

**ROLE OF PERSONALITY TRAITS ON THE RELATIONSHIP OF  
PROCRASTINATION AND SELF EFFICACY AMONG  
SCHOOL PRINCIPALS**



**MS Thesis**

*Submitted by*

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**International Islamic University, Islamabad**

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Personality traits  
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Thesis submitted in partial  
fulfillment of the Requirement  
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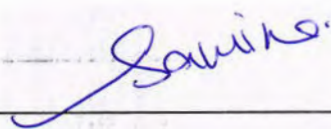
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## **DEDICATION**

*This work is dedicated to my beloved family, colleagues and students for their prayers.*

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I want to thank Allah Almighty who has given me the strength to achieve another milestone of my academic career. I want to convey my heartiest gratitude to my supervisor Dr Seema Gul, who has guided me well throughout my research work. This day has come due to the selfless dedication and illuminated guidance of my father. I want to thank my family, colleagues and students who have cooperated with me throughout this time period.

Thank You

## ABSTRACT

*The present study was conducted to study the role of personality traits on the relationship of procrastination and self-efficacy. The sample comprised of school principals (N=120) of Rawalpindi and Islamabad selected on the basis of purposive sampling technique. It was hypothesized that procrastination and self efficacy will have negative relationship. Further it was hypothesized that personality traits will moderate this relationship. Three standardized scales Big Five Inventory (John et al. 1991), Procrastination Scale (Lay, 1986) and Principal Sense of Efficacy Scale (Tschannen-Moran & Gareis, 2004) were used to collect the data. t- test, ANOVA, Moderation Regression analysis was done. The findings showed that the scales used were reliable. The correlation matrix depicts strong correlation among study variables. t-test analysis showed that there is difference in procrastination among public and private sector principals. Private sector principals procrastinate more and have low self efficacy as compared to the principals working in government setup. The mean, standard deviation and F values for the principals who had different duration of teaching experience showed that principals who had less teaching experience have high self- efficacy and scored low on procrastination as compared to principals who have more teaching experience. Moderation Regression analysis depicted that Conscientiousness is the only significant moderator for the relationship of procrastination and self-efficacy.*

## **INTRODUCTION**

## INTRODUCTION

Education is essential for the development of any nation. Education helps an individual to understand the rights and duties to become a balanced and good human being. Education can be acquired through formal and informal ways. A formal institution is governed by an administrator. The leader of the institution has many responsibilities. Teaching learning environment is dependent on effective principalship. A strong and effective principal can make the institution exemplary for community and can play vital role in nation building. Curriculum development, staff recruitment, provision of professional development opportunities and refresher courses, community work, image building, maintaining and enhancing infrastructure and arranging finances for productive teaching-learning environment are the few responsibilities of a school principal. The principal has to manage the social issues of staff he supervises, students and parents. The personality of the principal is a source of inspiration for his subordinates and students. Personality traits are related with habits like effective time management, determination of priorities, and good use of time. Time management is the main key to success in this age. Principal has to manage the time effectively. Lack of time management skill can lead to procrastination. The negative attributes of the principal personality can adversely affect the performance of the institution. Right decisions on right time can save energy and resources. The life of an effective principal is very dynamic. Human resource management is an art that is the weapon of a visionary leader. The circumstances can be molded in favor if the principal has confidence in his skills and passion to achieve the short term and long term goals in time. Principal-ship is a complex job as it demands professional knowledge, range of skills and proficiencies, and a temperament to lead (Council of Chief State School Officers, 1996). School, being a social organization, must be governed by

managers with specific personality dispositions to play determinant roles in the success of their institutions (Ali, Azizollah, Zaman, Zahra & Mohtaram, 2011). Students and staff efficiency can be enhanced by the charismatic personality of the principal (Guru & Percy, 2005).

### **Personality Traits**

Personality refers to stable, long lasting, visible, internal and external attributes and that can affect our behavior in different circumstance. A trait is a distinctive characteristic or quality of an individual that causes an individual to behave in certain ways. Trait classification date from the time of Hippocrates as he described four kinds of pupils: happy, unhappy, temperamental and apathetic. In personality psychology, trait theories have provided extensive material to understand individual differences. The traits, dispositions or factors were described by various theorists. The five dimensions of personality *OCEAN* were proposed by Costa and McCrae (Schultz & Schultz, 2005). The first factor is *extraversion*. Extraverts are active, passionate, sensation, task oriented, communicative and seek sensation. They are sociable and like to interact with people. Such individuals like to work in groups, enjoy exhilaration and encouragement. These individuals experience positive effect such as vigor, passion and anticipation in their routine tasks. Emotionally unstable trait is labeled as *neuroticism*. It indicates lack of emotional adjustment or stability. Negative emotions are dominating factor of the neurotic personality. Neurotics are easily stressed out, get depressed, and feel anxious and guilty. Individuals who have low score on neuroticism scale are emotionally stable and have even temper. *Openness to experience* trait indicates innovation, autonomy, imagination, and courage. The individuals who have tendency of openness are attentive towards their feelings; escalate arts, intellectually inquisitive and sensitive to attractiveness. Individuals follow unconventional ideas and new values. *Agreeableness* is the factor characterized

with soft-hearted, good natured, trust-worthy and considerate nature. They are positive thinkers, empathetic in attitude. They like helping attitude of other people around them. Individuals with *conscientiousness* trait are consistent, steadfast, hardworking and systematic in their tasks. Self-discipline, dutifulness and motivation to achieve set goals are the attributes of this trait. They have strong control on their impulses and this helps them in task achievement and in following the norms and rules. Planning, organization and priority setting of the tasks in advance helps to achieve goals (Costa & McCrae, 1999; John & Srivastava, 1999).

Various researches have explored the impact of personality traits on procrastination. Procrastination is often defined as personality trait that includes thinking and feelings that are caused due to various reasons (Ugurlu, 2013). Studies have shown that extraversion is negatively correlated with procrastination. Extraverts or full of energy are one and same. This energy drives them to work and do not let them delay their task. Steel (2007) found weak correlation for this dimension of personality with procrastination.

There are contradictory points of views regarding relation of neuroticism, conscientiousness, agreeableness, openness to experience and procrastination. Neuroticism is positively correlated with procrastination. The impulsive aspect of neuroticism is related with delaying of tasks and decisions. The positive attributes like agreeableness, conscientiousness and openness to experience are found to be negatively related with procrastination (Burka & Yuen, 1983; Ellis & Duru, 1977). Further Myers, Sen and Alexandrov (2010) explored the moderating impact of personality traits on advertisement and found significant results for all traits. Researchers found that personality traits moderate significantly the relationship of work and salivary cortisol (Lamarche & Marchand, 2015). Procrastination is related to personality traits (Steel, 2007) in routine

life. The habit of postponing the task has positive and negative impacts and it depends on the circumstances in which it is used.

### **Procrastination**

Procrastination (Latin; Procrastinare) means to put off or postpone the specific task for another day. Pro (an adverb) means forward motion and crastinus means belonging to another day (DeSimone, 1993).

Procrastination is a prostrating habit for every individual. To put off the task that is important to attain certain goal is procrastination (Lay, 1986). Procrastination is delaying of the task that needs to be completed in specific time frame (Yaakub, 2000).

Procrastination can be defined in various forms. Academic procrastination is delaying of tasks related to assignments, assessments, monitoring responsibilities or other tasks assigned by teachers. Sultan and Hussain (2010) found that burden of assignments and poor time management can lead to academic procrastination. Active procrastination is completing of tasks within time. The delay, if occurs, is intentional to complete other actions that are more valuable (Chou& Choi, 2005). Passive procrastination (decisional procrastination) is shown when decision-making power is weak. These procrastinators are unable to make plans in time and act on them accordingly (Chou & Choi, 2005).

Decisional procrastination is an unhealthy style of delaying decision when there is confrontation between choice and conflict at the same time (Ferrari, 2000). Decisional procrastination has two factors. Decision is to be made in a specific context and that is the main determinant of this type of procrastination. Further, the other factor is related to different thinking patterns, personality traits and motivation. It is called the habitual decisional procrastination (Ferrari & Emmons, 1994).Anxiousness, depression and failure to achieve goals can be the dispositional causes of procrastination (Chang, 2014).

Procrastination is a behavior exhibited by everyone on some point in life. The gender based studies revealed that females procrastinate more as compared to their male counterparts (Rodarte- Luna & Sherry, 2008; Washington, 2004). Further studies found that males procrastinate more as compared to females (Prohaska, Morrill, Atilas & Perez, 2009; Steel & Ferrari, 2013). A research conducted on the sample of 580 individuals found that males procrastinate more as compared to females (Balkis & Duru, 2007).

The relationship of procrastination is explored with age and experience. Studies found that procrastination behavior is negatively correlated with age. As the individual grows older, procrastination behavior decreases. Youngsters show high levels of procrastination as compared to the adults (Gulebaglan, 2003). Ferrari, Johnson and McCown (1995) found that in middle to late twenties the procrastination behavior is at its peak and it declines at late adulthood. This can be due to the fact that the individual gets mature with age and experience and procrastination behavior is reduced (Jiao, DaRos-Voseles, Collins & Onwuegbuzie, 2011; Ozer, Demir & Ferrari 2009).

Research has been conducted on procrastination at work place. Gupta, Hershey and Gaur (2012) suggested three major dimensions that influence work place procrastination: intrapersonal factors, situational factors and task characteristics. Showronski and Mirowska (2013) studied the negative impact of procrastination on group morale, group cohesion and the second-hand procrastination on the whole group. Further the co-workers had to work hard to make up the loss of productivity due to procrastinators at work field (Showronski and Mirowska 2013). Ngulen, Steel and Ferrari (2013) had done a survey and found that high level of procrastination at work place was correlated with low salaries, short employment duration with greater chance of losing the job.

Harris and Sutton (1983) presented a framework of research regarding task procrastination in organizations and identified three classes of situational variables that



could predict task procrastination in the organizational settings: characteristics of the focal task, the relationship between the focal task and other tasks, and the attributes of the organization. Hulk & Lio in 2006 explored decisional procrastination and locus of control among public and private sector executives and found non- significant association of locus of control and decisional procrastination.

Aziz and Tariq (2013) found that private sector executives tend to procrastinate less as compared to the public sector executives. Procrastination has a threefold impact on working abilities of an individual. Morale is down, there is increase in inefficiency and feelings of dread towards the task are created. Incomplete tasks tend to pile up on one's desk, clutter up their day and preoccupy their thoughts. This incomplete task creates anxiety and increases the stress level. The task then seems to be more difficult and complex and this increases procrastination. So, the cycle starts all over again (Khan, Arif, Noor & Muneer, 2014)

Burka and Yuens (1983) found that individual who procrastinates feels powerless and hopeless about future. Balkis and Duru, (2007) found that procrastination had positive association with negative effects as low grades in class and low self- esteem, self- discipline, and self- efficacy along with irrational thinking, ineffective time management, anxiety and depression. Aremu, Williams and Adesina (2011) reported that procrastinators had low self-efficacy as a result of failure due to delay of tasks.

### **Self- Efficacy**

Bandura postulated the concept of self-efficacy in the social cognitive theory. Individuals are self- organized self- reflective and self-regulated organisms. Human activities are the interplay of personal, behavioral and environmental influences. This concept of reciprocal determinism set forth the framework of self- efficacy. Self-efficacy is the perception of one's own abilities required to perform life activities. Self- efficacy is

affected by various elements like behaviors, environment and person himself. Self-efficacy can be explained through social learning theory. The four determinants of self-efficacy are mastery experience, vicarious learning, verbal influence and physical arousal (Bandura, 2012).

First of all, mastery experiences in self-efficacy are related to practices involved in the task. Successful experience increases self-efficacy while unsuccessful experiences lower the self-efficacy. Through modeling and observation vicarious learning occurs. People observe others who are in similar situations as they are and this enhances their belief about consequences. Verbal persuasion can convince an individual to attain success despite of difficulties and failures (Tschannen-Moran & Gareis, 2004).

Studies found that Individuals who have high self-efficacy can influence their environment and they are influenced by the environment as reciprocal. Individuals believe they oversee their environment and they are shaped by the environment in a positive manner. Low self-efficacy beliefs make the individual believe that environment is controlling the bad behavior and they have no control on the environment (Lehman, 2007).

Individual's actions are controlled by his beliefs about the desired outcome. If he has the belief that his actions will produce desired results, he will have high motivation to perform the action. The beliefs of one's abilities affect the goal selection and commitment to achieve it. These beliefs then influence the level of effort, persistence and choice of the activities to get the desired goal (Lay, 1986).

Leaders of any organization are the key controllers of that work environment. Their efficacy believes about themselves are very important in the overall performance of the organization. Principal, the administrator and manager of teaching learning environment, can make the institution successful through his self-efficacy believes.

### **Principal Self- Efficacy**

The principal is the manager who can bring change in the teaching learning process by enhancing the achievement level for teachers and students (Tschannen-Moran & Gareis, 2004). A leader can affect the performance of the followers through his self-efficacy (Chemers, Watson, & May, 2000; Lehman, 2007). Principal is the leader of an institution and principals' efficacy is important because it affects follower's attitude and performance. Principals' self-efficacy is a perception that range from planning, organizing and executing the administrative tasks and maintaining relationships with other people and organizations (Federici & Shaalvik, 2011).

Principal self- efficacy is the perception of his capacity to fulfill cognitive and behavioral functions required for arranging the group processes to achieve the school goals. The research findings suggest that the individual with high self-efficacy are more determined in achieving the goals, are more flexible and willing to mould themselves in changing situations, use intrinsic types of power like specialization, knowledge relationship, rather than coercive and legal forces and have better communication with their supervisors. However, principals with weak sense of self efficacy are reported to prefer extrinsic or institutional power like coercive, legal forces or reward force more, to experience more anxiety and stress and to have poor communication skills (McCormick, 2001).

Principals can manage the time effectively by prioritizing the tasks. The prioritization is based on importance of the task. The task can be accomplished by planning and effectively and efficiently managing meetings and keeping away from bad habits like interruption and procrastination (Hess et al., 2000). The experience of principal as educator enhances the self- efficacy of the principal in a significant positive direction (Clark, Martorell & Rockoff, 2009; Fenwick, Collins & Pierce, 2001).

Osterman and Sullivan (1996) conducted research to explore principal sense of efficacy and its relation with problem solving. The findings suggested that principals who had high self-efficacy reported to have higher understanding of their task so they can solve their problems easily. On contrary, Lyons (1994) found that principals with more experience have low self-efficacy. De Raad (2000) found that elementary school principals have high self- efficacy as compared to middle and high school principals.

Lucas conducted a research in 2003 on development of leadership efficacy in 89 principals in Midwestern State. The researcher collected information regarding school level, the size of the teaching staff supervised, principals' age, gender, education, professional education and their relation with self-efficacy. A significant relationship between principal self-efficacy and number of pupils enrolled in the school and size of teaching staff supervised was found.

Tschannen- Moran and Gareis (2004) studied demographic variables like gender, education, school level (elementary, middle and secondary), and parental involvement with PSES. Principal self-efficacy was significantly related to gender difference, year of teaching, school level, socioeconomic status of students and parental involvement. A non-significant relationship was found between self-efficacy and the level of school, gender difference and experience as principal while significant impact of gender and training received was found.

Smith, Guarino, Strom and Reed (2005) conducted a study to find the impact of principal efficacy on effectiveness of teaching-learning in school. The results of the study reveal that there was significant relationship between gender and sense of efficacy. Females tend to report higher self-efficacy as compared to male principals. Further the

study found that the experienced teachers tend to spend less time in administration related work and matters.

A study was conducted on 241 public elementary school principals. 165 principals responded. The researcher explored various demographics and found significant correlation between class size, school configuration and school improvement status with principal self-efficacy. The limitation of the study was that the sample comprised of only elementary school principals. (Aderhold, 2005)

### **Rationale of the study**

The present study aims to study the role of personality traits on the relationship of procrastination and self-efficacy among school principals. Principals are the leaders of educational organization. An effective instructional leader can help the students to achieve success by providing an environment for the teaching learning process. In today's world, principals need to be administrators, visionaries, leaders, experts, managers and policy makers at the same time. The principals, as administrators are expected to balance the often- conflicting interests of parents, teachers and students in a scenario.

The present study will attempt to study the relationship of procrastination and self-efficacy in school principals. Previous researches have explored this relationship in students and teachers respectively. Self-efficacy has been explored in the Pakistani teachers (Akram & Ghazanfar, 2014; Shaukat & Iqbal, 2012).

This study will bridge the gap as research has been done on the principals and head teachers in Pakistan (Bahadur & Khaki, 2014; Memon, Ali, Simkins & Garrett, 2000; Waqar & Siddiqui, 2005) but the procrastination behavior, personality traits and self-efficacy has not been investigated yet among principals in Pakistan.

Teachers have to play a variety of responsibilities in the job like teaching classes without break, managing discipline of eighty students in one class, administrative tasks, marking the note books. Their actual job experience is only 6 months, as for the rest of their job they have to repeat the same books for years and years. Teachers are not exposed to any leadership role in their pre-service and in-service training. The transition of role from instructing in classroom to lead from an administer office becomes more difficult as the responsibility increases on a school teacher (Brown, 2006).

Government of Pakistan had introduced different professional development and training programs (Ministry of Education, 2005). These programs train the individuals for classroom teaching and discipline management. The teachers are not trained for the administrative posts like vice principal and principal. As a normal practice in the world, the senior teachers have to assume the principal responsibility according to seniority. The senior teachers, often, are not trained for this focal position. Their personal characteristics are then highlighted, like procrastination behavior. This affects the administrative tasks, teaching learning process, students achievements and overall school progress. Kwan (2009) found that vice principals had the experience of working in absence of principals but this experience did not prepare them for principal ship. Universities do prepare individuals for post of principal but most educators do not get chance of becoming principal. The personality traits play vital role in the social domain and task completion. Despite available research on relationship between self-efficacy, procrastination and personality traits, there is a lack of research that investigates the relationship among principals' professional efficiency- general procrastination and moderating role of personality traits. The results of this research are expected to help to understand the relationship among principals' professional efficiency and procrastination produce significant findings that will benefit future research. Principal sense of efficacy Scale will

be used on the Pakistani sample. The psychometric properties of the scale will be established for Pakistani population.

Different studies conducted in different populations reveal their own philosophies, as in the well developed countries the schools are well equipped with all the scientific technology, staff is well paid and education gets a good share in GDP. The procrastination behavior, personality traits and self efficacy have been studied in the west. In our culture, in the start of any job, personality traits are usually not identified. The whole system is supervised by the person who might not have the ability to manage time and has the habit to delay important tasks. So as individual, institution and community work efficiency is affected. The present research aims to study the variables under consideration in the education sector and its implications at management level and in the policy making in Pakistan. The demographic variables will also be explored. The research literature proved that there is mixed results regarding the study variables under consideration.

## **METHOD**



## METHOD

### Objectives

The main objectives of the study were:

- To study the relationship of procrastination behavior and self-efficacy among school principals.
- To explore the moderating role of personality traits on the relationship of procrastination and self-efficacy.

### Hypotheses

1. Procrastination has negative relationship with self efficacy.
2. Personality traits moderate the relationship of procrastination and self-efficacy.
3. Male principals will procrastinate more and have low self efficacy as compared to female principals.
4. Public school principals will procrastinate more and have low self efficacy as compared to private sector school principals.
5. Principal self-efficacy is correlated with level of the school.
6. Principals who have teaching experience will have low scores on procrastination scale and will have high self efficacy.
7. More experienced principals will procrastinate less and have high self efficacy as compared to less experienced principals.
8. Trained principals will procrastinate less and have high self- efficacy.

## **Operational Definitions of the variables**

### **Procrastination**

According to Lay (1986), “procrastination means putting off something which is central to reach some goal.” In the present study high scores on the Procrastination Scale represent high procrastination for each individual.

### **Self efficacy**

Self-efficacy beliefs are knowledge structures that attest to the unique properties of human beings to self-reflect and learn from experience (Bandura, 1997). In the present study, scores on Principals’ Sense of Efficacy Scale (PSES) represent the level of self efficacy of each individual.

### **Personality trait**

Personality traits are relatively unconditional behavioral tendencies that attest to individual’s potentials in broad domain of functioning (McCrae & Costa, 1999). In the present study high scores on the Big Five Inventory (BFI) indicated the presence of any of the five personality traits.

## **Instruments**

***Procrastination scale*** Procrastination was assessed as the score on the measure of Procrastination scale authored by (Lay, 1986). It is self-reported five point Likert scale (Extremely uncharacteristic= 1, moderately uncharacteristic= 2, Neutral=3, moderately characteristic =4 and extremely characteristic= 5). The scale comprised of 20 statements. 10 items were reversed-keyed items: (3, 4,6,8,11,13,14,15,18, and 20). Total score on this measure ranges between 20-100. The scale had high reliability. Cronbach's alpha for the local study sample was reported to be  $\alpha$  .85. Score was computed by summing the ratings

allocated to all the items, after reverse coding of the 10 items that were positively worded. Higher score revealed greater use of procrastination by the subjects.

***Principal Self-Efficacy Scale*** The self-efficacy explained for perceptions of the principal was measured by using Principal Self-efficacy Scale originally developed by Tschannen-Moran and Gareis (2004). Tschannen-Moran and Gareis (2004) verified the validity and reliability of the scale, which involves 18 items and 9- point Likert- type scale from 1 (none at all) to 9 (a great deal). Score ranged from 18 to 162, with higher scores reflecting a higher sense of principal efficacy. The scale had good internal consistence with alphas of 0 .91 for the total scale.

***Big five inventory (BFI)*** was presented by John, Donahue and Kentle (1991) was used to measure five dimensions of personality. BFI is 5-point Likert scale ranging from 1-5 (where 1 = disagree strongly and 5 =agree strongly). It includes 44 statements that asked the respondents to indicate the extent to which they agree or disagree with a particular statement. These statements are related to five dimensions of personality (that is, extraversion = 8 items; agreeableness = 9 items; conscientiousness = 9 items; neuroticism = 8 items; and openness = 10 items). The reliability of the scale was found to be between 0.75 to 0.90 for different populations. BFI scale scoring (“R” denotes reverse-scored items): Extraversion: 1, 6R, 11, 16, 21R, 26, 31R, 36 Agreeableness: 2R, 7, 12R, 17, 22, 27R, 32, 37R, 42 Conscientiousness: 3, 8R, 13, 18R, 23R, 28, 33, 38, 43R Neuroticism: 4, 9R, 14, 19, 24R, 29, 34R, 39 Openness: 5, 10, 15, 20, 25, 30, 35R, 40, 41R, 44.

### **Sample**

A sample of 120 school principals (N = 120) was selected from Islamabad and Rawalpindi. The sample was selected on the basis of purposive sampling technique. The sample comprised of equal number of female principals (n= 60) and male principals (n=

60). The data was collected from Elementary, Secondary and Higher Secondary school principals respectively. Sample of (n=53) principals were selected from public sector and sample of (n=67) principals were from private set-up.

### **Procedure**

The present research was conducted to study the relationship of procrastination, personality traits and self efficacy among school principals. A sample of 120 school principals was selected on the basis of convenient purposive sampling technique from Islamabad and Rawalpindi. Sample was being approached personally. Three questionnaires were administered and data was collected. The instructions were explained in detail and confidentiality was ensured.

### **Data Analysis**

The hypotheses of the present study were tested by analyzing the data by using SPSS 20.0. Alpha reliabilities of instruments were calculated. The present research explored the role of personality traits on the relationship of procrastination and self-efficacy among school principals. Correlation coefficient and moderation regression analysis was done. The mean difference between male and female principals, and public and private sector principals were computed by independent sample t-test. Analysis of variance for the study measure (PSES) and different demographic variables on the scores of sample was also computed.

## **RESULTS**

**Table 2***Inter-correlation among Study Variables with Descriptive Statistics*

Measure	1	2	3	4	5	6	7	8
1 BFI	-	.85**	.89**	.91**	-.75**	.91**	-.83**	.48**
2 E	-	-	.69**	.78**	-.79**	.77**	-.70**	.46**
3 A	-	-	-	.79**	-.77**	.78**	-.80**	.47**
4 C	-	-	-	-	-.80**	.80**	-.81**	.45**
5 N	-	-	-	-	-	.77**	.77**	-.48**
6 O	-	-	-	-	-	-	-.79**	.47**
7 PS	-	-	-	-	-	-	-	-.55**
8 PSES	-	-	-	-	-	-	-	-
<i>M</i>	151.46	27.79	34.72	33.35	19.89	35.70	47.23	134.02
<i>SD</i>	18.18	5.71	7.13	6.65	6.64	6.37	15.47	24.70

*Note.* BFI = Big Five Inventory; E = Extraversion; A= Agreeableness; C= Conscientiousness; N = Neuroticism; O = Openness; PS = Procrastination Scale; PSES = Principal Sense of Efficacy Scale  
 \*\* $p < .01$

The table shows that there is significant moderate to high correlation among study variables. Big Five Inventory has significant positive correlation with extraversion, agreeableness, conscientiousness, openness. Neuroticism has significant negative correlation with main scale and other sub-scales. Procrastination scale has significant positive correlation with neuroticism a significant negative correlation with extraversion, agreeableness, conscientiousness, openness and principal self-efficacy scale.

**Table 3**

*Moderation Regression Analysis of Extraversion on the relationship of procrastination and Self- Efficacy*

Predictors		Adjusted					
Models	R <sup>2</sup>	R <sup>2</sup>	B	B	t	F	
1	Constant		176.00		29.01***		
	PS	.31	.30	-.88	-.55	-7.28***	53.00***
2	Constant		152.71		7.28***		
	PS		-.73	-.46	-4.29***		
	E	.31	.30	.58	.13	1.24	27.40***
3	Constant		140.80		6.91***		
	PS		-.54	-.34	-2.74***		
	E		.74	.17	1.59		
	Moderator 1	.34	.32	2.78	.17	1.91	19.91***

*Note.* E = Extraversion; PS = Procrastination Scale; PSES = Principal Sense of Efficacy Scale  
 \*\*\* $p < .001$ , \*\* $p < .01$ ,

The moderation analysis of the extraversion trait on the relationship of procrastination and self efficacy is shown in this table. The extraversion trait has no role in enhancing or weakening the relationship.

**Table 4**

*Moderation Regression analysis for the role of Agreeableness on the relationship of procrastination and Self- Efficacy (N=120)*

Predictors		Adjusted					
Models	R <sup>2</sup>	R <sup>2</sup>	B	$\beta$	t	F	
1	Constant		176.00		29.01***		
	PS	.31	.30	-.88	-.55	-7.28***	53.00***
2	Constant		152.71		6.64***		
	PS		-.73	-.46	-3.79***		
	A	.31	.30	.58	.13	5.83	26.52***
3	Constant		140.80		6.76***		
	PS		-.54	-.34	-3.17***		
	A		.74	.17	.256		
	Moderator2	.32	.31	2.78	.17	1.66	18.87***

*Note.* A= Agreeableness; PS = Procrastination Scale; PSES = Principal Sense of Efficacy Scale

\*\*\* $p < .001$

The moderation analysis of the Agreeableness trait on the relationship of procrastination and self efficacy is shown in this table. The agreeableness trait has no role in enhancing or weakening the relationship.



**Table 5**

*Moderation Regression Analysis of Conscientiousness on the relationship of procrastination and Self- Efficacy (N=120)*

Predictors		Adjusted		B	$\beta$	t	F
Models	R <sup>2</sup>	R <sup>2</sup>					
1	Constant			176.00		29.01***	
	PS	.31	.30	-.88	-.55	-7.28***	53.00***
2	Constant			152.71		7.05***	
	PS			-.73	-.56	-4.27***	
	C	.31	.29	.58	-.01	-.09	26.28***
3	Constant			140.80		5.55***	
	PS			-.54	-.38	-2.45***	
	C			.74	.97	.68	
	Moderator 3	.33	.31	2.78	.19	2.03*	19.38***

*Note.* C= Conscientiousness; PS = Procrastination Scale; PSES = Principal Sense of Efficacy Scale  
 \*\*\* $p < .001$ , \* $p < .05$

The moderation analysis of the conscientiousness trait on the relationship of procrastination and self efficacy is shown in this table. The result shows that the impact of the moderator is 31% and the t-test (2.03,  $p < .05$ ) is significant for regression coefficient. So this suggests that conscientiousness has impact on the relationship between procrastination and self efficacy among school principals.

**Table 6**

*Moderation Regression Analysis of Neuroticism on the relationship of procrastination and Self- Efficacy (N=120)*

Predictors		Adjusted				
Models	R <sup>2</sup>	R <sup>2</sup>	B	β	t	F
1	Constant		176.00		29.01***	
	PS	.31	-.88	-.55	-7.28***	53.00***
2	Constant		177.96		28.02***	
	PS		-.73	-.46	-3.82***	
	N	.31	-.46	.13	-1.03	27.06***
3	Constant		173.67		24.81***	
	PS		-.61	-.34	-2.92***	
	N		-.46	.17	-1.05	
	Moderator 4	.32	-1.86	.17	-1.43	18.88***

*Note.* N=Neuroticism; PS = Procrastination Scale; PSES = Principal Sense of Efficacy Scale  
 \*\*\* $p < .001$

The moderation analysis of the Neuroticism trait on the relationship of procrastination and self efficacy is shown in this table. The neuroticism trait has no role in enhancing or weakening the relationship.

**Table 7**

*Moderation Regression Analysis of Openness on the relationship of procrastination and Self- Efficacy (N=120)*

Predictors		Adjusted				
Models	R <sup>2</sup>	R <sup>2</sup>	B	β	t	F
1	Constant		176.00		29.01***	
	PS	.31	-.88	-.55	-7.28***	53.00***
2	Constant		159.73		6.23***	
	PS		-.78	-.49	-3.91***	
	O	.31	.31	.08	.65	26.58***
3	Constant		159.68		6.27***	
	PS		-.67	-.42	-3.23***	
	O		.27	.05	.45	
	Moderator 5	.32	1.98	.15	1.63	18.86***

Note. O = Openness; PS = Procrastination Scale; PSES = Principal Sense of Efficacy Scale

\*\*\* $p < .001$

The moderation analysis of the openness trait on the relationship of procrastination and self efficacy is shown in this table. The openness trait has no role in enhancing or weakening the relationship.

**Table 8**

*Means, Standard Deviation and t-values on Procrastination scale and PSES between Females and Males (N=120)*

Scales	Females n=(60)		Males n=(60)		t(118)	p	95 % C		Cohen's d
	Mean	SD	Mean	SD			LL	UL	
PS	45.28	12.93	49.18	17.55	1.38	.16	-9.4	1.60	.25
PSES	135.18	28.46	132.86	20.45	.51	.61	-6.6	11.20	.09

*Note.* PS = Procrastination Scale; PSES = Principal Sense of Efficacy Scale

*p* = n.s

The result reveals that the mean and standard deviation differences on sub- scales (BFI), Procrastination scale and Principal Sense of Efficacy Scale are not significant.

**Table 9**

*Means, Standard Deviation and t-values on BFI (sub-scales), Procrastination Scale and PSES between Public and Private sector School Principals (N=120)*

Scales	Public Sector (53)		Private Sector (67)		<i>t</i> (118)	<i>p</i>	95 % C		Cohen's <i>d</i>
	Mean	SD	Mean	SD			LL	UL	
E	28.72	6.01	27.06	5.39	1.58	.11	-.41	3.70	.29
A	36.68	6.40	33.18	7.50	2.73	.00	-.96	6.63	.50
C	35.42	6.95	31.72	5.97	3.13	.00	1.35	6.03	.57
N	18.42	6.82	21.06	6.39	-2.19	.03	-5.02	-.26	.39
O	37.70	5.96	34.13	6.28	3.15	.00	1.32	5.80	.58
PS	43.74	15.23	50.00	15.20	2.23	.02	-11.80	.72	.41
PSES	136.53	24.95	132.04	24.51	.98	.32	-4.51	13.47	.78

*Note.* BFI = Big Five Inventory; E = Extraversion; A = Agreeableness; C = Conscientiousness; N = Neuroticism; O = Openness; PS = Procrastination Scale; PSES = Principal Sense of Efficacy Scale  
 \*\*\* $p < .001$ , \*\* $p < .01$ ,

The results of the table show significant difference and public and private sector principals on agreeableness, conscientiousness, neuroticism and openness. Further there is significant difference of mean among public (M=43.74, SD= 15.23) and private sector (M=50, SD= 15.20) principals. The mean difference on self efficacy scale is non-significant.

**Table 10**

*Mean, Standard Deviation and F values for Principals belonging to different school levels on Procrastination Scale and Principal Sense of Efficacy Scale (N=120)*

Variables	Primary (25)		Secondary (57)		Higher Secondary (38)		F(117)
	M	SD	M	SD	M	SD	
PS	43.80	11.14	46.86	15.31	50.05	17.84	1.26
PSES	130.28	31.02	136.44	22.82	132.87	23.02	.59

*Note.* PS = Procrastination Scale; PSES = Principal Sense of Efficacy Scale  
 $p = n.s$

The analysis of variance showed the effect of school level on principal self-efficacy is not found significant.

**Table 11**

*Mean, Standard Deviation and F values for Principals belonging to different duration of teaching experience on Procrastination Scale and Principal Sense of Efficacy Scale(N=120)*

Variables	1-10 Years n(54)		11-20 Years n(40)		More than 20 years n(26)		F(117)
	M	SD	M	SD	M	SD	
PS	43.45	10.59	48.68	17.30	52.65	19.28	3.42**
PSES	139.43	19.2	135.73	19.91	120.19	35.18	5.91***

Note. PS = Procrastination Scale; PSES = Principal Sense of Efficacy Scale  
 \*\*\* $p < .001$ , \*\* $p < .01$

Table shows mean, standard deviation and F-values for principals with different duration of teaching experience. The results indicate that there is significant mean differences on procrastination scale among school principals with  $F(2, 117) = 3.42, p < .01$ . The findings indicate that principals who have 1- 10 years of experience ( $M = 43.45, p < .01$ ) significantly scored low on procrastination and high on self- efficacy ( $M = 139.43, p < .001$ ) as compared to principals who have 11 to 20 years ( $M = 48.68, p < .01$ ), ( $M = 135.73, p < .001$ ) and 20 years and more ( $M = 52.65, p < .01$ ), ( $M = 120.19, p < .001$ ) experience on procrastination and self- efficacy respectively.

**Table 12**

*Mean, Standard Deviation and F values for Principals belonging to different duration of Principal experience on Procrastination Scale and Principal Sense of Efficacy Scale(N=120)*

Variables	<u>1-10 Years</u>		<u>11-20 Years</u>		<u>More than 20 years</u>		F(117)
	n(81)		n(32)		n(07)		
	M	SD	M	SD	M	SD	
PS	48.93	14.99	45.34	16.14	36.29	14.46	2.53
PSES	131.57	26.9	137.56	11.68	146.29	21.93	1.60

*Note.* PS = Procrastination Scale; PSES = Principal Sense of Efficacy Scale  
*p* = n.s

The analysis of variance showed the effect principal experience on principal self-efficacy is not found significant.



**Table 13**

*Mean, Standard Deviation and F values for Principals with different training durations on Procrastination Scale and Principal Sense of Efficacy Scale (N=120)*

Variables	Nil n(17)		One Year n(86)		Two Years n(17)		F(117)
	M	SD	M	SD	M	SD	
PS	49.41	7.83	46.56	17.57	48.47	8.33	.30
PSES	124.53	16.12	136.21	24.69	132.47	30.26	1.64

*Note.* PS = Procrastination Scale; PSES = Principal Sense of Efficacy Scale  
p=n.s

The analysis of variance showed the effect of training on principal self-efficacy is not found significant.

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## **DISCUSSION**

## DISCUSSION

The present research was conducted to study the relationship of procrastination and self-efficacy among school principals. Further, the moderating effect of the personality traits on the relationship was also explored.

The analysis of the data showed that the scales had high reliability (Table 1). This implies that the scales used are good and standardized measures and can be used in future on different samples. The inter-correlation matrix of the study variables. The Big Five Inventory and its sub-scales are found to be highly correlated with the Procrastination Scale and Principal Sense of Efficacy Scale (Table 2). Procrastination has a negative relationship with self-efficacy. The hypothesis has been proved (Table 2). These findings are supported by Aremu et al (2011). This suggests that high level of procrastination will decrease the sense of efficacy of the individual and the performance will be affected in adverse manner. High sense of self-efficacy will motivate the individual to work hard and complete the tasks in time hence the procrastination will decrease.

Regression analysis was done to explore the impact of moderators on the relationship of procrastination and self efficacy (Table 3 to Table 7). Multiple regression analysis of the data revealed that only procrastination is the significant predictor of self-efficacy. Extraversion, agreeableness, neuroticism and openness showed non-significant impact on the relationship of procrastination and self-efficacy. The findings of Rajabzadeh and Moskhani (2014) who found that conscientiousness (directly) and neuroticism (negatively) has impact on self efficiency. The findings suggest that Conscientiousness trait moderates significantly the relationship of procrastination and self-efficacy. The result is supported by of Robert et al. (2005). The researchers explored procrastination as trait and a facet of conscientiousness; that is lack of responsibility. If the

individual does not delay his tasks, make priority list, manage time well and meet deadlines then he will achieve success. This in return will enhance the self efficacy of the individual. Principal is a mentor. Principal with high self-efficacy has a positive impact on the staff and students.

The t-test analysis of the procrastination scale showed that there was no significant difference among the male and female school principals (Table 8). The results are supported by Hess, Sherman and Goodman (2000) and Sirin (2011). They found that there is no significant difference on the basis of gender as per procrastination is concerned. The result is contradictory to the research done by Washington (2004) who found that female procrastinate more as compared to males and Ozer et al. (2011) who concluded that male procrastinate more as compared to females. The mean differences suggest that the males procrastinate more as compared to females. This can be due to the fact that males tend to take their tasks easy and postpone the work for some other time. Females are anxious regarding their image and social acceptance. If the track record of the service of the individual as a teacher is kept in view, it is found that male teachers do not take their classes in proper manner and do not follow the timings of institution strictly. Female head of the institution complete their tasks in time and observe the timings strictly so females procrastinate less as compared to males. The difference is non-significant so it cannot be generalized. Further there was no difference of gender found in self efficacy scale. The result is supported by the findings of Tschannen-Moran and Gareis (2004) and Dimmock & Hattie (1996). This can be due to the sample characteristics. As male and female teachers receive same kind of challenges and have to solve problems in similar contextual scenario in Pakistan so there is no difference found in their perceived self- efficacy and procrastination behavior when they assume the role of principal. Males, though they procrastinate more, do not accept their delaying tactics and do jobs in a fearless manner.

Females procrastinate less and complete task in time so they have high scores on self efficacy.

Further the t-test analysis of the difference of mean among public and private sector school principals (table 9) revealed a significant difference in procrastination behavior. The public sector principal tends to procrastinate less as compared to the private sector principals. This result is in contrast with the findings of Aziz and Tariq (2013) who explored that private sector executives tend to procrastinate less as compared to public sector executives. The reason of this difference can be the fact that data was collected from the schools of Rawalpindi and Islamabad. In these specified areas, the accountability and monitoring system is very effective either it is Punjab Educational Department or CADD Islamabad. In private sector this accountability is not present and this can be the contributing factor of more procrastination behavior. Further the personality traits of the public and private sector principals were also explored. The public sector principals scored high on agreeableness, conscientiousness and openness while they scored low on neuroticism in comparison to private sector principals. This might explain the precipitating factors of procrastination. Public sector individuals are groomed in disciplined environment and they have job security. This phenomenon helps them to indulge in creative imagination, helping each other and experience the freedom of expression. Positive attribute in high self efficacy and low procrastination behavior. The private sector principals have not received any training or personality grooming. Job is not secure and this can be a reason that these principals scored high on neuroticism and low on positive dimensions of the personality traits. The neurotic tendency might be the cause of high scores on procrastination and low scores on self efficacy (Steel, 2007)

The analysis of variance for principal self efficacy scale and level of school (primary, high and higher secondary school) on the scores of school principal on study

variables were found to be non-significant. The findings are supported by Negis-Isik and Derinbay (2015). The difference of mean values shows that the principals of higher secondary level school procrastinate more as compared to primary and secondary school principals. The principals of secondary school scored high on self- efficacy as compared to higher secondary and primary level principals. Senior principals are confident as they have done hard work in their young age. The young principals are struggling to achieve their set goals and can feel low self- efficacy. As age and experience increases the individuals become more confident and start to delay the task or relay on juniors.

The results are significant for analysis of variance for principal sense of efficacy scale, procrastination scale and the teaching experience of the principal (Table 11). The significant differences are supported by the findings of Parkay, Currie and Rhodes (1992) who proposed that principal experience as educator is significantly related to efficacy as principal. The result is not supported by the research findings of Ozer et al. (2007) and Tschannen-Moran and Gareis (2004). However the hypothesis is rejected. The possible reason of the difference can be that young teachers are enthusiastic and have high self efficacy. They are energetic and have high expectations from themselves when they are required to assume the role of principal. More experienced teachers experience stress due to health, modern technology and do not accept change. This decreases their self efficacy as they grow old and assume the role of principal and procrastination is enhanced.

The tenure of principalship (experience) was analyzed through analysis of variance on the scores of principal sense of efficacy scale and procrastination scale with different levels of principalship experience and the results are non-significant (Table 12) so the hypothesis is rejected. The results are supported by the findings of Tschannen- Moran and Garies (2004) while results are not supported by the findings of Rivkin, Hanushek and Kain (2005). The scores of the individuals who have more than 20 years of experience

showed that they procrastinate less and have high self-efficacy as compared to other two levels. This can be due to the fact that experienced principals have expertise and have confidence to deal with the management issues of staff and students as compared to less experienced principals. Principals who have less experience are in learning phase and tend to delay the task in order to avoid the bad decisions. In turn they score low on sense of efficacy due to lack of skills and proficiencies.

Training is an important factor for the role of principalship. The analysis of variance for the scores of principals on the basis of duration of training received showed that training has no significant impact on sense of efficacy and procrastination behavior of the school principals (Table 13). The results are not supported by the findings of Tschannen and Gäreis (2004) who found significant impact of training on principal self-efficacy. The scores of the principals who have received one year training are high on self efficacy and low on procrastination as compared to principals who have not received any training. The trained principal has confidence to handle the situations well and have good communication skills to manage social issues of staff. They do not delay their decisions or tasks and take actions in time and self- efficacy is enhanced.

### **Conclusion**

The study was conducted to study the moderation effect of personality traits on the relationship of procrastination and self-efficacy among school principals. The analysis of the results showed that the study variables are inter-correlated with each other. The scales used were reliable and had consistent psychometric properties. This shows that procrastination behavior will decrease the self-efficacy and vice versa. The five dimensions of big five personality traits were also explored among school principals. The results showed that conscientiousness has significant moderating effect on the relationship of procrastination and self-efficacy among school principal. The gender differences were

not found significant regarding the study variables. The school principals working in public and private sector have significant difference regarding self-efficacy and procrastination. Result of ANOVA showed that the teaching experience of the principals during their service had significant impact on the self-efficacy of the principals.

### **Limitations**

The limitations of the research were as follows:

1. The sample was selected from Islamabad and Rawalpindi only, which limits the generalization of the findings of the study.
2. The measures used were self-report scales. The social desirability impact cannot be ruled out.

### **Suggestion**

Following suggestions must be kept in consideration for future research:

1. The sample size should be increased.
2. In future studies, data must be collected from the teachers, sub-ordinating staff and students. In this way the principals' efficacy, as stated by the sample, can be verified.
3. The short-forms of the questionnaires must be used in future as the principals have little time to spare from busy schedule.



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## REFERENCES

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## **ANNEXURE A**

Sanjay Srivastava <sanjay@uoregon.edu>

To

uzma nazir

Hi -

Oliver John, the creator of the BFI, has given blanket permission for all academic use. So go for it, and good luck with your project!

Sanjay

On Sat, Mar 26, 2016 at 10:27 AM uzma nazir <uzma\_nazir80@yahoo.co.uk> wrote:

Sanjay Srivastava!

i hope this email will find you in good health. i am Uzma Nazir from Islamabad Pakistan. I am doing my MS in Educational Psychology from International Islamic University Islamabad. i am doing a research project on " Relationship of Procrastination, Personality Traits and Self Efficacy among School Principals". in this regard i want to seek your permission for the use of your Big Five Inventory.

i will be thankful for your kind consideration and prompt action.  
thanking you in anticipation.

Regards

## **ANNEXURE B**

[clay@yorku.ca](mailto:clay@yorku.ca)

To  
[uzma\\_nazir](mailto:uzma_nazir)

I have attached the versions that we have used since 1988. Please note the possible updates of some statements. Remember to re-code the false-keyed statements before adding up the total scale score (1=5, 5=1,2=4,4=2). Good luck with your research. Clarry Lay. Professor Emeritus.

----- Original Message -----

**From:** uzma nazir <[uzma\\_nazir80@yahoo.co.uk](mailto:uzma_nazir80@yahoo.co.uk)>

**To:** "clay@yorku.ca" <[clay@yorku.ca](mailto:clay@yorku.ca)>

**Sent:** Fri, Mar 25, 2016, 7:57 AM

**Subject:** seeking permission for the use of Procrastination Scale

Professor Clarry Lay!

i hope this email will find you in good health. i am Uzma Nazir from Islamabad Pakistan. I am doing my MS in Educational Psychology from International Islamic University Islamabad. i am doing a research project on " Relationship of Procrastination, Personality Traits and Self Efficacy among School Principals". in this regard i want to seek your permission for the use of your Procrastination Scale(1986).

i will be thankful for your kind consideration and prompt action.  
thanking you in anticipation.

Regards

## **ANNEXURE C**

MEGAN TSCHANNEN-MORAN, PHD  
PROFESSOR OF EDUCATIONAL LEADERSHIP

P.O. Box 8795 • Williamsburg, VA 23187-8795 • (757) 221-2187 • mxtsch@wm.edu

March 31, 2016

Uzma,

You have my permission to use the Principals' Sense of Efficacy Scale, which I developed with Chris Gareis, in your research. The best citation to use is:

Tschannen-Moran, M. & Gareis, C. (2004). Principals' sense of efficacy: Assessing a promising construct. *Journal of Educational Administration*, 42, 573-585.

You can find a copy of these measures and scoring directions on my web site at <http://wmpeople.wm.edu/site/page/mxtsch> . I will also attach directions you can follow to access my password protected web site, where you can find the supporting references for these measures as well as other articles I have written on this and related topics.

I would love to receive a brief summary of your results when you finish.

All the best,

Megan Tschannen-Moran

The College of William and Mary!

School of Education

## **ANNEXURE D**



### **Informed Consent**

The researcher is a MS scholar at International Islamic University Islamabad. I am inviting you to participate in a research study. I am interested in learning more about "Role of Personality traits on the Relationship of Procrastination and Self-Efficacy among school Principals". You will be asked to fill the questionnaires. This will take approximately 30 mins of your valuable time. All information will be kept confidential. Your cooperation and participation will be appreciated.

---

Signature of the Participant

---

Signature of the Researcher

## **ANNEXURE E**

**Demographic sheet**

**Gender:** 1: Male 2: Female

**Marital Status:** Single / Married

**Qualification:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

**BPS:** \_\_\_\_\_

**Professional Qualification:** B.Ed/ M.Ed/ EPM

**Professional Development Training Received:** Yes /No

In case of Yes; mention the **Duration:** \_\_\_\_\_

**Experience as Principal:** \_\_\_\_\_ Years \_\_\_\_\_ Months

**Teaching experience:** \_\_\_\_\_ Years \_\_\_\_\_ Months

**School Type:** Primary / Middle/ Secondary School/ Higher Secondary School

**Locality:** Urban/ Rural **Organization:** Public/ Private/ Semi- Government

**Number of Staff Supervised:** \_\_\_\_\_ Teachers \_\_\_\_\_ Non- Teaching Staff

**Strength of the students:** \_\_\_\_\_

## **ANNEXURE F**

## The Big Five Inventory (BFI)

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please mark a number next to each statement to indicate the extent to which you agree or disagree with that statement.

I SEE MYSELF AS SOMEONE WHO.....

S.N	CHARACTERISTICS	STRONGLY DISGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1	Is talkative	1	2	3	4	5
2	Tend to find faults with others	1	2	3	4	5
3	Does a thorough job	1	2	3	4	5
4	Is depressed, blue	1	2	3	4	5
5	Is original, coming up with new ideas	1	2	3	4	5
6	Is reserved	1	2	3	4	5
7	Is helpful and unselfish with others	1	2	3	4	5
8	Can be somewhat careless	1	2	3	4	5
9	Is relaxed, handles stress well	1	2	3	4	5
10	Is curious about many different things	1	2	3	4	5
11	Is full of energy	1	2	3	4	5
12	Starts quarrels with others	1	2	3	4	5
13	Is a reliable worker	1	2	3	4	5
14	Can be tense	1	2	3	4	5
15	Is ingenious, a deep thinker	1	2	3	4	5
16	Generates a lot of enthusiasm	1	2	3	4	5
17	Has a forgiving nature	1	2	3	4	5
18	Tend to be organized	1	2	3	4	5
19	Worries a lot	1	2	3	4	5
20	Has an active imagination	1	2	3	4	5
21	Tends to be quiet	1	2	3	4	5
22	Is generally trusting	1	2	3	4	5

23	Tends to be lazy	1	2	3	4	5
24	Is emotionally stable, not easily upset	1	2	3	4	5
25	Is inventive	1	2	3	4	5
26	Has a assertive personality	1	2	3	4	5
27	Can be cold and aloof	1	2	3	4	5
28	Perseveres until the task is finished	1	2	3	4	5
29	Can be moody	1	2	3	4	5
30	Values artistic, aesthetic experiences	1	2	3	4	5
31	Is sometimes shy, inhibited	1	2	3	4	5
32	Is considerate and kind to almost everyone	1	2	3	4	5
33	Does things efficiently	1	2	3	4	5
34	Remains calm in tense situations	1	2	3	4	5
35	Prefers work that is routine	1	2	3	4	5
36	Is outgoing, sociable	1	2	3	4	5
37	Is sometimes rude to others	1	2	3	4	5
38	Makes plans and follow through them	1	2	3	4	5
39	Gets nervous easily	1	2	3	4	5
40	Likes to reflect, play with ideas	1	2	3	4	5
41	Has a few artistic interests	1	2	3	4	5
42	Likes to cooperate with others	1	2	3	4	5
43	Is easily distracted	1	2	3	4	5
44	Is sophisticated in art, music or literature	1	2	3	4	5

## **ANNEXURE G**

## Procrastination Scale

Instructions: People may use the following statements to describe themselves. For each statement, decide whether the statement is uncharacteristic or characteristic of you using the following 5 point scale. In the box to the right of each statement, fill in the number on the 5 point scale that best describes you.

Strongly disagree =1      Disagree =2      Neutral = 3      Agree =4      Strongly agree =5

1	I often find myself performing tasks that I had intended to do days before.	1	2	3	4	5
2	I often miss concerts, sporting events, or the like because I don't around to buying tickets on time	1	2	3	4	5
3	When planning a party, I make the necessary arrangements well in advance.	1	2	3	4	5
4	When it is time to get up in the morning, I most often get right out of bed.	1	2	3	4	5
5	A letter may sit for days after I write it before mailing it.	1	2	3	4	5
6	I generally return phone calls promptly.	1	2	3	4	5
7	Even with jobs that require little else except sitting down and doing them, I find they seldom get done for days.	1	2	3	4	5
8	I usually make decisions as soon as possible.	1	2	3	4	5
9	I generally delay before starting on work I have to do.	1	2	3	4	5
10	When travelling, I usually have to rush in preparing to arrive at the airport or station at the appropriate time.	1	2	3	4	5
11	When preparing to go out, I am seldom caught having to do something at the last minute.	1	2	3	4	5



<b>12</b>	In preparing for some deadline, I often waste time by doing other things.	1	2	3	4	5
<b>13</b>	If a bill for a small amount comes, I pay it right away.	1	2	3	4	5
<b>14</b>	I usually return an RVSP request very shortly after receiving the invitation.	1	2	3	4	5
<b>15</b>	I often have a task finished sooner than necessary.	1	2	3	4	5
<b>16</b>	I always seem to end up shopping for birthday or Christmas gifts at the last minute.	1	2	3	4	5
<b>17</b>	I usually buy even an essential item at the last minute.	1	2	3	4	5
<b>18</b>	I usually accomplish all the things I plan to do in a day.	1	2	3	4	5
<b>19</b>	I am continually saying "I'll do it tomorrow."	1	2	3	4	5
<b>20</b>	I usually take care of all the tasks I have to do before I settle down and relax for the evening.	1	2	3	4	5

## **ANNEXURE H**

## Principal Self Efficacy Scale

Please indicate your opinion about each of the questions below by marking one of the nine responses in the columns on the right side. The scale responses ranges from “None to all” (1) to “A Great Deal” (9), with “Some Degree” (5) representing the mid-point between these low and high extremes. You may choose any of the nine possible responses, since each represents a degree on the continuum. Your answers are confidential.

**None at All=1    Very Little=3    Some Degree=5    Quite a Bit=7    A Great Deal=9**

Please respond to each of the questions by considering the combination of your current ability, resources, and opportunity to do each of the following in your present position.

**“In your current role as principal, to what extent can you.....”**

<b>1</b>	Facilitate student learning in your school?	1	2	3	4	5	6	7	8	9
<b>2</b>	Generate enthusiasm for a shared vision for the school?	1	2	3	4	5	6	7	8	9
<b>3</b>	Handle the time demands for job?	1	2	3	4	5	6	7	8	9
<b>4</b>	Manage change in your school?	1	2	3	4	5	6	7	8	9
<b>5</b>	Promote school spirit among a large majority of the student population?	1	2	3	4	5	6	7	8	9
<b>6</b>	Create a positive learning environment in your school?	1	2	3	4	5	6	7	8	9
<b>7</b>	Raise student achievement on standardized tests?	1	2	3	4	5	6	7	8	9
<b>8</b>	Promote a positive image of your school with the media?	1	2	3	4	5	6	7	8	9
<b>9</b>	Motivate teachers?	1	2	3	4	5	6	7	8	9

10	Promote the prevailing values of the community in your school?	1	2	3	4	5	6	7	8	9
11	Maintain control of your own daily schedule?	1	2	3	4	5	6	7	8	9
12	Shape the operational policies and procedures that are necessary to manage your school?	1	2	3	4	5	6	7	8	9
13	Handle effectively the discipline of students in your school?	1	2	3	4	5	6	7	8	9
14	Promote acceptable behavior among students?	1	2	3	4	5	6	7	8	9
15	Handle the paperwork required of the job?	1	2	3	4	5	6	7	8	9
16	Promote ethical behavior among school personnel?	1	2	3	4	5	6	7	8	9
17	Cope with the stress of the job?	1	2	3	4	5	6	7	8	9
18	Prioritize among competing demands of the job?	1	2	3	4	5	6	7	8	9

