

Teachers' Psychological Characteristics and Leadership Styles in Holy Trinity College of General Santos City

Faith Jay D. Laviste ¹

1 – Holy Trinity College of General Santos City

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Abstract

This study examines the relationship between teachers' psychological characteristics and their leadership styles at Holy Trinity College of General Santos City. Using a quantitative descriptive-correlational design, the research involved 76 junior and senior high school teachers. Data were collected through validated survey questionnaires assessing psychological characteristics (personality, temperament, intelligence, and interest) and leadership styles (transformational, servant, authoritative, participative, transactional, and delegative). Statistical analysis, including weighted mean and Pearson's r^* correlation, revealed that teachers strongly exhibit robust personality traits ($M=4.28$), resilient temperament ($M=4.10$), high intelligence ($M=4.19$), and well-developed

interests ($M=4.23$). Leadership styles were predominantly transformational (100%), followed by authoritative and servant styles (97.4%). However, correlation analysis indicated a very weak relationship ($r^* = -0.037$) between psychological characteristics and leadership styles, suggesting that leadership approaches are not significantly influenced by these traits. The findings recommend that teachers engage in professional development activities to further strengthen their psychological well-being and adopt adaptable leadership strategies to enhance classroom effectiveness. This study contributes to educational leadership discourse by highlighting the need for context-responsive teaching approaches in diverse academic settings.

Keywords: *psychological characteristics, leadership styles, teacher effectiveness, educational leadership, transformational leadership*

INTRODUCTION

Individual qualities, attitudes, and beliefs that affect a teacher's conduct and relationships with students are known as psychological characteristics. Leadership styles, on the other hand, encompass the approaches and strategies that teachers employ to guide and inspire their students. Thus, effective leadership has a huge impact on the educational landscape because it promotes the professional development of teachers. However, having the right and effective leadership style remains a persistent challenge that can have profound implications for their psychological characteristics. These teachers, with their rich

intellectual capabilities, often find themselves on the margins of uncertainty in implementing the right and influential leadership style, which leads to character ineffectiveness. Recognizing the importance of addressing these issues, this study is dedicated to determine the most appropriate leadership style as a product of their psychological characteristics which could create a harmonious relationship between school leaders and teachers in promoting educational excellence.

The students' educational experiences and results are greatly influenced by their teachers. They are not only responsible for imparting knowledge but also for creating positive instructional strategies and classroom practices. The psychological characteristics of teachers have gained recognition as influential factors in student learning outcomes. Thus, understanding these characteristics can provide valuable insights into teachers' teaching approaches, classroom management techniques, and overall effectiveness as educators. These characteristics encompass a wide range of cognitive, emotional, and behavioral aspects that influence how teachers interact with their students, make instructional decisions, and respond to challenges in the classroom.

However, in the urban and culturally diverse area of General Santos City, nestled within South Central Mindanao of the Philippines, private schools confront a stark contrast of teachers' psychological characteristics which leads to a lack of understanding of how this may affect educational leadership styles. Thus, it disrupts the harmony and cohesion within the educational organization as leaders have significantly different approaches that create confusion and inconsistencies in decision-making, communication, and the overall direction of the educational institution. Hoque and Raya (2023) mention that a school leader should use a style best suited to teachers' behavior. Thus, these leadership styles must be studied and applied by school leaders to achieve a collaborative and cohesive school culture that values and supports effective instruction that can further enhance the impact of individual teachers on student learning outcomes.

The core focus of this study was to address the educational leadership disparity by identifying the best-suited style to create a harmonious relationship and mutual understanding between school leaders and teachers. The study sought to determine the relationship between teachers' psychological characteristics and leadership styles that will help advance education in private schools in General Santos City. This study aspired to bridge the educational gap by empowering teachers with suited leadership styles within the context of private schools and examining the effects on their psychological characteristics to contribute to advancing the quality of education.

METHODOLOGY

The researcher employed a quantitative using the descriptive- correlative method. This method is appropriate because it describes the relationship between teachers' psychological characteristics in terms of personality, temperament, intelligence, and interest, and their leadership styles. Wherein Cresswell (2018) stated that a statistical test called a correlation looks for a pattern or tendency in the constant variation of two or more variables or sets of data. In addition, the same method was utilized to meet the objective of this study of determining the relationship between the Psychological Characteristics and the Leadership Styles of Teachers in Holy Trinity College of General Santos City.

This study was conducted at Holy Trinity College of General Santos City, in the southern part of the Philippines. It is known for its commitment to education and as a reputable institution.

Holy Trinity College of General Santos City is paramount for this study as it serves as a microcosm of the educational challenges faced by school leaders, teachers, and learners in the Philippines. It provides a specific context that fosters a cooperative, well-integrated school culture that appreciates and encourages good teaching to maximize each teacher's influence on the students' learning outcomes.

Specifically, the junior and senior high school departments were selected as cases for study. For each department, the same questionnaire was administered.

This research used one instrument through survey questionnaire which consists of 66 items divided into Part A and Part B. Part A consists of 6 items describing the leadership styles of teachers while Part B contains 60 statements related to the teachers' psychological characteristics in terms of personality, temperament, intelligence and interest. This questionnaire tool used a 5-point Likert scale to assess the psychological characteristics of Holy Trinity College of General Santos City teachers.

A validation tool by Robles (2019) used to test the validity of the survey questionnaire. Three distinct credible individuals were identified to administer the tool validation.

The data from the survey was analyzed, and the responses was tallied and statistically treated using frequency distribution, percentage rate, ranking, and weighted mean. The weighted mean was interpreted using a given descriptive interpretation to describe the implication of the results.

The five-point scale was used and analyzed the data by getting the mean of each item in the questionnaire and the overall weighted mean in determining the psychological characteristics of teachers in terms of personality, temperament, intelligence, and interest.

In determining the prevailing leadership styles of teachers implemented, the study employed a frequency distribution, ranking, and percentage rate range with corresponding descriptions in analyzing and describing the data.

The Pearson Product Moment- Correlation Coefficient was used to determine the relationship between teachers' psychological characteristics and their leadership styles.

RESULTS

Based on the analysis and interpretation of the gathered data of this study, the following results were:

- The teachers agree that their psychological characteristic relative to personality is strong with overall mean of 4.28; they also agree that they are tough in terms of their temperament with overall mean of 4.10; the same with their intelligence as agree with overall mean of 4.19; and agree with their interest with overall mean of 4.23.
- There are 100% of the teachers possess a transformational leadership style. Most of them display authoritative and servant type of leadership styles with 97.4%. Meanwhile, 92.1% of the teachers exhibit participative leadership while 90.8% reveal transactional leadership style. Only 60.5% of the teachers demonstrate delegative style of leadership.
- There is very weak relationship between the psychological characteristics and leadership styles of teachers as supported by an r - value of -0.037.

DISCUSSION

Psychological Characteristics

The psychological characteristics of teachers in Holy Trinity College underscore several key findings. Firstly, the data highlights a set of desirable personality traits in teachers which collectively contribute to teachers' effectiveness in their roles and their positive impact on student learning and

development. Also, teachers with a positive personality towards teaching can have a profound impact on the academic, social, and emotional development of their students, as well as contribute to a more enriching and rewarding teaching experience. More so, teachers displaying this type of personality can have a far-reaching impact on the school community, contributing to enhance educational experiences, improved staff morale, and a more collaborative and effective school environment. In addition, teachers with well-developed positive temperament are better positioned to create a learning environment that is structured, supportive and motivating for students. Moreover, teachers with high intelligence may have deeper content knowledge, better pedagogical skills, have the ability to innovate and a positive role model towards students and co-teachers. Lastly, teachers demonstrate a diverse range of interests that contribute to their multifaceted approach to education and leadership. Their interests reflect their passion for exploration, learning, and making a positive impact on society. As a whole, these implies that teachers' psychological characteristics have high regards when it comes to themselves and their interactions with students and colleagues.

Leadership Styles

All of the teachers are visionary that inspires and motivates followers to achieve exceptional and personal growth. Most of them sets clear expectations, and provides guidance and direction to team members which ensure that tasks are accomplished effectively and goals are achieved; and emphasizes commitment to serve others and prioritize the needs of team members which supports, develops, fosters personal growth, and helps achieve their goals. Furthermore, most of the teachers emphasizes the involvement of team members in decision-making processes which seeks input, ideas, suggestions, and encourages active participation in shaping goals, making decisions, and solving problems.

Teachers mostly emphasizes the use of rewards, punishments, and contingent reinforcement to motivate and manage team members. Meanwhile, some of the teachers are passive that delegates responsibilities and tasks to the team members that allows them to make decisions and take ownership of their work.

Correlation between Psychological Characteristic and Leadership Styles of Teachers

The findings reveal a statistically insignificant correlation ($r^* = -0.037$) between teachers' psychological characteristics (personality, temperament, intelligence, and interest) and their leadership styles. This very weak relationship suggests that leadership approaches among educators at Holy Trinity College are not substantially shaped by their inherent psychological traits. While prior research (e.g., Goleman, 2021; Kadiyono et al., 2020) emphasizes the role of individual differences in leadership effectiveness, this study highlights a more complex dynamic in educational settings.

CONCLUSIONS

While teachers at Holy Trinity College exhibit strong psychological profiles, these traits do not predetermine their leadership styles. Instead, the findings advocate for deliberate leadership development—training educators to consciously select and adapt styles based on situational demands. Future research should explore how institutional policies and experiential learning shape leadership beyond innate characteristics.

RECOMMENDATIONS

Based on the conclusions of this study, the following are the recommendations:

1. The teachers should involve themselves more in activities that could create positive impact in their psychological characteristics to improve their personal growth and well-being.
2. The teachers should integrate different leadership approaches to help themselves be more effective through comprehending how and why they do what they do, as well as to help them identify where and when they need to adapt their styles in different situations.
3. Replication of this study using other variables not used in this investigation is also recommended.

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