

The Relationship Between School Principals' Personality Traits and Teachers' Psychological Well-being¹

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Abstract

The aim of this study is to examine the relationship between school principals' personality traits and teachers' psychological well-being. The research is designed in a relational survey model. The population of the study consisted of teachers working in schools in the Dalaman district of Muğla province during the 2023-2024 academic year. The sample of the study consists of 405 teachers selected from this population using the disproportionate cluster sampling technique. The data were collected using the 'Big Five Personality Scale' and the 'Psychological Well-Being Scale.' Descriptive statistics, t-test, one-way analysis of variance (ANOVA), Pearson correlation analysis, and regression analysis were used to analyze the data. The results obtained from the study show that teachers exhibit a high level of psychological well-being. While teachers' psychological well-being differs according to their gender and the school level they work at, it does not differ according to their seniority. School principals exhibit high levels of conscientiousness and extraversion, moderate levels of agreeableness, openness to new experiences, and neuroticism personality traits. The extraversion personality trait of school principals is a significant predictor of teachers' psychological well-being.

Keywords: psychological well-being, personality traits, teachers, school principals, five-factor model

Article History Article Type

Received: 18. 09. 2024 **Accepted:** 21.12.2024
Research article

Recommended Citation:

Yılmaz, M., & Hoşgörür, T. (2024). The Relationship Between School Principals' Personality Traits and Teachers' Psychological Well-being, *International Journal on New Trends in Education and Their Implications (IJONTE)*, 15(2), 199-212.

Introduction

The personality traits that individuals possess influence their interactions with the people around them. Additionally, different personality traits such as self-confidence, sensitivity, personality difficulties, and extraversion are related to their own psychological well-being. For instance, individuals with high levels of social skills are observed to experience higher levels of psychological well-being. This situation is thought to also affect the well-being of the individuals they interact with. This has practical value in the organizational context, particularly in manager-employee relationships. In schools, the personality traits of administrators can influence the nature of their communication with teachers, with whom they are in constant interaction. This situation can impact teachers' well-being, motivation, and performance at school, making research on this topic important due to its potential impact (Jennings, & Greenberg, 2009; Collie, Shapka, Perry, & Martin, 2015; Hascher, & Waber, 2021).

¹This study is derived from a master's thesis conducted under the supervision of Assoc. Prof. Dr. Tuğba Hoşgörür.

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The presence of an individual in organizational environments with their abilities and traits, and the feeling of being accepted and valued in interactions within the organization, undoubtedly results in their well-being (Collie, 2014). From the organizational perspective, employees' psychological well-being is one of the variables of vital importance for the organization's performance. Teaching is inherently a high-stress profession with frequent instances of burnout (Kun & Gadanecz, 2022). This is one of the challenges that hinder schools from functioning effectively. Granziera, Martin, and Collie (2023) found a negative relationship between teacher burnout and student academic achievement. Various studies have indicated that factors related to teachers' well-being in the organizational environment are influenced by their social interactions with administrators, colleagues, and students (Spilt, Koomen, & Thijs, 2011; Carnevale, 2016; Reckmeyer, 2022; Tsuyuguchi, 2023). Among the parties involved in these interactions, school administrators play a more decisive role, as they are responsible for creating and managing communication processes within the school. Therefore, it is thought that the personality traits of administrators, which define the content and boundaries of their interactions at school, could be related to teachers' well-being.

Parallel to the development of the science of psychology, studies on psychological well-being have become one of the fundamental research areas of this discipline. This concept was first comprehensively addressed in Norman M. Bradburn's (1969) book "The Structure of Psychological Well-Being" and gained importance with Ryff's (1989) model development on psychological well-being. In his work, Bradburn (1969) provided important insights into how the concept of psychological well-being can be approached in a more systematic and scientific manner through his "Affect Balance Scale," which he created to evaluate positive and negative emotions as indicators of life satisfaction and general well-being. Bradburn (1969, p. 224) states that the condition referred to as mental health is actually a state of subjective well-being, equating it to the ancient Greek concept of eudaimonia. He explains that just as there is illness and health in physical well-being, there is happiness and unhappiness in psychological well-being. The term eudaimonia, used in Ancient Greece, is prominently featured in Aristotle's works. Although often used to mean happiness, in Aristotle's works, it is defined as active behaviors based on reason and introspection, involving excellence and virtue (Huta, 2013). Rather than attaining happiness as a result, it emphasizes the process and content of a well-lived life (DeHaan & Ryan, 2014).

The self-determination theory, which began to be studied in the 1970s, adopts an approach to the concept of eudaimonia similar to Aristotle's (Huta, 2013). According to the self-determination theory, the determinants of individuals' actions are their perceived autonomy, competence, and relatedness (Hoşgörür, 2021). Among these, the need for autonomy is particularly emphasized, which involves the individual's perception that they are the determinant of how they should act in response to situations they encounter. Ryan and Deci (2000, p. 75) state that individuals can only feel complete and experience the feeling of well-being or eudaimonia if these three needs are met.

Regarding well-being, Ryff's (1989) study expanded the content of eudaimonia into six dimensions. These six dimensions, which are also the basis of this study, are autonomy, personal growth, environmental mastery, positive relations with others, self-acceptance, and purpose in life. Autonomy refers to individuals' ability to make their own decisions independently, regulate their behavior internally, and evaluate themselves according to self-imposed standards despite societal pressures. Personal growth involves embracing continuous development in life, being open to new experiences, having the desire to realize one's potential, and feeling the progress in oneself and one's actions. Environmental mastery refers to the individual's ability and competence to control and manage complex situations in their environment, effectively leverage opportunities, and create contexts suitable for their personal needs and values. Positive relations with others emphasize the importance of having positive, trustful, and warm relationships with others, showcasing empathy and concern for the well-being of others. Self-acceptance denotes the ability to make positive evaluations about oneself and one's past life, signifying maturity and mental health. Purpose in life reflects the belief that one's life has meaning and a purpose, with mentally healthy individuals being those who progress towards goals they set in life, thereby finding meaning in their existence (Ryff, 1989; Ryff & Keyes, 1995). Research on teachers' psychological well-being shows that their well-being not only affects

their quality of work life (Boyalioğlu & Çobanoğlu, 2024) but also positively impacts students' well-being and consequently their learning outcomes (McCallum et al., 2017). It is believed that teachers' well-being may be related to the personality traits of school principals, who are primarily responsible for the culture and climate of the school's working environment. Therefore, the following sections provide explanations regarding personality traits.

When examining the literature on personality, it is noted that the concept originates from the Latin word "persona." Persona was historically used to refer to the masks worn by actors in their roles. Jung (1966) suggested that, much like masks, the persona is not real but rather a compromise between the individual and society's views on how a person should appear. According to Jung, the persona is "a mask of the collective psyche," playing the role determined by it. He argues that conscious personality is similarly a part of this collective psyche (Jung, 1966, pp. 157-158). According to the American Psychological Association's dictionary of psychology, personality refers to the enduring configuration of characteristics and behavior that an individual constructs to adapt to life. These include major traits, interests, drives, values, abilities, and emotional patterns (APA, n.d.). In this context, personality can be described as the reflection of the attitudes, dispositions, and behaviors individuals exhibit in their interactions with their environment.

Various models have been developed in the literature to explain the development of personality and its components. One such model is the Five-Factor Model of Personality (McCrae & John, 1992), which examines an individual's personality through five independent factors. This model is widely used for assessing personality because it provides a general framework for understanding how differences in personality traits affect people's behaviors, emotions, and thoughts. Due to these characteristics, it is also known in the literature as the "Big Five" (Goldberg, 1981). McCrae and Costa (1997) conducted a cross-cultural study involving six different countries with linguistic and cultural diversity. They found that the model not only works well in describing personality but is also universal. Therefore, the study preferred using this model. The Five-Factor Model of Personality is based on the assumption that individuals can be described by relatively enduring patterns of thoughts, feelings, and behaviors, and these traits can be quantitatively assessed (McCrae & Costa, 2008). This model examines personality traits through a hierarchical structure of five dimensions: neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. The explanations for each dimension are provided below.

Neuroticism is a dimension that represents the tendency of individuals to experience emotional instability and variability. Individuals with high neuroticism scores are typically anxious, restless, unhappy, easily angered, and more sensitive to negative emotions. In organizations, these individuals may struggle to cope with challenges, making them more likely to leave their jobs. They may exhibit behaviors associated with burnout syndrome or, in more severe cases, self-harm. On the other hand, individuals with low neuroticism scores are generally calmer, emotionally stable, and better at managing stress. In organizations, these individuals tend to have higher job commitment, maintain moderate relationships with other employees, and are characterized by a higher level of subjective well-being (Benet-Martinez & John, 1998; Denissen & Penke, 2008; John, 2021).

Extraversion is characterized by high levels of social skills, motivation to engage in social environments, and energy. Individuals who score high in extraversion can express their thoughts and emotions effectively, often taking on leadership roles within groups. These individuals generally have a large circle of friends and prefer careers that involve entrepreneurship. They tend to favor team sports over individual sports and often join social clubs. The opposite end of extraversion is characterized by individuals with low social skills and difficulties in interpersonal relationships (McCrae & Costa, 2008; John, 2021).

Openness to experience is characterized by the diversity, depth, and originality of individuals' mental processes and daily life practices. These individuals are not disturbed by disruptions to their routines; rather, they often seek novelty, change, and new experiences. They are highly creative and are continuously engaged in learning and exploration. A low score in openness to experience indicates

conservative attitudes, adherence to routines, and an aversion to change (Abu Raya et al., 2023; John, 2021).

Agreeableness is considered one of the effective personality traits. These individuals are cooperative, have high empathy skills, and are forgiving. They do not use aggressive language in communication; instead, they have a compassionate approach and are humble. They adopt a conciliatory attitude in interpersonal conflicts. The opposite end of this dimension is characterized by skeptical and confrontational approaches in relationships (Benet-Martinez & John, 1998; Laursen, Pulkkinen, & Adams, 2002; McCrae & Costa, 2008).

Conscientiousness refers to individuals who are task-oriented in both their daily and professional lives, adhere to social norms, perform their duties to the best of their ability, keep their promises, and are productive. These individuals have high goals and make long-term plans. They possess strong leadership skills and are well-prepared for potential challenges. A low score in this dimension indicates individuals who do not take their responsibilities seriously, tend to procrastinate on their tasks, and exhibit capricious behaviors in organizational settings (McCrae & Costa, 2008; Roberts et al., 2009).

Various studies using the five-factor personality model have determined that some personality traits are primarily related to the individual's own well-being (Abdullahi, Orji, Rabi, & Kawu, 2020; Asquith, Wang, Quintana, & Abraham, 2022). For instance, Doğan (2013) noted in his study that the two personality traits that significantly predict subjective well-being are extraversion and neuroticism. Sarıcaoğlu's (2011) research on university students showed that students' personality traits are significant predictors of their well-being. Additionally, Eğinli (2009) found in his study that among the top three factors affecting job satisfaction, the work environment, management and supervision practices in the organization, and superior-subordinate relationships are prominent. All three are related to or within the responsibility of the manager. The study by Greenberg, Brown, and Abenavoli (2017) indicated that poor relationships with school principals, deficiencies in principals' leadership skills, and a non-conducive school climate are among the primary stress sources for teachers. The studies by Ozbag (2016) and Günay-Süle and Kırıl (2022) also found that school principals' personality traits predict various leadership styles. This suggests that principals' personality traits influence their behaviors and management styles in the organizational environment. The impact of school management on teachers' well-being is undeniable. The mentioned studies provide clues that the personality traits of school principals may affect the teachers they constantly interact with in the organizational environment, thereby impacting their well-being. Designed to address the need to clarify this issue, this study aims to determine the relationship between school principals' personality traits and teachers' psychological well-being. In line with this aim, the following questions are sought to be answered.

- What are the levels of psychological well-being of teachers?
- Do the levels of psychological well-being of teachers significantly differ based on gender, seniority and the type of school they work at?
- How do teachers evaluate school principals in terms of the five-factor personality traits?
- Are teachers' evaluations of school principals' five-factor personality traits a significant predictor of their psychological well-being?

Method

Research Design

This research is a correlational survey study examining the relationship between school principals' personality traits and teachers' psychological well-being (Cohen, Manion, & Morrison, 2018).

Population and Sample

The population of the study consisted of approximately 650 teachers working in schools in the Dalaman district of Muğla province during the 2023-2024 academic year. The sample of the study includes 405 teachers working at different primary, middle, and high school levels in Dalaman district of Muğla province. Disproportionate cluster sampling technique was used to select the teachers.

Among the teachers in the sample, 190 (46.9%) are male, and 215 (53.1%) are female. The average age of the teachers is 43.22 years ($SD = 6.61$), with ages ranging from 24 to 63. Of the teachers, 64 (15.8%) are single, and 341 (84.2%) are married. The professional seniority of the teachers ranges from 4 to 40 years, with an average of 20.82 years ($SD = 6.71$). All teachers are tenured, with 123 (30.4%) working in primary schools, 137 (33.8%) in middle schools, and 145 (35.8%) in high schools. Teachers from 28 different branches participated in the study, with the highest participation from classroom teachers (26.7%; $n = 108$), followed by mathematics teachers (12.8%; $n = 52$), English teachers (6.9%; $n = 22$), Turkish teachers (5.4%; $n = 22$), and physical education and sports teachers (4.9%; $n = 20$). Finally, the duration of working with their current school principals varies from 1 to 12 years, with an average duration of 5.02 years ($SD = 2.14$).

Data Collection Tools

The data for this research were collected using the Psychological Well-Being Scale and the Big Five Personality Scale. The Psychological Well-Being Scale (PWBS) was developed by Diener et al. (2010) to measure the psychological well-being levels of teachers and was adapted into Turkish by Telef (2013). The PWBS is an eight-item Likert-type scale ranging from Strongly Disagree (1) to Strongly Agree (7). Higher scores on the scale indicate higher psychological well-being. Telef (2013) examined the language validity, construct validity, and equivalent scale validity of the Turkish adaptation of the PWBS.

Language validity was assessed by administering the scale to the same group in both languages two weeks apart. A very high correlation ($r = .97$) was reported between the total scores of the Turkish adaptation and the original scale. At the item level, correlation values ranged from .76 to .97. Construct validity was examined through both exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). The EFA showed that the scale had a single-factor structure similar to the original factor structure, explaining 41.94% of the total variance. The factor loadings of the items in the Turkish adaptation of the PWBS ranged from .54 to .76. The CFA results also demonstrated that the single-factor structure of the scale had an acceptable fit with the data. The factor loadings obtained from the CFA for the Turkish adaptation of the PWBS ranged from .43 to .71. The equivalent scale analysis of the Turkish adaptation of the PWBS yielded similar results to the original scale. Reliability findings for the Turkish adaptation of the PWBS showed a Cronbach's alpha internal consistency coefficient of .80 and a test-retest reliability coefficient of .86, calculated two weeks apart. The Cronbach's alpha reliability coefficient calculated for this study was .83, indicating a high level of internal consistency among the items (Yockey, 2023).

To measure teachers' evaluations of their school principals' Big Five personality traits, the Big Five Personality Scale (BFPS) developed by Benet-Martínez and John (1998) and adapted to Turkish by Sümer et al. (2005) was used. This Likert-type scale consists of 44 items, where teachers rated each personality trait on a scale from strongly disagree (1) to strongly agree (5) in terms of how well it describes their school principals. High scores in a specific dimension indicate that the school principals exhibit that personality trait more strongly. The Cronbach's alpha internal consistency coefficients of the scale calculated by Sümer et al. (2005) range from .64 to .77. In this study, the Cronbach's alpha internal consistency coefficients range from .60 to .71.

Data Analysis

The scales were administered to teachers who volunteered to participate in the study by visiting their schools. Before conducting the inferential analyses, the accuracy of the data, missing values, outliers, multiple regression analysis, Pearson correlation analysis, independent samples t-test, and one-way analysis of variance (ANOVA) assumptions were examined according to the recommendations of measurement and evaluation experts (Can, 2014; George & Mallery, 2020; Tabachnick & Fidell, 2019).

To check the accuracy of the data, variables such as gender, level of the educational institution they work at, and length of service were examined along with the minimum and maximum values and frequency distributions of the scale items. The examination showed that all variables and scale items were within the expected value ranges. To detect univariate outliers, the z-score criterion was used (Tabachnick & Fidell, 2019). First, the length of service, PWBS total scores, and standardized z-scores for openness to experience, neuroticism, conscientiousness, agreeableness, and extraversion total scores were calculated. According to Tabachnick and Fidell (2019), values outside the range of ± 3.29 are considered outliers. The outlier analysis showed no univariate outliers for the length of service, PWBS total scores, or the total scores for openness to experience, neuroticism, conscientiousness, agreeableness, and extraversion. Multivariate outliers were identified using Mahalanobis distances (Tabachnick & Fidell, 2019). Although data were initially collected from 408 teachers, three multivariate outliers were identified and removed from the dataset. Consequently, the analyses were conducted with data from 405 teachers.

Descriptive statistics were used to present the demographic variables of the teachers and to classify their psychological well-being levels and school principals' Big Five personality traits. The scores from the scales were classified as follows: for the PWBS, a seven-point Likert-type scale, scores of 1.00-2.17 are classified as very low, 2.18-3.35 as low, 3.36-4.53 as medium, 4.54-5.71 as high, and 5.72 and above as very high. For the subdimensions of the Big Five personality traits, scores of 1.00-1.80 are classified as very low, 1.81-2.60 as low, 2.61-3.40 as medium, 3.41-4.20 as high, and 4.21 and above as very high.

An independent samples t-test was used to examine the differences in the total scores of psychological well-being between male and female teachers. A one-way ANOVA was used to examine the differences in psychological well-being scores based on the level of the educational institution where the teachers work. Pearson correlation analysis was conducted to examine the strength and direction of the relationship between the length of service, the school principal's openness to new experiences, neuroticism, conscientiousness, agreeableness, and extraversion total scores, and the teachers' total psychological well-being scores. Pearson correlation analysis was also used to examine the strength and direction of the relationship between the total scores of the school principals' personality traits and the teachers' total psychological well-being scores. Multiple regression analysis was conducted to examine whether the principals' personality traits of openness to new experiences, neuroticism, conscientiousness, agreeableness, and extraversion predict the teachers' levels of psychological well-being.

The assumptions for the independent samples t-test and one-way ANOVA include normality and homogeneity of variances, for Pearson correlation analysis include normality and linearity, and for multiple linear regression analysis include normality, linearity, homoscedasticity, and multicollinearity (Field, 2018; George & Mallery, 2020; Hair et al., 2018; Tabachnick & Fidell, 2019). To examine the normality assumption, skewness and kurtosis values of continuous variables were checked, considering the sample size. As a general rule, skewness and kurtosis values within the ± 2 range indicate that the data approximates a normal distribution (George & Mallery, 2020). All calculated values for this study were found to be within the ± 2 range, indicating a near-normal distribution of the data. The homogeneity of variances assumption was checked using Levene's test, and it was determined that this assumption was violated in the one-way ANOVA test comparing psychological well-being across educational levels. Therefore, Welch's F-test results and post-hoc Games-Howell test results were reported for these analyses (George & Mallery, 2020). The linearity assumption was checked using scatterplots of continuous variables, such as age, length of service, length of service with the school principal, openness to new experiences, neuroticism, conscientiousness, agreeableness, extraversion total scores, and teachers' total psychological well-being scores. This assumption was found to be met (Tabachnick & Fidell, 2019). The homoscedasticity assumption for regression analysis was examined using scatterplots of regression residuals and predicted values. It was observed that the points were randomly distributed around the zero point and did not form a funnel shape, indicating that this assumption was met (Tabachnick & Fidell, 2019). Finally, the multicollinearity assumption was checked by examining the VIF and tolerance values. VIF values

below 10 and tolerance values above .10 indicate that this assumption is met (Tabachnick & Fidell, 2019). In the conducted regression analysis, tolerance values ranged from .36 to .54, and VIF values ranged from 1.84 to 2.78. These findings indicate that the multicollinearity assumption was met (Tabachnick & Fidell, 2019).

The analyses were reported with effect size estimates as suggested by Cohen (1992). For the independent samples t-test, Cohen's *d* is commonly used as the effect size estimate, while eta squared (η^2) is used for one-way ANOVA analysis, correlation coefficient (*r*) for Pearson correlation analysis, and the proportion of explained variance (R^2) for multiple linear regression analysis. According to the classification proposed by Cohen (1992), an absolute value of *d* between .00-.49 indicates a small effect size, .50-.79 indicates a medium effect size, and .80 and above indicates a large effect size. For eta squared (η^2), values between .00-.05 indicate a small effect size, .06-.13 indicate a medium effect size, and .14 and above indicate a large effect size. For Pearson correlation analysis, absolute correlation coefficient (*r*) values between .00-.29 indicate a small effect size, .30-.49 indicate a medium effect size, and .50 and above indicate a large effect size. Finally, for the proportion of explained variance (R^2), values between .00-.12 indicate a small effect size, .13-.25 indicate a medium effect size, and .26 and above indicate a large effect size (Cohen, 1992). A significance level of $p < .05$ was used for all statistical analyses.

Findings

In this section of the study, the findings obtained from the analysis of the data collected to determine the relationship between school principals' personality traits and teachers' psychological well-being are presented. According to the findings related to teachers' well-being levels, total scores range from 19 to 56, with an average total score of $M=43.40$ ($SD = 7.92$). The adjusted mean score of teachers on the psychological well-being scale is 5.43, indicating a high level of psychological well-being. To determine whether teachers' psychological well-being differs by gender, an independent samples t-test was conducted. The results showed a significant difference in total mean scores by gender [$t(403) = -2.20, p < .05, d = -.22$]. This difference has a small effect size. Accordingly, the mean total scores of female teachers ($M=44.21, SD=7.66$) are significantly higher than those of male teachers ($M=42.49, SD=8.12$). A one-way ANOVA test was conducted to compare the differences in teachers' psychological well-being by the educational level at which they work. The results indicated a significant difference in the total mean scores of psychological well-being by educational level [Welch $F(2, 265.65) = 11.26, p < .001, \eta^2 = .05$]. This difference has a small effect size. Post hoc Games-Howell tests were conducted to identify which educational levels had differing mean scores. The results showed that teachers working in high schools ($M=41.10, SD=7.45$) had significantly lower mean total scores of psychological well-being compared to teachers working in primary schools ($M=43.89, SD=6.89$) and secondary schools ($M=45.40, SD=8.66$). A Pearson correlation analysis was conducted to examine the relationship between teachers' years of professional experience and their psychological well-being. The results showed no significant relationship between teachers' years of service and their psychological well-being scores ($r = .04, p > .05$). Based on these findings, teachers' psychological well-being significantly differs only by gender and the educational level at which they work.

From the comparison of adjusted means, it is observed that teachers evaluate school principals as having high levels of conscientiousness ($M=3.46$) and extraversion ($M=3.43$). Both of these personality traits are displayed at a high level. Additionally, teachers indicate that school principals exhibit agreeableness ($M=3.33$), openness to new experiences ($M=3.12$), and neuroticism ($M=2.68$) in decreasing order, with these three traits being displayed at a moderate level.

To determine the relationship between school principals' Big Five personality traits and teachers' well-being levels, a multiple regression analysis was conducted. The results indicate that school principals' scores in extraversion ($r = .27, p < .001$), agreeableness ($r = .24, p < .001$), conscientiousness ($r = .20, p < .001$), and openness to new experiences ($r = .15, p < .01$) are positively correlated with teachers' psychological well-being scores at a low level. Conversely, school principals' neuroticism

scores ($r = -.20$, $p < .001$) are negatively correlated with teachers' psychological well-being scores at a low level. Furthermore, the model created to predict teachers' psychological well-being levels based on school principals' Big Five personality traits is found to be significant [$F(5, 399) = 7.46$, $p < .001$, $\Delta R^2 = .09$]. This model explains approximately 9% of the variance in teachers' psychological well-being scores, indicating a low effect size. Among the Big Five personality traits, only school principals' extraversion [$\beta = .20$, $t(399) = 3.22$, $p < .001$] is a significant predictor of teachers' psychological well-being total scores. Other traits, such as agreeableness [$\beta = .10$, $t(399) = 1.29$, $p > .05$], conscientiousness [$\beta = .04$, $t(399) = .55$, $p > .05$], neuroticism [$\beta = -.07$, $t(399) = -1.04$, $p > .05$], and openness to new experiences [$\beta = -.09$, $t(399) = -1.33$, $p > .05$], are not significant predictors. In other words, in this sample, teachers who perceive their school principals as extraverted have higher levels of psychological well-being. However, the other Big Five personality traits of school principals are not significant predictors of teachers' psychological well-being.

Conclusion, Discussion and Recommendations

This study examined the relationship between school principals' personality traits and teachers' psychological well-being. In line with the research objectives, the study first presented findings on teachers' psychological well-being and how it varies according to various demographic variables. Then, it discussed teachers' perceptions of the personality traits of their school principals. Finally, a multiple regression analysis was conducted to determine the relationship between teachers' psychological well-being and school principals' personality traits. The following paragraphs discuss the results of these analyses and provide suggestions for future research on identified problem areas.

The findings regarding teachers' psychological well-being indicate that teachers generally have a high level of psychological well-being. These results are consistent with findings from other studies by Yildiz and Aslan (2023) and Aydođan (2019). Teaching is a profession that directly involves human interactions and requires high levels of compassion and social skills beyond its pedagogical aspects (Fullan, 2007). The trust that society places in teachers and the perception of teaching as a highly esteemed profession compared to others may positively influence the psychological well-being of teachers. Additionally, the positive feedback teachers receive from their efforts and relationships with students and other stakeholders in the school environment may contribute positively to their psychological well-being. However, it is also possible that the high levels of psychological well-being found in these studies are influenced by the geographic characteristics and living conditions of the regions where the studies were conducted. The region where this study was conducted has a temperate climate, a relatively small population, and relatively good living conditions. To avoid misleading conclusions, it would be beneficial to extend the study to include regions with more challenging living conditions. Furthermore, it is necessary to periodically assess psychological well-being levels of teachers, considering changes in social, economic, health, and other conditions. It should be noted that this measurement tool does not allow for inferences about the causes of psychological well-being. Therefore, if negative findings regarding psychological well-being are obtained, there will be a need to develop different data collection tools to identify the underlying causes.

When comparing teachers' psychological well-being based on gender, it was observed that female teachers had significantly higher levels of psychological well-being than their male counterparts. Hořgörür and Yorulmaz (2015) found that women exhibit more behaviors related to managing, directing, and expressing emotions as required by the profession compared to male teachers. The perception of teaching as a more feminine profession by society, along with women continuing their nurturing instincts in the school environment and viewing the school as a safe space, are considered potential reasons for this difference. This finding aligns with similar results found in the literature (Aydođan, 2019; Aslan & Erözyürek, 2021; Dođan & Aslan, 2022).

A significant difference was found in the overall psychological well-being scores of teachers based on the educational level at which they work. The analyses showed that high school teachers have significantly lower levels of psychological well-being compared to their counterparts in elementary and

middle schools. This discrepancy is thought to be related to the student profile at the high school level. Yanardağ and Dikmen (2020) found that high school teachers experience significantly higher levels of social stress due to students compared to teachers working in elementary and middle schools. Additionally, high school students do not share the relatively homogeneous characteristics of students in elementary and middle schools, which are often influenced by address-based enrollment systems. The age range of high school students, coinciding with the more pronounced effects of adolescence, as well as the heterogeneous student profile and university entrance exam anxiety, may make teaching at these schools more challenging.

No significant relationship was found between teachers' years of service and their psychological well-being scores. These results are consistent with the study by Aslan and Erözyürek (2021). However, the study by Aydoğan (2019) shows that teachers with 1-5 years of experience have higher levels of psychological well-being compared to those with 6-10 and 16-20 years of experience. The differences in results may be attributed to the region from which the sample was taken or the distribution of years of service within the sample. In this study, the average years of service for teachers is approximately 20 years, while Aydoğan's (2019) study includes about half of the sample with 1-5 years of experience.

The results concerning teachers' perceptions of school principals' personality traits indicate that teachers view principals as having high levels of conscientiousness and extraversion. Conversely, teachers perceive neuroticism as the trait least possessed by school principals, while they assess principals as having moderate levels of agreeableness and openness to experience. These findings are consistent with the results of Özdemir et al. (2019). In contrast, Baloğlu's (2016) study, which evaluated the personality traits of school principals as assessed by their colleagues, found that principals exhibited the highest levels of conscientiousness but the lowest levels of extraversion. Conscientiousness and extraversion are associated with behaviors such as task focus, goal orientation, effective impulse control, high communication and self-expression skills, dominance, energy, and sociability (Benet-Martinez & John, 1998). Özdemir et al. (2019) also found a relationship between principals' administrative self-efficacy perceptions and their personality traits, with principals who have high levels of conscientiousness being more confident in their administrative efficacy. These traits are expected of effective school administrators (Aslanargun, 2015; Scallon, Bristol, & Esboldt, 2023).

However, an important aspect not to overlook in the research findings is that neuroticism is ranked the lowest among the personality traits exhibited by school principals, relatively speaking. The results indicate that this trait is displayed at a moderate level. Neuroticism refers to difficulties in managing emotions, anxiety, depression, irritability, problems in social relationships, and an unstable personality structure. Consequently, neuroticism is a personality trait that is generally deemed unacceptable for school principals who are responsible for overseeing all processes within the school. In this context, the results are concerning. Indeed, Özkul, Demirtaş, and Üstüner (2023) found that out of 66 school principals they studied, 40 reported experiencing various issues related to interpersonal relationships, reflecting weaknesses in their emotional management. Based on these results, it is suggested that employing high-quality assessment tools to evaluate personality traits could be functional in the school administrator selection process. This approach could ensure that individuals with the potential to be more effective leaders are considered for the role.

Finally, in the study, a multiple regression analysis was conducted to assess whether teachers' perceptions of the personality traits of school principals are a significant predictor of their psychological well-being. The analysis revealed that the personality traits of school principals—extraversion, agreeableness, conscientiousness, and openness to experience—were positively and weakly related to teachers' psychological well-being, while neuroticism was negatively and weakly related to teachers' psychological well-being. Among these traits, only extraversion was found to be a significant predictor of teachers' psychological well-being. Extraversion is associated with being energetic, social, and assertive. Judge et al. (2002) found in their meta-analysis of leadership research that extraversion had the most consistent and strongest correlation with leadership, indicating that it is a crucial trait for effective leaders. Additionally, research shows that school principals' extraversion trait positively affects teachers' emotional well-being and has a significant impact on school culture

(Anderson, Spataro, & Flynn, 2008; Blair, 2024). These results suggest that efforts to develop these traits in school administrators could have a positive effect on the effectiveness of schools.

In this study, although teachers' evaluations of school principals' agreeableness, conscientiousness, and openness to experience personality traits were found to be correlated in the correlation analysis, they were not significant predictors in the regression analysis. These findings suggest that when teachers evaluate school principals' agreeableness, conscientiousness, and openness to experience traits together with extraversion, their impact on psychological well-being levels is limited. Repeating these findings in different school types and regions is crucial for the generalizability of the results. Moreover, longitudinal studies are needed to examine the effects of school principals' personality traits on teachers' psychological well-being. Including school principals' self-assessments in addition to teachers' perceptions could enhance the validity of the findings. Furthermore, examining other organizational and individual variables influencing teachers' psychological well-being could contribute to a more comprehensive understanding of the subject.

Research and Publication Ethics All rules specified in the Higher Education Institutions Scientific Research and Publication Ethics Directive were followed in this study. None of the actions mentioned in the second section titled "Actions Against Scientific Research and Publication Ethics" of the directive were carried out.

Disclosure Statements

1. Authors' contribution rate statement: First Author 50%, Second Author 50%
2. No conflict of interest has been declared by the authors.

CRedit Author Contribution Statement

Mehmet YILMAZ: Literature review, research design, data collection, data analysis, results and discussion

Tuğba HOŞGÖRÜR: Literature review, research design and management, data analysis, results and discussion

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