

# Personality Traits as a Predictor of Communication Competencies of School Administrators

Bayram BOZKURT<sup>1</sup>, Hatice ÇEVİK<sup>2</sup>, Ayşe Betül PAKSOY<sup>3</sup>

---

**Article History:**

Received 03.05.2023

Received in revised form

29.08.2023

Accepted

Available online 01.10.2023

In this research, it is aimed to reveal whether school administrators' personality traits predict their communication competences according to teachers' perceptions or at what level. Accordingly, the research was designed in a predictive correlational research design. The sample of the study consists of 489 teachers ascertain by simple random sampling method. In the study, the data were collected through the "Adjective-Based Personality Test" and "Communication Competencies" scales. Descriptive statistics such as arithmetic mean and standard deviation were used to determine the levels of school administrators' personality traits and communication competencies, Pearson Product Moment Correlation coefficient analyses were used to detect the relationship between school administrators' personality traits and communication competencies, and multiple linear regression analyses were used to determine the predictive power of personality traits on communication competencies. As a result of the research, it was determined that there were significant relationships between all variables except for the relationship between neuroticism and extroversion personality traits. In addition, personality traits such as neuroticism, extroversion, and agreeableness were found to be significant predictors of school administrators' communication competences. However, the results related to the prediction of responsibility and openness to experience personality traits were not significant. It can be said that school administrators can communicate easily with other stakeholders in their schools with their extroverted personality, responsibility and mild-manneredness characteristics and they can create differences in their schools with a sense of responsibility.

© IJERE. All rights reserved

**Keywords:** School administrators, personality traits, communication competences

---

## INTRODUCTION

As a social being, human interacts with his environment throughout his life. In this context, individuals are in the position of affecting their environment with their values, emotions and thoughts, and at the same time being affected by the environment they are in. One of the most important factors in the process of influencing and being influenced by people is the communication process. As an open social system, schools are one of the institutions where human communication and interaction is at the highest level. At schools, administrators, teachers and all other stakeholders are in constant communication and interaction (Akan & Azimi, 2019). It can be said that the healthier and more efficient this communication and interaction is, the more positive reflection to the school will be. The person who will initiate communication at schools and direct this communication in line with the determined goals is the school administrator (Argon & Zafer, 2009). Effective communication of the school administrator with the human resources at the school is an important factor in the success of the school. In the development of this effective communication and interaction, the personality traits of the school administrator also have a significant place (Çağlar et al., 2005). The school administrator's patience, compassion, self-confidence, emotionality, creativity, leadership, anxious, timid or trustworthy personality traits can affect his/her communication with teachers or teachers' communication with the administrator (Özcü, 2019). It may be inevitable that this affected communication style will also affect the organisation. No matter how well the managerial processes are organised in an organisation, if there is no effective communication process, the realisation of organisational goals will be negatively affected (George & Jones, 2012). The success of the organisation and the achievement of the targeted goals are related to the healthy function of communication processes (Kocabaş, 2014).

At schools where trust in management is insufficient and healthy communication cannot be established, teachers' motivation may decrease and their sharing with the administrator may decrease (Robbins et al., 2016). When teachers do not feel comfortable about communication, they may avoid sharing their feelings, new ideas and suggestions (Karaköse, 2008). They may not want to take responsibility for the work and

---

<sup>1</sup>Assist. Prof. Dr., Gaziantep University, Turkey, byrmbzkrt02@gmail.com, orcid.org/ 0000-0002-9184-0878<sup>2</sup>Teacher, Ministry of National Education, Gaziantep,htcvk1453@gmail.com, orcid.org/ 0009-0003-6362-2261<sup>3</sup>Teacher, Ministry of National Education, Gaziantep aysebetulpaksoy@gmail.com, orcid.org/ 0009-0006-8786-1154

procedures to be done at school (Bolino et al., 2004). For this reason, the administrator should have some personality traits that motivate teachers, support their success, understand their feelings by showing compassion, distract them from their anxieties and hesitations, solve problems, and lead them (Doğan, 2013). Otherwise, communication, interaction and sharing between stakeholders may weaken. It can be stated that teachers' not having a say in the decisions taken, not participating in the decision-making process, not having academic or social sharing may lead to weakening of the teacher's trust in the school administrator and a weakening of communication.

In order to ensure an effective communication network within the school, to maintain communication, to ensure that the decisions, opinions and suggestions of the administrators are adopted by the teachers, administrators should establish effective communication channels and always keep these channels open (Bursalioglu, 2019). The personality traits of the administrator can be effective in keeping the communication channels open and ensuring effectiveness in communication. Whether the administrator is extroverted, emotionally balanced, open, harmonious, disciplined or, on the contrary, introverted, closed, maladaptive, free and neurotic can affect the communication with teachers and the school environment (Kösterelioğlu & Argon, 2010). The researches reveal that, administrators who have effective communication skills and have personality traits open to communication get positive results in communication with teachers, students and other school staff, and the reflection of these results in the school environment and culture is also positive (Özkadam, 2018). In this context, it is thought that there is a relationship between school administrators' personality traits and their communication competences. Within the scope of this research, whether there is a relationship between personality traits and communication competences according to teacher perceptions will be addressed as a problem situation.

Personality is a form of agreement that makes people different from other people, shows integrity between their behaviours, and is formed by the person's own inner world and the outside world (Cüceloğlu, 2019). There are many studies that try to explain personality conceptually and theoretically. Among these, one of the most studied theories is the 5-factor personality theory. The Five Factor Personality Theory is an attempt to understand the personality traits of individuals by taking into account five different personality traits (Aslan, 2021). The reason why the five personality dimensions are called the "big five" is that these dimensions have been detected in many studies (Burger, 2006). In the following time, many researchers have tried to determine the basic dimensions of the concept of personality with the help of the advanced computer technologies and statistical programmes (Yazgan-İnanç & Yerlikaya, 2012:287). In this study, personality traits were analysed in the context of five factor personality theory.

Five factor personality theory consists of different dimensions such as extraversion, agreeableness, responsibility, openness to experience and neuroticism (McCrae & Costa, 2003). Extraversion, which is one of these dimensions, is defined as directing one's energy more towards the environment (Chauvin et al., 2007). Agreeableness, which is another dimension, is more related to the humanitarian side of individuals and is used to measure characteristics such as benevolence, moderation, modesty and tolerance (Digman, 1990; Bruck & Allen, 2003). Neuroticism/emotional balance dimension includes characteristics such as whether the person is irritable or not, self-confidence, delusional, embarrassed and anxious (Aktaş, 2006). The responsibility dimension of personality refers to the individuals with high self-control, who like to work in a planned way and set goals. The openness to experience dimension refers to individuals who can accept new ideas, generate new ideas, and are willing to conduct research and investigations.

The other variable in line with the purpose of the study is the communication competences of school administrators. Communication enables individuals to exchange information and ideas with each other and to transfer their feelings, thoughts and wishes to the other person (Çağdaş, 2015). Communication skills help people establish a good relationship and facilitate the social life of individuals (Yüksel-Şahin, 2008). There are many studies that try to explain communication conceptually and theoretically. The elements of communication consist of seven elements, which are: sender, perception and evaluation styles of sender and receiver, message, channel, receiver, feedback and noise (Eren, 2009, p. 426). Communication has dimensions classified in different ways by many researchers. İmamoğlu and Aydın (2009) discussed interpersonal communication in four dimensions: approval dependency, empathy, trust in others and emotional awareness. Buluş et al. (2017) classified communication as ego-developing language, active listening, self-recognition, empathy and language. Wiemann (1977) considered communication in five sub-dimensions: general communication competence, empathy competence, attachment-support competence, flexible behaviour

competence and social comfort competence. Topluer (2008), in the Turkish adaptation of Wiemann's communication competencies scale, considered communication in three dimensions: understanding-empathy, social comfort and support. In this study, understanding-empathising, social comfort and support dimensions of Topluer (2008) will be analysed. The dimension of understanding-empathising is the ability to understand the pain, fears, happiness, in other words the emotions of other individuals by putting oneself in the shoes of this individual. The social comfort dimension is explained as a person's ability to communicate easily in new environments and with new people, and the support dimension is explained as a person being a good listener by giving importance to what the other individual says and his/her feelings while communicating (Topluer, 2008).

School administrators are the most important and effective stakeholders at schools who lead schools and influence the learning climate, professionalism level, teacher commitment, student achievement and teacher motivation (Korkmaz, 2005). Teachers, students, parents and school administrators, who are the basic elements of the school, are in constant communication and are affected by each other (Açıklın, 1994). It can be noted that teachers are the regulators of classroom climate and administrators are the regulators of school climate. In the regulation of this climate, the importance of school administrator's communication skills (Özkadam, 2018) and personality traits of the administrator (Şahin, 2012) cannot be denied. The personality traits of the school administrator, which is one of the important factors that can affect the communication of the school administrator with the stakeholders, emerges as a subject that needs to be researched. When the related literature in Turkey is examined, it is seen that research has been conducted on the personality traits of school administrators by taking the opinions of teachers and school administrators in the context of self-efficacy (Arıcı, 2009), job stress level (Gökpinar, 2018), leadership styles (Kazancıoğlu, 2018), professional satisfaction (Koca, 2016), conflict management (Yıldızoğlu, 2013), organisational ethics (Kentsü, 2007). In this study, it is expected that the findings to be obtained as a result of examining the relationship between school administrators' personality traits and communication competencies according to teachers' perceptions will contribute to the literature and provide ideas to school administrators, teachers and policy makers in this regard. In this context, this study aims to examine the relationship between school administrators' personality traits and communication competences according to teachers' perceptions. In line with this purpose, answers to the following questions were sought:

1. What are the characteristic features of school administrators' personality traits?
2. What is the level of communication competences of school administrators?
3. Is there a significant relationship between school administrators' communication competences and personality traits?
4. Do school administrators' personality traits predict their communication competences?

## **METHOD**

### **Research Design**

In this study, it is aimed to reveal whether or not school administrators' personality traits predict their communication competences or at what level. In this direction, the research was designed in predictive correlational research design. In predictive correlational researches, it is attempted to obtain results about the extent to which the independent variable explains the dependent variable based on the relationships between variables (Sönmez & Alacapınar, 2013).

### **Population and Sample**

The population of the study was selected from the teachers working in the central district of a metropolitan city located in the south of Turkey. The sample of the study consists of 489 teachers selected from this population by simple random sampling method. In simple random sampling, each participant has an equal chance of being included in the sample in the context of the research topic (Büyüköztürk et al., 2008). When calculating the sample size, it was accepted that a sample of 347 people would represent the population among of 5000 people according to a sampling error of 0.05 (Yıldırım, 2019). In this context, it was accepted that the sample size reached was sufficient. Of the 489 teachers who constituted the sample of the study, 283 (57.9%) were female and 206 (42.1%) were male. While 312 (63.8%) of the teachers were married, 177 (36.2%) were single. 404 of them (82.6%) hold Bachelor's degree Bachelor's and 85 of them (17.4%) hold postgraduate degree. When the distribution of the participant teachers according to their seniority was analysed, it was seen that 155 (31.7%) had a seniority of 1-5 years, 114 (23.3%) had a seniority of 6-10 years, 74 (15.1%) had a seniority of 11-15 years, and 146 (29.9%) had a seniority of 16 years or more. Moreover, it was figured out that 222 (45.4%)

of the participants worked at their current school for 1-3 years, 143 (29.2%) for 4-6 years, 124 (25.4%) for 7 years or more. According to the number of in-service trainings received, 191 (39,1%) of the participants attended 1-3, 89 (18,2%) attended 4-6, 146 (29,9%) attended 7 or more and 63 (12,9%) did not attend any training.

#### **Data Collection Tools and Process**

In the study, 'Personality Test Based on Adjectives' and 'Communication Competences' scales were used as data collection tools together with questions about personal information of the participants.

**Adjectives Based Personality Test:** The Adjectives Based Personality test developed by Bacanlı (2009) to ascertain how teachers perceive the personality traits of school administrators consists of 5 dimensions and 40 items: neuroticism (9 items), extraversion (9 items), openness to experience (7 items), agreeableness (7 items) and responsibility (8 items). The scale is graded as a seven-point Likert scale. In the related study, the Cronbach's alpha values of the scale were .73 for the neuroticism dimension, .89 for the extraversion dimension, .80 for the openness to experience dimension, .87 for the agreeableness dimension and .88 for the responsibility dimension, and the internal consistency coefficients ranged between .73 and .89 for the overall scale. Cronbach's Alpha internal consistency values obtained in this study were .89 for the whole test, .74 neuroticism dimension, .86 for extroversion dimension, .78 for openness to experience dimension, .88 for Agreeableness dimension, and .83 for responsibility dimension. On the other hand, as a result of the confirmatory factor analysis conducted to check the construct validity of the scale, goodness of fit values were determined as  $\chi^2/df=3.18$ , RMSEA=.067, RMR=.018, GFI=.99, AGFI=.96, CFI=.99, TLI=.98.

**Communication Competencies Scale:** The communication competences scale developed by Wiemann (1977) and adapted into Turkish by Topluer (2008) consists of three dimensions, namely understanding-empathy (17 items), social comfort (7 items) and support (7 items), and a total of 31 items. The scale was graded as five-point Likert scale. In the related study, Cronbach's Alpha of the scale was found to be .96. In this study, the reliability coefficient for the overall scale was found to be .96. The dimensions of the scale were calculated as .96 for understanding-empathy, .89 for social comfort and .80 for supporting dimension. On the other hand, as a result of the confirmatory factor analysis conducted to check the construct validity of the scale, goodness of fit values were determined as  $\chi^2/df=2.37$ , RMSEA=.053, RMR=.036, GFI=.90, AGFI=.86, CFI=.95, TLI=.94. As a result, it was seen that the internal consistency coefficients of the communication competences and adjective-based personality tests were above .70 and the confirmatory factor analysis results were at least in the acceptable range. In this context, it can be said that the validity and reliability results of the scales are at an acceptable level (Kline, 2011; Kılıç, 2016).

The research was designed in the context of quantitative research paradigms and the research data were collected through scales. In the first stage, an application was made by the researchers for the necessary application and ethics committee permissions for the research and the data collection process started after the permissions were obtained. The data were collected through face-to-face and online forms in the assigned schools. In the study, the data were collected by adhering to the final version of the scales and the permissions obtained. Necessary, detailed explanations were made both in the online forms and in the schools visited in order for the participants to express their opinions correctly. The participants were asked to answer the questions sincerely. Answering the scales took approximately 8 to 12 minutes. The data were collected on a completely voluntary basis.

#### **Data Analysis Process**

Before starting the data analysis, missing data entry and missing data were checked and necessary arrangements were made. The data were cleaned from extreme values and normality test was performed. Within the scope of normality test, skewness and kurtosis values were analysed. It was determined that the skewness values obtained were between .20 and .91 and kurtosis values were between -.11 and .85. The kurtosis and skewness values in the range of -1 and +1 were determined as acceptable limits for the normal distribution of variables (George & Mallery, 2010). After it was accepted that the data had a normal distribution, it was decided to use parametric tests to analyse the research problems.

Descriptive statistics such as arithmetic mean and standard deviation were used to determine the levels of school administrators' personality traits and communication competences. For the classification of teachers' responses to the scale items: Distribution Range = (Maximum value - Minimum value) / 7 formula was used. According to this formula, the distribution range of the level of participation section was found to be 0.86. This value was added to the degree coefficients and personality traits level ranges were determined. Example: For Extraversion dimension, Introvert (1.00-1.86 range "Very Appropriate", 1.87-2.73 range "Quite Appropriate",

2.74-3.60 range "Somewhat Appropriate"), (3.61-4.20 range "Neutral"), Extravert (4.21-5.07 range "Somewhat Appropriate", 5.08-5.94 range "Quite Appropriate", 5.95-7.00 range "Very Appropriate". For the classification of teachers' responses to the scale items of school administrators' communication competencies: Distribution Range = (Maximum value - Minimum value) /5 formula was used. According to this formula, the distribution range of the level of participation section was found to be 0.80. This value was added to the degree coefficients and the value ranges were evaluated as follows; 1.00- 1.80 range "Very low", 1.81- 2.60 range "Low", 2.61- 3.40 range "Medium", 3.41-4.20 range "High", 4.21-5.00 range "Very High".

Pearson Product Moment Correlation coefficient analyses were performed to determine the relationship between school administrators' personality traits and communication competencies. While determining the direction and level of the significant relationship, the ranges appointed by Büyüköztürk (2008) were taken into consideration. Accordingly, 1.00 indicates a positive perfect relationship, 1.00- 0.70 indicates a high relationship, 0.70- 0.30 indicates a moderate relationship, and 0.30- 0.00 indicates a low relationship.

Multiple linear regression analysis was performed to determine the predictive power of personality traits (independent variable) on communication competences (dependent variable). Multiple regression analyses the relationship between a dependent variable and two or more independent variables (Gürbüz & Şahin, 2018). Before starting the multiple regression analysis, it was examined whether there was a multicollinearity problem. In this regard, it was figured out that the relationship between independent variables was below .80, VIF values were less than 10, CI values were less than 30, and tolerance values were greater than .10 (Çokluk et al., 2012). In this context, it was decided that there was no multicollinearity problem and multiple linear regression analysis was performed. The research data were analysed with SPSS software.

## RESULTS

In line with the purpose of the study, firstly, the question "How are the personality traits of school administrators?" was answered. In this context, the findings related to arithmetic mean, standard deviation, skewness and kurtosis values obtained as a result of data analysis are presented in Table 1.

**Table 1.** Descriptive findings on the adjective-based personality test of school administrators

Variables	N	X	Ss	Skewness	Kurtosis
Neuroticism	489	3.12	0.96	.32	-.22
Extroversion	489	5.17	0.99	-.39	-.39
Agreeableness	489	5.47	1.07	-.91	.85
Responsibility	489	5.59	0.94	-.70	-.11
Openness to experience	489	4.92	1.06	-.20	-.53

When the perceptions of the teachers about the personality traits of the school administrators are analysed in Table 1, it is explicit that the perception level of neuroticism ( $X=3.12$ ) is slightly appropriate for the consistent emotional state. It was resolved that the perceptions of school administrators' extroversion ( $X=5.17$ ) were quite appropriate. Teachers' perceptions of Agreeableness ( $X=5.47$ ) were quite appropriate and their perceptions of responsibility ( $X=5.59$ ) were quite appropriate. Teachers' perceptions of openness to experience ( $X=4.92$ ) were at a somewhat appropriate level.

Secondly, an answer to the question "What is the level of communication competences of school administrators?" was sought in the study. In this regard, the findings related to arithmetic mean, standard deviation, skewness and kurtosis values obtained as a result of data analysis are presented in Table 2.

**Table 2.** Statistical findings on the communication competence of school administrators

Variables	N	X	Ss	Skewness	Kurtosis
<b>Communication</b>	489	3.94	0.75	-.81	.38
Understanding-empathisin	489	3.95	0.82	-.91	.70
Social comfort	489	3.87	0.82	-.77	.40
Supporting	489	3.98	0.76	-.64	-.02

When Table 2 is analysed, it is clear that teachers' perceptions of school administrators' communication competencies are at a high level ( $X=3.94$ ) in terms of communication competencies in general. Likewise, when the communication competencies were analysed in terms of their dimensions, it was found that teachers had

a high level of perception in terms of understanding-empathising ( $X=3.95$ ), social comfort ( $X=3.87$ ) and supporting ( $X=3.98$ ).

In line with the purpose of the study, it was analysed whether there is a significant relationship between school administrators' personality traits and communication competencies according to teachers' perceptions. The findings regarding the correlation values between school administrators' personality traits and communication competences are given in Table 3.

**Table 3.** Correlation values between personality traits and communication competencies

Variables	1	2	3	4	5	6	7	8	9
1. Neuroticism	1	.34	.55**	.25**	.39**	.46**	.42**	.43**	.48**
2. Extroversion			.59**	.69**	.79**	.49**	.51**	.34**	.49**
3. Agreeableness			1	.58**	.69**	.58**	.50**	.54**	.59**
4. Responsibility				1	.69**	.39**	.41**	.30**	.40**
5. Openness to experience					1	.51**	.51**	.35**	.51**
6. Understanding-empathising						1	.88**	.74**	.98**
7. Social comfort							1	.60**	.91**
8. Supporting								1	.82**
9. Communication									1

\*\*p<0.01

When Table 3 is analysed, according to teachers' perceptions, there is a negative and moderately significant relationship between school administrators' communication competencies and neuroticism ( $r=-.48$ ;  $p<.001$ ). On the other hand, there is a positive, moderately significant relationship between extroverted personality trait ( $r=.49$ ;  $p<.001$ ), mild-mannered personality trait ( $r=.59$ ;  $p<.001$ ), responsible personality trait ( $r=.40$ ;  $p<.001$ ) and openness to experience personality trait ( $r=.51$ ;  $p<.001$ ). On the other side, it was determined that the relationships between all dependent and independent variables were significant ( $p<.001$ ) except for the relationship between neuroticism and extroversion personality traits ( $p>0.05$ ).

In line with the purpose of the study, the findings related to the multilinear regression analysis conducted to determine whether the personality traits of school administrators predict communication competencies and their predictive power are given in Table 4.

**Table 4.** Results of multiple regression analysis of the predictive relationship

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Standard error of the estimate
1	.648 <sup>a</sup>	0,42	0,41	0,58

Dependent Variable: Communication competencies

Independent Variables: Neuroticism, Extroversion, Agreeableness, Openness to experience, Responsibility

Model	Unstandardised Coefficients		Standardised Coefficients		Sig.
	B	Standart error	Beta	t	
2					
(Constant)	2,28	0,25		9,11	0,000
Neuroticism	-0,17	0,03	-0,21	-5,05	0,000
Extroversion	0,15	0,05	0,20	3,26	0,001
Agreeableness	0,24	0,04	0,34	6,17	0,000
Responsibility	0,01	0,04	-0,02	-0,30	0,767
Openness to experience	0,03	0,05	0,05	0,75	0,451

Dependent Variable: Communication competencies

Table 4 presents the findings of the multiple regression analysis to determine the predictive power of personality traits on communication competences. When Table 4 is analysed, it is seen that neuroticism, extraversion, agreeableness, openness to experience and responsibility personality traits explain 41% of the variance in school administrators' communication competencies ( $R^2=.41$ ). When the coefficients of the regression model were analysed, it was detected that neuroticism (Beta=-.21;  $p=0.000$ ), extraversion (Beta=.20;  $p=0.000$ ), and agreeableness (Beta=.34;  $p=0.001$ ) were significant predictors, whereas the Beta coefficients of responsibility (Beta=-.02;  $p>0.000$ ) and openness to experience (Beta=.05;  $p<0.000$ ) were not significant. Accordingly, it can be put forward that a decrease of one unit deviation in neuroticism will lead to a 5% increase in communication competences. Similarly, a one-unit deviation increase in extroversion may lead to a 4% increase in communication competence, and a one-unit increase in agreeableness may lead to an 11% increase in communication competence.

The analyses displayed that the regression equation for predicting communication competencies was as follows: Communication competence=2.28 + (-.17\* neuroticism) + .15\*extroversion + .24\* agreeableness + (-.01\*responsibility) + .03\*openness to experience

### CONCLUSION and DISCUSSION

In this study, it was aimed to examine the relationship between school administrators' personality traits and communication competences according to teachers' perceptions. In line with this purpose, the study tried to determine how school administrators' personality traits and communication competences are and whether there is a significant relationship between these variables. In addition, it was aimed to determine whether the personality traits of school administrators are predictive of communication competences and their predictive power.

As a result of the analyses of the data collected in line with the purpose of the research, it was concluded that according to the perceptions of the teachers, the personality traits of the school administrators are: slightly suitable for emotional state, quite suitable for extroversion, quite suitable for Agreeableness, quite suitable for responsibility, and slightly suitable for openness to experience. Different personality traits of an individual can affect his/her communication and behaviours with people in social life. While extroverted people can communicate and initiate communication more easily, open to experience individuals can easily step into new situations. According to the results of the research, it can be argued that school administrators have some of the characteristics of calm, patient, relaxed, consistent, optimistic, peaceful, and carefree personality adjectives in terms of neuroticism personality trait. In the context of extraversion, it can be stated that it is quite suitable for the personality adjectives of sociable, aggressive, lively, crazy, cheerful, prominent, dominant, effective, enthusiastic. In terms of Agreeableness, forgiving, helpful, co-operative, humble, meek, compassionate, altruistic, tolerant, compromising personality adjectives can be said to be quite appropriate. In terms of responsibility, it can be noted that it is quite suitable for the personality adjectives of organised, responsible, ambitious, careful, diligent, prepared, disciplined. Within the scope of the personality trait of openness to experience, it can be expressed that school administrators are somewhat suitable for the personality adjectives of artistic, imaginative, broad-minded, innovative, curious, liberal, broad interests, and open to new relationships. When the literature is examined, it is explicit that different results were obtained in the studies conducted by different researchers. Ercan et al. (2015) stated in their research that neuroticism is slightly appropriate, extraversion neutral, agreeableness neutral, agreeableness neutral, responsibility neutral, openness neutral; Çalık et al. (2019) noted that extraversion neutral, agreeableness neutral, self-discipline slightly appropriate, neuroticism quite appropriate, openness to experience neutral; Günay-Süle (2019) stated in his research that extraversion neutral, agreeableness slightly appropriate, responsibility slightly appropriate, neuroticism quite appropriate, openness to development neutral. In his study, Korkmaz (2006) concluded that school administrators have the following personality traits: being extroverted, responsible and open to experience. When the results obtained are analysed, it is seen that similar and different results are obtained from the findings of this study. These differences may be due to sampling differences in teacher-administrator relationships.

In the study, it was concluded that school administrators' communication competences (in general and dimensions; understanding-empathy, social comfort, support) were perceived at a high level by teachers. School administrators undertake many tasks due to their positions at schools and interact with stakeholders. In order to fulfil these tasks successfully, communication competencies should be at an adequate level because, without adequate communication, decisions cannot be implemented, tasks cannot be fulfilled successfully,

and goals cannot be achieved (Lunenburg & Ornstein, 2013). In the studies conducted by different researchers on the communication competencies of school administrators, the communication levels of school administrators were found to be; Akan and Mehrdad (2019) at a good level, Kaymak and Keskinliç-Kara (2016) at a high and effective level, Sağır and Parlak (2018) at a value close to high level, Çelik (2013) at a high level. It is visible that the results obtained in these studies support the results of this research. According to the results obtained from this study, it can be expressed that school administrators get along well with teachers, can establish close and sincere relationships with teachers, are good listeners, are flexible in their ideas and decisions, can communicate easily with new acquaintances, support teachers and empathise with them.

In the research, it was determined that there were significant relationships between all variables except for the relationship between neuroticism and extraversion personality traits. It was resolved that there was a negative, moderate relationship between communication competences and neuroticism, one of the sub-dimensions of personality traits, and a positive, moderate relationship between the other four personality traits sub-dimensions and communication competences. The results of the research reveal that when school administrators' neuroticism decreases, their communication competence increases; when their extraversion, responsibility, openness to experience, and Agreeableness increase, their communication competence will increase. This situation can be interpreted as that school administrators with social, responsible, helpful, innovative, curious, disciplined, open to innovations, tolerant and conciliatory personality traits will understand teachers more easily, empathise with them, develop positive social relationships and support teachers more in their work.

As a consequence of the analyses on whether school administrators' personality traits predict their communication competencies, it was figured out that personality traits such as neuroticism, extroversion, and agreeableness were significant predictors of school administrators' communication competencies. However, the results related to the prediction of responsibility and openness to experience personality traits were not significant. In this context, it can be asserted that responsibility and openness to experience personality traits are not a predictor of communication competences. Accordingly, it can be stated that school administrators with low neuroticism, extroversion, Agreeableness, and developed personality traits can communicate more effectively. Ünsal and İhtiyaroğlu (2022) found out supporting results which coincide with the findings of the present study in their research on teachers. On the other hand, Kaya (2022) detected significant differences between some demographic variables and personality traits and communication skills in his research with students. Again, Arabacı et al. (2022) revealed that there are significant relationships between children's personality traits and father-child communication skills and that there are significant differences when analysed in terms of different demographic variables. Akduman and Karahan (2021) stated that personality traits are important factors contributing to communication skills. Consequently, it is seen that the results obtained from different studies support the current research.

The results of the present research indicate that personality traits of school administrators such as neuroticism, extroversion, and agreeableness were found to be the factors explaining their communication skills. In this context, communication competences of school administrators should be strengthened by providing trainings for the development of personality traits. The opinions of school administrators about the solution strategies of school administrators should be taken with the case study method in the oral exams before they take office, and it can be ensured that they start to work after the necessary trainings are given by determining whether they are open to being an administrator in terms of personality. It can be put forward that school administrators can communicate easily with other stakeholders at their schools with their extroverted personality, responsibility and mild-manneredness characteristics and they can create differences at their schools with a sense of responsibility. During the research process, there was no limiting situation for the study.

## Declarations

### Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this article.

### **Ethics Approval**

The formal ethics approval was granted by the Social and Human Sciences Research and Publication Ethics Committee of Gaziantep University. We conducted the study in accordance with the Helsinki Declaration in 1975.

### **Funding**

No specific grant was given to this research by funding organizations in the public, commercial, or not-for-profit sectors.

### **Research and Publication Ethics Statement**

The study was approved by the research team's university ethics committee of the Gaziantep University (Approval Number/ID: 04/2023/04. Hereby, we as the authors consciously assure that for the manuscript " Personality Traits as a Predictor of Communication Competencies of School Administrators " the following is fulfilled:

- This material is the authors' own original work, which has not been previously published elsewhere.
- The paper reflects the authors' own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

### **Contribution Rates of Authors to the Article**

The authors provide equal contribution to this work.

### **REFERENCES**

- Açıklan, A. (1994). *Toplumsal, kurumsal ve teknik yönleriyle okul yöneticiliği*[Social, institutional and technical aspects of school management]. Pegem Academy.
- Akan, D., & Mehrdad, A. (2019). Okul müdürlerinin iletişim becerilerinin öğretmen algılarına göre incelenmesi[The examine of communication skills of school administrators according to teachers' perceptions]. *Neşehir Hacı Bektaş Veli Üniversitesi SBE Dergisi*, 9(1), 287-300. <https://dergipark.org.tr/en/pub/nevsosbilen/issue/46568/546185>
- Akduman, G., & Karahan, G. (2021). Duygusal zeka ve iletişim becerilerinin empati üzerindeki etkisinin kişilik özellikleri bağlamında değerlendirilmesi: Sivil havacılık kabin hizmetleri meslek yüksekokulu öğrencilerinde bir alan araştırması[Evaluation of the impact of emotional intelligence and communication skills on empathy in the context of personality: A field study of civil aviation cabin services vocational school students]. *Avrasya Sosyal ve Ekonomi Araştırmaları Dergisi*, 8(2), 604-622. <https://dergipark.org.tr/en/pub/asead/issue/62195/923744>
- Aktaş, A. (2006). *Farklı kültürlerdeki yöneticilerin kişilik özelliklerine dayanarak liderlik anlayışlarının belirlenmesi: Türk ve Amerikan otel yöneticilerinin karşılaştırmalı analizi* [Determination of leadership understandings of managers in different cultures based on their personality traits: A comparative analysis of Turkish and American hotel managers] [Unpublished Master's Thesis]. Akdeniz University.
- Arabacı, N., Özyürek, A., & Gözün Kahraman, Ö. (2022). Okul öncesi dönem çocuklarının mizaç özellikleri ve baba-çocuk iletişimi arasındaki iletişimin incelenmesi.[Investigation of the relationship between preschool children's temperament characteristics and father-child communication]. *Neşehir Hacı Bektaş Veli Üniversitesi SBE Dergisi*, 12(2), 656-675. <https://doi.org/10.30783/nevsosbilen.1023795>
- Arıcı, M. (2019). *Okul yöneticilerinin kişilik özelliklerinin duygusal zekâları ve öz-yeterlikleri açısından incelenmesi* [Investigation of school administrators' personality traits in terms of their emotional intelligence and self-efficacy] [Unpublished Master's thesis]. Necmettin Erbakan University.
- Aygün, R. (2014). *Yöneticilerin liderlik davranışları ile kişilik özellikleri arasındaki ilişkinin incelenmesi* [Examining the relationship between managers' leadership behaviors and personality traits] [Unpublished Master's Thesis]. Yeditepe University.
- Baltacı, A. (2006). Okul müdürlerinin öz yeterlik algıları ve mesleğe yönelik tutumları arasındaki ilişki. [The relationship between principals' sense of self-efficacy and attitudes towards the profession] *Uşak Üniversitesi Eğitim Araştırmaları Dergisi*, 3(2), 35-61. <https://doi.org/10.29065/usakead.306507>
- Bolino, M. C., Turnley, W. H., & Niehoff, B. P. (2004). The other side of the story: Reexamining prevailing assumptions about organizational citizenship behavior. *Human Resource Management Review*, 14(2), 229-246. <https://doi.org/10.1016/j.hrmr.2004.05.004>

- Bruck, C. S., & Allen, T. D. (2003). The relationship between big five personality traits, negative affectivity, type A behavior, and work-family conflict. *Journal of Vocational Behavior*, 63(3), 457-472. [https://doi.org/10.1016/S0001-8791\(02\)00040-4](https://doi.org/10.1016/S0001-8791(02)00040-4)
- Buluş, M., Atan, A., & Erten- Sarıkaya, H. (2017). Etkili iletişim becerileri: Bir kavramsal çerçeve önerisi ve ölçek geliştirme çalışması [Effective communication skills: A new conceptual framework and scale development study]. *International Online Journal of Educational Sciences*, 9(2), 575-590. <https://doi.org/10.15345/iojes.2017.02.020>
- Burger, J. M. (2006). *Kişilik [Personality]*. İ. Deniz, E. Sarıoğlu (Tran.). (1.ed). Kaknüs Publishing.
- Bursalıoğlu, Z. (2019). Eğitim yöneticisinin yeterlikleri ilköğretmen okulu müdürlerinin yeterliklerine ilişkin bir araştırma özeti [Competencies of educational administrator a research summary on the competencies of primary school principals]. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 9(1), 321-324. [https://doi.org/10.1501/Egifak\\_0000000452](https://doi.org/10.1501/Egifak_0000000452)
- Büyüköztürk, Ş., Kılıç-Çakmak, E., Akgün, Ö., Karadeniz, Ş., & Demirel, F. (2008). *Bilimsel araştırma yöntemleri [Scientific research methods]*. Pegem Academy.
- Chauvin, B., Hermand, D., & Mullet, E. (2007). Risk perception and personality facets. *Risk Analysis*, 1, 171-185. <https://doi.org/10.1111/j.1539-6924.2006.00867.x>
- Cömert, M., & Dönmez, B. (2018). Okul yöneticilerinin ertelemeçilik davranışları, iş yükleri ve kişilik özelliklerine ilişkin algıları [The perceptions of the school administrators about procrastination, personality traits and workloads]. *E-Uluslararası Eğitim Araştırmaları Dergisi*, 9(2), 1-18. <https://doi.org/10.19160/ijer.409300>
- Cüceloğlu, D. (2019). *İnsan ve davranış: Psikolojinin temel kavramları [Human and behavior Basic concepts of psychology]*. (37th ed.). Remzi Bookstore.
- Çağdaş A. (2015). *Anne-Baba-Çocuk İletişimi [Parent-Child Communication]* (3th ed). Eğiten Bookstore.
- Çağlar, A., Yakut, Ö., & Karadağ, E. (2005). İlköğretim okulu müdürlerinin öğretmenler tarafından algılanan kişilik özellikleri ve liderlik davranışları arasındaki ilişkinin değerlendirilmesi [An assessment on relationship between personality traits and leadership behaviors of elementary schools principals that perceiving by teachers]. *Ege Eğitim Dergisi*, 6(1), 61-80. <https://dergipark.org.tr/en/pub/egeefd/issue/4918/67298>
- Çalık, T., Çoban, Ö., & Özdemir, N. (2019). Okul yöneticilerinin teknolojik liderlik öz yeterlikleri ve kişilik özellikleri arasındaki ilişkinin incelenmesi [Examination of the relationship between school administrators' technological leadership self-efficacy and their personality treats]. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 52(1), 83-106. <https://doi.org/10.30964/auebfd.457346>
- Çelik, M. (2013). *İstanbul ili Arnavutköy ilçesindeki ortaöğretim kurumlarında görev yapan yöneticilerin iletişim becerilerinin öğretmen motivasyonları ve akademik tükenmişlikleri üzerine etkisi* [The role of communication skills of administrators, who work at highschoools in Arnavutköy İstanbul, on teacher's motivation and academic effeteness] [Unpublished Master's thesis]. Yeditepe University.
- Çokluk, Ö., Şekercioğlu, G., & Büyüköztürk, Ş. (2012). *Sosyal bilimler için çok değişkenli SPSS ve LISREL uygulamaları [Multivariate SPSS and LISREL applications for social sciences]* (2nd Ed.). Pegem Academy.
- Dede, B. (2009). *Kişilik özelliklerinin örgütsel vatandaşlık davranışı üzerinde etkileri: bankalar örneği* [The effects of personality traits over organizational citizenship behaviour: A case of banks] [Unpublished Master's thesis]. Karadeniz Technical University.
- Demirkol, A., & Aslan, S. (2021). Holland'ın tipolojisi, bağlanma ve beş faktör kişilik kuramı üzerine bir derleme çalışması [A compilation on Holland's theory of types, attachment styles and five-factor theory of personality]. *Uluslararası Anadolu Sosyal Bilimler Dergisi*, 5(3), 1127-1150. <https://doi.org/10.47525/ulasbid.932449>
- Digman, J. M. (1990). Personality structure: Emengence of the five-factor model. *Annual Review of Psychology*, 41, 417-440. <https://doi.org/10.1146/annurev.ps.41.020190.002221>
- Doğan, T. (2013). Beş faktör kişilik özellikleri ve öznel iyi oluş [The five factor personality traits and subjective well-being]. *Doğuş Üniversitesi Dergisi*, 14(1), 56-64. <https://dergipark.org.tr/en/pub/doujournal/issue/66668/1043081>
- Ercan, Z.G., Ercan, G., & Altunay, E. (2016). Investigation of the relationship between personality characteristics and decision making skills of primary and secondary school administrators (izmir

- province sample). *Ondokuz Mayıs University Journal of Education Faculty*, 34(2), 120-143. Retrieved from <https://dergipark.org.tr/en/pub/omuefd/issue/20284/215249>
- Eren, E. (2009). *Yönetim ve organizasyon*[Management and organization] (9th ed.). Beta Publishing.
- Ersanlı, K. (2005). *Ben olmak istiyorum*[I want to be] (4th ed.). Eser Ofset.
- George, D., & Mallery, M. (2010). *SPSS for windows step by step: A simple guide and reference, 17.0 update* (10<sup>th</sup> ed.) Boston: Pearson.
- George, J.M., & Jones, G. (2012). *Understanding and managing organizational behavior* (6th ed.). Prentice Hall
- Gökpinar, İ. (2018). *Eğitim yöneticilerinin ve sınıf öğretmenlerinin kişilik özellikleri ile iş stres düzeyi arasındaki ilişkinin incelenmesi* [Investigation of the relationship between personality traits of educational administrators and classroom teachers and job stress level] [Unpublished Master's thesis]. Istanbul Sabahattin Zaim University.
- Günay-Süle, G. (2019). *Okul yöneticilerinin kişilik özellikleri ile ruhsal liderlik düzeyleri arasındaki ilişki* [The relationship between school administrators' personality traits and spiritual leadership levels] [Unpublished Master's Thesis]. Aydın Adnan Menderes University.
- Gürbüz, S., & Şahin, F. (2018). *Sosyal bilimlerde araştırma yöntemleri: Felsefe, yöntem, analiz*[Research methods in social sciences: Philosophy, method, analysis] (5th ed.). Seçkin Publishing.
- İmamoğlu, S. E., & Aydın, B. (2009). Kişilerarası ilişki boyutları ölçeğinin geliştirilmesi[Scale of dimensions of interpersonal relationships]. *İstanbul Üniversitesi Psikoloji Çalışmaları Dergisi*, 29(1), 39-64. <https://dergipark.org.tr/en/download/article-file/99934>
- Karaköse, T. (2008). Okul müdürlerini itibarlı kılan değerlerin belirlenmesine yönelik nitel bir çalışma [A qualitative study to determine the values that make school principals creditable]. *Değerler Eğitimi Dergisi*, 6(10), 113-129. <https://dergipark.org.tr/en/pub/ded/issue/29184/312504>
- Karayığit, M. (2019). *Okul müdürlerinin etkili iletişim becerileri ile öğretmenlerin mesleki motivasyonları arasındaki ilişki*[The relationship between school principals' effective communication skills and teachers' professional motivation] [Master's Thesis], Düzce University.
- Kaya, E. Ö. (2022). Spor bilimleri fakültesi öğrencilerinin bireysel ve takım sporu yapmasındaki kişilik özelliklerinin iletişim beceri düzeylerine etkisi [The effect of individual team sports and personality traits of the students of the faculty of sports sciences on their communication skill levels]. *Akdeniz Spor Bilimleri Dergisi*, 5(Special Issue 2), 857-866. <https://doi.org/10.38021/asbid.1206472>
- Kaymak, M.S., & Keskinliç-Kara, S.B. (2016). Okul yöneticilerinin iletişim becerileri ile çatışmayı yönetme stratejileri arasındaki ilişki [The relationship between school managers' communication styles and conflict management strategies]. *Yalova Sosyal Bilimler Dergisi*, 7(2), 349-364. <https://dergipark.org.tr/en/pub/yalovasosbil/issue/27392/289028>
- Kazancıoğlu, Ş. C. (2018). *Eğitim kurunu yöneticilerinin kişilik özelliklerinin benimsedikleri liderlik tarzları üzerindeki rolünün incelenmesi* [Examination of the role of the personality traits of education school administrators on their adopted leadership styles] [Unpublished master's thesis], Recep Tayyip Erdoğan University.
- Kentsu, J. (2007). *Okul yöneticilerinin kişilik özelliklerinin örgütsel etik üzerine etkisi* [The effect of personality traits of school administrators on organizational ethics] [Master's thesis]. Yeditepe University.
- Kılıç, S. (2016). Cronbach's alpha reliability coefficient. *Psychiatry and Behavioral Sciences*, 6(1), 47-48. <https://doi.org/10.5455/jmood.20160307122823>
- Kline, R. B. (2011). *Principles and practice of structural equation modeling*. The Guilford Press.
- Koca, E. (2016). *Okul yöneticilerinin kişilik özellikleri ile mesleki doyum düzeyleri arasındaki ilişki* [The relationship between school administrators' personality traits and professional satisfaction levels] [Master's Thesis]. Marmara University.
- Kocabaş, İ. (2014). *Örgütlerde iletişim*[Communication in organizations]. S.Turan (Ed.), *Eğitim yönetimi teori, araştırma ve uygulama*[Educational administration theory, research and practice] In (pp.189-224). Pegem Academy.
- Korkmaz, M. (2005). Okul yöneticilerinin yetiştirilmesi: Sorunlar çözümler ve öneriler [Training school managers: Problems, solutions and suggestions]. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 25(3), 237-252. <https://dergipark.org.tr/en/pub/gefad/issue/6755/90836>
- Korkmaz, M. (2006). Okul yöneticilerinin kişilik özellikleri ile liderlik stilleri arasındaki ilişki [The relationship between the personality characters of school managers and their leadership styles]. *Educational Administration: Theory and Practice*, 46, 199-226. <https://dergipark.org.tr/en/pub/kuey/issue/10351/126762>

- Kösterelioglu, M.A., & Argon, T. (2010). Okul yöneticilerinin iletişim sürecindeki etkililiğine ilişkin öğretmen algıları [Perceptions of teachers about school administrators' effectiveness in communication process]. *Ahi Evran Üniversitesi Eğitim Fakültesi Dergisi*, 11(1), 1-17. <https://dergipark.org.tr/en/pub/kefad/issue/59507/855650>
- Lunenburg, F. C., & Ornstein, A. C. (2013). *Educational administration. (Tran. Ed. G. Arastaman). Nobel Publishing (Original edition 6. Publication year, 2012).*
- McCrae, R. R., & Costa, P. T. (2003). *Personality in adulthood: A five factor theory perspective*. The Guilford Press.
- Özcü, Ö. (2019). *Eğitim liderlerinin kişilik özelliklerinin incelenmesi İstanbul ili örneği* [Examination of personality traits of educational leaders in Istanbul province sample] [Unpublished Master's Thesis]. Yıldız Technical University.
- Özkadam, Z. (2018). *İlkokul müdürlerinin iletişim becerileri ile öğretmenlerin örgütsel sinizm tutumları arasındaki ilişkinin incelenmesi* [Investigation of the relationship between primary school principals' communication skills and teachers' organizational cynicism attitudes] [Unpublished Master's thesis], Istanbul Sabahattin Zaim University.
- Robbins, S.P., DeCenzo, D.A., & Coulter, M. (2016). *Fundamentals of management - Essential concepts and applications* (A. Ögüt, Tran. Ed.). Pegem Academy.
- Sağır, M., & Parlak, F. (2018). Okul yöneticilerinin iletişim becerileri ile örgütsel güven arasındaki ilişki [The relationship between communication skills of school administrators and organizational trust]. *Ekev Akademi Dergisi*, 22(76), 165-185. <https://dergipark.org.tr/en/pub/sosekev/issue/71466/1149870>
- Sönmez, V., & Alacapınar, F. G. (2013). *Örneklendirilmiş bilimsel araştırma yöntemleri* [Exemplified scientific research methods]. Anı Publishing.
- Şahin, R. (2012). *Okul yöneticilerinin kişilik özellikleri ve çalışanların davranışlarına bakış açısına göre yönetim stillerinin belirlenmesi* [Determination of school administrators' personality traits and management styles according to their perspective on employees' behaviors] [Unpublished master's thesis]. Yeditepe University.
- Tatlıoğlu, K. (2015). Beş faktör kişilik kuramı bağlamında kişilik kavramına genel bir bakış [An outlook on the concept of personality in the context of 'five factor personality theory']. *Bingöl Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 3(6), 127-146. <http://busbed.bingol.edu.tr/tr/pub/issue/29510/402047>
- Topluer, A. (2008). *İlköğretim okulu yöneticilerinin iletişim yeterlikleri ile örgütsel çatışma düzeyi arasındaki ilişki* (Malatya ili örneği) [The relationship between primary school administrators' communication competencies and organizational conflict level (Malatya Province Example)] [Unpublished Master's Thesis]. İnönü University.
- Ünsal, Y., & İhtiyaroğlu, N. (2022). Öğretmenlerin kişilik özellikleri ile etkili iletişim becerileri arasındaki ilişkinin incelenmesi [Analyzing the relationship between teachers' personality traits and effective communication skills]. *MSKU Journal of Education*, 9(1), 98-109. <https://doi.org/10.21666/muefd.779129>
- Wiemann, J. M. (1977). Explication and Test of a Model of Communicative Competence. *Human Communication Research*, 3, 195-213. <https://doi.org/10.1111/j.1468-2958.1977.tb00518.x>
- Yazgan-İnanç, B., & Yerlikaya, E. E. (2012). *Kişilik Kuramları* [Theories of Personality]. Pegem Academy.
- Yıldırım, M. (2019). Örneklem ve örnekleme yöntemleri [Sampling and sampling methods]. S. Şen & İ.Yıldırım (Ed.). *Eğitimde araştırma yöntemleri* [Research methods in education] In (pp.117-135). Nobel Academy.
- Yıldızoğlu, B. (2013). *Okul yöneticilerinin beş faktör kişilik özellikleriyle çatışma yönetimi stili tercihleri arasındaki ilişki* [The relationship between school administrators' five factor personality traits and conflict management style preferences] [Unpublished Master's thesis]. Hacettepe University.
- Yüksel-Şahin F. (2008). Communication skill levels in Turkish prospective teachers. *Social Behavior and Personality: An International Journal*, 36 (9), 1283-1294. <https://doi.org/10.2224/sbp.2008.36.9.1283>