticism Personality Traits, this item is of Neuroticism immoderation, which shows that lowest level of variation of secondary school administrator’s opinion about to controlling of cravings. The Overall reliability of the questionnaire is 0.902 and all questions were found with high reliability which means that all questions related Neuroticism Personality Trait of this questionnaire were retained.

DATA ANALYSIS

For data analysis different types of statistical techniques were used. The data was statistically analyzed through Statistical Package for Social Sciences (SPSS) version 21. To describe the data, descriptive statistics for example sample mean and sample standard deviation were used. The data collected through questioner which is based on Likert Scale. This quantitative data is ordinal and discrete in nature. For finding the mean and standard deviation and get Best Linear unbiased estimator (BLUE) for the population means, standard deviation the data must be in continuous form. To convert the data into continuous form the researcher uses the mean of all ordinal variables for data analysis which approximately continuous variable. This method of conversion of ordinal variable into continuous variable is most of the times uses by researchers to encounter this problem when using surveys. However, psychometric theory suggests that if the scale has at least 5 points, you can regard it as an interval level scale. That is, it can be treated as a continuous variable for your data analysis. That means you can use a Likert Scale as the dependent variable in regression or ANOVA. For finding the relationship among leadership styles and Big five factors of personality traits Pearson’s correlation coefficient was used. For compression of mean difference across groups t-test was used. ANOVA was used to find the interaction affect among background variables. Assumptions for using t-Test statistic include data was converted into continuous data and large sample size (n>30), normal distribution collected data in sample.

Table

Descriptions of Secondary School Administrator’s Overall Magnitude of Neuroticism Personality Traits and Transactional Leadership Style.

Item	Mean	Std. Deviation	N
Neuroticism	2.828	.031	640
Transactional leadership	3.92	2.8289	640



Table above indicates that the mean score of Neuroticism is 2.828 and standard deviation of neuroticism factors of personality is .031. and the mean score of Transactional Leadership style is 3.92 and standard deviation of Transactional Leadership style is 2.8289.

Table

Pearson Correlation Coefficients of Transactional leadership Style with Neuroticism Factor of Personality.

		Neuroticism
Transactional leadership style	Pearson Correlation	.794**
	Sig. (2-tailed)	.000
	N	640

** Correlation is significant at P < .01

The above table No. 4.5 indicates the correlation coefficients of transactional leadership with Big Five Factors of Personality which is 0.898 which shows the strong positive correlation between transactional leadership style and Big Five Factors of Personality. The value of p is less than 0.01 which shows that the correlation is statistically significant at 0.01 level of significance and all the correlation coefficients are statistically significant at 0.01 level of significance and the correlation coefficients of all five factors of Personality with Transactional Leadership style were statistically significant at 0.01 level of significance (p < 0.01). There are variations in correlation of different Factors of personality with the Transactional leadership styles ranging from 0.794 with Neuroticism to 0.897 with Openness.

Table

Pearson Correlation Coefficients of Transactional leadership style with six Aspects of Neuroticism.

		Anxiety	Anger	Depression	Self-consciousness	Immoderation	Vulnerability
Transactional leadership style	Pearson Correlation	.849**	.912**	.865**	.887**	.844**	.849**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	640	640	640	640	640	640

** Correlation is significant at P < .01

The above table indicates that Transactional leadership style and the aspects of Neuroticism factor of personality are strongly, positively correlated and statistically significant at 0.01 level of significance and all the correlation coefficients of six different aspects of Neuroticism traits of Personality with Transactional leadership style are statistically significant at p < 0.01. The table above also indicates that there is variation in correlation coefficients of Neuroticism



Factors of personality traits with the Transactional leadership style ranging from 0.844 with Immoderation to 0.912 with Anger.

Table

Gender wise significant difference of Transactional leadership style.

Mean		Standard Deviation		t	d.f	Sig. (2 tailed)	Effect size Cohen's d
Male	Female	Male	Female				
77.24	76.83	14.21	14.57	1.38	638	.563	.27

Table above indicates that the mean score in transactional leadership style for female is 77.24 and for male is 76.83. The standard deviation for female is 14.57 and for male is 14.21 which shows that there is greater variation in female administrators leadership styles than the male. The significance (2 tailed) value is 0.563 which is greater than 0.05 means that, gender wise, statistically significant difference does not exist in the Average score of transactional leadership style. To discuss in details the difference further Cohen's D effect size is also calculated Effect size Cohen's D is found 0.27 which indicate modest effect size in transformational leadership style.

Table

Gender Wise Significant Difference in Neuroticism Personality Trait.

Mean		Standard Deviation		t	d.f	Sig. (2 tailed)	Effect size Cohen's d
Male	Female	Male	Female				
72.21	73.11	13.21	13.82	2.390	638	.602	.36

Table above indicates that the average score in Neuroticism factor of Personality for female is 73.11 and for male is 72.21. The standard deviation for female is 14.97 and for male is 15.21 which indicates that there is greater variation in male secondary school administrators Neuroticism factors of Personality than the female. The significance (2 tailed) value is 0.602 which is greater than 0.05 shows that, gender wise, statistically significant difference does not exist in the Average score of Neuroticism factors of Personality. To describe in details the difference further Cohen's D effect size is also calculated, Effect size Cohen's D is found 0.36 which indicate modest effect size in Neuroticism factors of Personality.



Table

Sector Wise Significant Difference of Transactional Leadership Style.

Mean		Standard Deviation		t	d.f	Sig. (2 tailed)	Effect size Cohen's d
Public	Private	Public	Private				
71.32	79.83	16.21	13.57	.328	638	.015	.24

Table above describe that the mean score for Transactional leadership styles for private sector secondary school administrators is 79.83 and for public sector secondary school administrator is 71.32. The standard deviation for private sector secondary school administrators is 13.57 and for public sector secondary school administrators is 16.21 which means that there is lesser variation in private sector secondary school administrators in Transformational leadership styles than the public sector secondary school administrators. The significance (2 tailed) value is 0.015 which is lesser than 0.05 means that, sector wise, statistically significant difference exist in the mean score of Transformational leadership's styles. To elaborate the difference further Cohen's D effect size is also calculated, Effect size Cohen's D is found 0.24 which shows moderate effect size in Transformational leadership style.

Table Sector Wise Significant Difference in Neuroticism Personality Trait.

Mean		Standard Deviation		t	d.f	Sig. (2 tailed)	Effect size Cohen's d
Public	Private	Public	Private				
71.11	74.21	13.24	13.89	.246	638	.512	.37

Table above describe that the average score of Neuroticism Personality trait for private sector secondary school administrators is 74.21 and for public sector secondary school administrator is 71.11. The standard deviation for private sector secondary school administrators is 13.89 and for public sector secondary school administrators is 13.24 which means that there is greater variation in private sector secondary school administrators in Neuroticism Personality trait than the public sector secondary school administrators. The significance (2 tailed) value is 0.512 which is greater than 0.05 means that, sector wise, statistically significant difference does not exist in the mean score of Neuroticism Personality trait. For understanding the difference in detail Cohen's D effect size is calculated, Effect size Cohen's D is found 0.37 which shows moderate effect size Neuroticism factors of personality trait.



Table Interaction Effect of Gender and School Sector on Transactional leadership style and Neuroticism personality factor

Source	Dependent Variable	Mean Square	F	Sig
Gender*Sector	Transactional leadership style	4.01	.250	.617
	Neuroticism	.94	.952	.480

Table above shows the p value for interaction effect of gender and sector on Transactional Leadership style is 0.617 which is greater than the level of significance 0.05 which shows that statistically significant interaction effect of gender and sector does not exist on Transactional leadership style. The p value for gender and sector with Neuroticism personality trait is 0.480 which means that p value is greater than level of significance which is 0.05, which shows that statistically significant interaction effect of gender and sector does not exist on Neuroticism personality traits

CONCLUSION

The current research study concluded that there a strong positive correlation was found between transactional Leadership style and Neuroticism Personality traits which is the confirmation Simic, J. et.al, (2022) study in which they found the transactional leadership’ style and Neuroticism personality traits were positively correlated. The Neuroticism factor and transactional leadership style is also strong positive correlation, and the outcome of the current study is in line with the findings of Simic, J. et.al, (2022). In the current investigation the researcher found that the transactional leadership style is strong positive correlation with the all aspects of Neuroticism factor of personality traits and the correlation is statistically significant with BFFP which in line with the findings of Adam (2009). This quantitative research study also conclude there is gender wise statistical significance difference does not exists in the transactional leader styles of secondary administrators, these results are in contrast to the finding of Ch, A. Hetal. (2017). This study further conclude that sector wise statistical significance difference exists in the transactional leadership style of secondary administrators, these results are in line with the finding of Fitria, Hetal., (2017). The study further conclude that gender wise statistical significance difference does not exists in the neuroticism personality traits of secondary administrators, these results are in line with the finding of Lin, (2012). The current research study also conclude that sector wise statistical significance difference does not exists in neuroticism personality traits of secondary administrators, these results is confirmed from the study of Díaz Larenas, (2011). The results of the current study also indicate that statically significant interaction effect does not exist transactional leadership and these results are in line with the findings Corten, R (2006).

In the study in hand the researcher also studied the also interaction effect of gender and sector on the aspect of neuroticism personality traits of secondary administrators, these results are confirmed by the study of Judge, T. A., and Bono, J. E. (2000).



RECOMMENDATIONS

The following recommendations were drawn on the basis conclusion of the study. Some important recommendation for different stakeholders is presented below.


1. Neuroticism factor of personality was used to measure the personality of secondary school administrators.
2. The private school's principal's degree of transactional leadership style was higher than the public secondary school administrators. It is therefore recommended that supervision and check and balance system of secondary schools may be improved which may improve the situation in public sector schools.
3. The magnitude of Neuroticism factor of Personality of female secondary school Headmasters/administrators was higher than the male secondary school administrators it is therefore recommended that supervision and check and balance system of male secondary schools may be improved.


FUTURE RESEARCH

It may be particularly be interested if the study in hand is conducted with different samples and different sample size in other zones of Khyber Pakhtunkhwa. The same study may be conducted in other provinces of Pakistan

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