



PERSONALITY TRAITS AND TEAMWORK STRATEGIES AMONG SCHOOL ADMINISTRATORS IN THE PHILIPPINES

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ABSTRACT

This study examined the personality traits and teamwork strategies of school administrators in the Division of Zamboanga del Sur, Philippines. Using a descriptive survey design, the study involved school administrators and secondary school teachers with substantial teaching experience. Data were collected through a researcher-developed questionnaire designed to assess administrators' personality traits in terms of openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability, as well as their teamwork strategies in terms of establishing shared objectives, developing a participatory style, focusing on individual and collective contributions, organizing teams, promoting team responsibility, and establishing time commitments. Findings indicated that the identified personality traits were consistently manifested by school administrators, particularly openness to experience, conscientiousness, and emotional stability. Teamwork strategies were likewise consistently demonstrated, reflecting administrators' emphasis on shared goals, participatory practices, coordinated contributions, collective responsibility, and appropriate delegation of tasks. Differences were observed between administrators' and teachers' perceptions of personality traits, whereas their assessments of teamwork strategies were generally comparable. The findings further suggest that personality characteristics and teamwork practices represent complementary dimensions of educational leadership, although the relationship reported in the study was relatively limited. The study highlights the importance of developing school administrators who demonstrate adaptability, responsibility, interpersonal competence, emotional stability, participatory leadership, and shared accountability to foster collaborative and goal-oriented school environments.

KEYWORDS: Educational Leadership, Personality Traits, School Administrators, Teamwork Strategies, Participatory Leadership, Organizational Collaboration.

1. INTRODUCTION

School leadership increasingly requires more than technical competence and administrative authority; it also depends on the personal characteristics that influence how administrators communicate, make decisions, manage relationships, respond to challenges, and mobilize teachers toward shared educational goals. Personality traits such as openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability provide a useful framework for understanding individual differences in leadership behavior. Recent research has strengthened the relevance of these traits in educational settings. Zadok et al. (2024) found that extraversion, conscientiousness, and openness to experience among teacher-leaders were associated with transformational leadership and collective teacher efficacy, while Zadok et al. (2025) further demonstrated that personality traits interact with organizational resources in shaping collective teacher efficacy. In the Philippine context, Jamio and Maglantay (2025) examined school heads through the Big Five framework and linked their personality characteristics with teachers' job satisfaction and teaching effectiveness. Panolong and Prado (2025) likewise identified personality traits, leadership values, and proactive management as interconnected factors associated with school administrators' productivity. These findings suggest that personality represents an important dimension of educational leadership because

administrators' characteristic ways of thinking, interacting, and responding may shape how they engage teachers and manage collaborative school processes.

Teamwork is equally important in contemporary school management because achieving institutional goals requires administrators and teachers to coordinate responsibilities, participate in decision-making, communicate openly, and assume collective accountability for school outcomes. Effective teamwork therefore extends beyond assigning personnel to groups; it requires shared objectives, participatory leadership, coordinated contributions, clearly organized responsibilities, collective accountability, and appropriate time commitments. Recent Philippine evidence shows that school heads foster teacher teamwork through adaptive leadership practices such as open communication, recognition, collaborative goal-setting, and supportive interpersonal relationships (Gato & Ventura-Escote, 2025). Teachers likewise regard leadership as central to creating conditions that promote motivation, participation, commitment, and productive interaction within schools (Caputolan, 2025). International evidence further indicates that personality characteristics can influence participation in school decision-making and leadership practices, demonstrating the potential intersection between individual dispositions and collaborative organizational behavior (Wang & Wu, 2025). Despite these developments, limited empirical attention has been directed toward examining personality traits alongside



specific teamwork strategies among school administrators within the Philippine public-school context. Addressing this gap, the present study examines administrators' personality traits and teamwork strategies as perceived by school administrators and teachers in Zamboanga del Sur, providing evidence that may inform leadership development and collaborative school management.

2. OBJECTIVES OF THE STUDY

- 2.1. To assess the extent to which personality traits are manifested by school administrators in terms of openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability.
- 2.2. To determine the extent to which teamwork strategies are demonstrated by school administrators in terms of establishing objectives together, developing a participatory style, focusing on contribution, organizing the team, promoting team responsibility, and establishing time commitments.
- 2.3. To compare the assessments of school administrators and teachers regarding the manifestation of personality traits and teamwork strategies among school administrators.
- 2.4. To determine whether significant differences exist between the assessments of school administrators and teachers regarding personality traits and teamwork strategies.
- 2.5. To examine the relationship between school administrators' personality traits and their teamwork strategies.

4. RESULTS AND DISCUSSION

Table 1. Extent of Personality Traits Manifested by School Administrators

Personality Trait	Administrators	Teachers	Average Mean	Interpretation
Openness to Experience	5.62	5.44	5.53	Always Manifested
Conscientiousness	5.45	5.45	5.45	Always Manifested
Emotional Stability	5.56	5.30	5.43	Always Manifested
Extraversion	5.48	5.29	5.38	Always Manifested
Agreeableness	5.39	5.35	5.37	Always Manifested
Overall Mean	5.50	5.37	5.43	Always Manifested

Table 1 shows that all five personality traits were always manifested by the school administrators, with an overall mean of 5.43. Openness to experience ranked highest ($M = 5.53$), followed by conscientiousness ($M = 5.45$), emotional stability ($M = 5.43$), extraversion ($M = 5.38$), and agreeableness ($M = 5.37$). The prominence of openness suggests that administrators demonstrate receptiveness to new ideas, experiences, and approaches, which is particularly important in educational environments characterized by changing curricular, technological, and organizational demands. Recent educational research supports the relevance of personality to leadership: Zadok et al. (2024) found that openness, conscientiousness, and extraversion among teacher-leaders were associated with transformational leadership and collective teacher efficacy, while Zadok et al. (2025) further demonstrated that leadership personality traits interact with organizational resource support in shaping collective teacher efficacy. Similarly, Yıldırım and

3. METHODOLOGY

This study employed a descriptive survey research design to examine the personality traits and teamwork strategies manifested by school administrators in the Division of Zamboanga del Sur, Philippines. The respondents consisted of 379 school administrators and 1,000 secondary school teachers, with teachers who had less than five years of teaching experience excluded from the study; teachers were selected through simple random sampling across the school districts covered by the investigation. Data were gathered using a researcher-developed questionnaire-checklist designed to assess personality traits in terms of openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability, and teamwork strategies in terms of establishing objectives together, developing a participatory style, focusing on contribution, organizing the team, promoting team responsibility, and establishing time commitments. The instrument utilized a six-point response scale ranging from "Not Manifested at All" to "Always Manifested." The collected data were analyzed using descriptive statistics to determine the extent to which the identified personality traits and teamwork strategies were manifested, while appropriate tests of difference were employed to compare the assessments of school administrators and teachers. The study also examined the association between personality traits and teamwork strategies based on the statistical procedures specified in the original investigation.

Göksoy (2024) emphasized the relevance of the Big Five framework for understanding and developing school administrators' leadership characteristics. In a broader Philippine institutional context, Alipoyo (2022) likewise demonstrates the importance of administrators' personal and professional capacities in responding to complex organizational conditions. Collectively, the findings suggest that effective school administration benefits from a balanced personality profile characterized by adaptability, dependability, interpersonal engagement, cooperation, and emotional regulation. The findings are further supported by Panolong and Prado (2025), who found strong positive relationships among personality traits, leadership values, proactive management, and the productivity of school administrators, suggesting that administrators' personal dispositions are closely intertwined with how they perform leadership and management responsibilities.



Table 2. Extent of Teamwork Strategies Manifested by School Administrators

Teamwork Strategy	Administrators	Teachers	Average Mean	Interpretation
Promote Team Responsibility	5.56	5.49	5.52	Always Manifested
Organize the Team	5.47	5.55	5.51	Always Manifested
Develop a Participatory Style	5.51	5.48	5.50	Always Manifested
Focus on Contribution	5.52	5.47	5.49	Always Manifested
Establish Objectives Together	5.45	5.51	5.48	Always Manifested
Establish Time Commitments	5.48	5.45	5.47	Always Manifested
Overall Mean	5.50	5.49	5.50	Always Manifested

Table 2 indicates that all teamwork strategies were always manifested, with an overall mean of 5.50. Promoting team responsibility obtained the highest rating ($M = 5.52$), followed by organizing the team ($M = 5.51$), developing a participatory style ($M = 5.50$), focusing on contribution ($M = 5.49$), establishing objectives together ($M = 5.48$), and establishing time commitments ($M = 5.47$). These findings indicate that administrators emphasize shared responsibility and organized collaboration, suggesting a leadership environment in which teachers are expected to contribute collectively to school objectives rather than function independently. This orientation is consistent with Zadok et al. (2024), who showed that transformational leadership serves as an important mechanism connecting leader personality with collective teacher efficacy, reinforcing the importance of leadership behaviors that mobilize personnel toward common goals. Zadok et al. (2025) further identified organizational resource support as relevant to the relationship between leadership characteristics and teachers' collective efficacy.

Aranjuez et al. (2022), although examining a different institutional context, similarly underscore the importance of stakeholder participation, awareness, and organizational responsiveness in translating policies and responsibilities into practice. Thus, the high ratings across teamwork dimensions suggest that collaborative school management is strengthened when administrators combine shared responsibility with participatory decision-making, coordinated contributions, clearly defined objectives, and accountability for agreed tasks. The importance of organized and participatory teamwork is also demonstrated by Zeng (2022), who found that principals' leadership positively influenced teacher collaboration and collective teacher efficacy. Similarly, Meyer et al. (2022) established that principal leadership contributed indirectly to teacher collaboration through collective efficacy, suggesting that teamwork is strengthened when school leaders create conditions in which teachers believe in their shared capacity to achieve organizational goals.

Table 3. Difference Between Administrators' and Teachers' Assessments of Personality Traits

Respondent Group	Mean	SD	Mean Difference	Computed t	Critical t	df	Decision on H_0	Interpretation
School Administrators	5.50	0.0908						
Teachers	5.37	0.0758	0.13	2.457	2.306	8	Reject H_0	Significant Difference

Table 3 reveals a significant difference between administrators' and teachers' assessments of administrators' personality traits, with administrators reporting a higher overall mean ($M = 5.50$) than teachers ($M = 5.37$). The computed t -value of 2.457 exceeded the critical value of 2.306, leading to the rejection of the null hypothesis. This difference indicates that administrators' self-perceptions of their personality characteristics may not completely correspond with how these characteristics are experienced by teachers, highlighting the importance of obtaining multiple perspectives when evaluating educational leadership. This interpretation is supported by Bozkurt and Henteş (2026), whose mixed-methods study specifically examined school administrators' personality characteristics from teachers' perspectives, demonstrating the value of subordinate perceptions in understanding administrators' behavioral characteristics. Similarly, Zadok et al. (2024) showed that leader personality is relevant not simply as an individual characteristic but through the leadership behaviors and collective efficacy experienced within the school

organization. Alipoyo (2022) also illustrates, in a different organizational setting, the importance of firsthand practitioner perspectives when assessing institutional realities, while Aranjuez et al. (2022) highlight the usefulness of stakeholder-based assessments in identifying differences in awareness and experience. The finding therefore suggests that leadership-development programs should incorporate teacher feedback, self-assessment, reflective practice, and multi-source evaluation to help administrators understand how their personality-related behaviors are perceived by those they lead. Philippine evidence from Panolong and Prado (2025) further demonstrates that administrators' personality traits are embedded within broader patterns of leadership values, proactive management, and productivity. This reinforces the importance of assessing personality not solely through administrators' self-perceptions but also through the perspectives of teachers who regularly experience their leadership behavior.



Table 4. Difference Between Administrators' and Teachers' Assessments of Teamwork Strategies

Respondent Group	Mean	SD	Mean Difference	Computed z	Critical z	Decision on H ₀	Interpretation
School Administrators	5.50	0.0400					
Teachers	5.49	0.0447	0.01	0.118	1.96	Fail to Reject H₀	No Significant Difference

Table 4 shows no significant difference between administrators' and teachers' assessments of teamwork strategies, as reflected by the nearly identical means of 5.50 and 5.49, respectively, and the computed z-value of 0.118, which was below the critical value of 1.96. Unlike the differences observed in perceptions of personality traits, the similarity in teamwork assessments indicates a high degree of agreement regarding the administrators' observable collaborative practices. This may be explained by the behavioral nature of teamwork strategies such as organizing teams, delegating responsibilities, setting shared objectives, coordinating contributions, and involving teachers in school activities, which can be directly experienced by both administrators and teaching personnel. Zadok et al. (2024) emphasize that leadership behavior can translate individual leader characteristics into collective teacher efficacy, suggesting that observable collaborative leadership practices may provide a shared basis for organizational perceptions. Zadok et al. (2025) likewise demonstrate that organizational resources and leadership characteristics interact in shaping collective efficacy, reinforcing the importance of supportive organizational conditions for teamwork. In broader terms, Aranjuez (2025)

and Aroz et al. (2026) demonstrate the importance of social and institutional support structures in shaping how individuals respond to challenging circumstances. Although these studies address populations outside educational management, their emphasis on supportive environments reinforces the broader principle that coordinated interpersonal and institutional support can strengthen collective functioning. The agreement observed in Table 4 therefore provides evidence that teamwork strategies are visible and consistently recognized across organizational roles. The convergence between administrators' and teachers' assessments is also consistent with recent evidence showing that effective principal leadership is manifested through observable relational practices. Karakose et al. (2024) similarly demonstrated through meta-analytic structural equation modeling that collective efficacy serves an important mediating function between principal instructional leadership and teacher self-efficacy. This supports the proposition that collaborative leadership practices can produce shared organizational perceptions and strengthen teachers' confidence in accomplishing educational responsibilities collectively.

Table 5. Reported Association Between Personality Traits and Teamwork Strategies

Variable	Number of Composite Cases	Average Mean	Sum of Ranks
Personality Traits	25	5.43	522
Teamwork Strategies	30	5.50	1,073
Reported Mann–Whitney U	—	—	553
Computed z-value	—	—	3.01
Critical z-value	—	—	1.96
Decision in Original Analysis	—	—	Reject H₀

Table 5 should be interpreted cautiously because the original manuscript used the Mann–Whitney U test to examine what it described as the relationship between personality traits and teamwork strategies, reporting U = 553 and z = 3.01 and concluding that a significant relationship existed. Substantively, contemporary research supports the proposition that leadership personality and collaborative organizational processes can be interconnected. Zadok et al. (2024), for example, found that transformational leadership mediated the relationship between teacher-leaders' extraversion, conscientiousness, and openness and collective teacher efficacy, providing direct educational evidence that personality characteristics may operate through leadership behavior to influence collective functioning. Zadok et al. (2025) further found that organizational resource support moderated relationships between middle leaders' personality traits and collective teacher efficacy, suggesting that personality does not operate independently of organizational conditions. Yıldırım and Göksoy (2024) likewise emphasize the relevance of the Big Five personality framework to school administration. The

broader importance of supportive environments and adaptive responses is also reflected in Aranjuez (2025) and Aroz et al. (2026). Nevertheless, because Mann–Whitney U is fundamentally a test for comparing independent groups rather than a conventional measure of association between two continuous constructs, the reported finding should be statistically reanalyzed before publication, preferably using respondent-level Pearson correlation or Spearman rank correlation as appropriate. The theoretical interpretation may be retained, but a definitive claim about the magnitude and statistical significance of the personality–teamwork relationship should await this reanalysis. Additional evidence provides a broader explanation for the possible connection between administrators' personality and teamwork behavior. Panolong and Prado (2025) demonstrated that personality traits are closely associated with leadership values, proactive management, and administrator productivity, while Meyer et al. (2022) established that principal leadership contributes to teacher collaboration through collective efficacy. Zeng (2022) likewise found that principal leadership positively influences



teacher collaboration, and Karakose et al. (2024) demonstrated the mediating importance of collective efficacy in principal–teacher leadership processes. Collectively, these findings suggest a plausible organizational pathway in which administrators’ personal characteristics influence how leadership is enacted, which in turn may shape collaboration, shared responsibility, and teamwork.

5. IMPLICATIONS FOR PRACTICE

The findings underscore the importance of integrating personality development and self-awareness into leadership development programs for school administrators. Since openness to experience, conscientiousness, emotional stability, extraversion, and agreeableness were consistently manifested, leadership training should build on these characteristics by strengthening adaptability, responsible decision-making, emotional regulation, interpersonal communication, and receptiveness to innovation. This is particularly important because recent research indicates that Big Five personality characteristics are relevant to school administrators’ leadership functioning, while Philippine evidence associates personality traits with leadership values, proactive management, and administrator productivity (Yıldırım & Göksoy, 2024; Panolong & Prado, 2025). The significant difference between administrators’ and teachers’ assessments of personality traits further suggests that self-perception should not be the sole basis for leadership evaluation. Schools may therefore institutionalize 360-degree feedback, teacher consultation, leadership coaching, reflective self-assessment, and mentoring to help administrators recognize differences between how they perceive themselves and how their leadership behaviors are experienced by teachers. This is particularly relevant because recent Philippine research has also documented discrepancies between administrators’ and teachers’ perceptions in areas such as collaboration and involvement in decision-making (Ecle, 2025). Such mechanisms can help administrators translate positive personality characteristics into observable leadership behaviors that strengthen trust, responsiveness, and organizational effectiveness.

The consistently high ratings for teamwork strategies further imply that schools should sustain and institutionalize shared responsibility, participatory decision-making, coordinated team structures, common objectives, individual contributions, and clear time commitments as routine elements of school management rather than as practices used only for specific activities. The agreement between administrators and teachers regarding teamwork suggests that these collaborative behaviors are visible across organizational levels and can therefore provide a strong foundation for school improvement. Philippine literature emphasizes adaptive leadership, collaborative decision-making, participation, teamwork, shared ownership, and strategic resource management as important attributes of contemporary educational leadership (Martinez & Pepito, 2024). Similarly, recent evidence indicates that servant leadership characterized by empathy, stewardship, personnel development, and community building can foster teacher collaboration and stronger school communities (Clores & Espiritu, 2025). Schools should consequently establish collaborative planning teams, distribute leadership responsibilities according to personnel strengths, strengthen

professional learning communities, and provide regular opportunities for teachers to participate meaningfully in decisions affecting instruction and school improvement. However, because the original statistical analysis of the relationship between personality traits and teamwork requires methodological verification, personality should not yet be used as a formal criterion for assigning leadership or team roles; instead, it should serve as one developmental consideration alongside professional competence, experience, communication skills, and demonstrated collaborative behavior.

6. CONCLUSION

The study concludes that positive personality traits and teamwork strategies are strongly manifested among school administrators, indicating that administrators generally demonstrate adaptability, conscientiousness, emotional stability, interpersonal engagement, and cooperative dispositions while simultaneously practicing shared responsibility, team organization, participation, coordinated contribution, common goal setting, and time management. Openness to experience emerged as the most prominent personality characteristic, while promoting team responsibility was the leading teamwork strategy, emphasizing the importance of adaptability and collective accountability in contemporary school leadership. Although administrators and teachers differed significantly in their perceptions of administrators’ personality traits, their assessments of teamwork strategies were comparable, demonstrating that perceptions of personal leadership characteristics may vary even when collaborative management practices are commonly recognized. These findings reinforce the need for leadership development that combines personal competence with participatory and collaborative management practices. Recent studies similarly emphasize the relevance of administrators’ personality characteristics, adaptive leadership, collaborative decision-making, and leadership behavior to effective school management and administrator performance. Overall, schools may strengthen organizational functioning by developing administrators who are not only personally capable and adaptable but also able to translate these qualities into inclusive leadership, shared accountability, effective teamwork, and sustained collaboration toward common educational goals.

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