

# Personal Characteristics and Personality-Temperament Traits and Its Implications to Effective Leadership in Organizations

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## ABSTRACT

Trait leadership theory is an integrated pattern of personal characteristics that reflects a range of individual differences and fosters consistent leader effectiveness across various groups and organizational situations. A leader would lead people following his personality characteristics and traits. This quantitative-correlational research investigated the significant difference in the personal characteristics and personality-temperament traits of the 141 Educators from the public and private schools in Aurora, Philippines. A questionnaire was used to describe the personal characteristics of the respondents. The prevailing traits among the respondents were assessed using a checklist. The research utilized statistical techniques such as frequency count, percentages, and chi-square test. Analyzed data revealed that a majority of the educators had a choleric temperament. Furthermore, personality-temperament traits of the educator varied significantly when they were grouped by gender ( $\chi^2 = 48.674$ ), age ( $\chi^2 = 45.240$ ), civil status ( $\chi^2 = 15.047$ ), educational attainment ( $\chi^2 = 50.752$ ), and length of service ( $\chi^2 = 15.960$ ). Thus, the Educators are ambitious and leader-like, and that personal characteristics were significant factors in differentiating the respondents' personality-temperament traits.

**Keywords** — Education, personality temperament, chi-square, descriptive-correlational design, Philippines.

## INTRODUCTION

The challenges of an ever-changing educational landscape have prompted education to operate and respond, as it never did before. The continuous discovery of knowledge in the field of education brought by changing societal conditions required the field of education to respond proactively. Technological advancements, changes in educational laws and policies, societal inequality, changing demographics, and the call for commitment and accountability are some of the many factors affecting educational leadership and effectiveness.

It becomes necessary for educators to possess the skills, attitude, and dispositions to effectively deal with these challenges and continue to operate despite challenges and adversities.

Leadership is a moral endeavor since it involves a complicated relationship of control, power, and influence between a leader and subordinates. Personality in direction is essential to effect change. Personality temperament and traits determine leadership style (Easley, 2019). Leadership styles vary among individuals. It involves a web of a pattern of personal characteristics that allows individual differences to emerge. Leadership styles encourage effectiveness among leaders in various groups and organizations (Zacarro, Kemp, & Bader, 2004).

Interestingly, temperament and personality are used interchangeably. Temperament and personality have evolved—the Greeks in describing a person's character utilized taxonomies. Plato focused on anxiety and impulsivity. Hippocrates and Galen used the four elements of Empedocles' doctrine as they try to explain individual characteristics. From these, individual differences based on the four humors (choler, melancholy, phlegm, and blood) (Fruehstorfer, 2010).

Allport (1961) defined temperament as the “characteristics phenomena of an individual's nature.” It includes emotional stimulation susceptibility, quality of response, and mood. Temperament is the “how” of behavior. Personality answers the “what” of behavior. But theorists did not distinguish personality from temperament. For them, it means the same thing (Eysenck & Eysenck, 1991; & Gray, 1991).

With the mounting pressure of changing educational landscape, educational leaders must recognize that change is adopted to ensure the relevance and responsiveness of education even in these trying times. What defines leadership

is a leader's personality temperament (Avelino & Sanchez, 1996). It is the conglomeration of the overt and covert behavior and a reflection of the inner self.

Personal characteristics and personality traits predict leadership effectiveness (Eagly, Karau, & Makhijani, 1995; Judge, et al., 2002; Mumford, Campion, & Morgeson, 2007).

Successful leaders vary in styles, strategies, traits, dispositions, and attitudes that remarkably contribute to their leadership effectiveness. An understanding of these predictors can induce effective measures that can help organizations improve their policies, program for teacher hiring, and development) as well as practices leading to institutional effectiveness (Derue et al., 2011).

The personality is the outcome of the influences of an individual's experiences, but the genetic endowment determines an individual's temperament. (Rothbart, Ahadi, & Evans, 2000). Regardless of the outcome of these experiences, these adult personalities will gain dominance and a determinant of transformational leadership styles. These eventually lead to customer satisfaction and resource optimization (Chang, 2010).

Leadership and temperament have direct correlations (Mumford, Zaccaro, Harding, Fleishman, & Reiter-Palmon, 1993). Extraversion correlates highest with leadership emergence, and this trait—an indication of boldness—has a substantial heritable component (Judge, Bono, Ilies, & Gerhardt, 2000).

The perception of followers regarding the leadership qualities of another is dependent on the observable characteristics of leaders. Personality differences may reflect stable phenotypic or even genotypic variation (Dall, Houston, & McNamara, 2004). Personality has implications for effective leadership in organizations.

Character is a component of personality (Leonard, 1997). The individual's personality is a consequence of genetics, self-image, life experiences, attitude, and choices about those experiences, and friends (Oni, 2001). On the other hand, temperament influences personal and social development.

The research established a strong relationship between school leadership and behavior, teachers' practices, beliefs, and attitudes. School leadership's impact is indirect and mitigated through the teachers' actions (Peña-López, 2019).

Personality, intelligence, age, experience, company size, and growth, prevailing culture in the organization, and policies, are some of the many factors involved in holding a managerial position and performing a leadership role. Predictors like age, educational background, and job history are also confounding factors (Furnham & Crump, 2015).

This research was conducted based on the identified gaps among existing literature related to the problems identified. This research describes, analyzes, and interprets the personal characteristics and personality-temperament traits of educators in selected private and public educational institutions in the province of Aurora. In this research, these are the determining factors of effective leadership in organizations.

## FRAMEWORK

This research is primarily anchored on the leader-trait paradigm and temperament/personality theories. During the first half of the 20th century, there is a dominant notion that individuals possess certain qualities or traits that led to their emergence of leadership positions and their effectiveness as leaders. There was a wide range of literature review made in the past, but all those yielded inconsistent results, resulting in the abandonment by many of this line of leadership research (Reichard, Riggio, Guerin, Oliver, Gottfried, & Gottfried, 2011).

Further, Reichard et al. (2011) claimed that prior theory and research had demonstrated the relationship between personality and transformational leadership. Judge and Bono (2000) discuss the relationship between character and transformational leadership. Extraversion should be positively related to transformational leadership because the latter requires articulation and emotional expressiveness as well as dominance and sociability. Furthermore, they demonstrated that due to the empathic nature of the individualized consideration component of transformational leadership, this type of leadership would also be positively associated with Agreeableness. Judge et al. (2002) found that Extraversion and Agreeableness confidently predicted transformational leadership, while Neuroticism and Conscientiousness were unrelated. Openness to Experience was positively related to transformational leadership. When controlling for other personality predictors, this indicates a weaker relationship. Adolescent Extraversion is related to adult leadership while controlling for the influence of intelligence (Reichard et al. 2011).

Mann (1959) emphasized that personality traits are used to distinguish leaders from non-leaders. He used the personality variables (intelligence, adjustment, extraversion-introversion, dominance, masculinity-femininity, conservatism, and interpersonal sensitivity. He identifies the relationship of an individual's personality to his behavior or status in groups.

Goff (2003) identified a set of personal traits using the leadership trait theory. It attempts to explain distinctive characteristics in leader effectiveness. According to him, personality traits, when observed and identified, can associate the potential of a leader. The personality can determine an individual's leadership traits. Practice, training, and experience can help develop these characteristics. According to trait theory, leadership traits are required to an individual as part of his or her personality, and these characteristics can be refined to be a thriving leader in the college and the community.

Anderson (1991) tries to describe the differences in sex-role traits. Based on his findings, there are no significant differences reported between the respondents involved in the study.

LaHaye (2012) carefully distinguish the differences between the traits (temperament, personality, and character) that influence leadership. The combinations of the traits that are inborn or natural to an individual affect his/her behavior subconsciously. This refers to temperament. Character is the real self, the result of one's natural disposition modified by childhood training like education, and internalization of personal factors that includes underlying attitudes, beliefs, principles, and motivations). The outward expression of self constitutes the individual's personality, which may or may not be the same as one's character and depends on how genuine a person is. To summarize, the combination of inborn traits refers to the temperament; character is the "civilized" temperament, and personality is the face one shows to others.

La Haye emphasizes the role of personal characteristics, especially the sex of an individual. According to him, it also affects temperament, particularly in the realm of emotions. The heart of temperament theory, as first conceived by Hippocrates over twenty-four years ago, divides people into four basic categories: sanguine, choleric, melancholy, and phlegmatic. Each temperament type has strengths and weaknesses that form a distinct part of his make up throughout life.

Warm and buoyant, are the distinguishing characteristics of a sanguine, likewise enjoying, and lively. In making decisions, what predominates them are feelings instead of reflections. Sanguine can enjoy oneself. Through his high-spirited conversation, sanguine can lift the spirits of everyone. A fascinating storyteller, warm, emotional nature helps relive the experiences as the sanguine tells it.

On the other hand, the distinguishing characteristics of choleric are hot, quick, active, practical, strong-willed, self-sufficient, and very independent. He tends to be decisive and opinionated, finding it easy to make decisions for himself

and others. Choleric is an extrovert but is not nearly so intense. They thrive on activity. With the choleric's unfathomable ideas, and ambitions, he stimulates his environment, instead of being stimulated by it. A choleric is capable of making effective decisions in an instant and can plan meaningful projects. With a practical and keen mind, it allows him to work under pressure. Never swayed of what others think, but maintains an absolute stand on issues related to social injustice or subversive situation. Choleric is not frightened by adversities; in fact, they tend to encourage him. He dodged determination usually allows him to succeed where others have failed. The least developed from among the temperament of the choleric is the emotional nature. He does not easily sympathize nor show compassion. The choleric tends to look at the goal using intuitive appraisal, failing to recognize the eventuality of pitfalls and obstacles along the way. Once started, the sanguine can employ tyrannical force, especially among people who stand in his way toward his goal. Choleric is the domineering type, bossy, and does not hesitate to use people to accomplish his ends.

Melancholy, for La Haye, is the richest of all temperaments. He is an analytical, self-sacrificing, talented, perfectionist with a compassionate nature. The melancholy enjoys fine arts more than anyone does. He is prone to be a natural introvert. A variety of mood is due to the dominance of feelings among the melancholic. Melancholic acts more extroverted during the heights of ecstasy, gloomy, depressed, and withdrawn, and can be quite antagonistic at times.

His exceptional analytical ability causes him to diagnose accurately the obstacles and dangers of any project he has a part in planning. The exact opposite of the choleric, who rarely anticipates problems and remains positive that whatever crises may arise, he can easily cope.

Being calm, cool, slow, and having a well-balanced temperament are the characteristics of the phlegmatic. They avoid involvement, especially happy, unexcited, and pleasant experiences. Despite the circumstances around him, phlegmatic remains undisturbed and never seems agitated, no matter what. Phlegmatic has a skillful combination of abilities. Usually, he avoids violence. He is the type of individual who can have a crowd of people "in stitches," yet never cracks a smile. He maintains a positive approach to life, possessing the unique capability for seeing something humorous in others and the things they do. He has a good retentive mind and is capable of being an excellent imitator. Phlegmatic seldom convey his true feelings. His being competent and efficient will become apparent only when aroused to action. A competent leader, but will never volunteer on his own. A peacemaker that can assuage others.

Interestingly, research on the relationship between traits and leadership is long and complicated (Bass & Bass, 2008; Zaccaro, Dubrow, & Kolze, 2018).

## **OBJECTIVES OF THE STUDY**

Numerous researches were made establishing relationship demographic variables, personality traits, and leadership effectiveness, as well as its implications to the organizational success (Khuda Bakhsh, Hussain & Mohsin, 2015; Sun Youn, 2014; Sogunro, 1999; Ibukun, Oyewole & Abe, 2011; Bell, Rvanniekerk & Nel, 2015; Abdullah, Omar, and Rashid, 2013). The research investigated the (1) personal characteristics of the respondents in terms of gender, age, civil status, educational attainment, and length of service, (2) the respondent's personality temperament and, (3) the relationship between the respondent's personality-temperament traits to their profile variables (Mumford et al., 2000).

## **METHODOLOGY**

### **Research Design**

The questionnaire and the checklist are the primary instruments for gathering data. The study assessed the personal characteristics of educators and their prevailing personality temperament traits. To validate the results of the investigation, the researcher interviewed among its respondents. Data gathered were analyzed and interpreted using statistical tools appropriate to the nature and scope of this research.

The study may help discover the relationship between personal factors and personality traits that promote leadership, energy, and passion in organizations. The findings of this research can serve as bases for policy formulation, teacher training, hiring policies, and research.

### **Participants**

The research involves educators as participants. They were from the selected educational institutions in the Province of Aurora, Philippines. Their positions range from administrators, academic heads, and classroom teachers. One hundred thirty-nine (139) respondents participated in the survey. The participants rated the personality-temperament survey form.

## **Instrumentation**

The research used the questionnaire as a vital tool in the gathering of data. The survey contains two parts. To describe the respondents' characteristics, the first part of the questionnaire gathers information dealing with their profiles. The personal characteristics were identified based on the reviewed literature related to the study.

The researcher adopted the personality-temperament traits survey assessment following the four temperaments (LaHaye, 1984). To determine the respondents' scores, only the 3's, 4's, & 5's in each section were added. The 1 or 2 scores are no longer applicable to the overall scoring in each division. The totals were written at the bottom of each appropriate chapter. The part with the highest score is the respondents' primary temperament, and the second-highest score is their secondary temperament. This study considered the primary personality of educators in the Province of Aurora, Philippines. The questionnaire was pre-tested.

The researcher conducted an unstructured interview to validate the data inputs collected from the survey and identify the implications of the results to the effective leadership in the organization.

## **Data Collection**

The questionnaire was pre-tested supplemented by evaluations, comments, and recommendations from the population, which was used as samples to validate and test the reliability of the data gathering instrument. The people who participated in the pre-testing of the survey instrument did not participate in the actual data gathering.

The researcher tabulated, analyzed, and interpreted the results to answer the objectives of the study.

The research used statistical tools and techniques to ensure the valid and systematic presentation, analysis, and interpretation of data. These tools include frequency and percentage (to describe the relationship of a part to whole), and chi-square test (to determine the relationship of the profile to the respondents' personality temperaments).

## RESULTS AND DISCUSSIONS

Data obtained through the questionnaire were analyzed. The testing of the hypothesis was set at .05 level of significance.

Table 1. Descriptive Summary of the Educators' Personality Temperament Traits

Personality Temperament Profile	Frequency	Percentage
Sanguine Temperament	11	7.91
Choleric Temperament	117	84.17
Melancholy Temperament	11	7.91
TOTAL	139	100.00

Results revealed the majority of the respondents were female (79.86%), with a mean age of 34.69. The majority of the respondents were married (58.27%), with some units earned in their Master's degree program (80.58%). Participants have an average length of service of 9.65 years.

The majority of the educators, (117 or 84.17%), had a choleric temperament; (11 or 7.91% had a sanguine temperament); and another 11 or 7.91% had a melancholy character.

Traits like stress tolerance, emotional stability, and self-confidence proved to be the best predictors of principal effectiveness (Bakhsh, Hussain & Mohsin, 2015) associated with educational and career success to different degrees between countries and genders (Sun Youn, 2014). Further, to ensure synergy that ensures outcomes, both the personality characteristics of both the leader and the led are mutually complementary and instrumental to leadership effectiveness (Sogunro, 1999).

Table 2. Chi-square ( $\chi^2$ ) Test Comparison of Personality-Temperament Traits and the Profile Variables of the Respondents

Profile Variables	Computed t-value	d.f.	Critical value at $\alpha .05$	Verbal Interpretation
Gender	48.674	2	5.991	Significant
Age	45.240	4	9.488	Significant
Civil Status	15.047	2	5.991	Significant
Educational Attainment	50.752	2	5.991	Significant
Length of Service	15.960	6	12.592	Significant

As per statistical computations, the personality-temperament traits of the respondents significantly varies when it comes to gender ( $\chi^2 = 48.674$ ), age ( $\chi^2 = 45.240$ ), civil status ( $\chi^2 = 15.047$ ), educational attainment ( $\chi^2 = 50.752$ ), and length of service ( $\chi^2 = 15.960$ ).

Choleric and sanguine temperaments characterize the Male respondents, while choleric and melancholy temperaments characterize the female respondents. The personality-temperament traits of the educator significantly vary with sex. The computed  $\chi^2$  value of 48.674 was more significant than the critical importance of 5.991 with 2 degrees of freedom. The result was contrary to the findings of Ibukun, Oyewole, and Abe (2011), stating that when it comes to leadership effectiveness, the male and female has no significant difference.

Educators with higher educational attainment are choleric and sanguine. Those with lower educational attainment tended to be choleric and melancholic. Choleric temperament is the dominant characteristic among the Single educators, while choleric, sanguine, and melancholy temperaments characterize some married educators. As per civil status and educational attainment, a computed  $\chi^2$  values of 15.047 and 50.752 denote a significant difference since these values were higher than the critical importance of 5.991 with 2 degrees of freedom.

Choleric and sanguine temperaments characterized the younger educators, while the choleric and melancholy temperaments are more evident among older educators. When grouped by age, the computed  $\chi^2$  value of 45.240 also denoted a significant difference in the educator's personality-temperament traits since this was greater than the critical importance of 9.488 with 4 degrees of freedom. Age is also substantial in leadership effectiveness (Ibukun, Oyewole & Abe, 2011).

Educators with longer years of experience tended to have a dominant choleric temperament. Those who are new in the service are choleric, sanguine, and melancholic. When grouped by length of service, the personality-temperament traits of the educator varied significantly. The computed  $\chi^2$  value of 15.960 was more significant than the critical importance of 12.592 with degrees of freedom set at 6. That year of experience is vital in determining leadership effectiveness (Ibukun, Oyewole & Abe, 2011).

After a careful analysis of data, it was revealed that there is a significant relationship between the respondents' personality-temperament traits and personal characteristics (Khuda Bakhsh, Hussain, & Mohsin, 2015). In differentiating the educators' personality-temperament characteristics, the personal characteristics (gender, age, civil status, educational attainment, and length of service) were significant factors. Effectiveness has a positive and meaningful relationship with gender, age, and education (Bell, Rvanniekerk, and Nel, 2015). Personality is a substantial and positive predictor of an employee's commitment to the organization (Abdullah, Omar, and Rashid 2013).

When it comes to its implications to effective leadership in organizations, private institutions dominate the higher education institutions (HEI's) in the Philippines. A significant number of publicly funded colleges and universities are also in place. Program offerings range from an undergraduate degree, associate/diploma, and graduate degrees. The period of study ranges from four (4) years, five (5), six (6) years, and eight (8). It varies depending on the nature of the program being pursued. Traditionally, the school year begins in June to March, with two semesters in a school year. But with the majority shifting to the new school calendar (August-May), educational leaders continue to respond to the challenges brought by time. Among the higher education's institutions in the province of Aurora, only the state college, the Aurora State College of Technology, shifted to the new school calendar from August-May. All private institutions remain in the old school calendar June-March. The choice between the old and new calendars cannot be used as a measure of flexibility and responsiveness. The Commission on Higher Education gives schools the freedom to decide and choose whatever scheme will work for them.

In the province of Aurora, private higher education institutions dominate the educational landscape. The Mount Carmel College-Baler, Mount Carmel College-Casiguran, the Wesleyan University-Philippines, Maria Aurora, Aurora, and the Lyceum of the East-Aurora. There is only one state college in the province, the Aurora State College of Technology. Generally, these private higher education

institutions offer business, teacher education, criminology, social sciences, and other related disciplines. Only the Aurora State College of Technology offers technology-oriented courses in the field of engineering, information technology, industrial technology, forestry and environmental management, fisheries, agriculture, tourism, hotel and restaurant management, and graduate programs. Only the lone state college (ASCOT) offers a graduate program in Education, educational management, public administration, business management, environmental management, and agriculture. Some private HEI's offer a graduate program, but merely a collaboration with the mother school. This is to make graduate education accessible to all. All the different HEI's perform the tri-focal functions of instruction, research, and extension.

Wesleyan University-Philippines, Maria Aurora campus, is one of the best criminology schools in the Philippines. It was ranked 29 among the 32 schools in the Philippines in 2018, and rank 49 among the 70 schools in the Philippines. It was also recognized as a top-performing school in criminology licensure examination in Region 3. As for Aurora State College of Technology, it produced top notchers in the field of Education (Top 6, September 2016) and in Fisheries licensure exam 7th place (October 2017). Its Bachelor of Secondary Education was recognized as Top 89 among the 2087 schools in the Philippines in the 2019 Licensure Examination for Teachers. All its programs with licensure examination continue to perform above the national passing percentage. Mount Carmel College-Baler and Casiguran continue to excel in the field of Education, with a high passing percentage in the licensure examination conducted every year the same with Lyceum University-Aurora.

## CONCLUSIONS

Findings revealed that personal characteristics are significant factors in differentiating the respondents' personality-temperament traits (Lee & Ohtake, 2012). Educators are choleric. As they assume their respective roles in the organization, they are fundamentally ambitious and leader-like-the distinguishing characteristics of individuals with a choleric temperament (Olila, 2012).

Results revealed factors implicative to leadership effectiveness in organizations. Higher education institutions perform the tri-focal functions of instruction, research, and extension. The higher education institutions included in this research were recognized in their respective programs. They continue to perform above the national passing percentage in the different licensure examinations

of their respective courses. The recognition and individual performances in the licensure examinations can be attributed to the effective leadership of educators. Their temperaments motivate the organization and everyone to contribute to the organization's success and excel with the positive implication of temperament to leadership effectiveness, teacher training, the practice of the teaching profession, and hiring policies to be maintained and strengthened. The factors investigated in this study be included in future research related to improving institutional effectiveness in educational institutions.

In the process, Educators can improve their leadership practices, which can significantly impact their institution's performance. Schools should consider the demographic variables in the formulation of development programs and training and find the personality trait measures along with other valid indicators, as a way to improve teacher-hiring decisions. (Bastian et al., 2017).

## **TRANSLATIONAL RESEARCH**

The findings of this research could be translated into policies improving the practice of the teaching profession and curriculum revision. At the institutional level, this can be converted into policies related to teacher hiring, merit, and promotion, training programs for teachers, and development course for leadership effectiveness for school administrators. All these will lead to effective leadership and institutional effectiveness among organizations.

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