

Personality Types of Administrators and Teachers' Performance: Basis for Policy Enhancement

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Abstract:

This study explores the relationship between the personality types of school administrators and the performance of elementary school teachers in Dumingag 1 District, Division of Zamboanga del Sur. The research aims to determine how administrators' demographic profiles, such as age, gender, and years of experience, as well as their personality types, influence teacher performance. The focus is on identifying trends and correlations to enhance educational leadership and improve teacher performance outcomes. The descriptive method was utilized, with school administrators and 71 elementary teachers serving as respondents. Data were gathered through surveys and questionnaires, measuring personality traits and assessing teacher performance. Statistical tools such as frequency counts, percentages, ANOVA, t-tests, and Pearson's correlation were applied to analyze the data. The findings revealed that administrators varied in age, were predominantly male, and were relatively new to their positions. Most administrators exhibited the ESTJ ("The Guardian") personality type, with significant differences in personality traits linked to age and years of experience. Teacher performance was rated as very satisfactory, with a significant positive correlation between administrators' personality traits and teachers' job performance. The results emphasize that leadership traits aligned with the "guardian" personality positively impact teacher performance. The findings highlight the critical role of leadership in shaping teacher outcomes, suggesting that targeted leadership training could further enhance management practices. Recommendations include conducting regular reviews of administrators' personality traits to monitor their influence, encouraging teachers to strive for outstanding performance, and performing comparative studies to understand differences between experienced and novice administrators. These insights aim to refine leadership approaches and foster a more productive educational environment.

Keywords: Personality Types, School Administrators, Teacher Performance, Leadership Traits.

INTRODUCTION

Effective leadership in education is crucial to improving teacher performance and achieving positive student outcomes. Among the various factors that influence leadership effectiveness, the personality types of school administrators stand out as significant determinants of how they manage, motivate, and interact with their teaching staff. Understanding these personality traits helps explain differences in leadership styles and their impact on teachers' work behavior. This study focuses on exploring the correlation between administrators' personality types and teachers' job performance, emphasizing the dynamic relationship between personal characteristics and educational effectiveness.

Personality is defined as the relatively stable patterns of thinking, feeling, and behaving that distinguish one individual from another. In educational leadership, these traits form the foundation for how administrators lead and influence their teams. Research by Hui et al. (2013), as cited in Zaman et al. (2021), suggests that an administrator's personality type acts as a mediating factor between leadership practices and teacher satisfaction. Moreover, Arop et al. (2020) highlight that administrators bear a strategic role in balancing

stakeholder expectations and resource management, with personality traits such as emotional intelligence, openness, and conscientiousness playing a key role in effective decision-making and conflict resolution. These combined intellectual, emotional, and behavioral traits enable administrators to foster a professional culture conducive to teaching excellence.

Despite existing literature affirming the importance of administrators' personality types in leadership, gaps remain in understanding how specific personality profiles influence teachers' perceptions and performance across different school contexts. Most studies have focused broadly on personality and leadership relationships without delving into how particular personality types directly affect teacher motivation and classroom effectiveness. Additionally, limited attention has been given to how external factors—like socio-cultural influences and administrative support—interact with these personality types to shape teacher outcomes. These gaps highlight the need for further research to pinpoint personality traits that promote more effective teaching and learning environments.

This study examined the correlation between the personality types of school administrators in the Dumingag 1 District and teachers' job performance. Specifically, it seeks to identify the dominant personality types among administrators, explore how these traits influence teacher effectiveness, and provide recommendations to improve leadership development programs. Ultimately, the purpose of this research is to enhance educational outcomes by deepening the understanding of how personality-driven leadership affects teacher performance and school success.

METHODS

Research Design

This study employed a descriptive research design to systematically examine the relationship between school administrators' personality types and teachers' job performance in their natural educational setting. According to Creswell (2017), descriptive research is used to accurately and systematically describe a population, situation, or phenomenon, allowing researchers to gather detailed information without manipulating variables, which makes it ideal for exploring existing relationships and conditions as they naturally occur.

Research Setting

The study was conducted in Dumingag 1 District, Zamboanga del Sur, a district composed of several public schools, providing an ideal environment to explore the relationship between administrators' personality types and teachers' performance.

Research Respondents

The study involved all administrators and teachers from eight (8) public elementary schools in Dumingag 1 District, Division of Zamboanga del Sur. Using a census approach, the total respondents included eight (8) school administrators and seventy-one (71) teachers, for a combined total of seventy-nine (79) participants. The distribution of respondents across the schools ensured comprehensive data collection representing the entire population within the district.

Research Instrument

This study utilized two primary instruments: the Myers-Briggs Personality Inventory and the Department of Education's Performance Appraisal System for Teachers (PAST). The Personality Inventory, based on Carl Jung's theory, classifies individuals into sixteen personality types and is widely validated and reliable (Myers & Myers, 1995). The PAST is the official tool used to evaluate teachers' job performance across various competencies such as lesson planning, instructional delivery, and classroom management. Both instruments were administered and scored following their standardized guidelines without modification, ensuring the validity and reliability of the data collected.

Data-Gathering Procedure

The data gathering process followed ethical protocols and official procedures. Permission was first secured from the Office of the Schools Division Superintendent to administer the instruments. The researcher

coordinated with the district guidance counselor to distribute and collect the standardized Personality Inventory, ensuring proper administration and respondent compliance. A licensed psychometrician scored the inventory based on official guidelines to maintain accuracy. Teachers' performance data were obtained from existing official records of the Performance Appraisal System for Teachers (PAST), eliminating the need for additional administration and ensuring data reliability. Throughout the process, informed consent, confidentiality, and professionalism were strictly observed to protect participants' rights and maintain the integrity of the study.

Ethical Considerations

In accordance with APA (2020) standards, this study prioritized informed consent, voluntary involvement, and the confidentiality of all participants. Ethical approval was obtained from the PCMC Institutional Review Board, ensuring that participant rights, welfare, and anonymity were rigorously safeguarded throughout the research process.

Data Analysis

The collected data were analyzed using both descriptive and inferential statistical methods to address the research objectives. Frequency counts and mean computations summarized administrators' personality types and teachers' performance levels, providing an overview of patterns and trends. An independent samples t-test examined gender differences in personality types, while one-way ANOVA tested for variations across age groups and length of service among administrators. Finally, the Pearson r correlation coefficient measured the strength and direction of the relationship between administrators' personality types and teachers' performance, highlighting any significant associations between leadership traits and educational outcomes.

RESULTS AND DISCUSSION

Table 1 - Profile of the Administrators in Terms of Age

Age	Frequency	Percent
50 and above	2	25.00
40- 49 years old	3	37.50
30- 39 years old	3	37.50
Total	8	100.00

Table 1 presents the age distribution of the eight school administrators involved in the study. Among them, 25% are aged 50 and above, 37.5% are between 40 and 49 years old, and another 37.5% fall within the 30 to 39 age group. This relatively balanced spread across age categories suggests that school leadership encompasses a broad spectrum of generational experiences. The presence of administrators from multiple age groups may contribute to a dynamic leadership environment where varied perspectives, skills, and approaches coexist. This distribution implies that schools value a mix of seasoned experience and emerging leadership talent, which is essential for organizational sustainability and adaptability in a changing educational landscape.

Focusing on specific age groups, the highest frequencies are found among administrators aged 40 to 49 and 30 to 39, each constituting 37.5% of the total. This indicates a predominance of middle-aged administrators who are likely to be in their prime working years, balancing experience with energy and innovation. Meanwhile, the 50 and above group, comprising 25%, represents senior leaders who bring long-term institutional knowledge and stability. The relatively lower proportion of older administrators could suggest impending generational shifts or retirements, which may impact leadership continuity and succession planning. Schools may need to prepare for these transitions by developing leadership pipelines that encourage knowledge transfer and mentorship between older and younger administrators.

These findings are supported by Gabriel et al. (2020), who highlighted the increasing presence of multiple generations within the modern workforce. The coexistence of different age cohorts brings diverse values, communication styles, and expectations, which can both enrich and challenge organizational dynamics. Effective management of this diversity is critical, especially in educational settings, where leaders must be

adaptive and inclusive. Research indicates that workforce diversity—including age diversity—can enhance organizational performance when managed well by fostering innovation, collaboration, and mutual respect. Consequently, schools must adopt strategies that leverage age diversity as a strength, such as intergenerational mentoring, flexible leadership development programs, and policies that address the unique needs of different age groups.

Table 2 - Gender Profile of Administrators

Gender	Frequency	Percent
Male	5	62.50
Female	3	37.50
Total	8	100.00

Table 2 illustrates the gender distribution of the eight school administrators involved in the study. Among them, 62.5% are male, while 37.5% are female. This data indicates a clear gender imbalance within the administrative leadership, with males representing the majority. The predominance of male administrators suggests that gender disparities in leadership roles remain evident in the study locale. This imbalance may affect organizational dynamics, decision-making, and the inclusivity of leadership practices, potentially influencing how policies are shaped and implemented within the schools.

Focusing on the highest and lowest values, the proportion of male administrators at 62.5% is significantly higher compared to female administrators at 37.5%. This disparity reflects a continuing trend where men occupy a majority of leadership positions, which could be due to historical gender norms, cultural expectations, and institutional barriers that limit women's advancement in management roles. The relatively lower representation of females highlights the need for targeted initiatives to promote gender equity in leadership. Increasing female participation in school administration can enhance diversity, broaden perspectives, and contribute to more balanced decision-making processes, which benefit the educational environment and community.

These findings align with existing literature on gender and leadership. Historically, managerial positions have been male-dominated, but recent decades have witnessed gradual progress toward inclusivity as more women gain access to leadership roles. However, persistent structural and social challenges continue to limit women's representation at higher levels of management. Research suggests that organizations benefit from gender diversity in leadership, which can improve creativity, employee satisfaction, and organizational effectiveness. Therefore, efforts to address gender gaps—such as mentorship programs for women, inclusive hiring practices, and policies that support work-life balance—are essential to fostering equitable leadership in educational institutions (Gabriel et al., 2020).

Table 3 - No. of Years Profile of Administrators

No. of Years	Frequency	Percent
15 years and more	2	25.00
10- 14 years	2	52.00
5-9 years	4	50.00
Total	8	100.00

Table 3 shows the distribution of years of experience among eight elementary school administrators, revealing a balance between less experienced and veteran leaders. Half of the administrators had 5 to 9 years of experience, while 25% each had 10 to 14 years and 15 or more years. This mix reflects ongoing leadership transitions possibly due to retirements or career changes, which can influence leadership styles and administrative effectiveness.

The largest group of administrators with 5 to 9 years of experience suggests many are still developing their leadership capacities. The smaller proportion of highly experienced administrators (15 years or more) raises concerns about leadership continuity, institutional memory, and the availability of mentorship for newer

leaders. Schools should consider support programs to aid less experienced administrators, promoting stability and effective leadership.

Leadership experience significantly shapes a leader's effectiveness and the development of essential skills. They argued that targeted mentorship and professional development are critical to accelerating leadership growth and ensuring organizational success in educational settings.

Table 4 - Personality Type of the Administrators

Personality Type	Frequency	Percent
ESTJ	3	37.50
ENTJ	2	25.00
ENFP	2	25.00
ENFJ	1	12.50
Total	8	100.00

Table 4 presented the distribution of personality types among the administrators, revealing a diverse range of psychological traits and leadership styles. This variation suggested that administrators possessed different strengths, enabling them to approach management from multiple perspectives. Such diversity was seen as beneficial in addressing various organizational needs, thereby enhancing overall leadership effectiveness.

The ESTJ personality type emerged as the most common at 37.5%, characterized by logical thinking, structured decision-making, and a focus on order and professionalism. In contrast, the ENFJ type had the lowest representation at 12.5%, typically associated with empathy, collaboration, and a focus on personal development. This contrast indicated that while many administrators prioritized structure and performance, fewer emphasized relationship-building and emotional intelligence. The results underscored the importance of developing balanced leadership styles that integrate both efficiency and interpersonal connection to meet the holistic needs of staff and the institution.

These findings aligned with Bakhsh (2020), who emphasized that effective leadership results from blending diverse personality traits to address the varying needs of team members. While ESTJ and ENTJ leaders tend to excel in performance and structure, ENFP and ENFJ types contribute significantly to creativity, motivation, and relational support. Recognizing the range of personality types among administrators could help inform leadership development efforts that foster collaboration, enhance strengths, and build a more adaptive and supportive organizational culture.

Table 5 - Test of difference on the Personality Types of Administrators when Grouped According to Age

Analysis of Variance for Personal					
Source	DF	SS	MS	f	p
Age	2	7.542	3.771	14.14	0.009
Error	5	1.333	0.267		

Table 5 presented the results of the analysis of variance (ANOVA) on the personality types of administrators when grouped according to age. The findings showed a statistically significant difference, with an F-value of 14.14 and a p-value of 0.009, which was below the 0.05 threshold. This indicated that administrators' personality types varied significantly by age group, suggesting that age influenced leadership characteristics, behaviors, and decision-making tendencies.

Notably, older administrators exhibited different personality profiles compared to their younger counterparts. This disparity implied that as administrators aged, their leadership styles evolved—older leaders may have favored structure, stability, and tradition, while younger leaders leaned toward flexibility, innovation, and interpersonal engagement. These generational differences highlighted the value of customizing leadership development programs to harness the unique strengths of each age group, ensuring a balanced and adaptable leadership team.

These results were supported by classical psychological theories. Freud's theory of personality development emphasized how early experiences shaped adult traits, while Adler's theory on birth order explained how social positioning influenced personality outcomes. Adler suggested that older individuals often adopted more responsible and structured roles, aligning with the leadership styles seen in older administrators. These theories offered a valuable framework for understanding how age and developmental background contributed to personality differences and, ultimately, leadership effectiveness.

Table 6 - Test of Difference on the Personality Types of Administrators When Grouped According to No. of Years as Administrators

Analysis of Variance for Personal					
Source	DF	SS	MS	f	p
Length	2	6.375	3.188	6.38	0.042
Error	5	2.500	0.500		
Total	7	8.875			

Table 6 presented the analysis of variance (ANOVA) on the personality types of administrators when grouped according to their number of years in administrative service. The results showed a significant difference, with an F-value of 6.38 and a p-value of 0.042, which was below the 0.05 level of significance. This indicated that administrators' personality types differed significantly based on their length of service, suggesting that years of experience played a crucial role in shaping leadership traits and behaviors.

Administrators with fewer years of experience appeared to be in the process of refining their leadership identity, often exploring various approaches to school management. In contrast, those with longer service demonstrated more stable and developed personality traits, likely shaped by accumulated experiences, decision-making challenges, and interpersonal interactions. This contrast implied that leadership styles evolved over time, highlighting the importance of sustained exposure to administrative responsibilities in fostering maturity, emotional intelligence, and effective leadership.

Freud's psychodynamic theory supported these findings by emphasizing the lasting impact of life experiences on personality development. Although primarily focused on early life stages, the theory acknowledged that past events continuously shaped personality traits throughout adulthood. This aligned with the observed differences among administrators, suggesting that professional experience served as a formative influence in the development of leadership personality.

Table 7 - Performance Profile of the Teachers during the School Year 2021-2022

Performance	Frequency	Percent	Mean	Description
Outstanding	2	2.82	4.04 Very Satisfactory	
Very Satisfactory	68	95.78		
Satisfactory	1	1.40		
Fair	-	-		
Poor	-	-		
Total	71	100.00		

Table 7 showed that the overall performance of teachers was predominantly very satisfactory, with most teachers demonstrating consistent competence and commitment. This indicated a generally effective teaching workforce, which likely contributed positively to the quality of education delivered.

The highest performance rating was very satisfactory at 95.78%, indicating strong professional practice among the majority of teachers. The lowest was outstanding, achieved by only 2.82% of teachers, suggesting that while most met expectations, exceptional performance was limited and could be further encouraged. The absence of fair or poor ratings highlighted the overall effectiveness of the teaching staff but also pointed to opportunities for developing higher levels of excellence.

These results were supported by Campbell et al. (1990), who described job performance as individual behaviors that contribute to organizational goals. Their framework distinguished performance from outcomes and emphasized ongoing development to enhance both effectiveness and productivity, reinforcing the need to foster more outstanding performance among teachers.

Table 8 - Test of Relationship between Personality Types of Administrators and Level of Performance of Teachers

Variables	r-computed	t-computed	Decision
Personality Types	0.62	6.93*	Reject Hypothesis
Performance	Correlation		

Legend: * = significant Df = 77 α = 0.05

Table 8 showed a significant moderate positive relationship between the personality types of administrators and the performance levels of teachers. The computed Pearson correlation coefficient of 0.62 and a t-value of 6.93 ($p < 0.05$) led to the rejection of the null hypothesis, confirming that administrators' personality traits influenced teacher performance. This finding implied that leadership personality is a key factor in enhancing teacher effectiveness and organizational outcomes.

The positive correlation indicated that administrators with adaptive and supportive personality traits tended to foster higher teacher motivation and productivity. This suggested that certain leadership characteristics could create a more encouraging work environment, which in turn promoted better instructional performance among teachers. The impact of personality-driven leadership extended beyond administration, affecting overall school climate and teacher output.

These findings aligned with Bandojo (2021), who emphasized that administrators' emotional intelligence, social skills, and moral integrity were critical in creating motivating and supportive environments for teachers. According to Bandojo, such personality traits foster trust and collaboration, which positively influence teacher performance and commitment to student success. This supports the theory that leadership personality significantly contributes to organizational effectiveness in educational settings.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The study concluded that the characteristics of school administrators significantly influence teacher performance. The diversity in administrators' age groups suggested a blend of generational perspectives that enrich leadership approaches, yet the predominance of male administrators revealed a persistent gender imbalance that may limit diversity in decision-making. The relatively limited experience of many administrators highlighted the critical need for targeted professional development to cultivate essential leadership skills such as emotional intelligence and adaptability. The predominance of the ESTJ personality type showed a preference for structured and efficiency-driven leadership, which provides stability but requires supplementation with more inclusive and innovative approaches. Importantly, the positive correlation between administrators' personality types and teachers' very satisfactory performance underscored the vital role of leadership traits in motivating and supporting educators. Overall, the findings affirmed that personality traits are key predictors of leadership effectiveness and impact organizational climate, suggesting the need for personality-informed leadership development to optimize teacher outcomes and school success.

Recommendation

It is recommended that educational institutions institutionalize periodic personality assessments for administrators to monitor and enhance leadership effectiveness over time. To address gender imbalance, deliberate gender equity initiatives should be implemented, including leadership training and mentorship programs for women to foster diverse leadership perspectives. Continuous professional development focused on leadership maturity and emotional intelligence is essential, particularly for less experienced administrators, to equip them with the skills necessary to lead effectively. Schools should also strengthen motivational systems that encourage teacher excellence and foster collaborative, innovative work environments. Further,

longitudinal and comparative research is advised to deepen understanding of leadership experience's impact on school performance. Leadership coaching tailored to personality types should be incorporated to enhance self-awareness and adaptability. Promoting collaborative and participatory leadership styles will support organizational innovation and teacher engagement. Lastly, formal mentorship programs for novice administrators are vital to accelerate their development, providing guidance and support that ultimately benefit teacher performance and the overall educational environment.

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