

Assessing Personality Traits of School Administrators: A Big Five Perspective

ABSTRACT

This research aims to evaluate the personality characteristics of school administrators in terms of the big five personality theory characteristics. With research, in order to bring about positive changes in the education system. It aims to provide guidance on developing effective methods for the development and improvement of school administrators' personality traits. Five factor personality traits of school administrators were examined according to variables such as gender, professional seniority, seniority at school and education level. In this research, the survey model, one of the quantitative research models, was used. It was held in the 2022-2023 academic year in Sakarya province Hendek district with the participation of school principals and deputy principals working at all public primary, secondary and high school levels. 84 school administrators participated in the research. "Five Factor Personality Scale" was used in the research. As a result of the research, it was concluded that school administrators perceived themselves positively at the level of "partially agree" with their personality traits. According to the results of the research, the personality characteristics of school administrators do not differ according to gender variable, and in terms of professional seniority variable; It has been observed that school administrators with 20 years or more of seniority have higher "responsibilities". When looked at in terms of the seniority variable at school, it has been observed that school administrators with 7 years or more of seniority have higher "responsibility" levels than school administrators with 1-3 years and 4-6 years of seniority. When looked at in terms of the education level variable, no significant difference was found between personality traits and education level. It was concluded that there is a positive, moderate, and significant relationship between the big five personality sub-dimensions of school administrators: extraversion, responsibility, agreeableness and openness.

Keywords: Personality; personality traits; school administrators.

1. INTRODUCTION

As a result of the increasing importance given to knowledgeable people in today's world, schools have endeavored to raise knowledgeable and well-equipped individuals in order to increase the quality of education [1]. This situation has made it necessary for school administrators to acquire new skills and competencies [2]. Today's school systems require leaders to be effective instructional leaders as well [3]. In order to ensure quality education and academic success in schools, it has become necessary for school administrators to have leadership skills, foresights, equipment and formation skills, to sustain the existence of the institution, to direct and manage resources whose capital is human capital in order to realize the expected goals and objectives, to influence employees with their personality traits, and to guide them when necessary [4].

1.1 Five Factor Personality Theory

The big five personality theory was first studied by Norman in 1963, and then the theory was developed by Goldberg and McCrea, who discovered that there are five basic dimensions of personality. In the personality model they called "five factors" or "big five", they defined the characteristics of personality as "experience", "openness", "extraversion", "agreeableness", "self-discipline" (responsibility) and "emotional balance" [5]. These five factors, which were initially a classification of personality traits, have evolved into a personality theory over time. According to the theory, despite the different cultural structures of people, the common personality traits in all people, the five factors have equivalents in the natural languages of different societies, so much so that the five factors point to most of the important information to describe the personality of the individual, about people. It states that people describe both themselves and each other consistently according to these five basic dimensions of individual differences [6]. They state that this inventory can be used to make decisions about important management strategies such as placing the appropriate person in the appropriate job, giving the job to the competent person, and career development [7,8]. Big five personality traits.

1.1.1 Extraverted:

People with this trait can communicate easily compared to other people and are more friendly, self-confident, enjoy being in the community and communicating [9]. They are characterized as having the characteristics of people with a leader spirit, dominant character, ambitious, thrill-seeking, cheerful, outspoken, courageous to use the opportunities at hand and carefree [10,11].

1.1.2 Openness:

These people have rich imagination, can go beyond the ordinary, are far from traditionalism, are open to development, offer original perspectives on solving problems and can also think analytically [12]. People are more open to various experiences and have independent thoughts [13].

1.1.3 Responsibility:

Individuals with responsible personality traits are those who make more effort than anyone else, do not engage in conflicts within the group, enjoy helping others, and participate more in group activities. It is seen that people with this trait are more willing and determined to achieve success, are more disciplined and dependent in their working lives, and have higher attention spans [14].

1.1.4 Agreeableness:

Individuals with high levels of agreeableness are hardworking, cooperative, compassionate, conscientious, respectful, understanding, reliable and tolerant personality traits. While individuals with extraverted personality traits constitute the social relationship dimension in interpersonal relationships, the quality of human relations is important for individuals with agreeableness [15].

1.1.5 Emotional Balance:

People with high emotional balance are known to be confident, open to criticism, and patient. People in emotional balance show the ability to cope with emotions such as fear, anger, demoralization, and shame [16].

This study aims to reveal the personality characteristics of school administrators by evaluating them in terms of the big five personality theory and to determine the personality

characteristics of school administrators to provide positive changes for the education system. Therefore, the problem statement of the research is "What are the personality traits of school administrators?" In line with this general purpose, the research sought answers to the following sub-questions.

1. At what level are school administrators' perceptions of the Big Five personality traits?
2. Do the personality traits of school administrators show a significant difference according to their (gender, professional seniority, educational level, tenure in the schools they work in)?
3. At what level is the relationship between the sub-dimensions of school administrators' personality traits (extraversion, responsibility, adaptability, emotional balance, openness)?

2. MATERIAL AND METHODS

2.1 Research Model

In this study, the survey model, one of the quantitative research models, was used. The survey model is a form of research that aims to collect data to determine the general predispositions, attitudes, opinions, and behaviors that exist in the community. Various questionnaires and scales are used to measure people's opinions and behaviors. It also presents information obtained from a large number of people [17]. The main purpose is to obtain numerical data from various statistics about the event and situation. In survey research, it is generally conducted on the sample group representing the universe [18].

2.2 Study Population

The study population of the research consists of school principals and vice principals working in all educational institutions in primary, secondary and secondary education in Hendek district center of Sakarya province in the 2022-2023 academic year. Since all official primary, secondary and high schools in Hendek district center were considered as the study population, sampling was not used. According to the data obtained from Hendek District Directorate of National Education, there are 120 school administrators working in these schools in the population of the research, 84 school administrators participated in the research on voluntary basis. Demographic characteristics of the school administrators who participated in the study are shown in Table 1.

Table 1. Demographic characteristic of school administrators participating in the study

Variables	Groups	(f)	%
Gender	Female	24	28,6
	Male	60	71,4

	Total	84	100
Professional Seniority	1-9 years	30	35,7
	10-19 years	27	32,1
	20 years and over	27	32,1
	Total	84	100
Tenure at the School	1-3 years	31	36,9
	4-6 years	28	33,3
	7 years and over	25	29,8
	Total	84	100
Education Level	Undergraduate	59	70,2
	Postgraduate	25	29,8
	Total	84	100

Table 1 shows that 71.4% of the school administrators participating in the study were male and 28.6% were female. It is seen that the number of male administrators is considerably higher than the number of female administrators. When the professional seniority variable is examined, it is seen that the school administrators who participated in the research the most (35.7%) have a professional seniority between 1-9 years. In terms of the variable of tenure at school, it is seen that the school administrators who participated the most in the research (36,9%) were administrators with a tenure of 1-3 years, and the school administrators who participated the least (29,8%) were administrators with a tenure of 7 years or more. In terms of the education level variable, it is seen that the school administrators with the highest level of participation in the research (29,8%) are undergraduate level school administrators.

2.3 Data Collection Tools

Personal information forms developed by the researcher, five factor personality scale to determine the personality traits of school administrators, in the study.

2.3.1 Personal Information Forms

It includes questions about different variables (gender, professional seniority, education level, length of service in schools) to determine the demographic characteristics of the participants.

2.3.2 Five Factor Personality Scale (FFPS)

In the study, data were collected through the "Five Factor Personality Scale" (5FPS) developed by Benett-Martinez and John (1998) and translated into Turkish by Sümer, Lajunen and Özkan [19] to determine the personality characteristics of school administrators. The first part of the scale, which consists of two parts, consists of four questions to determine the demographic characteristics of the participants. The "Five Factor Scale" consists of five dimensions (extraversion, agreeableness, conscientiousness, conscientiousness, emotional stability, openness to development) and 44 items. Sümer and Sümer [20] found the Cronbach Alpha reliability values of the "five factor scale" to be .77 for "extraversion" dimension, .70 for "agreeableness" dimension, .78 for "conscientiousness" dimension, .79 for "emotional balance" dimension and .76 for "openness" dimension. In their study, Sümer, Lajunen and Özkan [19] found that the reliability values of the five factor personality dimensions ranged between .64 and .77. Reliability analysis was conducted again to determine the reliability of the "five factor personality scale" to be used in the research. Alpha coefficients of the sub-dimensions are respectively: .77 in the "extraversion" dimension, .70 in the "agreeableness" dimension, .70 in the "conscientiousness" dimension, .75 in the "emotional balance" dimension, .67 in the "openness" dimension, and a reliability

coefficient of .70 and above calculated for the scale is considered sufficient for the reliability of the test [17].

2.4 Data Collection and Analysis

The data collection process started by first obtaining the necessary permissions from the scale owners. The scales were distributed to school administrators working in official primary, secondary and middle schools in the Hendek district of Sakarya province in the 2022-2023 academic year, both as e-scales and by hand through the school directorates without disrupting education and training. The distributed scales were filled on a voluntary basis and 84 data were obtained. The data were analyzed on this study population. SPSS 25.0 for Windows Package (Statistical Package for Social Sciences) was used to analyze the data collected in the study. Sixteen items in the "five factor personality scale" were found to be reverse coded items. These items were reversed and coded before the analysis. In addition, the extreme values of the research data were analyzed. It was seen that one of the data in the "five factor personality scale" had extreme values and the data were not included in the analysis. Skewness and kurtosis values of the data were examined to determine whether the data collected in the study were normally distributed. Skewness and kurtosis values of school administrators' "five factor personality scale" sub-dimensions (extroversion, agreeableness, conscientiousness, emotional balance, openness) and skewness and kurtosis values between variables (gender, professional seniority, tenure and education level) were analyzed. According to the results of the analysis, kurtosis-skewness coefficients were calculated as a normal distribution in the range of ± 2 [21]. Since the number of participants was below 30 in all variables, it was decided that nonparametric tests were appropriate for all sub-dimensions [22].

3. RESULTS AND DISCUSSION

As the first sub-problem of the research, it was tried to determine the level of Big Five Personality Traits of school administrators. The findings obtained are presented in Table 2.

Table 2. Descriptive analysis results of school administrators' five factor personality traits subscales

Sub-dimensions	N	\bar{X}	SS
Extraversion	83	3,55	,70
Agreeableness	83	4,30	,43
Responsibility	83	4,08	,56
Emotional Balance	83	2,73	,73
Openness	83	3,81	,45

When the sub-dimensions of the personality traits of school administrators are examined in Table 2, it is seen that the "extraversion" sub-dimension ($\bar{X}=3,55$) is at the level of "partially agree", the "agreeableness" sub-dimension ($\bar{X}=4,30$) is at the level of "completely agree", the "responsibility" sub-dimension ($\bar{X}=4,08$) is at the level of "partially agree", the "emotional balance" ($\bar{X}=2,73$) sub-dimension is at the level of "undecided" and the school administrators with the "openness" sub-dimension ($\bar{X}=3,81$) are at the level of "partially agree". When the arithmetic mean values are analyzed, it is seen that the highest value ($\bar{X}=4,30$) of the personality traits of school administrators is at the level of "completely agree" for the

personality trait of "agreeableness". It is seen that "emotional balance" ($\bar{X}=2.73$), one of the personality traits of school administrators, has the lowest value at the level of "undecided"

The second sub-problem of the research is to determine whether the personality traits of school administrators show significant differences according to their (gender, professional seniority, length of service in the schools they work in, education level).

3.1 Findings Related to Gender Variable

Table 3. Mann Whitney-U analysis results related to school administrators' gender variables and five factor personality subscales

Sub-Dimensions	Gender	N	Rank averages	Rows Total	U	P
Extraversion	Female	24	42,58	1022,00	694,0	,888
	Male	59	41,76	2464,00		
	Total	83				
Openness	Female	24	41,08	986,00	686,0	,824
	Male	59	42,37	2500,00		
	Total	83				
Agreeableness	Female	24	49,52	1188,50	527,0	,069
	Male	59	39,98	2297,50		
	Total	83				
Responsibility	Female	24	46,96	1127,00	589,0	,231
	Male	59	39,98	2359,00		
	Total	83				
Emotional Balance	Female	24	41,98	1007,50	707,5	,996
	Male	59	42,01	2478,50		
	Total	83				

Table 3 shows that there is no significant difference between school administrators' five factor personality scale sub-dimensions of "extraversion", "agreeableness", "openness", "responsibility", "emotional balance" and gender variable. ($p>0.05$).

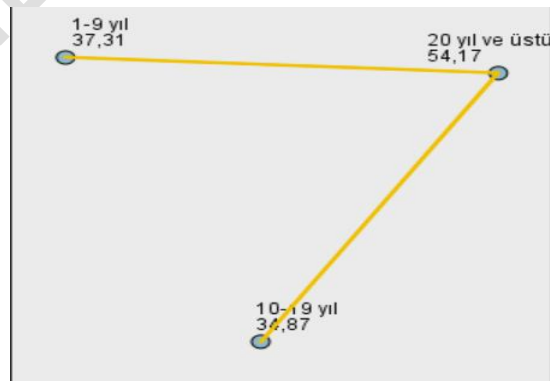
3.2 Findings Related to Professional Seniority Variable

Table 4. Kruskal Wallis analysis results related to school administrators' professional seniority variable and five factor personality subdimensions

Sub-Dimensions	Professional Seniority	N	Rank averages	Sd.	χ^2	P
Extraversion	1-9 years	29	41,62	2	0,11	,994
	10-19 years	27	42,15			
	20 years and over	27	42,26			
	Total	83				
Responsibility	1-9 years	29	37,31	2	10,387	,006
	10-19 years	27	34,87			
	20 years and over	27	54,17			
	Total	83				
Agreeableness	1-9 years	29	39,43	2	5,609	,061
	10-19 years	27	36,00			
	20 years and over	27	50,76			
	Total	83				
Emotional Balance	1-9 years	29	40,40	2	1,927	,382
	10-19 years	27	47,17			
	20 years and over	27	38,56			
	Total	83				
Openness	1-9 years	29	44,66	2	1,563	,458
	10-19 years	27	43,87			
	20 years and over	27	37,28			
	Total	83				

Table 4 shows that there is no statistically significant difference between the professional seniority variable of school administrators and the sub-dimensions of "extraversion", "agreeableness", "agreeableness", "emotional balance", "openness" ($p > 0,05$). There is a statistically significant difference between the "responsibility" sub-dimension [χ^2 ($sd=2$, $n=83$) = 10,387; $p < 0,05$]. When the rank mean values are analyzed, it is seen that school administrators with 20 years or more of professional seniority have the highest mean (Rank mean=54,17) and school administrators with 10-19 years of professional seniority have the lowest mean (Rank mean=34,87). In order to determine which groups the significant differences were between, Bonferroni correction was performed first and then group differences were determined based on the corrected p values. Figure 1 shows the differences between the groups.

Figure 1. Pair group comparisons between school administrators' professional seniority variables and responsibility subdimension of five factor personality scale



According to the comparisons made after Bonferroni correction in Figure 1, there is a difference between school administrators with 1-9 years of professional seniority (Rank mean=37,31), school administrators with 20 years and above professional seniority (Rank mean= 54,17), school administrators with 10-19 years of professional seniority (Rank mean= 34,87) and school administrators with 20 years and above professional seniority (Rank mean= 54,17). According to the rank mean, the significant difference is in favor of school administrators with 20 years and above professional seniority.

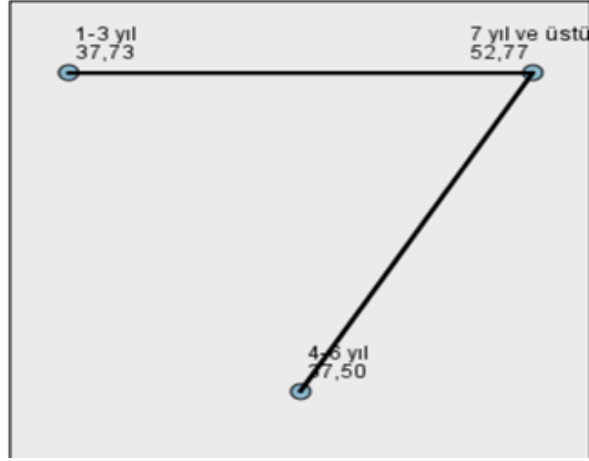
3.3 Length of service at school

Table 5. Kruskal Wallis analysis results related to school administrators' tenure variables and five factor personality subscales

Sub-Dimensions	Length of service at school	N	Rank average	Sd.	χ^2	P(sig)
Responsibility	1-3 years	31	37,73	2	6,774	,034
	4-6 years	28	37,50			
	7 years and over	24	52,77			
	Total	83				
Openness	1-3 years	31	46,98	2	2,925	,232
	4-6 years	28	36,29			
	7 years and over	24	42,23			
	Total	83				
Agreeableness	1-3 years	31	37,85	2	2,931	,231
	4-6 years	28	40,75			
	7 years and over	24	48,81			
	Total	83				
Emotional Balance	1-3 years	31	40,61	2	,789	,674
	4-6 years	28	45,27			
	7 years and over	24	39,98			
	Total	83				
Extraversion	1-3 years	31	44,74	2	4,383	,112
	4-6 years	28	34,39			
	7 years and over	24	47,33			
	Total	83				

When Table 5 is analyzed; there is no statistically significant difference between school administrators' tenure variable and "extroversion", "openness", "compatibility", "emotional balance", "extrovert" sub-dimensions ($p > 0,05$). There is a statistically significant difference between school administrators' tenure variable and "responsibility" sub-dimension [χ^2 (sd=2, n=83) =6,774; $p < 0,05$]. In order to determine between which groups the significant differences were, Bonferroni correction was performed first. The significant difference disappeared after Bonferroni correction. The significant difference that disappeared after Bonferroni is shown in figure 2 below.

Figure2. Pairwise group comparisons between school administrators' tenure variables and responsibility subdimension of five factor personality scale



According to the comparisons made after Bonferroni correction in Figure: 2, there is no significant difference between the groups. There is no statistically significant difference between school administrators' tenure variable and "openness" sub-dimension [χ^2 (sd=2, n=83) =2,925; $p>0,05$].

3.4 Findings related to education level variable

Mann Whitney U test was applied to determine whether school administrators' five factor personality scale sub-dimensions (extroversion, agreeableness, conscientiousness, emotional balance, openness) differed significantly according to the level of education variable. The findings obtained are shown in Table 6.

Table 6. Mann Whitney U analysis results regarding the five factor personality subscales with the educational status variable of school administrators

Sub-Dimensions	Education Level	N	Rank Average	Rows Total	U	P
Extraversion	Undergraduate	58	41,48	2406,00	695,00	,765
	Postgraduate	25	43,20	1080,00		
	Total	83				
Agreeableness	Undergraduate	58	41,75	2421,50	710,5	,885
	Postgraduate	25	42,58	1064,50		
	Total	83				
Responsibility	Undergraduate	58	43,07	2498,0	663,0	,537
	Postgraduate	25	39,52	988,0		
	Total	83				
Emotional Balance	Undergraduate	58	42,90	2488,0	673,0	,605
	Postgraduate	25	39,92	998,0		

	Total	83				
Openness	Undergraduate	58	42,91	2489,0		
	Postgraduate	25	39,88	997,0	672,0	,597
	Total	83				

When Table 6 is analyzed, there is no significant difference between school administrators' "extraversion", "agreeableness", "responsibility", "emotional balance", "openness" sub-dimensions and education level variable ($p>0,05$). As the fifth sub-problem of the research, it was tried to determine whether teachers' attitudes towards school differ significantly according to their (gender, professional seniority, length of service in the schools they work in, educational level). The findings related to gender, professional seniority, length of service in the schools where they work and educational level are given respectively.

In the third sub-problem of the research, the relationship between the sub-dimensions of the personality traits of school administrators was tried to be determined. The findings obtained are shown in Table 7.

Table 7. Spearman's correlation results showing the relationship between fivefactor personality subdimensions of school administrators

		Correlation				
		Extraversion	Agreeableness	Responsibility	Emotional Balance	Openness
Extraversion	r	1,000	,308	,397	-,216	,446
	p	.	,005	,000	,050	,000
	n		83	83	83	83
Agreeableness	r		1,000	,567	-,111	,314
	p		.	,000	,318	,004
	n			83	83	83
Responsibility	r			1,000	-,256	,406
	p			.	,019	,000
	n				83	83
Emotional Balance	r				1,000	-,198
	p				.	,073
	n					83
Openness	r					1,000
	p					.
	n					

****Correlation is significant at $p<0,01$ level**
*** Correlation is significant at $p<0,05$ level**

Table 7 shows that there is a positive, weak, significant relationship between "agreeableness" and "extraversion" sub-dimensions ($r= .308$; $p<0.05$). There is a positive, moderate, significant relationship between "responsibility" and "extraversion" sub-dimension ($r= .397$; $p<0.01$). There is a positive, moderate, significant relationship between "responsibility" and agreeableness ($r= .567$; $p<0.01$). There is a negative, weak relationship between "emotional balance" and "extraversion" ($r= -.216$; $p>0.05$). There is a negative, weak relationship between "emotional balance" and "agreeableness" ($r= -.111$; $p>0.05$). There is a negative, weak, significant relationship between "emotional balance" and "responsibility" ($r= -.256$; $p<0.05$). There is a positive, moderate, significant relationship between "openness" and "extroversion" sub-dimension ($r= .446$; $p<0.01$). There is a positive, moderate, significant relationship between "openness" and "agreeableness" ($r= .314$; $p<0.05$). There is a positive, moderate, significant relationship between "openness" and "responsibility" ($r= .406$; $p<0.01$). There is a negative, weak relationship between "openness" and "emotional balance" ($r= .198$; $p>0.05$).

4. CONCLUSION AND SUGGESTIONS

This study aimed to evaluate the personality characteristics of school administrators in terms of five factor personality traits. According to the results of school administrators' perceptions of the Big Five personality traits, it was seen that the "agreeableness" sub-dimension corresponds to the expression "completely agree", the "extraversion", "responsibility", "openness" sub-dimensions correspond to the expression "partially agree", which is the fourth level, and the "emotional balance" sub-dimension corresponds to the expression "undecided", which is the third level. Yıldırım and Ada [23], Supported the results of this study by stating that the traits with the highest value in the personality traits of school administrators are "compatibility" and "responsibility" and the "emotional balance" dimension is at the lowest level. Akkuş, Akdoğan, and Akyol [24], concluded in their study that the participants had a higher level of "extraverted" personality trait. In addition, Akgündüz, Dalgıç, Kale, and Karakan [25], also supported the results of this study by stating that the most dominant characteristics of school administrators are "responsibility" and "adaptability" and the least "emotional balance". Similar results were seen in the studies conducted by Aslan and Yalçın [26], Akın-Bayramlık and Uluğ [27], Sınmaz-Çoban [28], Demir- Demir and Bolat [29], Yıldızoğlu and Burgaz [30], Günay-Süle [31].

As the second sub-problem of the research, it was tried to determine whether there is a significant difference in the personality traits of school administrators depending on the variables of gender, professional seniority, tenure and educational status. According to the results obtained; there was no significant difference between the "extraversion", "agreeableness", "responsibility", "emotional balance", "openness" sub-dimensions of school administrators according to the gender variable. As a result of the research conducted by Günay-Süle [31], in the literature review, similar results supporting this research were found. As a result of the study conducted by Kaya and Karahasanoğlu [32], there was no difference between personality traits and gender variable between "extraversion", "agreeableness", "responsibility", "openness", while there was a difference between "emotional balance" and gender, and the level of "emotional balance" of female participants was found to be higher than male participants. Tatlılıoğlu [33], concluded that there was no significant difference between personality traits other than "emotional balance" and gender variable, but there was a significant difference between "emotional balance" and gender variable, and the "emotional balance" dimension of female participants was higher than male participants.

In terms of professional seniority variable, there is no significant difference between "extraversion", "emotional balance" and "openness", while there is a significant difference between "responsibility". A significant difference between "responsibility" and professional seniority variable It was observed that school administrators with 20 years and above professional seniority had higher levels of "responsibility" than school administrators with 1-9 years and 10-19 years of professional seniority. Alan and Baykal [34], supported the results of this study by concluding that there is a significant difference between "extraversion", "self-control" and "responsibility" among the personality traits and the experiences of administrators. Ercan and Altunay [35], concluded that there was a significant difference between school administrators' professional seniority and personality traits. In terms of tenure variable, there is no significant difference in the dimensions of "extraversion", "openness", "agreeableness", "agreeableness", "emotional balance", while there is a significant difference in the sub-dimension of "responsibility". In the dimension of "Responsibility", a significant difference was found between school administrators with a tenure of 7 years and above and school administrators with a tenure of 1-3 years and 4-6 years. In terms of education level variable, no significant difference was found between personality traits sub-dimensions and education level. In the literature. According to the result of the research conducted by Tuna and Turanlı [36], it was concluded that there was a significant difference between the "extraverted" personality traits of associate degree and high school graduates. It was concluded that the "extraverted" personality traits of bachelor's

degree graduates were at a higher level. Kaşlı [37], concluded that there is a significant relationship between education level and "extraversion".

As a result of the literature studies, it was concluded that there is a significant relationship between education level and "extraverted" personality traits. It can be concluded that the reason for this is that the increase in the level of education of individuals increases their self-confidence, they are more sensitive and open to their social environment, and they express themselves more comfortably in the social environment.

As the third sub-problem of the research, it was tried to determine the relationship between the Big Five personality traits of school administrators. Accordingly, it was determined that there was a positive but weak and significant relationship between "agreeableness" and "extraversion" among school administrators. The fact that there is a positive, moderate, and significant relationship between "responsibility" and "extraversion" shows that these two traits are related to each other. In other words, as the dimension of "responsibility" increases, the dimension of "extraversion" also increases. The weak, negative correlation between "emotional balance" and "responsibility", "compatibility", "openness" and "extraversion" indicates that individuals tend to make a choice between maintaining their emotional balance and balancing their interaction with the outside world. The moderate positive correlation between "openness" and "extraversion", "agreeableness" and "conscientiousness" indicates that these traits are interrelated and tend to increase together.

In this research, it was concluded that the personality traits of school administrators are highly positive. This result shows that school administrators perceive themselves positively. Since the results obtained in the research depend on the school administrators' own evaluations, it suggests that administrators may have development opportunities in terms of some personality traits. In this regard, training programs and consultancy services can be offered to school administrators to improve their personality traits. In addition, it may be recommended to provide training and support to school administrators on these issues when they may affect their personality traits, leadership styles and school culture. In this way, it can be aimed to make the personality traits of school administrators more positive and to contribute to the success of schools.

REFERENCES

1. Uğurlu C. and Demir A. Who should do what for effective schools? Mersin University Faculty of Education Journal. 2016;12(1):53-75.
2. Kubilay F. Ethical responsibilities and effective leadership in school. Journal of the Faculty of Education. 2022;(1):31-51.
3. Adams D. Educational leadership for the 21st century. International. Online Journal of Educational Leadership. 2017;1(1):1-4.
4. Uğurlu CT, Topçu İ, Doğan S, and Köybaşı F. School Management (1st Ed.). Ankara: Anı Publishing; 2017.
5. McCrea R. and Costa PT. Validation of the five-factor personality model across instruments and observers. Personality and Journal of Social Psychology. 1987;52(1):81-90.
6. McAdams DP. The five-factor model of personality: a critical evaluation. Personality Journal. 1992;60(2): 329-361.
7. Sümer O. The structure of adjectives describing personality traits in Turkish and the five-factor model. Turkish Journal of Psychology. 1998;13(42):17-32.
8. Kaleli B and Yalçın B. Analysis of the relationship between five factor personality traits and work values within the context of generations. Hittite Journal of Social Sciences. 2021;14(1):87-109.
9. Bugay A and Korkut OF. Predictors of communication skills: use of information and communication technologies, self-esteem, extraversion and gender. Mersin University Faculty of Education Journal. 2016;12(2):542-554.

10. Erkuş A and Tabak A. The effect of five factor personality traits on employees' conflict management styles: a research in the defense industry. *Ataturk University Economics and Administrative Sciences Journal*. 2009;23(2):213-242.
11. Tutar H. *Behavioral Sciences. Personality and Personality Theories*. (Editor: Hasan Tutar). Ankara: Seçkin Publishing; 2018.
12. Çetin F and Varoğlu AK. Five-factor personality pattern of the entrepreneur in the context of traits. *Defense Journal of Sciences*. 2009;8(2):51-66.
13. Damti S and Hocman G. Personality traits as predictors of leader's ethical leadership in normal times and times of crisis. *Sustainability*. 2022;14:9800. <https://doi.org/10.3390/su14169800>.
14. Ünsever MO, Çetinkaya FF. The mediating effect of psychological capital on the relationship between personality traits and job satisfaction: A research on public employees in Kırşehir. *Journal of Business Research*. 2021;13(3):2653-2677.
15. Parlak Ö and Koçoğlu-Sazkaya M. Examining the effect of five factor personality traits on loneliness in business life. *Ordu University Journal of Social Sciences Research*. 2018;8(1):149-165.
16. Costa PT, McCrae RR. The five-factor model, five-factor theory, and interpersonal psychology. *National Institute on Aging, NIH, DHHS*. 2012;1-25.
17. Büyüköztürk Ş, Kılıç-Çakmak E, Akgün Ö, Karadeniz Ş. *Scientific Research Methods*. (29th Edition). Ankara: PegemAkademi; 2020.
18. Karakaya I. *Scientific Research Methods*. *Scientific Research Methods*. (Editor: Abdurrahman Tanrıören). Ankara: Anı Publishing; 2014.
19. Sümer N, Lajunen TJ and Özkan T. Big Five Personality Traits as Distant Predictors of Highway Crash Involvement. *Traffic and transportation psychology*. 2005;215-227. Elsevier.
20. Sümer N and Sümer HC. Five factor inventory. Unpublished Work. 2005.
21. George D. and Mallery P. *SPSS for Windows Step by Step: A Simple Study Guide and Reference* (17th Edition). United States: Allyn and Bacon; 2010.
22. Ersöz F, Ersöz T. *Statistical Data Analysis with SPSS*. (4th Edition). Ankara: Distinguished Academic and Professional Publications; 2019.
23. Yildirim I and Ada Ş. School Personality characteristics and locus of control of principals and school effectiveness The relationship between. *International Journal of Educational Sciences*. 2015;(5):113-130.
24. Akkuş Y, Akdoğan Ç and Akyol A. (2018). Effects of personality traits and entrepreneurial personality dimensions on intention: Trakya example. *Electronic Journal of Vocational Colleges*. 2018;8(2):171-174.
25. Akgündüz Y, Dalgıç A, Kale A and Karakan H. The effect of five factor personality traits on transformational leadership behaviors: A research in hotel businesses. *International Alanya Journal of Business Administration*. 2015;7(3):51-65.
26. Aslan S. and Yalçın M. Prediction of attitudes towards teaching by five factor personality types. *National Education Journal*. 2013;43(197):169-179.
27. Akın-Bayramlık H. and Uluğ F. Examining the relationship between teachers' personality traits and stigmatizing behaviors, *Journal of Contemporary Management Sciences*. 2019;7(1):4-17.
28. Sınmaz-Çoban E. (2019). The relationship between the personalities of administrators and teachers and their speaking self-efficacy. Unpublished Master's Thesis, Istanbul Sabahattin Zaim University, Marmara University, Istanbul. Turkey; 2019.
29. Göloğlu-Demir C, Demir E and Bolat Y. The relationship between classroom teachers' motivations and personality traits. *Mustafa Kemal University Social Sciences Institute Journal*. 2017;14(37):73-87.
30. Yıldızoğlu H. and Burgaz B. (2014). The relationship between five factor personality traits and conflict management style preferences of school administrators. *Hacettepe University Faculty of Education Journal*. 2014;29(2):295-310.

31. Günay-Süle G. Schoolbetween the personality characteristics of managers and their spiritual leadership levelsrelationship. Unpublished Master's Thesis, Aydın Adnan Menderes University, Ankara. Turkey; 2019.
32. Kaya FŞ and Karahasanoğlu G. Investigation of the relationships between university students' attitudes towards love, personality traits and attachment styles. *Marmara University Journal of Women and Gender Studies*. 2019;3(1):51-62.
33. Tatlıoğlu K. Examining the personality traits sub-dimensions of university students according to the five-factor personality theory according to some variables. *History School Magazine*. 2014;(17):939-971.
34. Alan H, Baykal U. Personality characteristics of nurse managers and affecting personal and professional characteristics. *Psychiatry Journal of Nursing*. 2018;9(2):119-128.
35. Ercan G, Altunay E. Examining the relationship between the personality traits and decision-making skills of primary and secondary school administrators (Izmir province example). *OndokuzMayıs University Education. Faculty Journal*. 2015;34(2):120-143.
36. Tuna AF, Turanlı M. Examining the Relationship between five factor Personality characteristics and individual innovativeness in the Service Industry. *Journal of Social Sciences Research*. 2020;9(1):1-9.
37. Kaşlı M. Examining the relationship between personality traits, leader-member interaction and burnout of employees in hotel businesses. Unpublished Doctoral Thesis, Ballıkesir University, Balıkesir. Turkey; 2009.