Impact of Personality of Educational Administrators in Managing the Education Institutions

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Abstract

Personality of educational administrators has big impact in managing the education institutions. Personality of an individual can be judged by measuring different personality traits like authoritarianism, bureaucratic, machiavellianism, locus of control, type 'A' and type 'B', self esteem, Introversion, Extraversion, Neuroticism, and psychoticism. Educational administrators in Haryana is having mainly ambivalent to extroversion and are not suffering from neurotic and psychotic symptoms.

Key Words: Personality, Authoritarianism, Bureaucratic, Machiavellianism, locus of control, type 'A' and type 'B', Self esteem, Introversion, Extraversion, Neuroticism, and Psychoticism.

Introduction

Personality is a concept that we use many times in our day-today life, when dealing with people. We often talk about people as having a good or a bad personality or an arrogant or aggressive personality. In fact personality can be reflected in an administrator's temperament, which is a key factor in influencing individual behavior at work place often wrong type of personality of an administrator proves disastrous in terms of employee's unrest and protests. No matter how the administrator is, another aspect, it is the 'temperament' of the boss that is critical in cordial co-ordination at the workplace. Thus the personality is a steady and enduring organization of an individual's character, emotional dispositions, brain power, and physique which determines his unique adjustment to the environment. This meaning of personality signifies the adjustability element of the personality. By some other authors' personality can be better understood in terms of one's own understanding and consequent influence on others. That way personality represents the sum total of several attributes which manifest themselves in an individual and his consequent ability to organize and integrate all the traits to give a meaning to life.

Personality factors have a major influence on work performance of the educational administrators. Particularly, in a job with high human relations content, where most of the working day is spent interacting with other people, personality is a major determinant of the person holding the position? Each individual's personality reveals itself in the way. His way of working with his team affects individual and organizational performance. Hence personality factors affect the work performance is a catalyst in performance.

Personality Traits

In fine the personality traits mainly encompasses Authoritarianism, Bureaucratic, Machiavellianism, locus of control, type 'A' and type 'B' self esteem, Introversion, Extraversion, Neuroticism, and Psychoticism.

An administrator with authoritarian personality factor believes in the legitimacy of the formal authority, deems compliance to authority as necessary, holds negative views about the people and is intellectually inflexible. These people tend to place high moral values on their beliefs and are strongly oriented towards compliance to rules and regulation. They are likely to prefer autocratic or directive leadership and would exhibit high respect for individuals in position of authority. A bureaucratic administrator differs from authoritarian in his respect for authority is not total and blind. They are generally not innovative, do not take risks and are at the ease in following established directives. Machiavellianism personality emerges in manipulating other for purely personal gains and gaining and keeping control of others. These people are cool and calculating and generally have no hesitation in using others to serve their own purpose. They would not hesitate to lie and are not easily swayed by a scene of friendship, trust and locality. In fact it represents the degree to which and individual is pragmatic, maintains emotional distance and believes that ends can justify means. These types of administrators especially emerge victorious in exploiting the well thought out situations and weak people.

Locus of control refers to an individual's belief that events are either in his own control (internal locus of control) or they are determined by forces beyond his control. An administrator with high internal locus of control believes that he is master of his own destiny in contrast to individual with high external locus of control who believes whatever will happen will be an outcome of God's will. Task success of internals will increase his pride in accomplishment along with increased performance expectations. But task success or failure of externals will not affect the performance expectation for subsequent tasks. Hence success expectancy of internals is more as

compared to the externals. People who are impatient, aggressive and highly competitive are termed to be governed by type-A personality factor. But those who are much easy going, laidback and non conceptive are with more amount of Type-B personality trait. The formers are generally more productive and hard working but their impatience make them poor team player and are more irritable with poor interpersonal judgment. On the other hand later category of administrators work better on complex tasks involving judgment and accuracy instead of speed and hard work. Self esteem is the another personality factor of the administrators which denotes the degree of respect a person has for himself and a measure of self confidence and respect for one's abilities and motivation. People with high esteem are generally more friendly and affectionate. They get it easy to form interpersonal attachment and find good in other people. Taking its organizational context it is positively related with assertiveness, independence and creativity, and high self esteem people are high performer in contrast to low self esteem people who contributes to the poor performance.

Introversion, Extra version, Neuroticism, and Psychoticism also constitutes important personality factors and are generally associated with an individual's sociability and interpersonal orientation. The introverts are behaviorally described as introspective, quiet, intellectual, emotionally unexpressive, and value oriented where as extroverts are gregarious and sociable individuals. These two categories have different career orientations and require distinct type of organizational environment to maximize their performance. Extroverts are more suitable for positions requiring considerable interaction with others introverts prefer the tasks that require thought and analytical skill. Not surprisingly, managerial positions are dominated by extroverts, thus suggesting that this managerial trait is a factor in managerial success thus giving guidelines for the present day potential and actual administrators for career choice and its consequent success. An extrovert administrator has tendency out his plans despite opposition. Technological advancements and work pressures have affect the personalities of administrators to a large extent.

 Neuroticism, and Psychoticism are the other psychological traits and a reasonable amount of these is considered indispensable for even a normal human being. Neuroticism is the general emotional liability of a person, is emotional over responsiveness and his liability to neurotic breakdown under stress. On the other hand under the influence of psychoticism the administrator becomes troublesome and cruel, hostile to others, sensation seeking, starts liking odd and unusual things, and lacks in feeling and empathy, higher level of the above two mental problems is very harmful for a good administrator, however the prevalence of their reasonable amount is a natural phenomenon.

Dimension of personality traits of administrators
1.0 Extroversion

Extra version/extroversion is one of the dimensions of the personality traits of the administrators. The reverse of the picture presented by extroversion is termed as introversion. Introvert persons are basically shy, prefer to be alone and have difficulty in communicating. Behaviorally the introvert is described as quiet, introspective, intellectual, emotionally unexpressive, and value oriented, prefer small groups of intimate friends and plans well ahead, on the other hand extrovert is best described as sociable, lively, impulsive, seeking novelty and change, carefree and emotionally expressive. Extroverts are outgoing, objective, aggressive and related with the people. All the time it is not possible to have a typical extrovert or introvert personality traits and human personality becomes a mixture of both which can be better termed as ambivalent personality. From educational organizations point of view, it is generally assumed that most educational administrator working with and through other people, where as an extreme introvert works best alone in a quiet office without external interruption or influences. According to this research most of educational administrators in Haryana possess ambivalent to extroversion personality traits. These findings indicate that they are sociable, outgoing, responsive, easy going, and having leadership qualities. In specific situations they behave in controlled, thoughtful, and in reliable way. Although in some instances they express passivity and calmness still there is acceptance of openness to change. This particular dimension of 'ambivalent to extraversion' is potentially helpful in maintaining and exploring the creativity in organizational environment. The scores on this particular dimension are also related to the behavioral characteristics of impulsivity, restlessness, and changeability. The overall analysis of these findings concludes that the personality characteristics possessed by the educational administrators on this particular dimension are significantly related to individual, organizational and societal growth.

2.0 Neuroticism

The other second order personality factor, or dimension of personality, is an outcome of a number of different first order traits of extraversion, introversion, including anxiety, hostility etc. which have susceptibility to 'nervous' ailments like headaches or pane attacks. Neuroticism is a function of automatic nervous system that an individual can inherit even. Automatic nervous system is concerned with the body's reaction to successful or threatening events where one section of it becomes activated if one is threatened or angry, while the other section is active in calm, peaceful situation.

Extroversion among Educational Administrators

Table I

No.	Statement	Response		Valid
		Yes	No.	Score
1.	Do you have many different hobbies?	67	33	67
2.	Are you talkative person?	21	79	21
3	Are you rather lively?	82	18	82
4	Can you usually let yourself go and enjoy yourself at lively party?	67	33	67
5.	Do you enjoy meeting new people?	91	09	91
6.	Do you tend to keep in the background on social occasion?	48	52	52
7.	Do you like going out a lot?	48	52	48
8.	Do you prefer reading to meeting people?	52	48	48
9.	Would you prefer reading to meeting people?	61	39	61
10.	Would you call yourself happy-go-lucky?	85	15	85
11	Do you usually take the initiative in making new friends?	58	42	58
12.	Are you mostly quiet when you are with other people?	48	52	52
13.	Can you easily get some life into a rather dull party?	55	45	55
14.	Do you like telling jokes and funny stories to your friends?	55	45	55
15.	Do you like mixing with the people?	82	18	82
16.	Do you nearly always have a "ready answer "when people talk to you?	76	24	76
17.	Do you like doing things in which you have to act quickly?	79	21	79
18.	Do you often take or do more activities than you have time for?	55	45	55
19.	Can you get a party going?	79	21	79
20	Do you like party of bustle and excitement around you?	36	64	36
21.	Do other people think of you as being very lively?	72	18	72
95% confidence limit using interval Estimates $x+1.96 = 70$ Group Mean = 62.9 $x-1.96 = 55$ Standard deviation = 17.2				

In fact neurotic individual has an easily activated automatic nervous system, and always ready to react in an alarming and stressful situation.

People who are stable, take longer time to react in the above mentioned situations and even if respond, do not respond strongly to them. Therefore, neurotic individuals are more prone to be anxious and suffer from 'nervous' ailments as compared to stable individuals. It is time that an administrator will be on either side of extraversion or introversion, and both of these personality traits have their effects on mental state of the individual. Therefore, some amount of neurotic problem is a natural phenomenon due to personality traits and work pressures of the administrator but higher amount of this is definitely not a good sign of healthy personality as it may lead to acute mental disorders. To what extent the educational administrators are suffering from the problem has been the subject matter for further discussion.

Neuroticism among Educational Administrators

Table II

No.	Statement	Response		Valid
		Yes	No.	Score
1.	Does your mood often go up and down?	30	70	30
2.	Do you ever feel "just miserable" for no reason?	36	64	36
3.	Do you often worry about things you should not have done or said?	67	33	67
4.	Are you an irritable person?	21	79	21
5.	Are your feelings easily hurt?	45	55	45
6.	Do you often feel "feel up"?	30	70	30
7	Are you often troubled about feeling of guilt?	36	64	36

8.	Would you call yourself a nervous person?	21	79	21
9.	Are you a worrier?	30	70	30
10.	Do you worry about untoward incidents that might happen?	64	36	64
11.	Would you call yourself tense or "highly strong"?	24	76	24
12.	Do you worry about your health?	70	30	70
13.	Do you suffer from sleeplessness?	36	64	36
14.	Have you often felt restless and tired for no reason?	30	70	30
15.	Have you ever taken advantage of someone?	39	61	39
16.	Do you think people spend too much time safeguarding their future with savings and insurances?	82	12	82
17.	Would you dodge then paying taxes if you were sure you could never be found out?	24	76	24
18.	When you catch a train do you often arrive at the last minute?	15	85	15
19.	Do you often feel lonely?	15	85	15
20.	Are you easily hurt when people find fault with you or the work you do?	55	45	55
21.	Do you like plenty of bustle and excitement around you?	36	64	36
22.	Are you sometimes bubbling over with energy and sometimes very sluggish?	42	58	42
23.	Are you touchy about something?	52	48	52

X2 value

Observed = 23.02   Group Mean = 39

Table = 35.172 (.05 level)   Standard deviation = 18

The analysis of the findings mentioned in the table II depicts that some of the educational administrators are having specific symptoms of neurotic behavior including mood fluctuations, excessive result consciousness, and a feeling of insecurity. Although they have internal locus of control, health consciousness still sometimes they express the symptoms of aggressiveness and withdrawal. In educational environment there are few administrators who have specific features of neurotic personality; still an excessive result consciousness, emotional instability, impulsivity, and a consistent tendency of withdrawal may become predisposing factors in further development of neurotic feathers.

3.0 Psychoticism

The term psychoticism include the continuum from normal behavior through criminal and psychopathic behavior to schizophrenic and other psychotic states in which contact is lost with reality and there is severely disordered cognation, influence, and behavior. Generally the people with high score of this category may be described as being lonely, and not caring for people. These type of personality often gets troublesome, lacking feeling an empathy, and altogether insensitive. They become cruel, hostile, aggressive, and inhuman to their own kith and kin and even loved ones. They generally create linking for add and unusual things, and a disregard for danger. The only thing in which they enjoy are making fools of others and disappointing them. As a whole these types of people are detached from the society due to their abnormal behavior and people hardly like them an ultimately psychotic people gets depressed or die of attacks. Being an extreme type of mental disorder or mental disease, psychoticism is not desired by anyone, and psychotic personalities in general and in educational administration in particular may cause severe loss to the society and mankind itself.

Psychoticism among educational administrators

Table III

No.	Statement	Response		Valid
		Yes	No.	Score
1.	Do you stop thinking about things before doing any thing?	45	55	55
2.	Would being in debt worry you?	82	18	18
3	Do you lock up house carefully at night?	79	21	21
4	Would it upset you a lot to see a child or an animal suffer?	94	06	06
5.	Do you believe insurance schemes are a good idea?	73	27	27

6.	Would you take drugs which may have strange or dangerous effects?	18	82	18
7.	Do you enjoy hurting people you love?	12	88	12
8.	Do you have enemies who want to harm you?	52	48	52
9.	Do you enjoy practical jokes that can sometimes really hurt people?	18	82	18
10.	Do you think marriage is an old fashion and should be done away with?	12	82	12
11	Do people who drive carefully enjoy you?	18	82	18
12.	Do most things taste the same to you?	45	55	45
13.	Does it worry you if you know there are mistakes?	82	18	18
14.	Do you like to arrive at appointments in plenty of times?	79	21	21
15.	Do you often take more activities than you have time for?	55	45	55
16.	Do you worry a lot about your looks?	21	79	21
17.	Have you ever wished that you were dead?	27	73	27
18.	Do you worry too long after an embarrassing experience?	64	36	36
19.	Do you suffer from "nerves"?	15	85	15
20	Do your friendships breakup easily without it being your fault?	09	91	09
21.	Do you sometimes like teasing animals?	15	85	15
22.	Would you like other people to be afraid of you?	27	73	27
23.	Do people tell you a lot of lies?	12	88	12
24.	Would you feel very sorry for an animal caught in trap?	91	09	09

Value of 'Z'
Observed = .09   Group Mean = 23.2
Table = 2.06 (.05 level)   Standard deviation = 13.7

Score obtained on the dimension of psychoticism rule out that the majority of educational administrators are in possession of the total sound mental health, and some of them have witnessed a fewer degree of psychoticism in their behavior. A number of responses of the administrators have expressed extra sensitivity, some degree of depression, and more alarming has been the feeling of indifference and irrational thinking. A high degree of anxiousness is revealed by some of the educational administrators. Since this dimension of personality is related to the mental health of the administrators, so it is more crucial on the part of the organization to create, develop, manage and maintain such organizational environments that may preserve the sound mental health of the employees.

Thus the overall analysis of all the three dimensions of personality factors brings out that ambivalent-extraversion is the main personality trait of the educational administrators, and to a large extent they are not suffering from neurotic and psychotic symptoms.

Conclusion

Personality traits shown by education administrators in Haryana are mainly ambivalent-extraversion. Majority of them are not suffering from neurotic and psychotic symptoms also. This leads to good, cooperative and congenial ambience in the education institutions. They are open to new technology.

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