

Moderating effect of Principal's Personality on the relationship between Principal's Facial Expression and Performance of Public Secondary Schools in Nairobi City County

Godfrey Ngunyi Mute¹, Prof. Peter K'Obonyo², Dr. James Njihia³

¹PhD Student: University of Nairobi: School of Business. Coordinator: Business Research Department; Kabete National Polytechnic P. O. Box 29010; Nairobi

²Deputy Principal School of Business, University of Nairobi: P.O Box 30197 Nairobi

³Dean of Students: School of Business; University of Nairobi. P.O Box 30197 Nairobi

Abstract: The objective of the study was to establish the moderating effect of principal's personality on the relationship between principal's facial expression and performance of public secondary school in Nairobi City County. **Hypothesis:** *Principal's Personality has a Moderating effect on the relationship between Principal's Facial Expressions and Performance of County and Sub County Public Secondary Schools in Nairobi City County.* Positivist research philosophy, descriptive and cross section research design were used. Proportional and random sampling design were used to collect the data from 278 teachers in 55 Secondary Schools. The result confirmed the hypothesis that; a unit of change of Principal's Facial Expression explained 75.2% of the variation of the School Performance, a unit change of Principal's personality moderated 34% of the relationship between Principal's Facial Expression and Secondary School Performance and a unit change of interaction factor influenced 18.9 % of the variation of the relationship. This study was in line with past literature, that manager's personalities strengthen organization performance. In conclusion, leaders in learning institutions should be sensitive to role of leader's facial expression and his/her personality in School Performance. More research should be done in different organization with different organization cultures.

Keywords: Principal's Personality; Principal's Facial Expression; Nairobi City County, Public Secondary School, Kenya.

1. INTRODUCTION

Fridlund, (1994) and Russell and Fernandez (1997) defined facial expression as one or more motions or positions of the muscles beneath the skin of the face and has a primary means of conveying social information between humans. Eckman, (1968) noted that facial expression displays different body state in the working place. He concluded that happiness, anger, fear, sadness, surprise, disgust and interest are universally recognized expression across cultures. Iran (2012) noted that human being recognized human facial expression better than humanoid robots. Manager's personality is defined as dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions emotions, interpersonal orientations, motivation and behaviors in various situations (James, 2003). Garrick (2007) noted that People leave companies because of poor relationship with their managers. He described respected professional, caring mentor, win-at-any-cost, the likeable loser, the task master and gland hander as the six types of manager personalities. He added that those personalities affect work performance differently. School Performance is defined as the achievement of goals and aims set by the school administrators by the local or National Government (Ziedner, 1998). According to

MOEST, (2009), there are approximately 4000 public secondary Schools in Kenya. 70 out of those are in Nairobi City County. Every School is headed by School Principal. There are approximately 140 Principals and Deputies Principals in Nairobi County.

Statement of the Problem:

Manager's Negative facial expressions suck the energy and productivity from an organization, affect employees in their morals, make them feel frustrated which they extended to friends, families, spouses and children (Koome, 2007). Garlick, (2007) asserted that unlikeable manager personalities, create wrong impression all of which lead to related serious negative consequences in terms of work productivity, Ogwang, (2013); Abraham, (1999) found that school principals with unlikable personalities make the teachers feel negative towards their organizations and feel they are under poor leadership. Poor school exam performance, Low enrolment are indication of poor school growth and ineffective leadership. Visser and Muchimuti, (2013); Lawis, (2011); Galick (2007) in their studies on Facial expression and personality were directly related to Performance. The studies were carried in profit making firms. The study was carried in public schools in a non profit making institution where the manager's personality was used as a moderating variable in the relationship between Principal's Facial Expression and School Performance.

Research Objective:

The objective of the study was to establish the moderating effect of the Principal's Personality on the relationship between Principal's Facial Expression and Performance of Public Secondary Schools in Nairobi City County.

2. LITERATURE REVIEW

The study was anchored on Social Exchange Theory (George, 1960); Paralanguage Communication Theory (Fernando, 1993); Trait theory of leadership. (Zaccaro, Kemp, and Bader, 2004). Eckman (1879) explained Facial expression as the gestures executed with facial muscles, Makhijani and Longo (1991), found positive expressed facial looks being a feature that is recognized in potential leaders. According to Parrett (1998); Zebrowitz (1997), many researches have showed that agreement on judgments of people who wear a positive facial expression have more chances to get employed in job market than those people who have negative facial expression. A study by Anthony, (2006), on how facial appearance affects voting decisions found that faces could influence voting behavior. He added that people who have better facial appearance and shape are likely to win in any election than those people who have unpleasant head shape and appearance. According to Barrick and Mount, (1991), personality can be used to predict behavior and job performance, individual's personality traits are informally assessed and interpreted by other people. Mkoji and Sikalieh, (2012) in their study of KEMRI found that Personality may influence the process by which employees interpret their organizational environment, thereby shaping the behaviors that are selected in light of those environmental interpretations. Mayer, Lisa, Benjamin (2007) in a research intended to find out the relationship between personality, leadership, organizational climate, showed that leaders who are agreeable are influenced are fair to the employees, (Galick 2006). This study conceptualized Principal facial expression as independent variable, Personality as a moderating variable and School Performance as Dependent variable.

3. RESEARCH METHODOLOGY

The research design was a descriptive and cross-sectional survey. The philosophy employed was Positivism. Through census method 55 Schools were picked from Public County and Sub County Secondary Schools in Nairobi City County. 278 out of 916 teachers were sampled at a confidence level of 95% and a margin error of 5%. Six statements adapted from Ekman (1972) were used to measure different principal facial expressions. Six statements describing six types of supervisor personalities were used to measure the principal personality (Garlick. 2007). A table with intervals from 0% – 10 % to 90% -100% was used to mark the extent to which the school had improved on enrolment. The difference between 2014 and 2012 of the Kenya Certificate of Secondary Examination (KCSE) result constituted the secondary data and measured the school performance. A five point likert scale ranging from 1 'strongly disagree' and 5 'strongly agree' was used to rate extent of agreement. Content, construct, and facevalidities were established through the guidance of the expert opinion. 10% of the Questionnaires (28) were enough for successive piloting (Cooper and Scindler, 2003). Cronbach's Alpha Reliability Coefficients for Facial Expression was 0.826; Principal's personality was 0.746 and School Performance 0.765. Data was analyzed using Step wise Regression analysis technique. For Normality test, Skewness had

a Van index smaller than an absolute value 3 and kurtosis less than 7.0, (Cunningham 2008). Multicollinearity had a Variance Inflation Factor (VIF); Principal's Facial Expression, 1.033 and Principal Personality 1.453. (Porter and Gujarat 2010), Breusch-Pagan Chi-square used to test Heteroscedasticity for the variables was 4.315 (Raduan, 2009)

4. FINDINGS

Measure of central tendency of Principal's Facial Expression had aggregate mean of 4.2, standard deviation of 0.7, coefficient of variation of 18.2%. Principal's Personality aggregate mean of 3.7, standard deviation of 0.8, coefficient of variation of 21.8%. School Performance aggregate mean of 2.6, standard deviation of 0.9, coefficient of variation of 33.58%, every variable had 42 items respectively. Pearson Product moment Correlation coefficient of Principal facial's Expression was 0.665; Principal Personality 0.659

Table 1. Summary of the Hypotheses

Hypothesis	Results	Remarks
H: Principal's Personality has a moderating effect on the relationship between principal's facial expression and performance of County and sub county public secondary schools in Nairobi City County.	$\beta = .189$; $\beta = 0.752$ F=32.376, P = 0.18 < 0.05 R ² =0.811 R=0.837	Supported

Source: Primary Data: 2017

Model.

School Performance = 0.207 + 0.752X_{Principal' facial expression} + 0.189X_{Principal's personality} + 0.340 X_{Principal' facial expression* X_{Principal's personality}} + ϵ

5. DISCUSSION, CONCLUSIONS AND RECOMMENDATION

Discussion:

The study confirmed that principal's personality mediate the relationship between principals facial expressions and schools performance. The study was supported by the three anchored theories and literature review. Good personality of the Principal would have been reciprocated by the teachers doing better in the class. Good management traits observed from the School's Principal would have created preferable environment that would have made the teachers have conducive working environment. Likeable personality would create likeable paralanguage and thus boost improved school performance. Few or no previous study used manager personality as a moderating variable in the relationship between Principal's facial expression and secondary School Performance. Murphy (1941) wrote that leadership does not reside in the person, and it usually requires examining the whole situation, Derue and colleagues (2011) added that behavior of the leaders have the potential to give more signal to leader effectiveness,

Conclusion and Recommendation:

Facial expressions and Personality are features in a person which act as sources of nonverbal communication. Effective use of those sources enhances organizational performance. Organization leaders should be sensitive to apply those features to boost performance. Different leaders should be trained to manage those variables to create enabling work environment. More Studies should be done in different sectors with different cultures.

ACKNOWLEDGEMENTS

I thank and appreciate God, Almighty, for the opportunity, His grace and favor. Glory and Honor unto Him forever. My sincere thanks go to my three supervisors: Prof. Peter K'Obonyo, Prof. Martin Ogutu and Dr. James Njihia of the School of Business, University of Nairobi for their immense contribution. My heartfelt gratitude goes to Prof Peter K'Obonyo for sharing invaluable knowledge in the area of Human Resource Management during many seminar sessions that shaped this research.

I deeply thank my father, mother, in laws, family members; Wanjiru, Njeri, Clair, Elvis, Victor Austin and relatives who encouraged me throughout my studies.

REFERENCES

- [1] Abraham M, (1999). School performance and pedagogy. *Academy of Management Journal*, 26: 487-495.
- [2] Barrick, M. & Mount, M. (2007). (1991). Autonomy as a moderator of the relationships between the big five personality dimensions and job performance. *Journal of Applied psychology* 111- 118.
- [3] Cooper, D. (2006). *Business Research Method* . (9th Edition). Boston: Allyn & Bacon. Publishers; London.
- [4] Ekman, P. (1971). Constants Across Cultures in the Face and Emotion. *Journal of Personality and Social Psychology*, 17: 124-129.
- [5] Eshiwani, G.(1990). Implementing Educational Policies in Kenya. *World Bank Discussion Paper*
- [6] Fernando, P. (1993). *Textual Translation and Live Translation*. John Benjamins Publishing Company. Amsterdam:
- [7] Garlick, R. (2007). *Managing Your Boss*. Maritz Publisher North Highway Drive:
- [8] George, H. (1958). Social Behaviour as Exchange. *American Journal of Psychology*, 63: 597-606.
- [9] Isen, G (2000). Nonverbal communication. People and organization *American Journal of Psychology*, 63: 597-606.
- [10] James,K. 2003 *Measuring Organizational Performance: Toprictimanagementjournal*, 62-73.
- [11] Jeremy, H, (2014) Human Personality; Vision and leadership: Paying attention to intention. *Journal of Education*, 63: 150-173
- [12] Koome, I. (2007). *The Exoduss of Principals Teacher Mangement Issues in East Africa*. UNESCO, Africa.
- [13] Lawis G, (2011), study of child effective facial expression. *Journal of AppliedPsychology Vol. 17. Pp 538*.
- [14] Marhijan H, and Longo K, (1991), Facial looks. *Journal of Personality and Social psychology*, pp 56- 67
- [15] Mayer, D.. (2007). *The precursors and products of justice climates*. Ithaca,
- [16] Mazzarella, J. & Trevor, G. (1989). *Portrait of a Leader*. *School Leadership Handbook for Excellence Second Edition* (pp. 9-27). Washington DC.
- [17] Meyer, J. (1993). Commitment to organizations and occupations: Extension and test of a three-componenet Conceptualization. *Journal of Applied Psychology Vol 4. Pp 538*.
- [18] Mkoji, D. and Sikalieh, D. (2012).The influence of personality dimmension on organization Performances. *International.Journal of Humanities and Social Sciences, Vol 2; 47-87*.
- [19] MoE, (2011) *The Ministry of Education Kenya bereu of Statistic. Kenya education Bulletin.School enrolment 65-83*
- [20] Muchimuti, A. (2013). Factor Influencing Internal Organization Communication and its role in Organization. *Journal of Internal organization Influencing Firm erformances pp, 65-89*
- [21] Ogwango I, (2012). Influence of head teacher communication strategy on student performances. *management performance journal Vol.3, pp. 245- 264*
- [22] Perreti L, (1998), Facial attraction and informal communication. *Journal ofAmerican psychological Association in Nov 2003. 300-368*
- [23] Poynter, Gavin. (2002). Emotions in the Labour Process. *European Journal of Psychotherapy, Counseling and Health, 5(3), 247-261. Retrieved from PsychINFO database*
- [24] Visser, V. (n.d.). Bosses' good moods and bad moods affect team performance. Retrieved December 4th, 2013 10 .30 am, from <http://www.irim.eur.nl/research/centres/leadership/news/detail/3144>:
- [25] Zebrowitz, P. (1997). Facial appearance affects voting decisions a little. Retrieve from littlelab.stir.ac.uk/pubs/Little_07_faces_voting.pdf December 18th, 2016, 11. 15 am