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LINKING PERSONALITY TRAITS AND ORGANIZATIONAL CULTURE PREFERENCES AMONG MALAYSIAN PRIMARY SCHOOL EDUCATORS IN PERAK

Goh Kok Ming[1]*, Lavina Nair Madawan Nair[2], Hyginus Lester Junior Lee[3]

SJK (C) Hua Lian 1, Perak, Malaysia[1]

Teacher Professionalism Division, Ministry of Education Malaysia, Malaysia[2]

Language Unit of Labuan Education Department, Malaysia[3]

kokming888@gmail.com[1], lavina.nair@moe.gov.my[2], hyginuslester@gmail.com[3]

Corresponding author*

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ABSTRACT

This study investigates the relationship between personality traits and organizational culture preferences among Malaysian primary school educators by integrating the Enneagram Personality Traits (EPT) and Wallach's Organizational Culture Index within a quantitative framework. Although teacher personality influences instructional behavior, collaboration, and organizational engagement, existing research in Malaysia rarely explores how specific personality profiles align with preferred school cultures, which is an important gap given the Malaysia Education Blueprint's emphasis on strengthening teacher professionalism and school climate. Employing a cross-sectional correlational research design, data were collected from 300 primary school educators across three Malaysian states using stratified random sampling. The EPT measured nine personality types, while Wallach's Index assessed three organizational culture dimensions: Bureaucratic, Innovative, and Supportive. Descriptive statistics, Pearson's correlation, and multiple regression were performed using SPSS version 27 to analyze the data. The results revealed three distinct personality–culture alignment patterns. Educators with Type 1 (Perfectionist), Type 5 (Investigator), and Type 6 (Loyalist) demonstrated a stronger preference for Bureaucratic cultures, highlighting their reliance on structured policies and procedural clarity. Educators with Type 3 (Achiever), Type 4 (Individualist), Type 7 (Enthusiast), and Type 8 (Challenger) preferred Innovative cultures, indicating an openness toward creativity, adaptability, and digital integration. Meanwhile, educators with Type 2 (Helper), Type 6 (Loyalist), and Type 9 (Peacemaker) were most aligned with Supportive cultures, emphasizing collaboration, collegiality, and interpersonal trust. Although limited by its cross-sectional design and regional sampling, the study offers practical implications for leadership decisions, advances theoretical understanding of person–organization fit in educational settings, and provides practical insights for developing adaptive leadership strategies, personalized professional development pathways, and balanced cultural ecosystems.

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The study also highlights the importance of fostering personality-aware organizational practices to enhance teacher engagement, instructional quality, and school-wide effectiveness.

Keywords: personality traits, organizational culture, Enneagram, Wallach's organizational culture index, primary school educators, person–organization fit

INTRODUCTION

Organizational culture is identified as a pivotal force in shaping employee behavior, driving job satisfaction, and enhancing overall organizational performance. Defined by Schein (2017), organizational culture encompasses the shared values, beliefs, and norms that dictate how employees perceive their roles, interact with colleagues, and adapt to changes within the organization. This culture is essential for leaders aiming to align workforce behavior with strategic goals while fostering an environment conducive to innovation and productivity (Saebah & Merthayasa, 2024; Rachman et al., 2022). A positive organizational culture can lead to higher employee engagement and organizational commitment, ultimately influencing performance outcomes (Saebah & Merthayasa, 2024)

Equally important in this context is the role of individual personality traits. Defined by Costa and McCrae (1992), personality encompasses stable traits and behavior patterns that influence individual perceptions and responses to their environment. Employees' unique personalities significantly affect various workplace aspects, including job satisfaction, communication styles, collaboration, and adaptability to organizational norms (Astry et al., 2023; Isa et al., 2021). While research has predominantly utilized frameworks like the Big Five model to analyze personality, emerging models such as the Enneagram Personality System offer deeper insights into motivational drives and behavioral patterns in a professional context (Astry et al., 2023).

The Enneagram identifies nine distinct personality types, each representing unique cognitive patterns and interpersonal tendencies. These include the Perfectionist, Helper, Achiever, Individualist, Investigator, Loyalist, Enthusiast, Challenger, and Peacemaker, each bringing a distinct perspective on problem-solving, leadership, and relationship building (Astry et al., 2023). Conversely, Wallach's Organizational Culture Index categorizes cultures into three primary dimensions: Bureaucratic, Innovative, and Supportive cultures, each affecting employee engagement and organizational performance differently (Nadira et al., 2023). Despite established frameworks, a significant gap persists in the literature regarding the integration of the Enneagram personality types with Wallach's dimensions. Misalignment between employees' personality traits and the organizational culture can lead to adverse outcomes such as reduced employee engagement, increased conflict, decreased productivity, and higher turnover rates (Nasution & Mesra, 2024). In contrast, a strong alignment between personality and culture is associated with enhanced collaboration, innovation, and improved organizational performance (Saebah & Merthayasa, 2024; Astry et al., 2023).

Furthermore, in the context of Malaysian primary education, teachers operate in structured, relational, and pedagogically demanding environments, making their personality traits particularly influential in shaping school culture and instructional practices. Unlike secondary school teachers who often specialize in subject-focused instruction, primary school teachers engage more intensively with younger learners, assume broader responsibilities, and

E-ISSN: 3083-9491

work within collaborative, policy-driven school ecosystems that emphasize holistic development and foundational literacy and numeracy skills (Veeran et al., 2025; Tai & Omar, 2019). These responsibilities require adaptability, emotional regulation, interpersonal sensitivity, and consistent engagement with colleagues and school leaders (Eva et al., 2025; Yusof et al., 2017). Therefore, understanding personality traits among primary school educators in Perak is essential because their dispositional tendencies directly influence classroom management, teamwork, communication, and alignment with school-wide cultural expectations (Mohamad Zain & Shaffiee, 2023). Despite these critical demands, little research has specifically examined how the diverse personalities of Malaysian primary school teachers align with bureaucratic, innovative, or supportive school cultures.

Addressing this gap, this study aims to investigate the relationships between Enneagram Personality types and Wallach's cultural dimensions. By identifying which personality types align most strongly with each cultural dimension, the study seeks to develop a predictive model linking personality traits to cultural preferences. Such integration contributes to the literature on person-organization fit and offers practical insights for leaders, Human Resource (HR) managers, and organizational consultants (Saebah & Merthayasa, 2024; Panjaitan et al., 2023). The objectives of this research are threefold: (i) to identify the level of nine Enneagram Personality Traits (EPT) and the three organizational culture dimensions; (ii) to examine the relationships between the nine EPT and the three organizational culture dimensions; and (iii) to identify the strongest personality predictors for Bureaucratic, Innovative, and Supportive cultures. The novelty of this study lies in its quantitative approach to integrating personality typologies with the organizational culture framework. By incorporating the Enneagram Personality Traits into organizational culture studies, this study aspires to enhance theoretical understanding and provide practical applications for improving recruitment, team composition, leadership development, and organizational change initiatives (Alduraibi et al., 2024; Saebah & Merthayasa, 2024).

LITERATURE REVIEW

Personality Traits in Education

Personality traits have long been recognized as central determinants of teacher behavior, professional identity, and workplace engagement. In educational settings, personality influences how teachers manage classrooms, form relationships with colleagues, approach instructional challenges, and respond to organizational expectations. Traditional frameworks such as the Big Five have been widely used to examine teacher behavior; however, recent scholarship highlights the value of alternative typologies that capture deeper motivational drivers, such as the EPT. The Enneagram's nine personality types extend beyond surface behavioral tendencies by articulating core fears, motivations, and coping patterns that shape educators' decision-making and interpersonal styles (Karaduman & Çetin, 2024; Estacio & Angeles, 2025). Understanding these dispositional foundations is essential for predicting how teachers interact with school structures and cultural norms, especially in environments where collaboration, adaptability, and policy compliance are intertwined with instructional responsibilities.

E-ISSN: 3083-9491

Organizational Culture Research in Malaysian Schools

Organizational culture plays an equally significant role in shaping teachers' professional experiences, influencing job satisfaction, commitment, and performance. In the Malaysian school context, organizational culture has been positioned as a driver for educational improvement through policy directions such as the Malaysia Education Blueprint (2013–2025), which emphasizes collaborative professionalism, innovation, and strong instructional leadership (Ministry of Education Malaysia [MOE], 2013; Abu Bakar, 2023). Research in Malaysian schools generally identifies three dominant cultural orientations: bureaucratic cultures characterized by hierarchy and procedural control; supportive cultures built on trust, collegiality, and shared decision-making; and innovative cultures that promote experimentation, creativity, and digital integration (Goh et al., 2023; Law et al., 2025). Studies show that teachers respond differently to these cultures depending on their dispositional tendencies, suggesting that cultural environments interact with personality traits to influence how educators interpret their roles and engage with school improvement initiatives (Selvaraja et al., 2023). However, empirical studies linking personality and school culture within Malaysian primary education remain limited and fragmented.

Significance of Integrating the Enneagram and Wallach's Model

Integrating the Enneagram Personality Traits with Wallach's Organizational Culture Index offers a novel analytical pathway for understanding teacher–organization alignment. While prior studies have explored personality–culture fit using broad assessments, few have combined a nuanced personality typology like the Enneagram with a multidimensional culture framework such as Wallach's, which categorizes cultures into Bureaucratic, Innovative, and Supportive dimensions (Wallach, 1983; Altınok, 2021). This integration enables a more precise examination of how specific personality types align with, adapt to, or potentially conflict with different school cultures. Such alignment has practical implications: a strong personality–culture fit can enhance teacher motivation, collegial trust, and instructional effectiveness, whereas misalignment may lead to stress, reduced engagement, or resistance to change (Karaduman & Çetin, 2024). By synthesizing these two models, the present study addresses a crucial theoretical and empirical gap, offering a more holistic understanding of how personality dynamics shape educators' cultural preferences and workplace functioning within Malaysian primary schools.

Teacher Personality Traits and the Malaysia Education Blueprint

The importance of understanding teacher personality is further reinforced by the Malaysia Education Blueprint (2013–2025), which positions teacher quality, professional identity, and collaborative school culture as central pillars of national educational transformation (MOE, 2013; Rahman & Ikhlas, 2022). The Blueprint emphasizes that effective instructional practices, innovation readiness, and strong professional learning communities depend not only on pedagogical skills and training but also on the dispositional characteristics teachers bring into their work environments (Adams & Lok, 2022; Tai & Omar, 2021). Personality traits influence how teachers manage change, respond to accountability structures, participate in collaborative initiatives, and enact school-wide reforms, which are elements that directly align with the Blueprint's aspirations for high-performing, future-ready schools (Goh et al., 2023).

E-ISSN: 3083-9491

Integrating the Enneagram Personality Traits with Wallach's Organizational Culture Index, therefore, offers a theoretically coherent lens for examining how teachers' intrinsic dispositions interact with cultural expectations of Malaysian schools (Karaduman & Çetin, 2024; Altınok, 2021; Wallach, 1983). This alignment provides an understanding of the person–organization fit required to meet the Blueprint's goals and explains why identifying personality–culture patterns among primary school educators is both timely and critical (Eva et al., 2025).

METHODOLOGY

The research design, sampling strategy, instruments, data collection procedures, and statistical analyses used in this study are discussed in this section. The methodological framework has been designed to ensure transparency, reproducibility, and rigor while addressing the research objectives.

Research Design

This study employed a cross-sectional research design to investigate the relationship between personality traits, as measured by the EPT, and organizational culture preferences, as measured by Wallach's Organizational Culture Index. A correlational design was selected to determine the direction and strength of associations between the nine Enneagram Personality Traits and the three organizational culture dimensions (Bureaucratic, Innovative, and Supportive). A cross-sectional approach was adopted since data were collected at a single point in time from a sample of employees across multiple sectors, providing a snapshot of personality–culture relationships (Creswell & Creswell, 2018). This design is widely used in organizational and personality research and is appropriate for studies where variables cannot be manipulated experimentally but relationships between them are of theoretical and practical interest (Bryman, 2016).

Population and Sampling

Population and Sample Size

The target population comprised primary school educators teaching in national primary schools (Sekolah Kebangsaan and Sekolah Jenis Kebangsaan) across districts in Perak, Malaysia. These districts were selected due to their diverse demographic composition, varied school settings, and differing organizational cultures, ensuring a representative sample of Malaysian primary educators. In this study, a sample size of N = 300 teachers was determined using Krejcie and Morgan's (1970) formula for an estimated educator population of approximately 3,000 teachers within the selected districts. A 95% confidence level and a margin of error of ±5% were applied, making the sample statistically adequate for inferential analyses.

Sampling Technique

A stratified random sampling technique was employed to ensure adequate representation of primary school educators across different school contexts. The population was first stratified

E-ISSN: 3083-9491

according to school location (urban and rural) and school size (small, medium, and large), reflecting the structural diversity of Malaysian primary schools. Within each stratum, participants were randomly selected to achieve a balanced distribution of respondents across subgroups. This approach was adopted to minimize sampling bias, enhance representativeness, and improve the generalizability of findings to the broader population of primary school educators (Etikan & Bala, 2017).

In this study, a total of 15 primary schools across Perak were selected to ensure broad representation of different educational settings within the state. The schools were first stratified according to three key criteria: (i) district, to capture geographical diversity; (ii) school type (SK, SJKC, and SJKT), to reflect Malaysia's multi-ethnic schooling structure; and (iii) school location (urban and rural), to account for contextual differences in infrastructure, resources, and organizational culture. After stratification, a stratified random sampling technique was applied to proportionately select respondents from each stratum. This procedure ensured that the final sample of 300 primary educators accurately represented the demographic and structural characteristics of Perak's school population and enhanced the transparency, rigour, and replicability of the sampling process.

Research Instruments

Two research instruments were employed in this study: the EPT and Wallach's Organizational Culture Index, both of which were adapted to enhance language clarity and contextual relevance for Malaysian primary school educators. The EPT consists of 36 items designed to assess nine distinct personality types, with four items allocated to each type. Participants rated each item on a 4-point Likert scale ranging from 0 = Does not describe me at all to 3 = Describes me completely. Scores for each personality type were obtained by summing the four corresponding items, producing a range of 0 to 12 per type. Example items adapted for educators include statements such as "*I strive for efficiency in my teaching*" (Type 1 – Perfectionist), "*I enjoy helping my students and colleagues succeed*" (Type 2 – Helper), and "*I like to explore innovative ways to deliver lessons*" (Type 7 – Enthusiast). Previous studies reported Cronbach's α values ranging from 0.80 to 0.90 (Wagner & Walker, 1983), and the current study's pilot test yielded an overall α of 0.923, indicating excellent internal consistency and reliability.

Similarly, Wallach's (1983) Organizational Culture Index was used to measure educators' perceptions of school culture through 24 items categorized into three cultural dimensions: (i) Bureaucratic Culture, which emphasizes structure, standard operating procedures, and compliance; (ii) Innovative Culture, which reflects creativity, experimentation, and the adoption of new teaching strategies; and (iii) Supportive Culture, which highlights collegiality, collaboration, and interpersonal trust among educators. Each item was rated on a 5-point Likert scale ranging from 1 = Strongly disagree to 5 = Strongly agree. Sample items contextualized for primary school settings include "*This school operates based on clear rules and policies*" (Bureaucratic), "*Teachers are encouraged to experiment with innovative teaching methods*" (Innovative), and "*Colleagues at this school are supportive and collaborative*" (Supportive). Previous studies have reported Cronbach's α values ranging from 0.85 to 0.90 (Wallach, 1983), and the present study's pilot test yielded α = 0.912, further confirming the instrument's reliability within the context of Malaysian primary school educators.

E-ISSN: 3083-9491

Ethical Consideration

Before data collection, ethical approval was obtained from the respective departments, ensuring full compliance with institutional and governmental research guidelines. All participating educators were provided with an informed consent form detailing the study's purpose, procedures, potential benefits, and confidentiality assurances. Participation was entirely voluntary, and respondents were informed of their right to withdraw from the study at any stage without penalty. To safeguard privacy, all data were anonymized, and responses were used exclusively for academic purposes. The data collection process was conducted over four weeks using a quantitative approach to accommodate educators across diverse school contexts (Lallukka et al., 2020). Initially, formal coordination with school principals was established to secure permission and facilitate the distribution of surveys. Subsequently, online questionnaires were shared via official school communication channels, while printed copies were provided to schools with limited internet accessibility to ensure equitable participation (Kost & de Rosa, 2018). Upon completion of the data collection period, a total of 350 questionnaires were distributed, and 300 valid responses were received, resulting in a robust response rate of 85.7% (Fincham, 2008; Sataloff & Vontela, 2021). This high response rate reflects the strong engagement and commitment of primary school educators, thereby enhancing the representativeness and reliability of the dataset.

Data Analysis Procedure

The collected data were analyzed using SPSS v27 for descriptive, reliability, and inferential statistics. Descriptive statistics, including means, standard deviations, skewness, and kurtosis, were computed for all nine Enneagram Personality types and the three Wallach's organizational culture dimensions to assess data distribution and ensure normality. The internal consistency reliability of both instruments was evaluated using Cronbach's α, with a threshold of $\alpha \geq 0.70$ considered acceptable for research purposes (Hair et al., 2018). To address the second research objective, Pearson's correlation coefficients (r) were calculated to examine the direction and strength of associations between the nine personality types and the three organizational culture orientations, with statistical significance determined at $p < 0.05$ and $p < 0.01$ levels. Subsequently, hierarchical multiple regression analyses were performed to identify the strongest personality predictors of each organizational culture dimension. This comprehensive analytical approach enabled a robust examination of personality–culture relationships, providing empirical support for the development of a predictive model that connects EPT profiles with organizational culture preferences.

RESULTS

The Demographic Profile of Respondents

Table 1 shows that the demographic distribution of the respondents reflects a diverse and representative sample of primary school educators across Perak. The majority of participants were female (66%), consistent with national teacher workforce patterns in Malaysian primary schools. Most educators were between 31–50 years old (67%), indicating a workforce with substantial professional maturity. Additionally, 59% of respondents possessed more than 10 years of teaching experience, reflecting a sample with strong pedagogical grounding and

E-ISSN: 3083-9491

familiarity with school organizational cultures. In terms of school type, the distribution across SK, SJKC, and SJKT aligns with the ethnic and linguistic diversity of Perak's educational landscape. The balance between urban (56%) and rural (44%) respondents enhances the generalizability of findings by capturing cultural dynamics across different school environments. These demographic characteristics contextualize the study's results, as age, experience, and school setting may influence how teachers perceive and align with organizational culture dimensions.

Table 1. Demographic profile of respondents.

Demographic Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	102	34.0%
	Female	198	66.0%
Age Range	21–30 years	54	18.0%
	31–40 years	112	37.3%
	41–50 years	89	29.7%
	Above 50 years	45	15.0%
Years of Teaching Experience	1–5 years	47	15.7%
	6–10 years	76	25.3%
	11–20 years	118	39.3%
	More than 20 years	59	19.7%
School Type	SK (National School)	171	57.0%
	SJKC (Chinese National-Type School)	102	34.0%
	SJKT (Tamil National-Type School)	27	9.0%
School Location	Urban	168	56.0%
	Rural	132	44.0%

The Level of Nine Enneagram Personality Traits (EPT) and Three Organizational Culture Dimensions

Table 2 presents the descriptive statistics for the nine EPT and the three Wallach's Organizational Culture dimensions. All variables demonstrated approximately normal distributions, as indicated by skewness and kurtosis values within the acceptable range of ±2.000 (Hair et al., 2018).

Table 2. Descriptive statistics for enneagram personality types and organizational culture dimensions.

Variable	Scores	Mean	SD	Skewness	Kurtosis	Level
EPT Type						
Type 1 (Perfectionist)	8.41	2.10	2.137	-0.214	0.364	High
Type 2 (Helper)	7.85	1.96	2.053	-0.103	0.138	Moderate
Type 3 (Achiever)	8.96	2.24	1.983	0.021	-0.276	High
Type 4 (Individualist)	7.22	1.81	2.209	0.143	0.087	Moderate

E-ISSN: 3083-9491

Variable	Scores	Mean	SD	Skewness	Kurtosis	Level
Type 5 (Investigator)	8.11	2.03	2.092	-0.118	0.213	High
Type 6 (Loyalist)	8.45	2.11	1.872	0.048	-0.127	High
Type 7 (Enthusiast)	8.88	2.22	2.026	-0.192	0.148	High
Type 8 (Challenger)	8.32	2.08	2.273	0.084	-0.041	High
Type 9 (Peacemaker)	7.65	1.91	2.114	-0.091	0.257	Moderate
Wallach Culture						
Bureaucratic Culture	-	3.71	0.642	-0.334	0.109	High
Innovative Culture	-	3.94	0.573	-0.208	-0.052	High
Supportive Culture	-	4.02	0.615	-0.152	0.176	High

The results indicate notable differences in participants' personality tendencies and cultural preferences. Among the nine Enneagram personality types, Type 3 (Achievers) recorded the highest mean score (M = 2.24, SD = 1.983), suggesting that primary school educators in this study tend to be highly driven, success-oriented, and goal-focused in their teaching practices. This aligns with the growing emphasis on educational performance metrics and achievement-oriented pedagogies in Malaysian schools, which may encourage teachers to adopt traits consistent with efficiency and recognition. Similarly, Type 7 (Enthusiasts, M = 2.22, SD = 2.026) ranked closely behind, indicating educators' openness to new experiences, flexibility, and enjoyment in exploring innovative classroom strategies. However, Type 4 (Individualists, M = 1.81, SD = 2.209) and Type 2 (Helpers, M = 1.96, SD = 2.053) reported relatively lower mean scores, implying that while creativity and empathetic traits are present, they may not be as dominant as achievement-driven tendencies in this study. The variability in standard deviations across EPT (standard deviations ranging from 1.872 to 2.273) suggests diversity in personality distributions among educators, which may influence team dynamics, leadership styles, and classroom decision-making.

In terms of organizational culture, the highest preference was observed for Supportive Culture (M = 4.02, SD = 0.615), reflecting a collective tendency among primary school educators to value collaboration, trust, and collegial relationships. This aligns with the MOE emphasis on Professional Learning Communities (PLCs) and peer-driven instructional improvement, where teachers rely on mutual support and shared pedagogical practices. Following this, Innovative Culture (M = 3.94, SD = 0.573) was moderately preferred, although it was high, suggesting a willingness to experiment with novel teaching methods and adopt digital tools in classroom settings, consistent with the goals of the Digital Education Blueprint. On the other hand, Bureaucratic Culture (M = 3.71, SD = 0.642) received the lowest mean score, indicating that while educators respect rules and structured guidelines, they prioritize collaborative relationships and innovation over rigid administrative control. This relatively lower preference for bureaucracy may reflect educators' desire for greater autonomy in lesson planning, assessment practices, and student engagement strategies.

The skewness and kurtosis values for all variables fell within the ±2.000 threshold, confirming approximate normality and validating the appropriateness of parametric statistical analyses in subsequent stages. Specifically, personality traits like Type 3 (Skewness = 0.021) and Type 7 (Skewness = -0.192) demonstrated near-symmetrical distributions, while Supportive Culture (Skewness = -0.152) indicated a slight left skew, suggesting that a large proportion of educators strongly favor collaborative environments. Furthermore, low kurtosis

E-ISSN: 3083-9491

values (ranging from -0.276 to 0.364) indicate distributions are mesokurtic, suggesting relatively balanced variability without extreme outliers. In summary, these findings highlight that the primary school educators of this study exhibit a dominant achievement-driven orientation while strongly valuing supportive and collaborative school cultures. This personality–culture pattern has critical implications for teacher training, leadership development, and organizational change, suggesting that future professional development programs should balance educators' intrinsic drive for performance with the collaborative values that underpin effective school communities.

Pearson's Correlation Analysis of Nine Enneagram Personality Traits (EPT) and Three Organizational Culture Dimensions

In this study, Pearson's correlation analysis was conducted to examine relationships between the nine EPT and the three organizational culture dimensions. The correlation analysis provides important insights into the relationships between personality traits and organizational culture preferences among Malaysian primary school educators. The results reveal distinct clustering patterns between the nine EPT and the three cultural dimensions measured by Wallach's (1983) Index, supporting the hypothesized personality–culture alignment and highlighting its implications for school leadership, teacher development, and organizational change. Results are shown in Table 3.

Table 3. Pearson's correlation between enneagram personality traits and organizational culture.

Enneagram Personality Type	Bureaucratic	Innovative	Supportive
Type 1 (Perfectionist)	**.41***	.21	.18
Type 2 (Helper)	.12	.24	**.47***
Type 3 (Achiever)	.15	**.53***	.29
Type 4 (Individualist)	.09	**.46***	.17
Type 5 (Investigator)	**.35***	.28	.22
Type 6 (Loyalist)	**.44***	.19	**.38***
Type 7 (Enthusiast)	.13	**.55***	.27
Type 8 (Challenger)	.16	**.48***	.31
Type 9 (Peacemaker)	.20	.25	**.51***

**Note:* $p < .05$; $p < .01$

Firstly, Bureaucratic Culture demonstrated the strongest positive correlations with Type 6 (Loyalists, $r = .44$, $p < .01$), Type 1 (Perfectionists, $r = .41$, $p < .01$), and Type 5 (Investigators, $r = .35$, $p < .05$). This indicates that educators who value stability, loyalty, and structure are more likely to align with schools that emphasize formal rules, standardized procedures, and clear policies. These findings suggest that Bureaucratic Culture provides a sense of predictability and control, which resonates with teachers who rely on established guidelines to manage classroom practices and administrative responsibilities. However, the moderate strength of these correlations also suggests that excessive bureaucracy may not fully capture educators' preferences, pointing to a potential tension between policy compliance and pedagogical flexibility in schools.

E-ISSN: 3083-9491

In contrast, Innovative Culture showed the strongest associations with Type 7 (Enthusiasts, $r = .55$, $p < .01$), Type 3 (Achievers, $r = .53$, $p < .01$), Type 8 (Challengers, $r = .48$, $p < .01$), and Type 4 (Individualists, $r = .46$, $p < .01$). Educators who scored highly on these personality types demonstrate creativity, adaptability, leadership, and openness to change, aligning with schools that encourage pedagogical experimentation, digital integration, and collaborative problem-solving. This finding is consistent with the national policy direction under the Malaysia Digital Education Blueprint (2013–2025) (MOE, 2013), which emphasizes innovation-driven learning ecosystems. The strong positive associations suggest that teachers who are enthusiastic about trying new teaching strategies, leveraging educational technologies, and fostering critical thinking thrive in schools where innovation is structurally supported. Importantly, this also highlights a potential transformational shift in school culture, where educators are becoming active agents of educational change rather than passive implementers of policy.

Finally, Supportive Culture was most strongly correlated with Type 9 (Peacemakers, $r = .51$, $p < .01$), Type 2 (Helpers, $r = .47$, $p < .01$), and Type 6 (Loyalists, $r = .38$, $p < .05$). These findings suggest that educators who are empathetic, collaborative, and conflict-averse are more likely to prefer school environments characterized by trust, collegiality, and shared decision-making. This resonates with the Professional Learning Community (PLC) model promoted by the MOE, which encourages peer mentoring, collective goal-setting, and reflective teaching practices. The strong alignment between supportive personalities and collaborative school cultures indicates that such environments foster psychological safety, interpersonal harmony, and professional belonging, ultimately improving teacher well-being and retention.

Critically, the correlation patterns confirm that personality traits play a central role in shaping educators' cultural preferences, yet they also highlight key challenges for school leaders. For instance, Type 3 Achievers and Type 7 Enthusiasts gravitate toward innovation, while Type 6 Loyalists and Type 1 Perfectionists prefer bureaucratic stability. This divergence in cultural alignment suggests that school leaders must adopt adaptive leadership strategies that balance policy compliance with creative freedom to cater to diverse teacher profiles. Failure to accommodate these differences may lead to cultural misfit, reduced teacher engagement, and resistance to educational reforms. In summary, the findings demonstrate that educators' personality profiles significantly influence their perceptions of school culture, revealing three distinct patterns: (i) bureaucratic alignment among educators valuing structure and stability (Types 1, 5, 6); (ii) innovative alignment among educators favoring creativity, leadership, and adaptability (Types 3, 4, 7, 8); and, (iii) Supportive alignment among educators prioritizing relationships, trust, and collaboration (Types 2, 6, 9). These results provide a critical foundation for designing targeted professional development programs, fostering balanced school environments, and strengthening the person–organization (P–O) fit in Malaysian primary education.

Multiple Regression Analysis of Nine Enneagram Personality Traits (EPT) and Three Organizational Culture Dimensions

In this study, three separate multiple regression models were conducted to predict Bureaucratic, Innovative, and Supportive culture dimensions based on EPT. Results are shown in Table 4.

E-ISSN: 3083-9491

Table 4. Regression models predicting organizational culture dimensions.

Predictor (EPT Types)	Bureaucratic β	Innovative β	Supportive β
Type 1	**.32***	.08	.04
Type 2	.05	.12	**.39***
Type 3	.07	**.42***	.10
Type 4	.02	**.27**	.06
Type 5	**.21**	.13	.08
Type 6	**.29***	.09	**.22**
Type 7	.06	**.34***	.11
Type 8	.08	**.31***	.13
Type 9	.11	.07	**.36***
Model R^2	0.46	0.58	0.52
F-statistic	F(9, 290)=27.8***	F(9, 290)=42.1***	F(9, 290)=33.7***

**Note:* $p < .05$; $p < .01$; $p < .001$

The multiple regression analyses provide deeper insights into the extent to which personality traits predict organizational culture preferences among Malaysian primary school educators. Three separate models were developed to examine the predictive influence of the nine Enneagram Personality types on Bureaucratic, Innovative, and Supportive cultural orientations, yielding significant results across all models ($R^2 = 0.46$ to 0.58, $p < .001$). These findings highlight that personality traits exert a substantial impact on shaping educators' perceptions of school culture, yet the predictors vary considerably across the three dimensions.

For Bureaucratic Culture, three personality types emerged as significant predictors: Type 1 (Perfectionists, $\beta = .32$, $p < .01$), Type 6 (Loyalists, $\beta = .29$, $p < .01$), and Type 5 (Investigators, $\beta = .21$, $p < .05$). This indicates that educators who are principled, security-oriented, and detail-focused are more likely to align with schools emphasizing rules, standardized policies, and structured procedures. Such alignment reflects the cultural expectations in Malaysian public schools, where compliance with administrative guidelines and curriculum frameworks is essential. However, the relatively moderate explanatory power ($R^2 = 0.46$) suggests that while structured environments are important, bureaucratic systems alone cannot account for educators' overall cultural preferences, implying that teachers value both order and autonomy in their professional practices.

In contrast, Innovative Culture recorded the strongest model fit ($R^2 = 0.58$), demonstrating that personality plays a particularly influential role in shaping educators' affinity for creativity, adaptability, and change-driven environments. Four significant predictors were identified: Type 3 (Achievers, $\beta = .42$, $p < .001$), Type 7 (Enthusiasts, $\beta = .34$, $p < .01$), Type 8 (Challengers, $\beta = .31$, $p < .01$), and Type 4 (Individualists, $\beta = .27$, $p < .05$). These findings indicate that educators who are goal-driven, innovative, assertive, and expressive thrive in school cultures that encourage pedagogical experimentation, digital integration, and collaborative problem-solving. This resonates strongly with Malaysia's Digital Education Blueprint (2013–2025), which promotes teacher-driven innovation to improve student engagement and outcomes. The results further suggest a paradigm shift within Malaysian

E-ISSN: 3083-9491

schools, where educators are increasingly adopting adaptive teaching strategies and demonstrating readiness to engage with technology-enhanced learning ecosystems.

For Supportive Culture, the model ($R^2 = 0.52$) highlights the predictive role of Type 2 (Helpers, $\beta = .39$, $p < .01$), Type 9 (Peacemakers, $\beta = .36$, $p < .01$), and Type 6 (Loyalists, $\beta = .22$, $p < .05$). Educators characterized by empathy, conflict avoidance, and relational loyalty are more inclined toward school environments where trust, collegiality, and shared decision-making dominate. This aligns with Malaysia's increasing emphasis on PLCs, which promote collective goal-setting, peer mentoring, and reflective teaching practices. Importantly, the strong predictive influence of Types 2 and 9 suggests that educators prioritize psychological safety, collaboration, and supportive relationships, which are vital for sustaining teacher well-being and retention in primary school contexts.

Critically, these findings highlight the complex interplay between personality traits and organizational culture preferences, revealing that teachers are not a homogeneous group in their cultural alignments. While achievement-oriented and innovative educators (Types 3, 7, 8, 4) favor flexibility and creativity, structure-seeking educators (Types 1, 5, 6) value predictability and clearly defined policies, and relationship-driven educators (Types 2, 9, 6) thrive in collaborative environments. This diversity has practical implications for school leadership. Administrators and policymakers must adopt adaptive leadership strategies that balance policy compliance, teacher autonomy, and collaborative learning cultures to accommodate these varying personality-driven preferences. Failure to recognize and integrate these differences risks cultural misalignment, diminished job satisfaction, and reduced teacher engagement. In summary, the regression models confirm that personality traits significantly predict educators' cultural preferences, but the dominant drivers differ across Bureaucratic, Innovative, and Supportive orientations. This highlights the need for personalized professional development pathways and context-sensitive leadership approaches that align teacher personality profiles with school culture priorities, ultimately fostering a more inclusive and effective educational ecosystem.

Summary of Results

The findings from this study provide strong empirical evidence that personality types significantly influence educators' organizational culture preferences in schools. The regression analyses revealed three distinct personality–culture alignment patterns, demonstrating the multidimensional nature of teachers' perceptions of their work environments. Educators with Type 1 (Perfectionist), Type 5 (Investigator), and Type 6 (Loyalist) profiles were more closely aligned with Bureaucratic cultures, indicating that individuals who value order, security, and structure thrive in environments where formal rules, standardized procedures, and administrative control dominate. This suggests that for these educators, structured organizational systems provide a sense of predictability that supports classroom management, curriculum implementation, and professional accountability.

In contrast, educators with Type 3 (Achiever), Type 4 (Individualist), Type 7 (Enthusiast), and Type 8 (Challenger) profiles demonstrated a stronger preference for Innovative cultures, reflecting a dominant orientation toward creativity, adaptability, and progressive teaching practices. These educators thrive in environments where experimentation, digital integration, and collaborative problem-solving are encouraged, resonating with current

E-ISSN: 3083-9491

educational transformations driven by Malaysia's Digital Education Blueprint (2013–2025). This alignment highlights a cultural shift in schools, where teachers increasingly seek autonomy to implement learner-centered strategies and adopt technology-enhanced pedagogies to improve student engagement and learning outcomes.

Furthermore, educators with Type 2 (Helper), Type 6 (Loyalist), and Type 9 (Peacemaker) profiles aligned most strongly with Supportive cultures, emphasizing the importance of trust, collegiality, and collective participation in school settings. Teachers who value harmonious relationships and collaborative decision-making perceive supportive school environments as critical to their professional growth and emotional well-being. This finding is consistent with Malaysia's ongoing efforts to institutionalize PLCs, where peer mentoring, reflective practices, and shared responsibilities foster a sense of belonging and mutual support among educators.

In summary, the regression models explained 46% to 58% of the variance in educators' organizational culture preferences (R^2 = .46 –.58), indicating moderate to strong predictive power. These results highlight the central role of personality types in shaping how educators perceive and engage with their school environments. Importantly, the diversity of personality-driven preferences also presents challenges for school leadership and policy design, as a single, uniform cultural approach may not effectively meet the needs of all teachers. Therefore, these findings highlight the necessity for adaptive leadership strategies and personalized professional development pathways that accommodate varying personality profiles while promoting a balanced school culture that integrates structure, innovation, and collaboration.

DISCUSSION

This study shows that primary school educators' personality traits systematically shape their organizational culture preferences, extending person–organization (P–O) fit theory into the schooling context and showing practical pathways for culture-conscious leadership (Virgana & Kasyadi, 2020). Three coherent personality–culture clusters (bureaucratic, innovative, supportive) are theoretically consistent with classic culture scholarship that emphasizes how shared assumptions channel behavior, and with contemporary change literature that locates culture at the core of sustainable improvement (Karaduman & Çetin, 2024; Schein & Schein, 2017; Fullan, 2015).

Personality–Culture Fit in the Primary School Context

Educators high on Type 1, Type 5, and Type 6 showed stronger preference for bureaucratic climates, indicating that rule clarity and procedural reliability provide the predictability needed for curriculum delivery and administrative coordination. That alignment tracks Schein's (2004) view that artifacts (policies, routines) stabilize deeper value structures, which is useful for reliability but potentially restrictive if overextended. The moderate explanatory power of the bureaucratic model (R^2 = .46) cautions leaders against equating compliance with commitment; too much structure risks blunting professional judgment and local adaptation, which is an insight echoed in culture-of-control critiques in the educational change literature (Schein & Schein, 2017; Fullan, 2015), and can inhibit flexibility and responsiveness to local needs (Rider et al., 2018). While bureaucratic structures may provide essential stability, leaders must

E-ISSN: 3083-9491

carefully balance this with the need for an environment that encourages local adaptation and professional judgment. This requires a nuanced approach that incorporates insights from both organizational culture theory and practical experiences of educators within their specific contexts. By acknowledging these dynamics, educational leaders can foster environments that optimize both compliance and creativity, ultimately leading to improved educational outcomes (DeMartino & Weiser, 2021).

Personality-Driven Preferences for Innovation

The innovative model ($R^2 = .58$) was driven by Type 3, Type 4, Type 7, and Type 8, a cluster associated with goal orientation, creativity, and agentic leadership, which are traits that typically accelerate pedagogical experimentation and technology integration. This resonates with Malaysia's system agenda to modernize teaching and learning and to build teachers' digital capacity; in particular, the Malaysia Education Blueprint (2013–2025) (MOE, 2013) and the Digital Education Policy (MOE, 2023) frame innovation as a system-level expectation, not an optional add-on (Gander et al., 2020). The strong personality signal suggests these teachers can function as change catalysts if leadership designs supportive structures. This includes providing adequate resources such as time, coaching, and peer design cycles, which facilitate collaborative efforts and enhance the implementation of innovative practices effectively (Aliazas et al., 2023). Educators expressing a strong person–organization fit are more likely to be engaged in innovative practices, as their values and goals align closely with the school's vision (Chen, 2023). This finding supports the assertion that a well-supported and structured approach to professional development can facilitate the transition toward a more innovative educational environment (Bhebhe, 2023). In summary, for the innovative potential of these educators to be fully realized, leadership at all levels should focus on designing a supportive infrastructure that nurtures their innate capabilities. This aligns with the idea that the right educational context can empower teachers to effectively integrate technology and pedagogical innovations into their practice, thus contributing to a more dynamic and responsive educational landscape (Widyaningtyas & Kalsum, 2019). As Malaysia moves towards a more technologically integrated educational framework, understanding the interactions of personality types with institutional culture will be crucial for cultivating successful educational transformations (Sarnou, 2022).

Supportive Culture and Collaborative Teacher Identities

Preference for supportive climates among Type 2, Type 6, and Type 9 highlights the salience of trust, psychological safety, and collegial accountability in teacher work. This aligns with the PLC evidence base: authentic PLCs, those that prioritize shared goals, inquiry into practice, and mutual responsibility, are associated with stronger teacher efficacy and improvements in student outcomes when collaboration is tied to instructional work. These findings align with the principles of PLCs, where authentic collaboration that focuses on shared goals, inquiry into practice, and mutual responsibility has been linked to enhanced teacher efficacy and improved student outcomes (Triplett & Loh, 2018). This study reinforces investment in PLC structures (peer observation, co-planning, data dialogue) as the cultural "carrier" for both well-being and pedagogical improvement (Du, 2024). By creating an environment where trust is prioritized, educational leaders can enhance psychological safety among teachers, as research highlights that this trust fosters a climate that encourages open communication and collaboration (Mitterer

E-ISSN: 3083-9491

& Mitterer, 2023). Moreover, the role of psychological safety as a mediator in trust relationships within educational settings indicates that when teachers feel safe to express their ideas and concerns, it leads to increased collaboration and a more vibrant learning community (Coppola et al., 2020).

Comparative Insights

Comparative insights from regional and Western contexts reinforce the significance of examining personality–culture fit among primary school educators. Studies from Indonesia show that teachers' personality traits strongly influence collaboration, organizational citizenship behaviour, and responsiveness to leadership, particularly within collectivist and hierarchical school systems where supportive and bureaucratic cultures tend to dominate (Alwi et al., 2021; Sabilah, 2024). Research in China similarly demonstrates that personality traits predict teachers' adaptability to instructional reforms and digital innovation, with open-minded and conscientious educators showing greater alignment with progressive, innovation-oriented school cultures encouraged by national modernization policies (Liu et al., 2025). In contrast, findings from Western contexts, where school structures are generally less hierarchical, emphasize individual autonomy and professional agency, linking personality–culture fit to teacher retention, job satisfaction, and instructional creativity (Hatlevik, 2024; Kristof-Brown et al., 2023). These cross-cultural patterns demonstrate that while personality influences organizational engagement globally, the degree and expression of this influence vary according to cultural expectations, leadership norms, and policy environments. This study extends this body of work by showing how Malaysian primary school educators display distinct personality–culture alignment patterns, highlighting the need for context-sensitive approaches to teacher placement, leadership design, and professional development.

Implications for Leadership and Policy

The findings sharpen a P–O fit perspective for schools. The concept of person–organization (P–O) fit suggests that culture is not merely an environmental backdrop to teacher performance; rather, it actively shapes teachers' experiences and outcomes (Bauer et al., 2021). Meta-analytic studies have shown that person–environment fit is a substantial predictor of job satisfaction and intention to remain in a position (Lipscomb et al., 2021). The models of this study suggest similar dynamics in schools and specify which teacher profiles are most at risk of misfit in each cultural regime. Practically, leaders should differentiate roles and supports: (a) structure-seeking teachers (Types 1/5/6) can anchor quality assurance and policy enactment; (b) innovation-oriented teachers (Types 3/4/7/8) can lead piloting and scaling of digital or competency-based pedagogies; and (c) relationship-centric teachers (Types 2/6/9) can strengthen PLC facilitation and student well-being initiatives. By crafting personalized professional learning opportunities that align with the unique cultural priorities outlined in educational policies, schools can improve both teacher experiences and organizational coherence (Burge et al., 2021). This strategic alignment not only enhances investment in teacher development but also promotes an inclusive culture where every teacher feels valued and supported. Moving forward, policy should mirror this differentiation via personalized professional learning that aligns with the cultural priorities of the Malaysia Education Blueprint and the Digital Education Policy (MOE, 2023), thereby improving both teacher experience and system coherence.

E-ISSN: 3083-9491

Theoretical and Practical Contributions

The study contributes a novel integration of the Enneagram with Wallach's culture dimensions, empirically mapping personality clusters to culture preferences and advancing a testable mechanism for culture formation at the staff level. It positions culture change as both structural (policies, routines) and dispositional (aggregate personality mix), echoing Schein's (2004) multilevel views and Fullan's (2020) insistence that deep change couples cultural meaning with professional learning designs. For practitioners, the contribution is a diagnostic use case, where leaders can read their staff's personality-culture topology, anticipate hotspots of misfit, and design targeted interventions (team composition, coaching modalities, decision-rights) that increase cultural alignment without defaulting to one-size-fits-all scripts. Figure 1 shows the personality–culture fit and organizes the three clusters of organizational culture (Bureaucratic, Innovative, Supportive) with their corresponding Enneagram types.

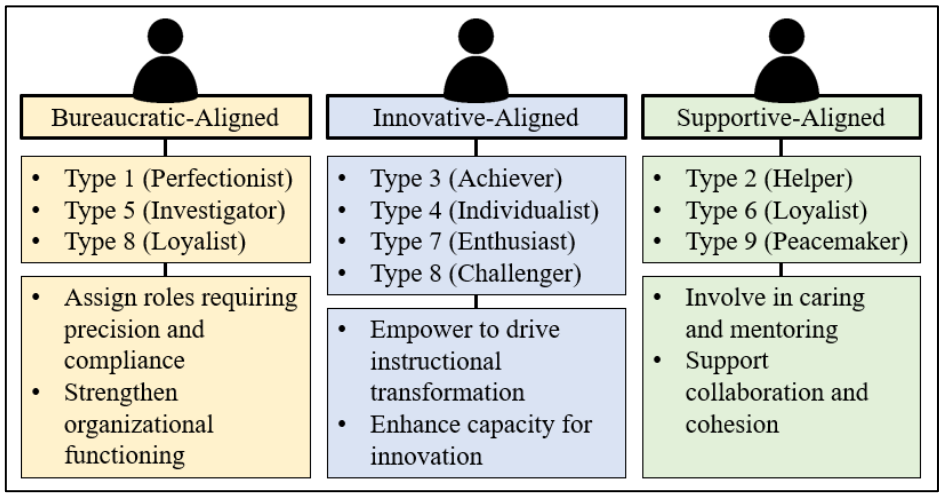

Figure 1. The personality–culture fit and three clusters of organizational culture with their corresponding Enneagram types.

The findings of this study offer important insights into how personality–culture fit can inform strategic teacher placement and enhance workplace effectiveness in Malaysian primary schools. The three personality clusters identified, which are bureaucratic-aligned, innovative-aligned, and supportive-aligned, demonstrate that teachers' dispositional tendencies are not uniformly distributed across school environments (Karaduman & Çetin, 2024; Eva et al., 2025). Educators with Type 1 (Perfectionist), Type 5 (Investigator), and Type 6 (Loyalist) profiles align more closely with bureaucratic cultures that prioritize structure, standard procedures, and administrative consistency (Wallach, 1983; Altınok, 2021). These individuals tend to thrive in roles that require precision, compliance, data management, and curriculum coordination. School leaders may therefore assign them responsibilities such as assessment documentation, policy implementation, or quality assurance tasks, where their attention to detail and reliability strengthen organizational functioning (Goh et al., 2023).

In contrast, teachers with Type 3 (Achiever), Type 4 (Individualist), Type 7 (Enthusiast), and Type 8 (Challenger) personalities showed stronger alignment with innovative school cultures. These teachers typically excel in dynamic, creative, and future-oriented environments, making them valuable contributors to digital integration initiatives, STEM projects, or pedagogical innovation teams (Eva et al., 2025; Law et al., 2025). Leadership

E-ISSN: 3083-9491

strategies that empower these teachers, such as giving them autonomy in lesson design, involving them in pilot programmes, and positioning them as innovation champions, can accelerate school-level instructional transformation. Professional development that focuses on project-based learning, design thinking, and technology-enhanced pedagogy further enhances their capacity to drive innovation (Adams & Lok, 2022).

Educators with Type 2 (Helper), Type 6 (Loyalist), and Type 9 (Peacemaker) demonstrated stronger alignment with supportive cultures, reflecting dispositions that prioritize interpersonal trust, collaboration, and emotional stability (Selvaraja et al., 2023; Mohamad Zain & Shaffiee, 2023). These educators are well-suited for roles involving caring, mentoring, and facilitation of PLCs. They can serve as peer coaches, committee facilitators, or heads of well-being initiatives. Strengthening their role within structured collaboration frameworks, for example, PLC cycles focused on co-planning, peer observation, and reflective dialogue, supports both teacher morale and school-wide cohesion (Tai & Omar, 2021). For leadership, ensuring high psychological safety and relational trust is essential for sustaining the engagement of these profiles.

In summary, these implications highlight the importance of a differentiated leadership approach that recognizes the interplay between personality traits and cultural expectations. Rather than adopting a one-size-fits-all model of teacher deployment, school leaders can leverage personality–culture fit to place teachers in roles that maximize their strengths and minimize cultural misfit (Karaduman & Çetin, 2024; Eva et al., 2025). This approach not only enhances teacher effectiveness but also contributes to stronger organizational culture, higher job satisfaction, and more coherent school improvement efforts (Goh et al., 2023; Law et al., 2025).

Suggestions of Actionable Strategies

To translate these implications into actionable leadership practices, several actionable strategies could be implemented. First, data-driven teacher deployment or placement allows school leaders to place educators in roles and environments that best align with their personality profiles, ensuring stronger engagement, reduced burnout, and improved classroom performance (Saniron et al., 2025; Abdullah et al., 2024). Such placement can be supported by systematic personality assessments, staff profiling exercises, and annual cultural audits. Second, personality-informed leadership coaching can help school leaders adapt their communication, expectations, and support mechanisms to the differing needs of teachers, acknowledging that individuals vary in their motivation, response to change, and preferred work structures (Halliwell et al., 2023; Collins et al., 2025). This approach not only enhances leadership effectiveness but also minimizes conflict and fosters a psychologically safe workplace (Shahid & Din, 2021; Mat Zin et al., 2023). Third, strategic team composition planning enables balanced instructional teams by pairing teachers with complementary strengths, for example, combining innovative thinkers with detail-oriented and relationally strong colleagues, to promote creativity, consistency, and collaborative cohesion within PLCs and grade-level teams (Hendrickx et al., 2025; Nguyen et al., 2024). These strategies collectively support differentiated leadership practices that align with teacher dispositions and organizational culture, fostering sustainable school improvement and teacher well-being (Thien & Liu, 2024). Figure 2 presents the alignment between Enneagram personality traits, organizational culture preferences, suitable teacher roles, and leadership strategies. Personality

E-ISSN: 3083-9491

traits shape teachers' preferred cultural environments (bureaucratic, innovative, or supportive), which in turn inform the types of school roles in which they are most effective. Leaders can leverage this alignment through data-driven teacher deployment, personality-informed coaching, and intentional team composition planning.

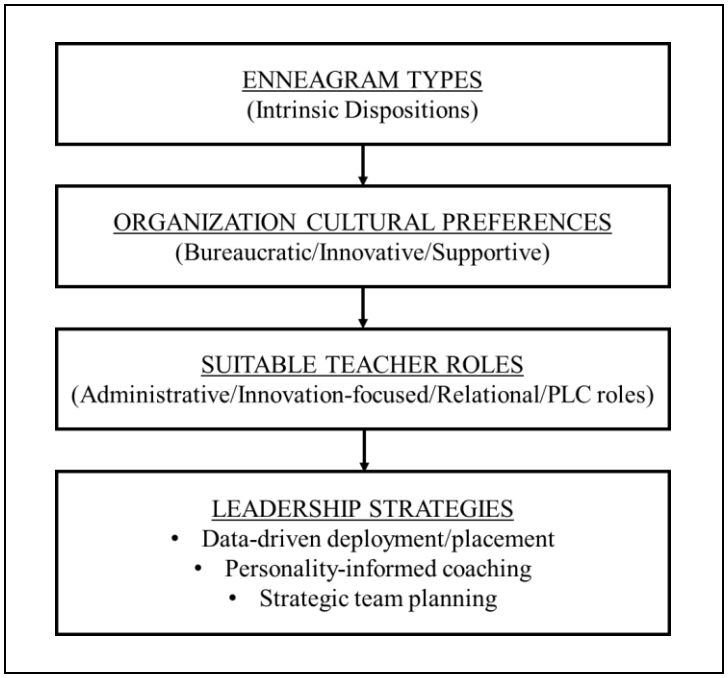

Figure 2. Alignment of personality traits, organizational culture preferences, and leadership strategies.

Limitations and Future Directions

While cross-sectional modeling limits causal inference, the size and clarity of the effects justify longitudinal and experimental follow-ups, for example, tracking how targeted PLC supports shift culture preferences by personality subgroup. Future work should examine boundary conditions, which are school size, leadership style, and community, and incorporate objective instructional or achievement indicators to triangulate culture preference with classroom practice and outcomes. Embedding these inquiries in ongoing system reforms, for example, the Malaysia Education Blueprint (2013-2025) and Digital Policy, would maximize external validity and policy relevance.

CONCLUSION

This study provides critical empirical insights into the interrelationship between personality traits and organizational culture preferences among Malaysian primary school educators by integrating the EPT and Wallach's (1983) Organizational Culture Index within a unified analytical framework. The findings reveal three distinctive patterns of personality–culture alignment that deepen our understanding of educators' organizational engagement. Teachers with Type 1 (Perfectionist), Type 5 (Investigator), and Type 6 (Loyalist) profiles demonstrated stronger alignment with Bureaucratic cultures, underscoring their preference for structured

E-ISSN: 3083-9491

policies, procedural clarity, and predictable routines that support instructional and administrative consistency. In contrast, educators with Type 3 (Achiever), Type 4 (Individualist), Type 7 (Enthusiast), and Type 8 (Challenger) profiles showed greater affinity toward Innovative cultures, reflecting their orientation toward creativity, experimentation, and adaptive pedagogical practices that promote dynamic teaching and learning environments. Meanwhile, educators with Type 2 (Helper), Type 6 (Loyalist), and Type 9 (Peacemaker) profiles were more closely aligned with Supportive cultures, highlighting the centrality of collaboration, collegiality, and interpersonal trust in fostering collective engagement and teacher well-being.

These results highlight the significant predictive power of personality traits in shaping cultural preferences (R^2 = .46 to .58), making critical contributions to the theoretical discourse on person–organization (P–O) fit in educational settings. Theoretically, this study extends existing P–O fit frameworks by demonstrating that educators' personality profiles are not only determinants of individual behaviors but also key drivers of school culture orientations. Practically, the findings provide actionable implications for school leadership and policymaking. First, adaptive leadership strategies are essential for aligning organizational practices with educators' dominant personality traits, thereby fostering stronger engagement and cultural cohesion. Second, personalized professional development pathways should be designed to leverage personality profiles, enabling differentiated training that builds innovation readiness, strengthens collaborative capacity, and balances structural expectations. Finally, balanced cultural ecosystems should be cultivated by integrating bureaucratic efficiency, innovative pedagogy, and supportive collaboration to accommodate diverse educator needs and sustain overall school effectiveness. Furthermore, the study highlights the pivotal role of PLCs and digital education initiatives in shaping supportive and innovative school cultures, consistent with the priorities of the Malaysia Education Blueprint (2013–2025) (MOE, 2013) and the Digital Education Policy (MOE, 2023). By recognizing and responding to the diversity of educators' personality-driven cultural preferences, school leaders can develop inclusive strategies that enhance teacher well-being, instructional quality, and organizational transformation.

Despite its contributions, this study acknowledges certain limitations. The cross-sectional research design restricts causal inferences, and the focus on a selected sample of Malaysian primary schools limits the broader generalizability of findings. Future research should adopt longitudinal designs to investigate how personality–culture dynamics evolve and integrate qualitative inquiry to capture deeper insights into educators' lived experiences. Comparative studies across different educational levels, regions, and cultural contexts are also recommended to enrich the applicability and robustness of the findings. In conclusion, this study advances a comprehensive theoretical understanding of the interplay between teacher personality and organizational culture within primary education while offering practical frameworks to guide leadership, professional development, and policy formulation. By fostering personality-aware organizational strategies, schools can create culturally aligned, innovative, and collaborative environments that empower educators, strengthen professional identity, and enhance student learning outcomes.

E-ISSN: 3083-9491

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