

## Personality of School Principals in Relation to Their Creativity and Planning Skills for Effective Management

Ritu Gupta<sup>\*1</sup>, Prof. Vandana Goswami<sup>2</sup> and Prof. Purnima Gupta<sup>3</sup>

<sup>1</sup>Research Scholar, Faculty of Education, Banasthali Vidyapith, Rajasthan

<sup>2</sup>Dean, Faculty of Education, Banasthali Vidyapith, Rajasthan

<sup>3</sup>Principal, DDR College of Education, Gurugram

<sup>1</sup>[ritug1022@gmail.com](mailto:ritug1022@gmail.com), <sup>2</sup>[to Vandana2020@gmail.com](mailto:to Vandana2020@gmail.com),  
<sup>3</sup>[purnima\\_agarwal@yahoo.com](mailto:purnima_agarwal@yahoo.com)

**Abstract:** This paper examines the relationship between different personality types of school Principals and the effectiveness of their school management with respect to creativity and planning skills. Creativity and Planning scale (CPS) was constructed to measure the effectiveness of school Principals related to the aspects of planning and creativity. Personality tool was used to study the personality profile of each Principal. This tool was taken from the book "Personality Plus" written by Florence Littauer. From a study conducted on 405 Principals, it was concluded that there is a significant difference in the management of Principals with choleric, melancholic, sanguine and phlegmatic personality type with respect to their creativity and planning skills. It was found that Choleric Principals are highly creative and have a well-developed ability to perceive things in new ways. In the process of planning, Choleric and Phlegmatic Principals create a healthy attitude towards the work environment, which helps in boosting teachers' moral and efficiency. Conclusions are drawn to understand this correlation in the wake of Covid-19.

**Keywords:** Personality, Choleric, Sanguine, Melancholic, Phlegmatic, Principals, Creativity and Planning & Coordination

---

\* Corresponding author

## 1. Introduction

Every school that strives towards good performance should have an effective teacher management system, under the guidance of a Principal who is accountable for all the constituents of the school. These Principals play vital roles in setting directions and in supporting and overlooking school improvement plans. Principals are, hence the key players in any school improvement process. They play a wide variety of roles to ensure that the school is performing at an optimum capacity and that the schemes introduced to benefit its constituents are carried out in a smooth manner.

Successful Principals are the ones who are able to seamlessly blend their roles as managers and leaders. Generally, the managerial abilities of Principals will depend on the type of personalities that they possess. Those Principals that are seen to struggle perhaps do so because their personality type is not good at giving directions. Managerial effectiveness of the Principals renders their intellect, resourcefulness and knowledge into results, and eventually marks them as successful Principals. It is also seen that Principals with respectable social skills are able to get the best out of their staff, as they know how to converse, encourage, lead and inspire trust in them. Therefore, it can be safely concluded that personalities play a crucial part in defining the managerial effectiveness of school Principals.

Managerial effectiveness is primarily determined by an identifiable set of skills. Skills such as communication, decision making, planning and creativity are crucial factors and must be abundantly present in a Principal for him/her to be successful. For the purpose of the present study, the researcher has taken two of these skills into consideration, namely, 'Planning and Coordination' and 'Creativity'. At the onset, it seems safe to assume that Principals with better creativity and planning will be successful in setting a right plan for the day, which would allow them time, space, and creative freedom. However, there are multiple nuances that relate to the character and persona of these Principals that must be studied to arrive at any concrete conclusion.

We, as humans, absorb a lot of information as we grow up and encounter new surroundings, situations, and individuals. Each of these experiences has an impression on us that alters how we think and act, which is why our personalities are heavily derived from our journey through life. It is because of this that we respond in different ways to our changing situation using our creativity and planning skills.

## 2. Personality

"Personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustment to his environment"(Allport, 1937). Each person has a unique personality because of a unique psychological structure. Personality also includes the inner parts of psychological experience, which we collectively call our 'self'. According to Roe, personality is "an individual's predisposition to think certain patterns of thought, and therefore, engage in certain patterns of behaviour".

Personality is the sum total of mental characteristics that makes an individual unique when compared to others. There are also thoughts, as well as emotions which an individual experiences, which causes him to behave the way he does. Personality can

also be defined as not being so immutable. It is shaped primarily by the parental and cultural factors into which a child is born and raised.

Various theories of personality have been proposed by different psychologists. These theories have facilitated in gaining a profound and a rich understanding of the characteristics that make each one of us unique.

### **Temperament Theory of Personality**

It was Hippocrates' Theory of Humorism, which laid the foundation for the study of personality. This theory argued that personality traits are based on four separate temperaments associated with four fluids or "humors" of the body. This created inborn tendencies that cause major underlying individual differences in personality. These differences could then largely be classified into four styles of personalities, which are based on classifications of human behaviour in four dimensions:

- Feeling – learn through personal involvement
- Thinking- learn through logic, ideas and concepts
- Watching – observe and use caution to obtain results
- Doing – change situations and inspire others to obtain results

In the cognitive neurosciences, temperament is a multi-layered concept. It is often defined as a person's characteristic way of responding emotionally and behaviourally to external events. These responses are fairly fixed, innate, and observable soon after birth and may have genetic components.

Temperament refers to early-appearing individual differences in emotional reactivity, is stable across the lifespan, and has strong biological underpinnings. Certain affective temperament traits and related personality constructs might, to some extent, mediate adaptive functioning, e.g., by sub serving better coping mechanisms to environmental stressors (Akiskal and Akiskal, 2005; Balestri et al., 2019).

By the late 1700s, philosopher and scientist, Immanuel Kant discussed human personality in terms of four very distinct temperaments:

- Choleric -An outgoing, task-oriented, personality that is quick to act
- Sanguine -An outgoing, people-oriented, personality that is quick to act
- Phlegmatic -A reserved, people-oriented, personality that is slow to act
- Melancholic –A reserved, task-oriented, personality that is slow to act

### **3. Creativity as a determinant of managerial effectiveness**

Creativity is a central source of meaning in our lives. Most of the things that are interesting, important and human are the result of creativity. The thing that makes a person creative is the way he thinks. A person is more creative if he/she imagines something or creates something no other person has thought of. A person who likes to solve problems can be deemed as more creative.

Creativity is an important factor that enables one to perform well and adapt to change. In order to be able to survive and grow in any market, especially the field of education,

it must be ensured by the principal that management of the school is led through such important tenets like that of creative thinking and innovation.

However, creativity is something that can be learned and is influenced greatly by many different aspects of life. Stressful situations are thought to activate the creativity. It is a mental and social process involving the generation of new ideas or concepts. An alternative conception of creativeness is that it is simply the act of making something new. Finally, another major part of whether one is able to manage his work creatively depends on if his personality and whether he/she is intrinsically or extrinsically motivated. Intrinsically motivated people will be able to manage their tasks more creatively because they have a drive to become creative; while extrinsically motivated people are more forced into creative behaviours causing them not to have as much of a desire to pursue their creative abilities.

#### **4. Planning Skills as determinant of managerial effectiveness**

While creativity is the ability to produce new and unique ideas, planning is the implementation of that creativity - that is the introduction of a new idea, solution, process or product. Planning is the process of thinking about the activities required to achieve a desired goal. It is the first and foremost activity to achieve desired results. It involves the creation and maintenance of a plan. There are a couple of tests to measure whether managerial initiatives are being planned well. As such, planning is a fundamental property of intelligent management.

Planning is the systematic process of establishing a need and then working out the best way to meet the need, within a strategic framework that enables a person to identify priorities and determines his operational principles. Planning means thinking about the future so that one can do something about it in the present. This does not necessarily mean that everything will go according to plan, but if it has been planned properly, one's ability to adjust, without compromising his overall purpose, becomes much greater. Planning is preparing a sequence of action steps to achieve some specific goal. If a person does it effectively, he can reduce much of the necessary time and effort for achieving the goal. A plan is like a map. When following a plan, a person can see how much they have progressed towards their project goal and how far they are from their destination.

Planning can be said to be a determinant factor of effective management. Whether a person is good at management or not is based on his planning. Different approaches and degrees of planning could make the principal overthink a situation, and have doubts in their ability to accomplish the goals, which they want accomplished for themselves and their loved ones. This in turn would have a detrimental effect on his management.

The effectiveness of management of a person is usually determined by his level of planning, which is further dictated by his preference in applying analytical and logical principles to take objective decisions and by following clear and consistent principles of planning. If he prefers to take decisions by reference to his own and others' values, as a result, encouraging participation and consensus in decision-making, he can be said to be a good manager.

Planning is an important factor of effective management also as it provides the staff with a sense of purpose and direction along with outlining the kinds of tasks they will be performing and explaining how their activities relate to the overall goals of the

school. The staff would have no idea as to how to use their time and energies efficiently and effectively without this information.

However, a certain balance needs to be maintained between planning and creativity. It has been seen that some people do not even attempt to formulate plans and merely carry out orders. Thus, planning in a way reduces creativity since people tend to think along the same lines as others. There is nothing new or innovative.

Similarly, people with varied kinds of personalities have different ways to think creatively and have diverse capabilities of planning to handle diverse situations.

Thus, there is a need to understand the various personality types of individuals; and how each one of these personalities deals with different situations. Hence, the researcher felt that it was important to understand how one can rewire his confidence and become a better creator or planner.

## 5. Related research work

**Mallia (2019)** studied the positive correlation demonstrated between creativity and introversion. This study analysed that introverts are high in proportion of the population and the visible success of certain introverts are well represented in creative work environments and are exposed to equal opportunity.

**Needle Rose (2019)** conducted a study on “*Innovative and Introverted: How Introvert Function in the Creative Workplace*”. This study analysed equal awareness of diversity of personality as with conventional examples of diversity, such as gender or racial; and to push the creative industries further toward the flexibility of my internship that incorporated varied types of workspaces including a quiet zone, private work rooms, and a work from home option. This can bring the industries closer to matching psychological research and creating increased productivity, satisfaction and inclusion. Respondents of the study, both introverts and extroverts, found the high number of people contributing to creative projects tiring, preferring to limit the size of work groups to only a few.

**Saha Surajit & Sharma, R.R.K.(2019)** studied the relationship between the personality and cognitive styles of managers and different types of work. Personality type was measured with *big five-personality factor*; cognitive styles were measured with *Jung's cognitive types*. Different types of works in an organization were categorized in three ways: *identity, institutional and integrative work*. A survey questionnaire method was used to collect data from a sample of 107 managers from a diverse range of industries. The study found that intuitive feeling and intuitive thinking types of cognitive styles are suitable for identity and integrative kinds of work, respectively. Openness to experience and conscientiousness positively correlate with identity work. For institutional work, conscientious personality trait is most important for managers; agreeableness has a negative impact on identity work and institutional work.

**Smith (2018)** recognized the issue of introverts in financial planning firms failing to take initiative in-group discussions, and suggested using psychological reward techniques to foster inclusion and respect toward introverts as he asserts that “our

society systematically rewards extroversion and either directly or indirectly punishes introversion”.

**Paul Kiplangat Chepkwonyi and Ruth W. Thinguri (2017)** analysed the effects of sanguine personality on student’s interpersonal relationships. He found that sanguine students being extroverts associate easily with strangers. There was not a significant relationship found between the students’ personality traits Extroversion, Conscientiousness, Agreeableness, Neuroticism, Openness to experience and their overall academic achievement.

**Usman (2016)** identified the impact of the dominant personalities of the Principals of the school’s performance in the Junior High School, Indonesia. The results showed that extraversion is the most dominant factor that can affect school performance. These factors must be present in school Principals to improve school performance.

**Kim Josefsson IBS (2013)** studied the developmental trends of temperament and character in a longitudinal population. It was observed that self-transcendence reduced with age whereas character developed to greater maturity. However, self-transcendence was the sturdiest predictor to change the personality of a person. These outcomes proposed that temperament and character express diverse developmental trajectories.

**Hulya Gulay (2012)** concluded that there was a significant positive relationship between the level of approach, persistence, rhythmicity, social impact and pro-social behaviour. All temperamental characteristics taken into consideration for this study had a significant predictor effect on peer relationship variables of children aged between 5 and 6 years.

**David Jennings and Jimmy Chang (2006)** examined the relationship between personality type and strategic planning of managers. This study was conducted upon 187 managers. It was concluded that personality type is of less importance than the characteristics of specific strategic situations in determining managers’ responses to configuring the strategic planning process.

## 6. Objectives

- To study the types of personality the school Principals possess.
- To study the effectiveness of creativity of Principals in relation to their personality type
- To study the effectiveness of planning of Principals in relation to their personality type

## 7. Hypotheses

- School Principals possess different types of personalities.
- There is no significant relationship between the creativity of Principals and their personality types.
- There is no significant relationship between the planning skills of Principals and their personality types.

## 8. Methodology

In order to develop an understanding of the relationship of personalities of school Principals with their creativity and planning & coordination, the present study was undertaken. The population for the study consisted of Principals of Secondary and Senior Secondary schools of Delhi. The **sample** comprised of 405 Principals working in secondary and senior secondary schools of Delhi. The sample of Principals selected for the study constituted 20% of the total population. These were selected through random sampling. Two tools were used for this research. First, a self-constructed **Creativity and Planning scale (CPS)** to measure the effectiveness of management of school Principals related to the aspects of planning and creativity. Second, a **Personality tool** to study the personality profile of each Principal. It was taken from the book "Personality Plus" written by *Florence Littauer*. Appropriate instructions were given to the Principals before administering these tools. Data related to the variables were collected and scoring of the obtained responses was done as per the scoring procedure. Appropriate statistical techniques (ANOVA) were used for analysis and interpretation of the data. Inferences were drawn on the basis of hypotheses of the study.

## 9. Results and Discussion

1. The Personality tool provides a score for each of the four preferences that constitute personality type. Out of total sample of 405 Principals, 147 Principals reflect pure Melancholic personality, 115 reflect pure Choleric personality, 84 Principals reflect Phlegmatic personality and 59 Principals reflect Sanguine personality.

2. The CPS tool was used to measure the effectiveness of creativity and planning skills of school principals. It has been found that 53.83 % of Principals use their planning and coordination skill for effective functioning of their schools. It can also be deduced that 54.82 % of Principals use creative and innovated means to improve teaching and learning among their teachers and students. To see the relationship between the personality type and their creativity and planning skills, the researcher ran a one-way ANOVA at the 0.05 level with personality as an independent variable and creativity and planning skills as dependent variable.

The values of p and F were considered as the deciding factor for accepting or rejecting the null hypothesis. The null hypothesis stated that the means were equal i.e. ( $H_0 : \mu_1 = \mu_2 = \mu_3 = \mu_4$ ). If calculated value is found more than the value at the given significance level of 0.05, the null hypothesis is accepted. Similarly, if the p-value is found less than the value at the given significance level of 0.05, the null hypothesis is rejected. The results of ANOVA between personality types and creativity have been summarized in table 2.1:

**Table 1: Results of Anova Test between Four Personality Types with respect to Creativity as an Aspect of Managerial Effectiveness**

| Source of Variation   | Sum of Squares | Degree of Freedom | Mean Square | F    | p-Value |
|-----------------------|----------------|-------------------|-------------|------|---------|
| Between Groups        | 687.06         | 3                 | 229.02      | 8.39 | 2.01E-5 |
| Within groups (error) | 10942.46       | 401               | 27.28       |      |         |
| Total                 | 11629.53       | 404               |             |      |         |

$$[F_{critical}(3,401) = 1.65, p = 2.01E-5]$$

The results of Table 1 shows that the p-value equal to 2.01E-5, which is less than 0.05 and the value of F test equal to 8.39, which is greater than the critical value 1.65 at 5% level of significance. It means null hypothesis **H<sub>0</sub> is rejected**, that there is a significant relationship between different personality types (Choleric, Melancholic, Sanguine and Phlegmatic) of Principals and their creativity skills.

As the value of F is significant, and it does not indicate which personality type differ from one another, pair wise comparison of Principals of different personality types was performed in post hoc analysis using a Bonferroni correction. Table 2 shows the results of post hoc tests.

**TABLE 2: Post hoc Test with Bonferroni Correction for different Personality Types like Choleric (C), Melancholic (M), Phlegmatic (P) and Sanguine(S) with their Creativity**

| Comparison |   | Mean  | SD   | Df  | t    | P        |
|------------|---|-------|------|-----|------|----------|
| 1 & 2      | C | 41.18 | 5.29 | 260 | 2.74 | 0.006 ** |
|            | M | 39.29 | 5.68 |     |      |          |
| 1 & 3      | C | 41.18 | 5.29 | 197 | 0.99 | 0.32     |
|            | P | 40.40 | 5.70 |     |      |          |
| 1 & 4      | C | 41.18 | 5.29 | 172 | 0.56 | 0.57     |
|            | S | 40.72 | 4.49 |     |      |          |
| 2 & 3      | M | 39.29 | 5.68 | 229 | 3.03 | 0.002 ** |
|            | P | 40.40 | 5.70 |     |      |          |
| 2 & 4      | M | 39.29 | 5.68 | 204 | 3.32 | 0.001 ** |
|            | S | 40.72 | 4.49 |     |      |          |
| 3 & 4      | P | 40.40 | 5.70 | 141 | 0.36 | 0.71     |
|            | S | 40.72 | 4.49 |     |      |          |

**Bonferroni Correction**  $0.05/6 = 0.00833333$

**\*\* Significance Difference Found**

In the first comparison, the mean scores of creativity of Principals with **choleric and melancholic personality** traits are 41.18 and 39.29 respectively. The value of p is 0.006, which is **significant**. This means that there is a significant difference in

Principals with choleric and melancholic personality traits in relation to their creative skills. A look at the mean scores of creativity of both the personalities shows that Principals with choleric personality are highly creative as compared to melancholic Principals. They encourage innovation to improve teaching and learning in schools.

In the second comparison, the mean scores of creativity of Principals with **choleric and phlegmatic personality** trait are 41.18 and 40.40. The value of p is 0.32, which is not significant. This means that there is no significant difference in Principals with choleric and phlegmatic personality traits in relation to their creative skills. A look at the mean scores of both the personalities shows that Principals with choleric personality possess slightly higher creativity as compared to phlegmatic Principals but this difference is not statistically significant.

In the third comparison, the mean scores of creativity of Principals with **choleric and sanguine personality** trait are 41.18 and 40.72. The value of p is 0.57 which is found not significant. This means that there is no significant difference in Principals with choleric and melancholic personality traits in relation to their creative skills. A look at the mean scores of both the personalities shows that Principals with choleric personality possess slightly higher creativity as compared to sanguine Principals but this difference is not statistically significant.

In the fourth comparison, the mean scores of creativity of Principals with **melancholic and phlegmatic personality trait** are 39.29 and 40.40. The value of p is 0.002, which is **significant**. This means that there is a significant difference in Principals with melancholic and phlegmatic personality traits in relation to their creative skills. A look at the mean scores of creativity of both the personalities shows that Principals with phlegmatic personality are highly creative as compared to melancholic Principals and try experimenting with innovative ideas.

In the fifth comparison, the mean scores of creativity of Principals with **melancholic and sanguine personality trait** are 39.29 and 40.72. The value of p is 0.001 which is **significant**. This means that there is a significant difference in Principals with melancholic and sanguine personality traits in relation to their creativity skills. A look at the mean scores of creativity of both the personalities shows that Principals with sanguine personality are highly creative as compared to melancholic Principals.

In the sixth comparison, the mean scores of creativity of Principals with **phlegmatic and sanguine personality** trait are 40.40 and 40.72. The value of p is 0.71, which is not significant. This means that there is no significant difference in the Principals with phlegmatic and sanguine personality traits in relation to their creative skills. A look at the mean scores of creativity of both the personalities shows that sanguine Principals are more creative than phlegmatic Principals.

The results of ANOVA between personality types and planning and co-ordination skills have been summarized in table 3:

**Table 3: Results of ANOVA test between four Personality Types with respect to Planning Skills as aspect of Managerial Effectiveness**

| Source of Variation   | Sum of Squares | Degree of Freedom | Mean Square | F     | P-Value |
|-----------------------|----------------|-------------------|-------------|-------|---------|
| Between Groups        | 1145.61        | 3                 | 381.87      | 12.88 | 4.7E-8  |
| Within groups (error) | 11884.19       | 401               | 29.63       |       |         |
| Total                 | 13029.81       | 404               |             |       |         |

$[F_{critical}(3,401) = 1.65, p = 4.7E-8]$

The results of Table3 show that the p-value is equal to 4.7E-8, which is less than 0.05 and the value of F test equal to 12.88, which is greater than the critical value 1.65 at 5% level of significance. It means **null hypothesis H0 is rejected**, and that there is a significant relationship between different personality types (Choleric, Melancholic, Sanguine and Phlegmatic) of Principals with their planning & coordination skills.

As the value of F is significant, and it does not indicate which personality type differ from one another, pair wise comparison of Principals of different personality types was performed in post hoc analysis using a Bonferroni correction. Table 4 shows the results of post hoc tests:

**TABLE 4: Post hoc Test with Bonferroni Correction for different Personality Types like Choleric (C), Melancholic (M), Phlegmatic (P) and Sanguine(S) with their Planning Skills**

| Comparison |   | Mean  | SD   | df  | t    | p            |
|------------|---|-------|------|-----|------|--------------|
| 1 & 2      | C | 42.79 | 4.55 | 260 | 5.37 | 1.713E-07 ** |
|            | M | 39.29 | 5.68 |     |      |              |
| 1 & 3      | C | 42.79 | 4.55 | 197 | 3.27 | 0.001 **     |
|            | P | 40.40 | 5.70 |     |      |              |
| 1 & 4      | C | 42.79 | 4.55 | 172 | 5.15 | 0.0000006 ** |
|            | S | 38.52 | 6.18 |     |      |              |
| 2& 3       | M | 39.29 | 5.68 | 229 | 0.17 | 0.86         |
|            | P | 40.40 | 5.70 |     |      |              |
| 2& 4       | M | 39.29 | 5.68 | 204 | 0.86 | 0.38         |
|            | S | 38.52 | 6.18 |     |      |              |
| 3 & 4      | P | 40.40 | 5.70 | 141 | 0.64 | 0.51         |
|            | S | 38.52 | 6.18 |     |      |              |

**Bonferroni Correction  $0.05/6 = 0.00833333$**

**\*\* Significance Difference Found**

In the first comparison, the mean scores of planning skills of Principals with **choleric and melancholic personality traits** are 42.79 and 39.29 respectively. The value of p is 1.713E-07, which is **significant**. This means that there is a significant difference in Principals with choleric and melancholic personality traits in relation to their planning skills. A look at the mean scores of planning skills of Principals with both the personalities shows that Principals with choleric personality are able to plan more effectively as compared to those with melancholic personality. Their planning shows positive contributions towards achieving the goals and objectives of the school.

In the second comparison, the mean scores of planning skills of Principals with **choleric and phlegmatic personality trait** are 42.79 and 40.40. The value of p is 0.001 which is **significant**. This means that there is a significant difference in Principals with choleric and phlegmatic personality traits in relation to their planning skills. A look at the mean scores of planning skills of Principals with both the personalities shows that Principals with choleric personality are able to plan more effectively as compared to the Principals with phlegmatic personality. Before formulating the plans, they collect complete, clear and reliable data to make sure it is successfully implemented.

In the third comparison, the mean scores of planning skills of Principals with **choleric and sanguine personality trait** are 42.79 and 38.52. The value of p is 0.0000006, which is **significant**. This means that there is a significant difference in Principals with choleric and sanguine personality traits in relation to their planning skills. A look at the mean scores of planning skills of Principals with both the personalities shows that Principals with choleric personality are able to plan more effectively as compared to sanguine Principals. It facilitates coordination at work place and improves the overall performance.

In the fourth comparison, the mean scores of planning skills of Principals with **melancholic and phlegmatic personality trait** are 39.57 and 38.02. The value of p is 0.86, which is found to be **non-significant**. This means that there is no significant difference in Principals with melancholic and phlegmatic personality traits in relation to their planning and coordination skills. A look at the mean scores of planning skills of Principals with both the personalities shows that Principals with melancholic personality score slightly more on planning skills as compared to phlegmatic Principals, but this difference is not statistically significant.

In the fifth comparison, the mean scores of planning skills of Principals with **melancholic and sanguine personality trait** are 39.57 and 39.03 respectively. The value of p is 0.38, which is **not significant**. This means that there is no significant difference in Principals with melancholic and choleric personality traits in relation to their planning skills. A look at the mean scores of planning skills of Principals with both the personalities shows that Principals with melancholic personality score slightly more on planning skills as compared to choleric Principals, but this difference is not statistically significant.

In the sixth comparison, the mean scores of planning skills of Principals with **phlegmatic and sanguine personality trait** are 38.02 and 39.03. The value of p is 0.51, which is found not significant. This means that there is no significant difference in Principals with phlegmatic and sanguine personality traits in relation to their planning and coordination skills. A look at the mean scores of planning skills of Principals with both the personalities shows that Principals with sanguine personality

score slightly more on planning skills as compared to phlegmatic Principals, but this difference is not statistically significant.

## 10. Conclusion

From the above analysis and interpretation, it is concluded that there is a significant difference among Principals with choleric, melancholic, sanguine and phlegmatic personality type in relation to their creativity. Taken together, these results suggest that Principals with melancholic personality are extremely orderly and accurate but always have a fear for innovation and exploration. Principals with Phlegmatic personality traits are peaceful and agreeable in all situations. They are usually found to be passive and prefer to work on conventional academics. Sanguine Principals are cheerful and enthusiastic, which makes them comfortable to adopt new ideas and focus on the promise of new possibilities. Choleric Principals are self-confident, and highly creative. They have a well-developed ability to perceive things in new ways, to modify strategies and work on all possibilities to accomplish their goals.

In addition, there is also a significant difference among Principals with sanguine, melancholic, phlegmatic and choleric personality type in relation to their planning and coordination skills. These results suggest that with effective planning, Principals with sanguine and melancholic personalities create an atmosphere of order and discipline in schools. In the process of planning, Choleric and Phlegmatic Principals get the opportunities of suggesting ways and means to improve the performance of the schools. Their planning also enables them to create a healthy attitude towards the work environment, which helps in boosting teachers' moral and efficiency.

After studying the effect of a Principal's personality on his/her creativity and planning, it could be rather interesting to study the same in context of the present on-going pandemic. Thus, in the wake of Covid-19, the researcher has derived the below-mentioned conclusions:

### Sanguine Principals

People with Sanguine personality, who tend to be extrovert, talkative, imaginative and socially motivated, will be prone to boredom during this lockdown period. This is due to the fact that they have a constant need to experience pleasure and excitement. Sanguine Principals would most likely be dealing with the lockdown by indulging in music and coming up with creative solutions to counter the humdrum of lockdown. The lockdown will not be able to kill their creative spark but rather motivate them to think up new and exciting ideas to keep their teachers and students occupied with online teaching methodologies.

### Phlegmatic Principals

People with phlegmatic personality, who have an adaptable and patient nature, will find it much easier to come to terms with the lockdown. The peaceful and relaxed nature of Phlegmatic Principals would help them ensure that the lockdown doesn't get the best of them and help them in maintaining a sound level of mental peace with respect to their managerial duties. The clarity could also result in more creative and an

organised way of working. Thus, they would find it much easier to deal with such a situation.

### **Choleric Principals**

People with Choleric personality, might have a hard time when dealing with the lockdown at first, but would eventually find ways to counter the same. Since the Choleric Principals are born leaders who are confident and result oriented, they would feel the urge to constantly indulge in activities that prove to be productive and show tangible results. However, with the slow paced life in lockdown, this would be extremely tough. Through time they would start feeling restless. It is their independent and confident nature however that would keep them connected with all stakeholders leading to effective management.

### **Melancholic Principals**

People with a melancholic personality, might have the hardest time when it comes to dealing with the lockdown. Their introverted and quiet nature might not be a problem and rather help them to adapt well to the lockdown. However, it is their thoughtful and perfectionist nature that will deeply affect their mental peace. Melancholic Principals being orderly and big on planning will try to create a set routine to follow during the lockdown where they may try to be as productive as possible. But, this coupled with their overly pessimistic nature will not yield much fruit as they will keep criticising themselves for not being able to plan and work hard enough and stick to their expectations. Thus, they run the most risk for anxiety and depression during these challenging times.

## **11. Acknowledgements**

In the present world of competition there is a race of existence in which, those are having will to come forward succeed. I would like to thank the supreme power the Almighty God who has always guided me to work on right path of the life. Without His grace this study could not become a reality.

Foremost, I would like to express my sincere gratitude to my supervisor Dr. Vandana Goswami, Professor, Faculty of Education, Banasthali Vidyapith, for the continuous support to my Ph.D study and research, for her motivation, patience, enthusiasm and immense knowledge. Her guidance helped me in all the time of research and writing of this thesis. I could not have imagined having a better supervisor and mentor for my Ph.D study.

Besides my supervisor, I would like to thank my co supervisor Dr. Purnima Gupta for her encouragement and insightful knowledge for successful completion of the research study.

I express my cordial thanks to Prof. Aditya Shastri, Vice Chancellor, Banasthali Vidyapith for providing me all necessary infrastructure and resources to accomplish my research work. He has always been a source of motivation and wisdom.

I am feeling obliged in taking the opportunity to sincerely thank my elder sisters Ms Suman Singla and Dr. Poonam Bansal for valuable guidance from time to time. They co-operate me during interpretation and statistical analysis of data.

I thank my fellow colleagues Alka, Priya, Simmi, Suresh, Mahima, Archana and Neha for the stimulating discussions, generous attitude and inhibited cooperation towards successful completion of this study. In particular, I am grateful to Ms Rafatnusia Siddqui and her husband Prof. Dr. Anees Siddqui for enlightening me the first glance of research. Their scholarly advice has been valuable to me.

Last but not the least; I would like to thank my family, my husband, and my parents for supporting me spiritually throughout my life. I offer special thanks to my son Shrey Gupta for helping me in data collection and motivate me with his high spirits.

My sincere thank goes to all the experts who provide their valuable suggestions for drafting the tool for the study. I am thankful to all the principals who spent their precious time in filling the Performa. This accomplishment would not have been possible without them.

## 12. REFERENCES

### 12.1. Journal Article

- [1] C. Bannerman, "Creativity and wisdom". In A. Craft, H. Gardner, & G. Claxton (Eds.), *Creativity, wisdom, and trusteeship: Exploring the role of education*, 133-141. Thousand Oaks, CA: Corwin Press, (2007).
- [2] M.Basadur, "Leading others to think innovatively together": Creative leadership. *The Leadership Quarterly*, 15(1), 103-121, (2004).
- [3] Coloman, lennettealayce, "The role of school administrators as knowledge manager. A process for school improvement", *Dissertation abstract international*, Vol. 70, no. 1, (2008).
- [4] A.Chukwu, "A theoretical analytical view of the school as an organizational unit", *Journal of the National Institute for Educational Planning and Administration NIEPA Ondo*. 2 (1), 10-19, (1999).
- [5] K.Crowston, "A coordination theory approach to organizational process design"; *Organization science*, March-April, 152-166, (1997).
- [6] J.W.Creswell, "Educational research: Planning, conducting, and evaluating quantitative and qualitative research". Upper Saddle River, New Jersey: Merrill Prentice Hall, (2002).
- [7] Gardner & Martinko, "Using the Myers Briggs Type Indicator to Study Managers": A Literature Review and Research Agenda", *Journal of Management*, 22, 1, 45-83, (1996).

[8] A.Hawamdih, "The Systematic Climate in Educational Directorates and its Relation with Administrative Creativity of Educational Leadership in Jordan". Ph.D Thesis, Unpublished. Amman Arab University for High Studies. Amman, Jordan.onality-types.html, (2003).

[9] E.Kraus,"Personality and job performance: the mediating roles of leader"- member exchange quality and action control Dissertation Miami: Florida international university, (2002).

[10] Bain and Co., "Bain Study Reveals How Firms are Using Three Main Analytical Tools", Financial Times, 4th, September, (2003).

## **12.2. Book**

[1] Ansoff, "The New Corporate Strategy", Wiley, New York, (1988).

[2] A. Kalra,"Efficient School Management and Role of Principals", A. P H. Publishing Corporation, New Delhi India, (1997).

[3] M.A.Katozai, "A Comprehensive Study of Education for Prospective Headmasters and Headmistresses", University publisher, Doger unique book Peshawar, (2005).

[4] S.A.Enikanselu and A.I.Oyende, "Introduction to management", Lagos: Enykon Consults, (2009).