

Original personality of school principals from the teachers' point of view

¹Rania Hamad Abdel Hassan;

²Asst. Prof. Dr. Munaf Fethi Al Jubouri

^{1,2} Kerbala University / College of Education for Human Science/
Department of Psychological and Educational Sciences

Abstract

The current research aims to identify The authentic personality of school principals from the teachers' point of view, and for the purpose of achieving this goal, the researchers chose a sample of (400) teachers. and school From the research community for the academic year (2021-2022.)), where the researchers built an authentic personality scale based on a model Wood et al Wood et al, 2008)) as well as it was presented to a group of expert arbitrators, and its psychometric properties were extracted. Apply it in its final form to the research sample. After completing the application, the researchers used the appropriate statistical means to analyze the data, using the statistical portfolio for social sciences, and the results of the research showed (that school principals have an authentic personality from the teachers' point of view) and in light of this result that was reached in the current research, a set of recommendations were developed and proposals.

Keywords: Personal, Administrator, Schools, Teachers

Introduction

The results of some previous studies differed and contradicted in their measurement of the concept of authentic personality among school principals, especially from the teachers' point of view. In personality, it was negatively related to anxiety, stress and depression, and it was positively related to self-esteem (2013: 18-19). Britta) on the other hand pointed out (1995, Baumeister, & Leary) that one of the possible repercussions of originality in personality, qualitative distinction from others, and description under the name of a category "different" from others is a person's feeling of shame, ostracism, marginalization and neglect by others and perhaps harm in one way or another. In other words, and these repercussions have decisive effects on the level of his enjoyment and his good condition, and he emphasized that a person may deny his authentic self under the urgency of the desire to obtain social acceptance and approval with others before others (Petersson, 2006: 249) and confirmed (Leary, 2003) this meaning by referring to what He called it the strenuous burden of originality to the extent that passion and addiction to it may make it a "curse to the self." The attachment to self-awareness with its natural requirements forces a person to continuously evaluate himself, redefine his position on the world and surrounding circumstances constantly, and review his identity against the influence of conformity and surrounding pressures (2013, 76). Brown) and this was confirmed by the results of the study conducted by (Ebara, 2015), which indicated that the efforts made to perform authentic behavior may lead to stagnation. Behavior, undermining effectiveness, and poor acceptability from others 1004): Plasencia, 2016)

Thus, the current study raised some questions, including:

What is the degree and direction of the correlation of the authentic personality?

Are there statistically significant differences according to the variables of sex and specialization in the correlative relationship of school principals from the teachers' point of view?

Research importance:

The authentic personality as a coherence is the identical relationship between the external entity and the internal characteristics and values (2019: 3). Lehman et al) therefore, the authentic personality reflects the degree of teachers' self-reliance And their character regardless of external pressures and the extent of teachers' self-awareness Confidence in their abilities And their knowledge of their goals in life within the framework of his perceptions of the meaning of life and its ultimate goals, which enables him to determine the direction, path and content of his life without remembering the prevailing and familiar and at the same time without shining around the self. The emotional self in its confrontation with the objective world and external forces, pressures and influences in a way that reflects the awareness of the person and his awareness of his identity and his differentiation from him (Golomb, 1995: 14). (2009: 156, Davies, et al)

As the authentic personality is related to enhancing self-confidence and credibility, increasing intimacy and reducing conflict situations, studies have shown, including the 2010 study), (Brunell The results of which indicated that the authentic person's behaviors are associated with openness with others, honesty and being trustworthy (2010: 298), (Brunell

It was noted (Peterson & Seligman, 2004) that the majority of people agree that authenticity and honesty are among the most basic human virtues, 2004: 205) (Peterson & Seligman) According to the implications of humanistic psychology and existential psychology, individual differences in the authentic personality style are among the The central indicators for understanding the level of psychological enjoyment and freedom from mental disorders (1980, May, 1981, Yalom), and proponents of the psychodynamic approach have also emphasized the importance of the authentic personality pattern in determining the level of human mental health (58: 1965: Winnicott), as he emphasized (Brunell et al. 2010) that the individual, when he deals with authentic behaviors with others, will contribute to the crystallization of positive relationships that are based on respect, trust and honesty, and that is why positive social outcomes and higher well-being are linked to them (Brunell et al, 2010: 36))

The importance of the current research is also evident through its application to middle school teachers and the importance of their opinions for taking them into account in knowing and evaluating some leadership and personal traits of another important group of the school community represented by the principals of middle schools because of their very big role in leading the school, its development and prosperity and organizing its work in general during They perform their administrative and leadership duties and their personal interaction with teachers, as this stage is the second educational base after the primary school and upon which the diversified education systems are based. Therefore, the role of teachers comes to carry out their educational, teaching and teaching duties in raising and educating students, which undoubtedly requires them to possess the capabilities and skills necessary to lead the educational work. The corner exposes the educational process to

collapse and decline Accordingly, its success and failure in achieving its goals depends (Al-Taweel, 1982: 16).

The researcher believes that the importance of the current research increases in the importance of the segment that the research has singled out, as the selection of these topics has its social and educational justifications. One of the most important of these justifications and reasons is that the authentic personality gives the school principal the ingredients for successful leadership through the distribution of leadership roles and their participation with teachers and the skills of optimal performance and good control and control. This performance through authentic behaviors in dealing with all elements of the school.

research aims:

The current research aims to identify:

original character School principals from the teachers' point of view.

The significance of the differences in the correlation of the authentic personality of school principals from the teachers ' point of view according to gender (males, females) and specialization (scientific, human).

search limits:

The current research is limited to middle school teachers and female teachers in the holy governorate of Karbala according to the variables of gender (males, females) and specialization (scientific, human) for the academic year (2021-2022)

Define terms:

Authentic Personality: _

She was known by:-

Harter (2002.) Harter _

A psychological structure that refers to a person's possession of his personal experiences, awareness of his thoughts, emotions, needs, preferences, and beliefs, and acting according to his true self-values, while expressing himself in ways consistent with his inner thinking and feelings.

(: 282, 2002 Harter _

Wood et al. (Wood et al, 2008):

The extent of the individual's self-awareness, confidence in his abilities, knowledge of his goals, beliefs and basic values in life, living according to these values, goals and beliefs, and not being influenced by external pressures

385: Wood et al, 2008)

literature review

Authentic Personality

Personal psychology is one of the most important theoretical branches of psychology that deals with the study of a person's phenomena, characteristics, and behaviors, which are called personality. Programming behavior and the importance of experiences and experiences that affected the process of creating and creating personality traits in childhood (Zhang, 2006: 13), so it takes care of presenting the concepts of the human personality, as it resulted in dozens of topics that express personal traits, traits and characteristics and a

study of individual differences and differences between Personalities of individuals in order to study the personality and its components

(Yik et al, 2003: 21)

The scientific basis for the personal concepts put forward by personality theorists, ancient and modern, goes back to the philosophical assumptions in which they believe (Triandis). & Suh, 2002: 46) and some psychologists adopted this concept, so they considered the personality to be the outward appearance of the individual as represented in his outward behavior, and it was the result of the many successive studies and research, if some psychologists amended this concept and spoke about the essence of personality as they talked about the depths and depths In the human psyche, and in any case, there are many concepts and definitions related to it, but we can distinguish between two main trends that affect the study of personality. The inner central force that directs the individual

(Aziz and Al-Obaidi, 1990: 18).

Genuine Personality Model (Wood et al, 2008)

(The Authentic Personality Model)

Wood et al, 2008) discussed a new approach to authenticity according to the person-centered authenticity problem of Rogers (1961, Rogers), as White (2011, White) sees that the authentic personality model Wood and his colleagues (Wood et al, 2008 focus heavily on the theory of Rogers defines it as a tripartite definition of individual-centered psychology, after Wood and his colleagues reviewed the previous literature, which considered Rogers' perceptions of authenticity to be the most comprehensive. On the ideas of congruence and consistency, and after the perception presented by Barrett- Lennard (1998), this model depicts authenticity as a consistency between a person's real experience and his cognitive representation of that experience, his communication with others, his external behavior, and a sense of honesty and integrity towards himself more than what others feel across a group. A variety of situations, where authenticity was considered a personality trait to be judged according to a set of criteria, and on this basis the authentic personality model was formulated. In this model, the authentic personality is a construct A triad identified by him (1998, Barrett, Lenmard) shows the three levels of experience as well as the consistency of the three aspects of the human personality:

person 's primary experience

their symbolized awareness

outward behavior and communication (Barrett, Lennard, 1998:82)

The first level is referred to as the basic experience, or unconscious (unconscious experiences, true self, emotions, thoughts, and beliefs) of a person. As for the second level, it consists of those states, emotions and thoughts that a person is consciously aware of, and the third level is the person's lived experience, or his expressive behavior and emotions. The first aspect of authenticity occurs between the first and second levels, that is, between the emotions, states, and thoughts that are real to a person and those available to him in consciousness. While these two levels cannot be completely compatible, the greater the separation between the two is called (self-alienation), and the more people are aware of their underlying states, feelings, and thoughts, the greater their well-being. And between their external actions, if a person behaves in a way that is consistent with his thoughts,

beliefs and goals, this is called (authentic living) and this can be seen as the concept of “being yourself”, and finally the third aspect of authenticity described in this model can occur between the first two levels The second and the second and third levels, and this is called (acceptance of external influence) and describes the extent to which the social environment contributes to self-esteem and authentic living, that is, a person’s acceptance of external influence, such as other people’s opinions, cultural traditions, or community expectations, as they affect how one deals with The individual with his or her feelings, thoughts and basic states and acting upon them. (2014:22. Mengers)

Wood et al, 2008) explains the three basic areas of authentic personality as follows:

First: self-alienation: includes the incompatibility between the subconscious and the perceived awareness (actual experience). Since perfect correspondence between these aspects of the experience is never possible, the extent to which a person experiences self-alienation constitutes the first aspect of authenticity. The subjective experience of not knowing oneself or feeling out of touch with one's true self indicates this aspect of authenticity Wood et al, 2008: 388)

Second: authentic living: it includes congruence between experience as you perceive it consciously and behavior (1959, 1961, Rogers), as authentic life includes the behavior and expression of feelings in a manner consistent with the conscious awareness of physiological states, emotions, beliefs, and cognition. In other words, authentic living involves the individual being true to himself in most situations and living according to his values and beliefs.

Third: Accepting external influence: involves the extent to which one accepts the influence of others and the belief that one has to conform to the expectations of others, since human beings are essentially social beings, and both self-alienation and authentic life are affected by the social environment. External influence affects feelings of alienation from oneself and the experience of authentic living (Wood et al, 2008:389)).

Justifications for adopting the model:

The researcher adopted a model (Wood et al, 2008) for the authentic personality for the following justifications:

Because this model presented an explicit and clear definition and scope for measuring the authentic personality.

This model is pioneering, rich and rich in its handling of the concept of authentic personality, as it dealt with the concept in a more comprehensive and in-depth manner.

The theory was supported by a lot of research and studies, including studies by (Wood et al), as well as many researchers.

Conclusions:

In light of the results that the researcher reached by analyzing and discussing the data, she concluded the following:

- 1- 1 - The group of school principals in general has an authentic personality from the teachers' point of view, which indicates that school principals are characterized by originality and congruence between their thoughts and actions.

- 2- 2 - The variables of distributed leadership and the authentic personality are two important components that complement each other in managing the school in an elaborate and efficient manner that leads to the achievement of its goals.
- 3- The relationship between distributed leadership and the authentic character is not affected by gender or specialization

Recommendations:

Based on the results of the current research, the researcher recommends the following:

- 1- Those in charge of psychological counseling and those responsible for mental health can infer the existence of a positive personality through a good means of diagnosis, which is the authentic personality.
 1. 2 - Designing educational programs by educational counselors that develop the authentic personality of school students in general because of their great role in public life.
- 2- Giving lectures, holding seminars and workshops on the importance of raising awareness of the authentic personality of academic leaders by specialized committees in the Ministry of Higher Education and Scientific Research.

Suggestions:

In light of the research results and to complement the current research, the researcher presents the following proposals:

- 1- Conducting similar studies for other segments of society (university professors, counselors, teachers).
- 2- Conducting a study on the authentic personality of (students, non-students) at the same age to see the impact of learning on the authentic personality.

Conducting studies to identify the relationship between the authentic personality and other variables such as (academic pressures, parenting styles, decision-making quality).

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