

Examining the Influence of Personality Traits on Leadership Effectiveness

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Abstract

The aim of this paper is to examine the relationship between the Big Five personality traits and leadership styles, specifically authoritative, democratic, facilitative, and situational leadership. The Big Five personality traits include extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. Through an extensive literature review, present study explores how each of these personality traits can impact a leader's decision-making process, communication style, and overall approach to leading a team. Additionally, it also examines how different leadership styles can be more effective depending on the specific personality traits of the leader and the needs of the team. The authoritative leadership style is most effective for leaders who are high in extraversion and low in agreeableness, while the democratic leadership style is best suited for leaders who are high in agreeableness and openness. The facilitative leadership style is most effective for leaders who are high in conscientiousness and openness, and the situational leadership style is most effective for leaders who are adaptable and able to adjust their leadership style based on the needs of the team. Overall, the study provides a comprehensive analysis of the relationship between the Big Five personality traits and leadership styles, offering insights into how leaders can leverage their unique personality traits to become more effective and successful in their roles.

This study explored the influence of personality traits on leadership effectiveness among healthcare professionals. Conducted using a cross-sectional quantitative design, data were collected from 30 participants through standardized self-report measures. The participants were predominantly master's-prepared professionals with an average age of 33.6 years and 8.17 years of work experience, reflecting a mature and experienced cohort. Statistical analyses included descriptive statistics, Pearson correlation, and linear regression to examine the relationship between leadership and personality. The results revealed a moderate positive correlation ($r = .574$, $p = .001$), suggesting that individuals who demonstrated strong leadership qualities also exhibited well-developed personality traits. Furthermore, linear regression analysis showed that leadership significantly predicted personality traits ($B = 0.917$, $t = 3.71$, $p = .001$), accounting for approximately 33% of the variance in personality scores ($R^2 = 0.329$). These findings indicate

that leadership effectiveness is closely linked with personality attributes and that leadership qualities can be significant predictors of behavioral tendencies. This relationship supports the view that leadership development programs in healthcare should integrate personality assessments and tailored interventions to enhance professional growth. The evidence from this study underscores the importance of fostering both leadership competencies and self-awareness in personality as complementary dimensions of effective healthcare practice.SS

Introduction

Organizational psychology, also known as industrial-organizational psychology, is a branch of psychology that studies human behavior in workplace settings. It focuses on understanding how individuals interact within organizational structures, how work environments influence employee attitudes and productivity, and how psychological principles can be applied to solve workplace challenges. This field combines theories from psychology, management, and social sciences to enhance employee well-being, improve organizational performance, and foster effective leadership and teamwork. Through research and practical interventions, organizational psychologists contribute to areas such as recruitment and selection, training and development, performance appraisal, motivation, job satisfaction, and organizational culture. By aligning individual goals with organizational objectives, psychology plays a crucial role in creating healthier and more productive workplaces. Today, organizational psychology is a vital field that helps improve productivity, well-being, and organizational effectiveness through evidence-based practices.

Leadership is a crucial factor in organizational success and has been the subject of much research in the fields of psychology, business, and management. While many factors contribute to effective leadership, one area of increasing interest is the role of personality traits.(House & Podsakoff, 2013) In particular, the Big Five Personality Traits (Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism) have been identified as key factors that may influence leadership effectiveness. Personality plays a crucial role in determining a leader's effectiveness, as it influences their decision-making process, communication style, and overall approach to leading a team.(Chen & Silverthorne, 2005) For example, leaders who are outgoing, confident, and assertive may be effective in situations where they need to make quick decisions and take charge. Conversely, leaders who are cooperative and empathetic may be effective in situations that require collaboration and relationship-building. Leaders who are organized, reliable, and detail-oriented may be effective in managing complex projects and ensuring high-quality work(Akpapere et al., 2019). Lastly, leaders who are emotionally stable and resilient may be able to remain calm and level-headed in high-pressure situations. Understanding how personality traits can impact leadership styles can help leaders become more self-aware and adapt their approach to better meet the needs of their team and achieve their goals.

Leadership style refers to the way in which a leader interacts with their team or organization to achieve their goals. There are many different leadership styles, ranging from authoritarian to democratic to situational. Each style has its own strengths and weaknesses, and the most effective leaders are often those who can adapt their style to fit the specific needs of their team and organization. Some of the major leadership styles are: -

- **Authoritative:** An authoritative leader is someone who takes charge and makes decisions on behalf of the group or organization. They are typically confident, assertive, and decisive, and are often seen as visionary or inspirational. They set clear goals and expectations for their followers and provide a sense of direction and

purpose. However, they may also be perceived as controlling or domineering and may not always take input from others into account.

- **Democratic:** A democratic leader is someone who involves their followers in the decision-making process. They seek input and feedback from their team and use this information to make informed decisions that reflect the needs and perspectives of everyone involved. They are typically seen as collaborative, inclusive, and supportive, and often build strong relationships with their followers.
- However, the democratic leadership style may be slower or less decisive than other styles and may not be effective in situations where a quick decision or action is needed.
- **Facilitative:** A facilitative leader is someone who focuses on helping their team achieve their goals by providing the resources, support, and guidance they need. They aim to empower their followers and help them grow and develop and may use coaching or mentoring techniques to achieve this. They are typically seen as empathetic, supportive, and encouraging, and may be particularly effective in situations where teamwork and collaboration are important. However, the facilitative leadership style may be less effective in situations where a more directive or authoritative approach is needed.
- **Situational:** A situational leader is someone who adapts their leadership style to fit the specific needs of the situation or context they are in. They may use a combination of different leadership styles depending on the situation and may adjust their approach based on factors such as the group's level of experience or the urgency of the task at hand. They are typically flexible, adaptable, and responsive, and may be particularly effective in complex or rapidly changing situations. However, the situational leadership style may be more difficult to implement effectively, as it requires a deep understanding of the context and the ability to quickly adapt to changing circumstances.

There are many different leadership styles that can be effective in different situations, and the most effective leaders are often those who can adapt their style to fit the specific needs of their team and organization. Understanding the strengths and weaknesses of different leadership styles can help leaders make more informed decisions about how to lead their team to success. (Dhar & Mishra, 2001)

Personality refers to the unique set of traits, behaviors, and characteristics that define an individual's thoughts, feelings, and actions. These traits are thought to be relatively stable over time and across different situations and can influence how a person interacts with the world around them. There are many different theories of personality, but one of the most widely recognized is the "Big Five" model, which proposes that personality can be described in terms of five broad dimensions.

The Big Five Personality traits are broad dimensions of personality that have been widely studied and validated in psychological research. They represent the core traits that are thought to underlie individual differences in personality and have been linked to a range of important outcomes in both personal and professional contexts. (Dewaele, 2012) In recent years, there has been growing interest in understanding the role of the Big Five traits in leadership, and how they may impact leadership styles, behaviors, and outcomes.

Here are brief explanations of the Big Five personality traits:

- **Openness to experience:** This trait reflects a person's inclination toward creativity, imagination, and intellectual curiosity. People high in openness tend to be open-

minded, willing to consider new ideas and perspectives, and enjoy exploring new experiences and concepts. They tend to be more flexible and adaptable to change and are often interested in pursuing a wide range of interests and activities.

- **Conscientiousness:** This trait refers to a person's tendency to be organized, responsible, and dependable. People high in conscientiousness tend to be reliable, efficient, and focused on achieving their goals. They tend to be self-disciplined, diligent, and motivated to succeed, and are often considered to be highly competent and effective in their work.
- **Extraversion:** This trait reflects a person's level of sociability, assertiveness, and positive emotionality. People high in extraversion tend to be outgoing, talkative, and energetic, and enjoy being around others. They tend to be confident, assertive, and comfortable in social situations, and often seek out opportunities to interact with others
- **Agreeableness:** This trait refers to a person's tendency to be cooperative, empathetic, and compassionate. People high in agreeableness tend to be kind, considerate, and supportive of others, and value harmony and positive relationships. They tend to be good at working with others, resolving conflicts, and maintaining positive relationships.
- **Neuroticism:** This trait reflects a person's level of emotional instability, anxiety, and negative emotionality. People high in neuroticism tend to be prone to worry, stress, and negative emotions, and may experience more intense emotional reactions to stressors or setbacks. They may be more likely to experience depression, anxiety, or other emotional disorders.

Overall, the Big Five personality traits provide a comprehensive framework for understanding individual differences in personality and have been linked to a wide range of important outcomes in both personal and professional contexts. By measuring and understanding these traits, individuals and organizations can gain valuable insights into their strengths and weaknesses and make more informed decisions about how to optimize their performance and outcomes.(Chang et al., 2010)

Purpose of the Study

To examine the relationship between Big Five personality traits and leadership effectiveness, focusing on how these traits impact leadership behaviors.

Review of Literature

Research indicated that leaders who exhibit a preference for Thinking and Feeling (TF) in the Myers-Briggs Type Indicator (MBTI) are more inclined towards the S1 leadership style. Having knowledge of a leader's MBTI preferences can assist them in adapting their leadership approach to align with the readiness levels of their subordinates. The study further highlighted the importance of the remaining MBTI preferences (EI, SN, and JP). In essence, comprehending a leader's MBTI preferences can be advantageous in facilitating effective leadership.(McClean, 2020)

Gave a study was to examine the connection between power style, personality dimensions, and leadership style. Data was collected from 300 managers in six selected companies through a questionnaire.(Yahaya et al., 2011) The findings reveal that there is a positive relationship between transformational leadership style and expert power as well as referent power. Conversely, there is a negative correlation between transformational leadership style and legitimate power, coercive power, and reward power.(Barth-Farkas & Vera, 2014)

Furthermore, agreeableness, conscientiousness, and openness to experience exhibit a positive correlation with transformational leadership style. The study indicates that expert power, conscientiousness, and coercive power serve as predictors of transformational leadership, while reward power predicts transactional leadership.(Barth-Farkas & Vera, 2014)

A study that examined how leadership style, subordinate personality, and task type interact to affect group performance and satisfaction with supervision.(Weed et al., 1976) Three types of leaders were selected based on their levels of human relations and task orientation. Each leader worked with subordinates of high and low dogmatism on tasks of varying difficulty and ambiguity. Results showed that there were significant interaction effects on group performance, particularly for difficult ambiguous tasks. Subordinates were more satisfied with leadership behavior that had a high human relations orientation, regardless of their personality.(Weed et al., 1976)

A study whose objective is to tackle the inconsistent findings in existing literature regarding the connection between leadership styles and personality traits. While there is a wealth of research on personality traits, there is a dearth of comprehensive representation of leadership styles, leading to a gap in establishing a coherent relationship between leadership and personality. To bridge this gap, the study classifies 39 leadership styles into five representative styles based on shared characteristics and theoretical foundations. The aim is to examine the association between each of these five representative styles and the five dimensions of the Big Five personality model.(Barth-Farkas & Vera, 2014)

The objective is to reconcile the conflicting findings in existing literature concerning the correlation between leadership styles and personality traits. While extensive research has been conducted on personality traits, there is a shortage of comprehensive leadership styles that accurately represent the diverse range of leadership approaches. This gap hinders the establishment of a coherent relationship between leadership and personality. To address this issue, the study organizes 39 leadership styles into five representative categories based on shared characteristics and theoretical frameworks. The aim is to investigate the association between each of these five representative styles and the dimensions of the widely recognized Big Five personality model.(Brauckmann & Pashiardis, 2011)

There appears to be two kinds of traits research. One identifies traits that might distinguish leaders from followers, while the other distinguishes effective leaders from ineffective leaders. However, the problem of assessing leader effectiveness in different situations is more complicated than identifying who is the leader. Ibukun and Oyewole (1997) observed that there are traits essential to leadership. First, intelligence relative to others in the group is a factor. (Ibukun et al., 2011)

In the current volatile economic landscape, organizations depend on dedicated and proactive employees to excel and stay competitive. Job performance plays a vital role in attaining organizational objectives, and effective leadership greatly influences how leaders engage with their employees. Having a comprehension of individual personalities can assist leaders in enhancing their effectiveness and, in turn, bolster job performance. This study discovered a noteworthy correlation between a leader's personality traits and the job performance of their employees.(Hitt et al., 1998)

The personality traits and leader behaviors influence teacher self-leadership in vocational education and training settings. The research involved surveying 418 teachers from an Australian college specializing in vocational education and training. The findings indicated that both generalized self-efficacy and conscientiousness have a positive impact on teacher self-leadership. Additionally, transformational leader behaviors were found to have a positive but comparatively lesser effect on teacher self-leadership. The results suggest that improving teachers' self-efficacy

can enhance their self-management abilities, increase intrinsic motivation, and promote positive thinking patterns. Furthermore, training in transformational leader behaviors, such as fostering a shared vision, setting high expectations, showing individualized consideration, and stimulating intellectual growth, can facilitate teacher self-leadership in vocational colleges.(Mohammad et al.)

Leadership, as well as determine which combination of the Big Five traits best predicted authentic leadership. A quantitative approach was employed, and 55 adult participants from various corporations were recruited for the study. The participants evaluated their leaders using an Authentic Leadership Questionnaire, the NEO Five-Factor Inventory-3, and a demographic questionnaire. The findings revealed that the Big Five personality model accounted for a substantial portion of the variation in authentic leadership. Specifically, conscientiousness exhibited a positive correlation with authentic leadership, while neuroticism displayed an inverse correlation. These two traits emerged as the most influential predictors of authentic leadership. On the other hand, extraversion and openness-to-experience did not significantly predict authentic leadership. Agreeableness exhibited a weak inverse relationship with authentic leadership.(Baptiste, 2018)

This study expands upon a prior meta-analysis that examined the connection between narcissism and counterproductive work behavior (CWB). By incorporating additional data, this study reaffirms that narcissism remains the most significant predictor of CWB, even after controlling for the Big Five personality traits. The previous study's suggestion of cross-cultural moderation was primarily based on data from Bangladesh, whereas the current study validates that the association between narcissism and CWB is weakened in ingroup collectivist cultures. Furthermore, the study highlights that the strength of the relationship varies between published and unpublished studies, suggesting potential publication bias. Additionally, the study proposes that different facets of narcissism exhibit distinct relationships with CWB, with one facet positively related to CWB and another facet displaying a negative relationship.(Grijalva & Newman, 2015)

This study investigated the influence of the Big Five personality traits on leadership emergence within a leaderless group. The research involved observing forty-one students participating in a three-month study abroad program, and their perceptions of leadership were assessed three times. The findings indicated that individuals with higher levels of extraversion, openness to experience, and conscientiousness were more likely to be chosen as leaders. Moreover, agreeable individuals were more likely to emerge as leaders who focused on building relationships. In terms of followership, individuals with greater conscientiousness were more inclined to follow task-oriented leaders, while those who were less open, more agreeable, and more neurotic were less likely to follow relationship-oriented leaders. Interestingly, both task- and relationship-oriented leaders tended to be nominated by individuals with differing levels of agreeableness, while relationship-oriented leaders tended to be chosen by individuals with similar levels of openness to experience.(Breevaart & de Vries, 2021)

In a study of 132 working adults from various organizations in South Texas, the NEO-PI Big Five personality assessment and the Project GLOBE Leadership Questionnaire were used. The study found that participant personality was a predictor of 13 out of 21 dimensions of leadership assessed by the Project GLOBE questionnaire. Agreeableness was the most reliable predictor of attitudes towards leadership.(Parmer et al., 2013)

Traditionally, supervisors, administrators, and directors of special education have predominantly employed an authoritative leadership style when overseeing their special education staff. However, there is a gradual shift towards collaborative leadership styles, which are gaining traction in this field. These leaders face the responsibility of creating an inclusive

culture, fostering positive relationships, and establishing partnerships that contribute to the success of all students with disabilities. Relying solely on a strictly objective management approach may lead to a closed-minded system, resulting in an unpleasant environment that hampers the effectiveness of special education teachers. This article compares the collaborative leadership style with the authoritative leadership style within the context of special education personnel in leadership positions. A thorough examination of existing literature concludes that adopting a more collaborative leadership style is beneficial in enhancing special education outcomes. (DeMatthews et al., 2020)

Results

This section presents the statistical findings of the study aimed at exploring the relationship between leadership and personality traits among healthcare professionals. Descriptive analyses were conducted to summarize participants' demographic characteristics and key variable distributions, followed by inferential tests including Pearson correlation and linear regression analyses. These results provide insights into the strength and direction of associations between leadership qualities and personality attributes, as well as the extent to which leadership predicts variations in personality scores

3.1 Age of the participant

The variable under consideration, measured across 30 valid responses with no missing data, showed a mean score of 33.60 (SD = 4.38). The minimum score was 24, and the maximum was 40, indicating a moderately high performance or rating on the measured construct. The range and standard deviation suggest a moderate spread of scores around the mean, reflecting some variability in participants' responses (see Table 1).

Table 1: Age of the participant

N	Valid	30
	Missing	0
Mean		33.60
Std. Deviation		4.375
Minimum		24
Maximum		40

3.2 Education of the Participants

An analysis of the participants' educational qualifications showed that the majority held a master's degree (n = 26, 86.7%), while a smaller proportion had a bachelor's degree (n = 4, 13.3%). All 30 participants provided valid responses, with no missing data. This distribution indicates that the sample primarily consisted of highly educated individuals, which may contribute to the depth of professional insight reflected in their responses (see Table 2).

Table 2: Education of the Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	4	13.3	13.3	13.3
	Master	26	86.7	86.7	100.0
	Total	30	100.0	100.0	

3.3 Experience of the Participants

Descriptive statistics for participants' years of experience revealed a mean of 8.17 years (SD = 2.28), with values ranging from 3 to 11 years. All 30 participants provided valid responses, with no missing data. This indicates that the sample consisted of healthcare professionals with a moderate to high level of experience, suggesting a reasonably seasoned cohort for the purposes of this study (see Table 3).

Table 3: Experience of the Participants

N	Valid	30
	Missing	0
Mean		8.17
Std. Deviation		2.276
Minimum		3
Maximum		11

3.4 Examining the Influence of Leadership on Personality

The linear regression model examining the influence of Leadership on Personality was statistically significant, $F(1, 28) = 13.74$, $p = .001$, indicating that the model provides a better fit than one with no predictors. The model explained approximately 33% of the variance in Personality scores ($R^2 = .329$, Adjusted $R^2 = .305$), suggesting a moderate effect size. The standard error of the estimate was 0.419, indicating the average distance that the observed values fall from the regression line. These results confirm that Leadership is a meaningful predictor of Personality within this sample (See Table 4).

Table 4: Examining The Influence of Leadership on Personality

Model Summary	
R Square	0.329
Adjusted R Square	0.305
Std. Error of the Estimate	0.419
F	13.736
Sig.	0.001

3.5 Examining the Predictive Effect of Leadership on Personality

The linear regression analysis was performed to examine the predictive effect of Leadership on Personality. The regression model revealed that Leadership significantly predicts Personality, $B = 0.917$, $t(28) = 3.71$, $p = .001$. This indicates that for every one-unit increase in Leadership score, the Personality score is expected to increase by approximately 0.92 units, holding other factors constant. The constant term was not statistically significant ($B = 0.49$, $p = .61$), suggesting that when Leadership is zero, the predicted Personality score is not significantly different from zero. Overall, the findings support the conclusion that Leadership is a significant and positive predictor of Personality traits in this sample (See Table 5).

Table 5: Examining the Predictive Effect of Leadership on Personality

	B	Std. Error	T	Sig.
(Constant)	0.49	0.95	0.515	0.61
Leadership	0.917	0.247	3.706	0.001

3.6 Examining the relationship between Leadership and Personality

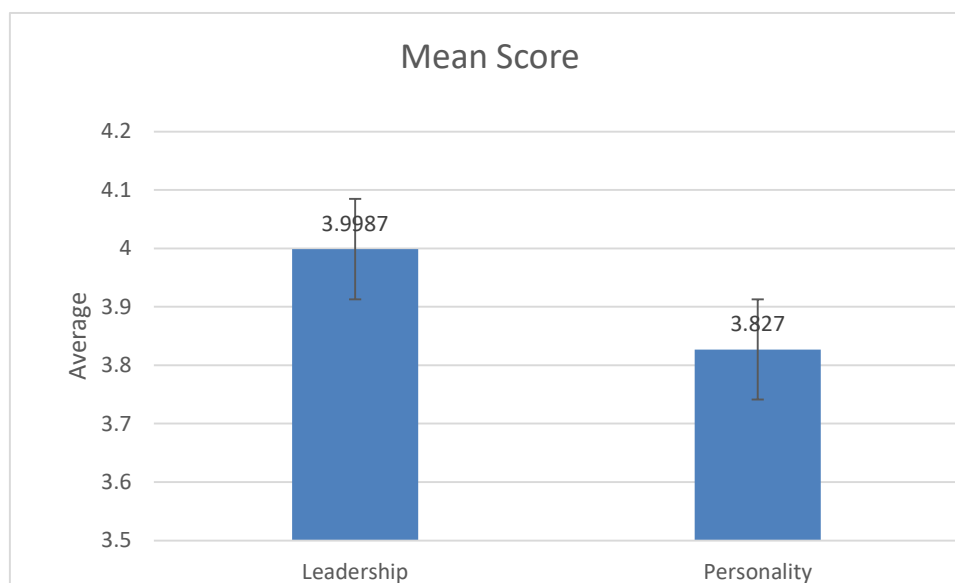
A Pearson correlation analysis was conducted to examine the relationship between Leadership and Personality. The results revealed a moderate positive correlation between the two variables, $r(30) = .574$, $p = .001$, indicating that higher scores in Leadership are associated with higher scores in Personality. This correlation is statistically significant at the 0.01 level (two-tailed), suggesting a meaningful association between these constructions. These findings imply that individuals who exhibit stronger leadership qualities may also possess personality traits that support or enhance their leadership behavior (See Table 6).

Table 6: Examining the relationship between Leadership and Personality

Correlations			
		Leadership	Personality
Leadership	Pearson Correlation	1	.574**
	Sig. (2-tailed)		0.001
	N	30	30
Personality	Pearson Correlation	.574**	1
	Sig. (2-tailed)	0.001	
	N	30	30
** Correlation is significant at the 0.01 level (2-tailed).			

3.7 The Mean Scores for Leadership and Personality

The bar graph illustrates the mean scores for Leadership and Personality as rated by participants. The results indicate that Leadership received a slightly higher average score (approximately 4.0) compared to Personality (approximately 3.85). Although the mean difference favors Leadership, the presence of overlapping error bars suggests that this difference may not be statistically significant. This implies that participants may perceive Leadership and Personality similarly in terms of importance or effectiveness, and any observed variation in scores could be attributed to sampling variability rather than a meaningful distinction. Further inferential analysis is recommended to determine whether the difference between the two constructs is statistically significant (See Table 7).

Table 7: The Mean Scores for Leadership and Personality

Descriptive statistics revealed a mean score of 33.60 (SD = 4.38) on the key outcome variable, with scores ranging from 24 to 40. Leadership and personality traits were both rated highly, with mean scores of approximately 4.0 and 3.85, respectively.

A Pearson correlation analysis showed a moderate positive correlation between leadership and personality ($r = .574$, $p = .001$), suggesting that stronger leadership qualities were associated with more prominent personality traits.

Furthermore, a simple linear regression analysis demonstrated that leadership significantly predicted personality ($B = 0.917$, $t = 3.71$, $p = .001$), accounting for approximately 33% of the variance in personality scores ($R^2 = .329$). The model was statistically significant ($F(1, 28) = 13.74$, $p = .001$), affirming the predictive value of leadership in explaining variations in personality traits.

Overall, the findings suggest that leadership qualities play a meaningful role in shaping or reflecting personality characteristics in experienced faculties, underlining the importance of fostering leadership development in academic settings.

Discussion

The present study explored the relationship between leadership and personality traits among healthcare professionals, focusing on how leadership predicts personality attributes within a relatively experienced and highly educated sample. The findings revealed significant insights that contribute to the growing body of knowledge in organizational psychology and leadership development in clinical settings.

Consistent with prior research, the results showed a moderate positive correlation between leadership and personality traits, indicating that individuals who demonstrate strong leadership tendencies are also likely to exhibit well-developed personality characteristics. The strength of the relationship ($r = .574$, $p = .001$) aligns with existing literature suggesting that effective leaders often possess personality traits such as emotional intelligence, extraversion,

openness, and conscientiousness—traits that support interpersonal communication and decision-making in healthcare environments.(Cavaness et al., 2020)

The regression analysis further emphasized the predictive power of leadership on personality, with leadership explaining approximately 33% of the variance in personality scores ($R^2 = .329$, $p = .001$). This finding not only reinforces the correlation between these constructs but also highlights leadership as a significant determinant in shaping or expressing personality characteristics. Such a relationship underscores the bidirectional influence between leadership behaviors and individual traits, supporting theories like trait-based leadership models and transformational leadership theory. (Akande et al., 2024)

From a demographic perspective, the study sample consisted predominantly of Master's-prepared professionals with an average of over eight years of experience. This context is crucial, as education and clinical experience are known to influence both leadership capabilities and personality maturity.(Walker et al., 2011) The consistency in high educational levels and professional experience may have contributed to the overall high scores observed in leadership and personality, and the relatively low variability in responses.

Although the findings are encouraging, they must be interpreted considering several limitations. First, the sample size ($N = 30$) is relatively small, which may limit the generalizability of the results. Second, the cross-sectional design does not allow for causal inferences; while leadership predicts personality scores in the regression model, it is also plausible that certain personality traits enhance leadership behaviors over time. Third, all data were self-reported, which may introduce response bias, particularly social desirability bias, in responses related to leadership and personality.

Despite these limitations, the study offers meaningful implications for practice. Leadership training and development programs in healthcare settings should incorporate personality assessments and coaching strategies tailored to enhance self-awareness and interpersonal effectiveness. Given the strong association observed, interventions aimed at cultivating leadership competencies may simultaneously support the growth of constructive personality traits, thereby fostering holistic professional development.

Future research should consider longitudinal designs to examine the causal relationships between leadership and personality over time. Larger and more diverse samples across different healthcare settings would further strengthen the evidence base and applicability of findings. Additionally, integrating qualitative insights could help capture the nuanced ways in which leadership behaviors influence personality dynamics in real-world practice.

Conclusion of Results

This study examined the relationship between leadership and personality traits among experienced healthcare professionals. The findings revealed a significant and positive correlation between the two constructs, with leadership emerging as a strong predictor of personality characteristics. These results emphasize the importance of leadership not only as a functional role but also as an influential factor in shaping behavioral attributes that support effective practice in healthcare settings.

Most participants were highly educated and experienced, adding credibility to the findings while also suggesting that investment in leadership development could have far-reaching effects on individual growth and team performance. By demonstrating that leadership qualities are linked with desirable personality traits, the study highlights the need for integrated leadership and personality development programs within healthcare organizations.

In conclusion, fostering leadership competencies may not only improve managerial and clinical outcomes but also contribute to the personal and professional development of healthcare

providers. Future research with larger and more diverse samples, as well as longitudinal approaches, is recommended to build on these findings and explore the dynamic interplay between leadership and personality over time.

Conclusion

In conclusion, the present study has demonstrated that there is a strong relationship between the Big Five personality traits and leadership styles. Leaders who possess certain personality traits may be more effective with certain leadership styles, while situational leadership requires leaders to be adaptable and flexible. Understanding these relationships can help organizations identify and develop effective leaders, and help leaders become more self-aware and adaptable.

Additionally, the findings of present study highlight the importance of considering personality traits when selecting and developing leaders. It is important for organizations to recognize that there is no one-size-fits-all approach to leadership, and that different situations may require different leadership styles. By considering both personality traits and situational factors, organizations can develop a more nuanced understanding of effective leadership.

Finally, the study provides a foundation for future research on the relationship between personality traits and leadership effectiveness. Further studies can expand upon the findings of this study by exploring other personality traits and leadership styles and examining how these relationships may differ across different cultures and industries. Overall, the study contributes to understanding the complex interplay between personality traits and leadership styles and has practical implications for organizations seeking to develop effective leaders.

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