

# Personality Traits and Self-Leadership of Kindergarten Teachers of Davao City Division

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**Abstract:** In the vibrant and demanding world of kindergarten education, a teacher's internal compass is just as important as their lesson plan. This study delves into the core of that internal drive, investigating the dynamic relationship between the inherent personality traits of kindergarten teachers and their practiced self-leadership skills within the Davao City Division. We sought to understand not just if a connection exists, but how a teacher's natural dispositions—their openness, conscientiousness, and emotional stability—intertwine with their ability to self-motivate, self-direct, and achieve their professional goals.

Employing a descriptive-correlational design, the research engaged 100 kindergarten teachers, selected to provide a representative snapshot of the division's early childhood educators. The data, analyzed through mean scores and Product-Moment correlation, revealed a compelling narrative. Kindergarten teachers in Davao City already demonstrate moderately high personality traits and high self-leadership, indicating a strong foundational capacity for both personal and professional self-management.

Crucially, a significant positive relationship was confirmed between these two variables. This suggests that teachers with stronger, more positive personality profiles are more likely to excel in leading themselves effectively. These findings culminate in a clear recommendation: for educational leaders to move beyond traditional professional development and consider holistic strategies that support the positive psychological development of teachers. By fostering environments that nurture traits like extroversion, sincerity, and emotional stability, we can directly empower teachers to enhance their self-leadership—a vital skill for thriving in the complex and rewarding landscape of kindergarten education.

**Keywords:** *Personality Traits, Self-Leadership, Kindergarten Teachers, Teacher Effectiveness, Professional Development, Davao City Division.*

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## I. INTRODUCTION

The kindergarten classroom is a world of boundless energy, curiosity, and emotional complexity. Navigating this world requires more than just pedagogical knowledge; it demands a profound level of self-awareness and self-guidance from the teacher. At the intersection of a teacher's innate character and their cultivated professional skills lies a critical area for exploration: how do fundamental personality traits influence their capacity for self-leadership?

Self-leadership—the ability to set personal standards, motivate oneself, and navigate challenges with resilience—is an indispensable asset for educators, particularly those shaping young minds at their most formative stage. This study is premised on the belief that who a teacher is naturally influences how effectively they can lead themselves. By examining the

interplay between personality and self-leadership among kindergarten teachers in the Davao City Division, this research aims to illuminate the personal foundations of professional excellence. The insights gained can inform more targeted and effective support systems, helping teachers not only to manage their classrooms but also to master their own professional journey, ultimately leading to enriched learning experiences for their students.

## II. METHODS

To capture the nuanced relationship between internal disposition and self-directed behavior, this study employed a descriptive-correlational survey design. This approach allowed for the precise measurement of both variables and the statistical analysis of their connection.

A group of 100 kindergarten teachers from across the Davao City Division was selected through probability sampling, ensuring that every teacher had an equal chance of participation and that the results truly represent the broader population. These educators provided their insights through standardized and validated questionnaires, one designed to measure the Big Five personality traits (e.g., extroversion, conscientiousness, emotional stability) and another to assess their self-leadership strategies. The collected data was then meticulously analyzed. Mean scores were calculated to determine the average level of personality traits and self-leadership among the respondents. Subsequently, Product-Moment Correlation was used to quantify the strength and direction of the relationship between these two critical aspects of a teacher's professional life.

### III. RESULTS AND DISCUSSION

The findings offer an encouraging and insightful view into the capabilities of kindergarten teachers in Davao City. The analysis revealed that, as a group, they possess moderately high personality traits—indicating a generally positive and adaptive psychological profile—coupled with high self-leadership skills, reflecting a strong ability to manage their own goals, behaviors, and motivations.

Most significantly, the statistical analysis confirmed a significant positive relationship between personality traits and self-leadership. This means that teachers who naturally exhibit higher levels of traits like conscientiousness (being organized and dependable), emotional stability (being resilient and calm under pressure), and openness (being creative and adaptable) are also more likely to employ effective self-leadership strategies. They are better at setting personal standards, visualizing successful outcomes, and motivating themselves through challenges.

This connection underscores a vital principle: supporting teacher effectiveness is not solely about providing external resources and training. It is also about nurturing the internal, personal resources that teachers bring to their work. By understanding that personality provides the foundation upon which self-leadership is built, school administrators and DepEd officials can develop more holistic professional development programs. Initiatives focused on emotional resilience, positive communication, and stress management could directly enhance the personality traits that, in turn, empower teachers to lead themselves more effectively. This creates a virtuous cycle where supporting the person directly benefits the professional, leading to greater job satisfaction, reduced burnout, and ultimately, a more positive and impactful educational environment for our youngest learners.

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