

# Personality Dimensions and Leadership Styles of Head Teachers Towards an Enhanced Training Program

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## ABSTRACT

This study investigated the personality traits and leadership styles of 50 head teachers from public secondary schools in Area IV, Division of Batangas, to inform the development of a targeted leadership training program. Using a descriptive-quantitative design, data were collected through structured questionnaires and analyzed to identify leadership training needs and professional development priorities. Findings revealed that most participants were experienced educators aged 41 and above, exhibiting moderate levels of conscientiousness,

openness, extraversion, agreeableness, and emotional stability. While strengths were noted in organization, resilience, and professional growth, areas such as decision-making, adaptability, and collaboration required improvement. The study highlighted a moderate need for enhancement in school management, instructional leadership, stakeholder engagement, and ethical decision-making. Significant correlations were found between age, educational attainment, and years of service with leadership training needs, while gender showed no notable influence. Based on these results, a comprehensive leadership development program was proposed, focusing on self-awareness, communication, emotional intelligence, and transformational leadership to support the continuous growth and effectiveness of school heads.

**Keywords:** *Head Teachers, Leadership Effectiveness, Leadership Training, Personality Dimensions, Professional Development*

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## INTRODUCTION

Effective school leadership is widely recognized as a critical determinant of educational quality. Beyond the impact of classroom instruction, leadership significantly shapes student achievement, teacher performance, and overall school success. Educational leaders, particularly head teachers, play a pivotal role in creating learning environments that foster academic excellence, collaboration, and holistic student development. Research consistently shows that strong leadership contributes to positive school climate, enhanced teacher motivation, and improved student outcomes, whereas weak leadership can lead to inefficiencies, low morale, and diminished performance (Day et al., 2020; Leithwood et al., 2021).

In the Philippine context, the Department of Education (DepEd) underscores the importance of effective educational leadership in fulfilling the goals of the Basic Education Development Plan (BEDP) 2030 (DepEd, 2022). As schools face diverse and evolving challenges, there is a growing need for leadership development programs that are evidence-based and responsive to the unique demands of Filipino school leaders.

A substantial body of literature highlights the influence of personality on leadership effectiveness. The Five-Factor Model (FFM)—comprising Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism—provides a widely accepted framework for understanding individual differences in behavior, decision-making, and interpersonal relationships (McCrae & Costa, 2019). Studies indicate that traits such as Conscientiousness and Extraversion are positively associated with effective leadership, while high Neuroticism may hinder sound judgment and stress management (Judge et al., 2020). Understanding how these personality dimensions manifest among head teachers is essential to identifying leadership strengths and areas requiring development.

In the Division of Batangas, especially in Area IV, head teachers navigate multiple challenges, including resource limitations, diverse student needs, and strong community expectations. Despite these conditions, limited local research has explored how personality traits influence their leadership performance. Examining these dynamics may provide insights that support more effective school management practices and contribute to sustained school improvement.

Existing leadership development initiatives in the Philippines tend to focus on administrative competencies rather than the deeper, personality-driven aspects of leadership (Bernardo & Mendoza, 2020). By linking personality dimensions with leadership effectiveness, this study seeks to address this gap. Identifying the traits that contribute most to strong leadership can inform targeted and context-specific training programs that strengthen not only managerial capacity but also interpersonal and transformative leadership.

Leadership effectiveness extends beyond operational efficiency; it encompasses the ability to inspire, build relationships, and cultivate shared goals. Research suggests that leaders high in Agreeableness and Openness are more likely to encourage collaboration and innovation, while those low in emotional stability may struggle with stress and decision-making (Zhao et al., 2019; Van Knippenberg & Sitkin, 2021). Understanding these patterns is vital as Philippine schools strive for responsive and resilient leadership.

This study focuses on head teachers in Area IV, Division of Batangas, investigating how their personality dimensions relate to leadership effectiveness. The findings aim to inform the development of an enhanced leadership training program grounded in empirical evidence and aligned with the needs of local educational leaders. Such a program can empower head teachers to navigate challenges more effectively, promote positive school culture, and support improved learning outcomes.

Ultimately, this research contributes to the growing discourse on educational leadership in the Philippines. By integrating insights on personality and leadership effectiveness, it offers a foundation for leadership development initiatives that strengthen schools and advance the country's broader educational goals.

## **METHODS**

### **Research Design**

This study employed a descriptive-quantitative research design appropriate for systematically collecting and analyzing data without manipulating variables (Creswell, 2019). The design aimed to describe the personality dimensions and leadership effectiveness of head teachers and examine the relationship between these variables. The descriptive component documented respondents' profiles, personality traits, and leadership effectiveness, while the quantitative approach enabled inferential testing to determine significant relationships and differences.

### **Population and Sampling**

The target population consisted of head teachers from public secondary schools in Area IV of the Division of Batangas. A purposive sampling technique was utilized, selecting all head teachers within the identified area, ensuring inclusion of individuals with relevant expertise and experience. A total of 50 head teachers participated, representing sub-offices in Ibaan, Padre Garcia, Rosario East, Rosario West, Taysan, San Jose, San Juan East, and San Juan West. Permissions were secured from the Education Program Supervisor, the Schools Division Office, and the Public Schools District Supervisors.

### **Respondents**

The respondents were 50 head teachers who serve as primary school leaders responsible for policy implementation, staff supervision, and instructional leadership. Their strategic and operational roles position them as the most appropriate informants for assessing leadership training needs and effectiveness.

## **Research Instrument**

A researcher-made questionnaire served as the primary instrument. Part I gathered demographic information (age, sex, highest educational attainment, and years of service). Part II assessed personality dimensions and leadership effectiveness indicators. Instrument construction was informed by literature review and consultations with administrators and field experts. Content validation by three experts and reliability testing were conducted prior to administration. The final instrument was deployed via Google Forms. Responses were rated on a 4-point Likert scale: 4 = Great Extent/Urgent Need, 3 = Moderate Extent/Moderate Need, 2 = Slight Extent/Slight Need, and 1 = Least Extent/Can Support Training.

## **Data Gathering Procedure**

Formal requests were submitted to relevant authorities. Upon approval and informed consent, the online survey link and QR code were disseminated. Data collection schedules were coordinated to minimize disruption. Collected data were encoded and analyzed using Microsoft Excel 2020 and SPSS 26.0, with consultation from a licensed statistician for verification of analyses.

## **Ethical Considerations**

Participation was voluntary and based on informed consent. Confidentiality and anonymity were upheld in compliance with the Data Privacy Act of 2012. Data were used solely for academic purposes. Ethical norms of respect, fairness, and accountability were observed throughout the study.

## **Statistical Treatment of Data**

Descriptive statistics (frequency, percentage, ranking, and weighted mean) summarized respondent profiles and leadership indicators. Pearson product-moment correlation examined relationships between personality dimensions and leadership effectiveness. Chi-square tests assessed associations between demographic variables and training needs. Analysis of variance (ANOVA) evaluated differences in leadership effectiveness across demographic groupings.

## **RESULTS**

### **Profile of Respondents**

A majority of head teachers (58%) were 41 years old and above, followed by those aged 36–40 (24%), indicating leadership appointments typically occur after substantial classroom experience. The cohort was predominantly female (90%). Most respondents were married (90%). Nearly half were master's

degree graduates (48%), with an additional 42% engaging in post-graduate study or attainment, reflecting the value placed on advanced qualifications. In terms of tenure, the largest groups had 11–15 years (34%) and 16–20 years (30%) of service, highlighting extended professional experience prior to promotion.

### **Personality Dimensions of Head Teachers**

Conscientiousness was reported at a moderate extent ( $M = 3.36$ ), with organization as a strength and timely task completion as a relative area for improvement. Openness ( $M = 3.36$ ) reflected strong support for creativity and independent thinking, with lower ratings for exploring diverse perspectives. Extraversion ( $M = 3.42$ ) showed high engagement in professional development, yet less consistent advocacy for creative risk-taking. Agreeableness ( $M = 3.43$ ) suggested empathy and cooperation, while Emotional Stability ( $M = 3.36$ ) showed strong composure and constructive response to feedback, with some need to bolster confidence during difficult situations.

### **Leadership Training Needs**

Across domains, respondents indicated a moderate need for enhancement. In School Management and Operations ( $M = 3.10$ ), priorities included developing and communicating the school VMGO, data-based strategic planning, and problem-solving. For Student-Centered Learning Climate ( $M = 3.11$ ), setting high social and academic expectations emerged as a prominent need. In Human Resources and Professional Development ( $M = 3.12$ ), creating professional learning communities ranked highest, followed by recruitment/hiring and performance management. For Parents and Community Involvement ( $M = 3.14$ ), parent engagement slightly surpassed external partnerships. In Personal and Professional Attributes ( $M = 3.01$ ), fairness/ethics and professionalism led, with communication and interpersonal sensitivity as cross-cutting development areas.

### **Relationships Between Profile and Training Needs**

Significant associations were identified between age, highest educational attainment, and years of service and leadership training needs across multiple domains. Sex was generally not significant, except in selected HR/PD areas. These results indicate that training needs evolve with experience and formal preparation, supporting tiered, differentiated development programs tailored by career stage and qualification.

## **DISCUSSION**

This study portrays a mature and well-qualified cohort of head teachers exhibiting moderate levels across key personality traits and moderate training needs across leadership domains. The age and tenure

distributions suggest that leadership roles are typically assumed after extensive classroom experience, which can stabilize school management while also highlighting the need for structured advancement and succession pathways. The personality profile reveals solid foundations—organization, growth orientation, and emotional regulation—alongside targeted growth areas such as timely follow-through, perspective-taking, assertive innovation, and self-efficacy under pressure. Training needs coalesce around operationalizing VMGO, instituting high academic and social expectations, strengthening PLCs, and advancing evidence-based decision-making. Strengthening ethics and professionalism remains central, complemented by development in communication and interpersonal sensitivity to sustain trust with staff, learners, and stakeholders.

Significant linkages between training needs and age, education, and tenure validate a competency-based, tiered approach to leadership development. Early-career leaders benefit from management fundamentals and change leadership; mid-career leaders from data leadership, PLC facilitation, and performance management; and senior leaders from mentoring, succession planning, and large-scale strategy execution. The generally non-significant role of sex (outside selected HR/PD domains) supports equitable, merit-based access to leadership preparation.

Implications for practice include institutionalizing PLCs with clear norms and products; embedding data cycles that translate VMGO into measurable classroom practices; codifying parent/community engagement strategies; and providing resilience and efficacy-building supports. Limitations of the present study include reliance on self-report measures and a geographically bounded sample, which may constrain generalizability. Future studies may incorporate multi-source data (e.g., supervisor ratings, classroom observations, student outcomes) and longitudinal designs to examine the impact of leadership training on school performance over time.

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