

# The Role of Teachers' Digital Leadership and Personality Types in Enhancing the Academic Performance of Visual Communication

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## ABSTRACT

The role of teachers' digital leadership and personality traits in enhancing student academic performance is increasingly recognized, particularly in creative fields like visual communication education. This study aims to explore how teachers' digital leadership influences student outcomes and how personality traits contribute to a conducive learning environment. A systematic literature review (SLR) was conducted, analyzing 12 peer-reviewed studies published between 2015 and 2023. These 12 studies were selected based on their relevance, credibility, and alignment with the research objectives, as well as the inclusion criteria of focusing on digital leadership, personality traits, and student performance. The findings reveal that effective digital leadership improves student engagement, creativity, and digital literacy, while openness, extraversion, and emotional stability positively impact classroom dynamics and student motivation. The study recommends professional development programs for digital leadership and emotional resilience training for teachers. The findings have implications for curriculum design and teacher training. However, the study is limited by its reliance on secondary data and the evolving nature of educational technology. Future research should explore empirical case studies and interdisciplinary approaches.

**Keywords:** Digital Leadership, Personality Traits, Visual Communication, Student Engagement, Educational Technology.

## INTRODUCTION

In recent years, technology has significantly affected teaching and learning and the importance of learning has surged recently for digital leadership in education. Now more than ever, as with visual communication-related disciplines, the integration of digital tools can enrich the learning experience and the achievement of academic performance for students. Digital leadership is the ability of educators to develop, use, and deploy digital and emerging technologies in their teaching and learning in ways that maximise the opportunity digital space brings to experience, learn from, and produce in new ways. Also, educators' personality traits, such as openness to experience, extraversion and conscientiousness affect how the educators teach, how they manage the classroom, and ultimately the learning environment (Bakker & Demerouti, 2017). These traits can significantly influence how teachers interact with students, how they manage the dynamics of the classroom, and in general, how they can support creative learning in areas such as visual communication, which necessitate good skills with both technical and creative expression. The purpose of this study is to investigate whether teachers' digital leadership along with their personality types affected students in creating visual communication programmes with a strong focus on creativity and visual literacy.

At the moment, education is evolving extremely rapidly as a result of the use of a wide variety of digital

technology. As a field, visual communication heavily relies on digital tools to produce, circulate, and analyse descriptions, designs, and multisensory comprehension of information through imagery, design, and multimedia (Sullivan, 2017). Internally, the role of the teachers is of the greatest importance in forming digital leaders, be that they would teach students how to make the best use of these tools or to get ready towards the world of digital that we live in now (Trust & Hollowrecks, 2019). If teachers are equipped with effective digital leadership skills, they will be able to employ technology in instructional activities that would foster student engagement, creativity, and academic excellence. At the same time, teachers' personality traits like extraversion, conscientiousness and openness to experience, influence their teaching styles and effectiveness (Bakker, Demerouti, 2017). It is readily apparent in creative fields such as visual communication where students must learn to balance their technical skills with artistic expression that the mere presence of a positive and supportive learning environment is a necessity for student success. Furthermore, a combination of these two could have an added impact on the student's performance, if the teacher's personality characteristic is compatible with the requirements of creative teaching. Yet, little research has been undertaken to investigate the effects that digital leadership and personality traits have on student outcomes when it comes to visual communication education, thereby creating a sizable void in areas of the literature.

### **Problem Statement**

Digital leadership and personality traits as factors in educational settings are already well documented (Saruji et al., 2017; Hargreaves & Fullan, 2015) but there is little known of how these factors influence student performance in visual communication programmes. However, digital leadership in education (Trust, 2017) and the study of personality traits in teaching (Bakker & Demerouti, 2017); have been mostly dedicated to the general teachings without consideration of the particularities and the needs and characteristics involved in the teaching of visual communication. This situation is disconcerting because it does not bring research covering these two aspects to visual communication education, which makes the relation between those two and their role in the creative development and academic success of students less clear. Unless one understands how digital leadership and personality traits interact, institutions may fail to take advantage of learning opportunities in the creative disciplines to optimise the teaching practises that simultaneously serve students' learning outcomes.

### **Aims and Objectives**

This study aims to discover the role of teachers' digital leadership as well as teachers' personality types in promoting the academic performance of visual communication courses students. The primary objectives are as follows:

To explore how teachers' digital leadership practices influence the academic performance of students in visual communication courses.

To investigate the relationship between teachers' personality types and their effectiveness in fostering a conducive learning environment for students in visual communication.

To examine the combined impact of digital leadership and personality traits on student academic outcomes in visual communication.

### **Significance of the Study**

This study's significance is related to its potential to inform both academic theory and educational practice. The study can shed light on how we can optimise our teaching towards creative disciplines by uncovering the impact of teachers' digital leadership and personality types on students' performance in visual communication. By making this research available, educators and institutions can build targeted professional development programmes to strengthen the digital competency as well as interpersonal skills of teachers. The findings can also be placed in the discussion of how a personalized teaching approach that, for example, compounds both technological competence and personality traits to the benefit of better learning outcomes is feasible, especially in fields that require both technical and creative learning.

## **LITERATURE REVIEW**

In recent times, digital leadership and the integration of personality traits in the educational setting are increasingly caught up in discussions. As digital technology has grown and this technology is being introduced with the teaching, the role of the teacher changes from that of the knowledge provider to that of the guide for survival in a technologically supported environment. Furthermore, it has been found that the personality type of a teacher impacts the effectiveness of his or her teaching approach. This literature review explores previous work on how digital leadership and personality types affect student outcomes, especially in Visual Communication

Education.

### **The Role of Teachers' Digital Leadership in Enhancing Student Academic Performance in Visual Communication**

Digital leadership is the ability of educators to make full use of digital tools and platforms to achieve improvement in outcomes in teaching and learning (Riveros, 2015). And since technology is becoming increasingly important in education, the role of digital leadership in influencing how students learn does as well. Given the importance of teachers' digital leadership in visual communication, a field that heavily relies on digital media, it is clear that digital leadership plays a crucial role. Research also suggests that the use of technology in the teachers' practice not only helps to increase the engagement of students but also creates appropriate learning environments for the development of critical digital literacy skills (Ertmer & Ottenbreit-Leftwich, 2010).

The focus should remain on digital leadership practices and their role in enhancing teaching and learning in visual communication. It has been studied that teachers who are digitally literate and comfortable with these tools can increase student engagement, promote collaboration, and encourage hands-on learning (Sullivan, 2017). Furthermore, digital leadership is more than using technology but also how it is infused into pedagogical practice. A study by Ng (2015), for example, shows that teachers who actively guide students through the use of digital tools by providing, more or less explicit, tutorials on digital tools, offering constructive feedback on digital projects, or prodding the use of an online collaborative platform, can greatly improve students' performance by making digital tools more attractive and less threatening.

Additionally, digital leadership also includes building a positive digital culture in which students can play, collaborate and innovate. Teachers who can actively provide instruction by modelling digital problem-solving, online discussion, and an enabling environment for digital experimentation can have a direct positive effect on student's academic success (Karakose et al., 2023). In terms of visual communications, such leadership is key in facilitating students to simultaneously develop technical proficiency and creative skills in the field of visual design, using digital tools. However, this dual development can be greatly accelerated through good digital leadership.

### **The Role of Teachers' Personality Types in Fostering a Conducive Learning Environment for Visual Communication Students**

Teachers' personality traits have, of course, long been regarded as an important factor in the relative success of teachers as educators. According to research in educational psychology, certain personality traits influence how teachers should relate to their students and the overall working environment (Eysenck, 2012). They influence the teacher-student relationship, classroom dynamics and consequently student learning outcomes (Bakker & Demerouti, 2017). Given the importance of creativity and the development of technical skills in visual communication education, it can be argued that teachers' personalities are more critical than usual in helping to impart those skills. For example, teachers with high openness to experience are more likely to react by fostering students' imaginative thoughts and experimenting with a variety of visual techniques (Costa & McCrae, 2004). For instance, extraverted teachers might create a more dynamic, interactive learning environment by encouraging discussions, working in groups, etc. These are important components in visual communication education (Bakker and Demerouti, 2017).

Usually organised, reliable, and possess goal orientation, such conscientious teachers have a propensity to set structured learning environments which helps students understand what will be expected and by when (Bakker & Demerouti, 2017). In fields such as visual communication, deadlines and attention to detail are highly important, and such environments can be especially helpful. Teachers who are emotionally stable and agreeable can also establish an environment that is supportive and empathetic and encourages students' confidence and risk-taking crucial to creative pursuits (Kim Jörg & Klassen, 2019). It can directly affect the students' engagement and success in academics when a teacher's personality is compatible with the requirements of visual communication education. Warm and approachable teachers, who love and enjoy whatever subject they teach are the most ideal teachers to motivate students, especially in Subjects that demand creativity and dexterity as well as technicality. Additionally, teachers with superior interpersonal skills might be capable of building more student-teacher relations which, due to personalised support and guidance, can result in better student performance (Hargreaves & Fullan, 2015).

Research on the intersection between personality traits and digital leadership in education is in its infancy, and no research has been conducted on which personality traits may affect teachers' digital leadership capability. Digital leadership, i.e., the capability to incorporate and employ digital instruments for managing instruction and studying, is key in any current instruction, especially in the location of visual conversation. However, the literature often neglects the relationship between the personality traits of a teacher and their efficiency as a digital leader. Bakker and Demerouti (2017), in research in educational psychology, report that personality traits such as extraversion, conscientiousness, and openness to experience, influence how a teacher communicates with

students and forms the classroom environment. However, do teachers with certain personality traits exhibit better digital leadership skills and, if so, how can that relationship appear in visual communication education? This question has not been well explored and investigating such a connexion could assist in determining how to optimise digital leadership in classrooms that depend as much on creativity and technology.

### **Theoretical Framework**

Two main theoretical perspectives are utilized in this study namely, the Technology Acceptance Model (TAM) and the Big Five Personality Traits theory.

Davis (1989) proposes that the Technology Acceptance Model (TAM) states that ease of use and usefulness perceptions are determinants of the users' attitudes toward the technology. Within the teaching context, this model proposes that the greater the perceived usefulness and ease of use of digital tools, the higher the likelihood they will be used in teaching practice. Therefore, the model can contribute to explaining how teachers' digital leadership behaviours are determined by perceptions of technology's potential to boost students' learning outcomes, in particular in visual communication. Teachers more likely to adopt and promote digital tools will also invoke student engagement and performance.

The Big Five Personality Traits theory (Costa & McCrae, 2004) states that most of us have five major personality categories that influence the way we behave and socialise: openness to experience, conscientiousness, extroversion, agreeableness, and emotional stability. Through this, teachers' personalities have the potential to influence their pedagogical practises and their relationship with the students. High-openness teachers may promote creativity and exploration in visual communication and high conscientiousness teachers may help ground the learning so that academic success might take place.

More specifically, the Big Five Personality Traits, openness, conscientiousness, extraversion, agreement, and emotional stability, as are generally believed to have a link with the ability to teach in the classroom, have been suggested to be more strongly associated with classroom management and student engagement (Eysenck, 2012). Yet, the likely roles of such traits in helping develop digital leadership in education contexts are not well understood. Trust and Horrocks (2019) suggested that extraversion might enhance the use of interactive teaching methods and involvement in digital platforms, and openness to new experiences may bring teachers open to the application of digital tools into practice. Notwithstanding the associations, no clear evidence has been demonstrated of how these traits relate to the effectiveness of digital leadership. Actual study is required to acknowledge to what extent teachers' character conduct bears to their aptitude to lead digitally, particularly in inventive fields for instance visual communication, where both specialised proficiency and inventive abilities are basic.

Based on these theories, it is suggested that digital leadership behaviours of teachers and teacher personality traits play crucial roles in shaping the learning experience and the academic performance of students, in particular, in the field of visual communication that is creative.

### **Literature Gap**

Although there is a rich pool of information regarding the link between digital leadership and personality traits in education and how these two factors interact, there is a significant shortage of literature focusing on this matter from the perspective of visual communication education. Previous studies have analysed digital leadership's contribution to the improvement of the practices of general teaching (Riveros, 2015) and how personality types impact the effectiveness of a teacher (Bakker & Demerouti, 2017), but they did not deal with the combination of both elements under the study of the impact on student academic performance in creative disciplines. Furthermore, most of the previous research on digital leadership is strongly centred around larger educational enterprises or general academic areas, but it is rarely applied to the specific requirements and characteristics of creativity in visual communication. The case of visual communication education which heavily incorporates both digital tools and creative expression makes it a great opportunity for exploring how digital leadership can be effectively embedded in teaching practice for better learning outcomes for students.

For example, although the relationship between personality traits and teaching effectiveness has been demonstrated, very little is known about how certain personality traits affect the academic achievement of students practising visual communication. This intersection could be a good topic for research to help educators and institutions understand how to optimise teaching in a creative discipline. In general, this study intends to close the gaps by investigating how teachers' digital leadership, and personality types in tandem influence students' performance in the practice of visual communication. The findings will help to further understand the factors that affect students' success in this area

## METHODOLOGY

The research methodology of this study includes research design, search techniques, database selection, inclusion-exclusion criteria, PRISMA framework, data analysis methods and measures of reliability and validity. Because of the nature of the study, we undertook a qualitative and systematic literature review, to not only analyse and synthesise existing literature on teachers' digital leadership traits and their effect on student academic performance but to also discuss both from the contextual perspective.

### Research Method and Design

To understand the role of teachers in the use of digital leadership and personality traits in improving students' academic performance in visual communication, a qualitative research method with SLR (systematic literature review) design was employed. Therefore, a qualitative SLR method was used to make an in-depth analysis of available studies, trends mentioned in it, gaps, and insights that contribute to the research objectives (Snyder, 2019).

A systematic literature review was performed according to PRISMA (Preferred Reporting Items for Systematic Review and Meta-analysis) guidelines to make the work transparent and reproducible (Page et al., 2021). The chosen inclusion and exclusion criteria were applied to the study, in which relevant research articles were identified, screened, and selected from peer-reviewed sources. Through the synthesis of results from numerous studies, this method provided a holistic view of the effects of digital leadership and personality traits in the education of visual language.

### Searching Techniques

A structured search strategy was developed to make sure that the relevant literature was found. Using keyword combinations and Boolean operators in various academic databases, the search was conducted.

#### Keyword Searching and Boolean Operators

To identify available studies, a list of keywords was constructed based on the two research objectives in **Table 1**.

**Table 1.** Keywords for Each Research Objective

Research Objective (RO)	Keywords Used
<b>RO1:</b> To explore how teachers' digital leadership practices influence the academic performance of students in visual communication courses.	"Teachers' digital leadership," "Technology in visual communication education," "Impact of digital tools on student performance," "Technology-enhanced learning in design," "Educational leadership and student outcomes"
<b>RO2:</b> To investigate the relationship between teachers' personality types and their effectiveness in fostering a conducive learning environment for students in visual communication.	"Teachers' personality traits," "Big Five personality and teaching effectiveness," "Creativity and personality in education," "Student engagement and teacher personality," "Visual communication and pedagogy"

To refine the search, Boolean operators were applied to ensure comprehensive yet focused results in **Table 2**.

**Table 2.** Boolean Operators for Search Query Formation

Boolean Operators Used	Search Query
AND	"Teachers' digital leadership" AND "student performance"
OR	"Big Five personality" OR "teacher personality traits"
NOT	"Digital leadership" NOT "corporate leadership"
" (Quotation Marks)	"Visual Communication Education"
* (Wildcard)	"Teach*" (retrieves "teaching," "teachers")

#### Database Selection

High-quality sources were utilised from a selection of reputable databases as shown in **Table 3**. They chose these databases because they involve education, psychology, and digital learning.

**Table 3.** Selected Databases

Database	Reason for Selection
Scopus	High-impact journal coverage, including educational research.
Web of Science	Comprehensive indexing of education and psychology studies.
ERIC (Education Resources Information Centre)	Specialized database for educational research.
Google Scholar	Broad access to peer-reviewed articles and conference papers.
SpringerLink	Provides access to high-quality research in education and digital pedagogy.

### Inclusion and Exclusion Criteria

To restrict the articles that were included to only relevant and good-quality articles, the following inclusion and exclusion criteria were implemented as shown in **Table 4**.

**Table 4.** Inclusion and Exclusion Criteria

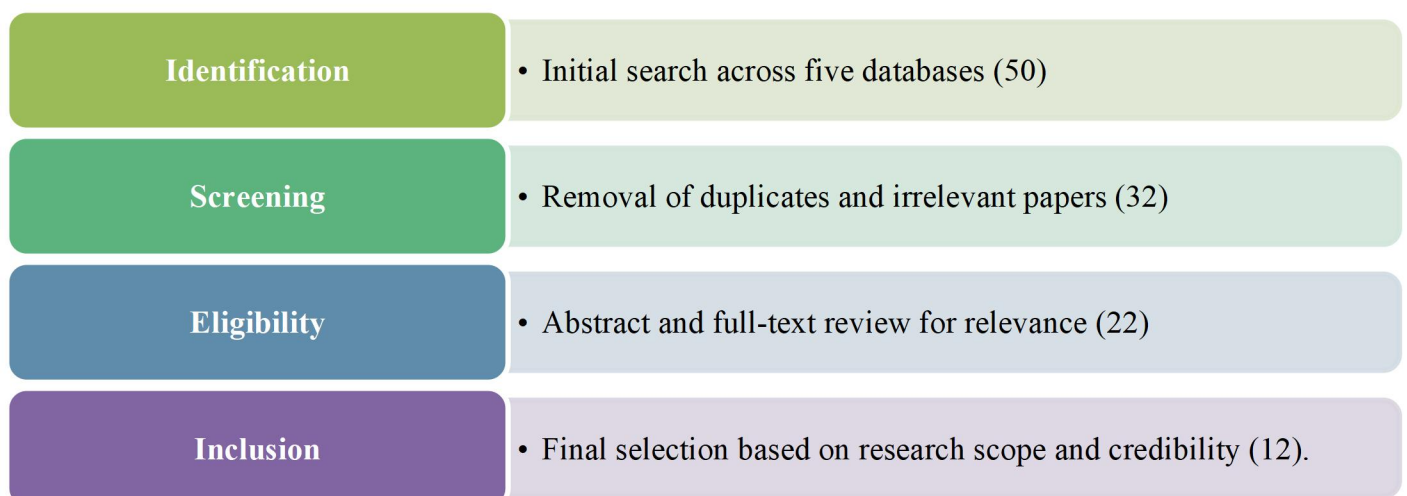
Criteria	Inclusion	Exclusion
Year	From 2015 onward	Before 2015
Language	English	Non-English
Article Type	Peer-reviewed journal articles, conference papers	Book chapters, dissertations, non-peer-reviewed sources
Relevance	Focuses on digital leadership, personality traits, and student performance in visual communication	Studies unrelated to education or visual communication

### PRISMA Framework

The PRISMA framework was used to systematically document the selection process as depicted in **Table 5** and **Figure 1**.

**Table 5.** PRISMA Framework for Study Selection

Stage	Description	Number of Papers
Identification	Initial search across five databases.	50
Screening	Removal of duplicates and irrelevant papers.	32
Eligibility	Abstract and full-text review for relevance.	22
Inclusion	Final selection based on research scope and credibility.	12

**Figure 1.** Flowchart

First, 50 articles were retrieved from a variety of databases. 32 studies were shortlisted after the removal of

duplicates and irrelevant papers. This was then further reduced by the screening of abstracts and full texts, to 22 articles, and 12 high-quality studies were finally selected for inclusion based on direct relevance to the research objectives.

### Data Analysis Method

The selected literature was used to analyse and categorize findings using a thematic analysis approach. The objective of the research was the identification of key themes in **Table 6**.

**Table 6.** Key Themes for Each Research Objective

Research Objective	Key Themes Identified
<b>RO1:</b> Teachers' digital leadership and academic performance	1. Integration of digital tools in teaching practices 2. Digital mentoring and student engagement
<b>RO2:</b> Teachers' personality types and conducive learning environments	1. Influence of openness and extraversion on creative learning 2. Emotional stability and its role in student-teacher interactions

The theme for RO1 says that teachers who integrate digital tools actively and mentor digitally indeed improve student learning results. In the case of RO2, studies show how certain personality traits promote creativity (e.g., openness, extraversion) and emotional stability (i.e., learning environment).

### Reliability and Validity

To ensure the credibility of this systematic literature review, several measures were taken to enhance reliability and validity:

#### Reliability

Predefined keywords and Boolean operators were used for a systematic search generation to ensure that consistent literature selection was used (Gough, Thomas & Oliver, 2017).

This study followed the PRISMA guidelines, and so the methodology was transparent and replicable.

To minimise selection bias, cross-checked selected articles with a second reviewer to keep inter-coder agreement.

#### Validity

This was done by using established frameworks (TAM and Big Five Personality Theory) to conduct the literature selection for construct validity.

To ensure the content validity, only peer-reviewed journal articles were used from reputable databases (Scopus, Web of Science, ERIC).

By including a variety of studies within multiple educational contexts, such generalizability was added to strengthen external validity.

This study pursues a systematic literature review which ensures the study is reliable and valid, examining the role of teachers' digital leadership and personality traits in improving student academic performance in visual communication using thematic analysis and the rigorous inclusion-exclusion criteria.

## RESULTS

In this section, the analysis of selected papers is based on the research objective (RO) 'To investigate how teachers' digital leadership practise to the academic performance of students in a visual communication course.' The analysis is considered in two sub-sections, the integration of digital tools in providing the teaching practice and digital mentoring and student engagement.

### Teachers' Digital Leadership and Academic Performance

#### Integration of Digital Tools in Teaching Practices

Teaching is becoming a highly integrated process of digital tools in today's education. Looking at how teachers perceive, execute, and influence pupil learning through digital technology, the reviewed studies consider.

**Table 7.** Key Findings on Integration of Digital Tools in Teaching Practices

Study Reference	Aims and Objectives	Research Methods Used	Data Analysis Results	Conclusion
Roussinos & Jimoyiannis (2019)	Examine teachers' perceptions of TPACK and contextual factors affecting digital tool adoption.	Survey of primary education teachers.	Teachers with strong TPACK awareness effectively use digital tools; school support and training are key factors in technology adoption.	Professional development and institutional support are crucial for effective technology integration.
Trust (2017)	Investigate how pre-service teachers develop digital leadership and technology integration skills.	A qualitative study of teacher training programs.	Early exposure to digital tools and collaboration improves technology adoption in classrooms.	Teachers must shift from traditional to technology-driven teaching to enhance student engagement.
Hew et al. (2019)	Examine the theoretical foundations of digital tool integration in education.	Systematic literature review of educational technology studies.	Most studies lack theoretical grounding, focusing on practical applications instead.	Training and pedagogical alignment are essential for effective technology use in education.

**Table 7** shows key findings on integration of digital tools in teaching practices. Roussinos and Jimoyiannis (2019) analysed that teachers' perceptions of technological pedagogical content knowledge (TPACK) and the influence of different educational factors on digital tool integration were addressed. But, according to their study, teachers knowing about TPACK improved how they use digital resources, as they use them more effectively in engaging students and helping them to learn. Particularly, the study demonstrated the significance of school support, and professional development in the adoption of digital technologies. Trust (2017) investigated the development of digital competency among pre-service teachers and the redefinition of the learning experience through technology. What they found was that giving teachers earlier exposure to digital tools and collaborative learning environments increases their confidence in using technology and improves student outcomes. This found that teachers needed to move from the traditional approaches to teaching to the use of technology to stimulate student engagement and learning.

In a theoretical foundation of educational technology research, Hew et al. (2019) noticed that there is a low level of studies involved in theoretical frameworks and most concentrated in the area of introducing practical implementation. The study showed that for the effective integration of technology, teachers need to be trained on what is pedagogically acceptable. According to them, the most successful integration of digital tools on the part of teachers depends on the degree to which teachers can link technology to instructional goals.

Overall, these studies are consistent with the finding that teacher digital leadership and the ability of teachers to integrate digital tools do matter a great deal to student learning in visual communication. Nevertheless, there are several gaps in the practical and efficient implementation of technology: institutional support, as well as teacher training and pedagogical alignment..

#### Digital Mentoring and Student Engagement

Digital mentoring has become the key strategy in engaging students and increasing academic performance. Subsequently, the selected studies demonstrate different approaches to mentoring such as peer mentoring, online communities and professional learning networks.

**Table 8.** Key Findings on Digital Mentoring and Student Engagement

Study Reference	Aims and Objectives	Research Methods Used	Data Analysis Results	Conclusion
Bianchi (2020)	Investigate the impact of digital engagement strategies on learning.	Case study analysis of social media and online engagement in learning.	eWOM and online communities enhance student collaboration and engagement.	Interactive digital environments significantly improve student motivation and learning outcomes.

Study Reference	Aims and Objectives	Research Methods Used	Data Analysis Results	Conclusion
Abdel-Hafez (2021)	Examine the role of hybrid peer mentoring in digital literacy development.	Experimental study with control and experimental groups.	Peer-mentored students showed better digital literacy and engagement than non-mentored students.	Mentorship programs embedded in digital learning improve student performance and confidence.
Trust, Krutka, & Carpenter (2016)	Explore the impact of Professional Learning Networks (PLNs) on teachers and students.	Survey and interviews with teachers in online PLNs.	Teachers who engage in PLNs adopt innovative digital teaching methods, enhancing student engagement.	Collaboration through PLNs enhances digital mentoring and student learning outcomes.

**Table 8** shows key findings on digital mentoring and student engagement. In their recent review included in Bianchi (2020), they were interested in looking at the strategies of digital engagement, in particular the influence of electronic word of mouth (eWOM) on the learning experiences. This study investigated whether digital mentoring via online communities is more beneficial in terms of improving student collaboration and motivation. Besides this, it also emphasizes that students are more likely to engage in learning when the teachers design interactive and digitally rich environments. In hybrid peer mentoring experienced students guide their peers in the development of digital literacy, Abdelhafez (2021). The study showed that students who had peer mentorship did much better in their digital literacy tasks, and thus peer mentorship is crucial in digital learning. In addition, students stated they had more confidence and were more engaged to the extent that digital mentoring was embedded into the curriculum.

A third exploration by Trust, Krutka, and Carpenter (2016) included Pro Learning Networks (PLNs) and their influence on teachers' and student's participation. Trips found that teachers involved in online professional networks were more likely than others to use innovations that engage students. Specifically, the study claimed that partnerships foster student learning outcomes including collaborative learning environments and shared digital resources. Looking at the results from this collection of studies, collectively, may we conclude that coupling digital mentoring with students positively impacts their engagement, within collaboration, confidence, and in interactive learning environments. However, structured mentoring programmes, the availability of resources, and the teachers' involvement are key to the success of digital mentoring.

### Teachers' Personality Types and Conducive Learning Environments

This section reports our analysis of the selected papers from the research objective (RO) To study the relationship between teachers' personality types and their influence towards building a conducive learning environment for learners in visual communication. The remainder of the analysis is then split into two sub-sections that examine the impact of openness and the trait of extraversion on creative learning and emotional stability's role in student-teacher interactions.

#### Influence of Openness and Extraversion on Creative Learning

Visualisation is also an essential component of visual communication education in which students need to create new and artistic thoughts and expressions. In the reviewed studies, the role of openness to experience and extraversion is investigated during creativity enhancement in educational settings.

**Table 9.** Key Findings on the Influence of Openness and Extraversion on Creative Learning

Study Reference	Aims and Objectives	Research Methods Used	Data Analysis Results	Conclusion
Kaufman et al. (2016)	Examine how openness to experience and intellect predict creativity in arts and sciences.	Quantitative study using personality assessments and creative achievement metrics.	Openness is strongly linked to artistic creativity, while intellect predicts scientific creativity.	Teachers high in openness can better support artistic creativity in visual communication with students.

Study Reference	Aims and Objectives	Research Methods Used	Data Analysis Results	Conclusion
Zare & Flinchbaugh (2019)	Analyze the relationship between Big Five traits, creativity, and student voice behaviour.	Meta-analysis of studies on personality and creativity.	Openness and extraversion positively correlate with creativity and classroom engagement.	Teachers who are extraverted and open create interactive learning environments that foster student creativity.
Oleynick et al. (2017)	Explore openness/intellect as the core trait of the creative personality.	Personality and creativity assessment study.	Openness fosters curiosity, experimentation, and unconventional thinking.	Teachers high in openness encourage risk-taking and creative exploration among students

**Table 9** shows key findings on the influence of openness and extraversion on creative learning. In this case, Kaufman et al. (2016) examined whether creatives who were and were not open to experience and intellect had creative achievement in both arts and science. The study found that openness is a strong predictor of creative art, while intellect lacks creative science. This implies that if teachers in this area are open to a learning environment that receives a creative approach, they may find it easier to be teachers who promote a creative approach for the students. In Big Five personality traits and creativity and voice behaviour, Zare and Flinchbaugh (2019) perform a meta-analysis. In their findings, they found that extraversion and openness both positively correlated with creativity and that extraverted teachers will be more likely to encourage student participation and discussion. This also indicates that those teachers with these personality characteristics create interactive and interesting classrooms, helping the students in the creative field.

Oleynick et al. (2017) further investigate the core nature of the creative personality by showing that openness/intellect is the major trait linked with creativity. According to their study, openness in teachers leads to the promotion of curiosity, experimentation, and imaginative thinking, all very crucial to visual communication education. Furthermore, these teachers are more likely to assist teachers in making innovative gambling and trying out unusual thoughts. Taken together these studies show that openness and extraversion are important for the creativity and engagement of the students, and in particular that they matter when teachers are more open and extraverted. Educators with such traits can create an environment to foster innovative learning and artistic expression with the use of visual storytelling.

#### Emotional Stability and its Role in Student-Teacher Interactions

Emotional stability is a factor in the formation of student-teacher relationships and establishing a good learning atmosphere. The reviewed studies examine the impact of teachers' emotional instability on a student's engagement, performance in academics, and the general classroom atmosphere.

**Table 10.** Key Findings on Emotional Stability and Student-Teacher Interactions

Study Reference	Aims and Objectives	Research Methods Used	Data Analysis Results	Conclusion
Liu et al. (2022)	Investigate the link between teachers' job burnout and personality traits.	Meta-analysis of studies on burnout and Big Five traits.	Higher emotional stability reduces teacher burnout, leading to better student interactions.	Emotionally stable teachers provide consistent support and guidance, improving student outcomes.

Study Reference	Aims and Objectives	Research Methods Used	Data Analysis Results	Conclusion
Kamboj & Garg (2021)	Examine teachers' psychological well-being and emotional intelligence.	Survey-based quantitative study.	Teachers with high emotional stability create motivating, supportive learning environments.	Emotionally stable teachers enhance student confidence, motivation, and engagement.
Mahler et al. (2018)	Explore the impact of teachers' intrinsic motivation on student academic achievement.	Quantitative study analyzing student performance and teacher motivation.	Teachers with high emotional stability and motivation foster better student performance.	Emotionally resilient teachers contribute to structured, engaging, and creative classrooms.

**Table 10** shows key findings on emotional stability and student-teacher interactions. Liu et al. (2022): conducted a meta-analysis concerning the Big Five personality traits and teachers' job burnout. Teachers with high emotional stability also reported lower burnout and stress than those with low emotional stability which allows them to generate positive interaction with students, something their study aimed to suppose. It is particularly important in visual communication education, on the part of the student, where they need emotional support and constructive feedback to develop their creative skills. Kamboj and Garg (2021) studied the relationship between teachers' well-being of mind with emotional intelligence and resilience. As a result, emotionally stable teachers, through their study, create a more supportive and motivating learning environment. Emotionally stable teachers led to greater engagement, better academic performance, and greater confidence in the creative ability of their students.

Mahler et al. (2018) investigated the correlation between teacher's intrinsic motivation and the student academic achievement. Teachers with high emotional stability intrinsically motivate their students and therefore produce a higher student performance. Also, they found that emotionally stable teachers can handle classroom challenges more effectively and to a greater extent, resulting in a more structured and interesting learning environment. The implications of this study indicate that teachers in visual communication should have emotional stability. The educators who maintain emotional balance and the ability to build resilience enable them to offer better support for the students to manage creative challenges and build confidence in their work.

Results from this SLR support that teachers in visual communication education are likely to lead students in becoming engaged, as well as in obtaining higher grades, when the teacher is considered a digital leader. Using digital tools in learning improves learning but mentorship programs enhance student engagement and confidence. Future research would seek to develop structured training of teachers for both creative education fields and also mentorship models. This analysis shows that the personality traits of teachers are major factors in the learning environment of the educational area in visual communication. Open-mindedness and extraversion lead to teachers creating creative classrooms, whereas emotionally stable teachers are in more standard positions and are always motivating. It is particularly important to do future research on the long-term effects of these personality traits on their students' success and creative development.

## DISCUSSION

The findings of this study indicate the importance of personality traits and digital leadership of teachers in enhancing the academic performance of students in visual communication. This part discusses the results per the literature review and offers practical recommendations for making educational practises in the creative disciplines better.

### The Role of Teachers' Digital Leadership in Enhancing Academic Performance

The findings of this study indicate that the teachers' digital leadership greatly affects students' learning experience in visual communication education. A literature review was focused on the fact that the integration of digital tools in teaching practises properly increases the student's engagement and performance (Ertmer &

Ottensbreit-Leftwich, 2019; Trust 2017). This is supported by the SLR findings, which show that a teacher when incorporating digital technologies into his instructional approach, enhances her students' digital literacy and creative skills. This also confirms to some extent Hew et al. (2019) who stated that the integration of technology should be done effectively and with a strong theoretical foundation in training the teacher. Overall, SLR findings confirmed that teacher training, school support and pedagogical alignment are necessary conditions for digital tool adoption in visual communication courses. In addition, the study likewise demonstrated that the role of digital mentoring has an important influence on student engagement, matching with the reminder of Bianchi (2020) and Abdelhafez (2021) which presents peer mentoring and professional learning networks (PLNs). The findings suggest that structured mentorship and interactive learning facilitated by teachers lead students to be more motivated, to collaborate and to become digitally confident (Trust, Krutka, & Carpenter, 2016).

### **The Role of Teachers' Personality Traits in Fostering a Conducive Learning Environment**

The results of the study confirm that teachers' personalities especially their openness and extraversion positively influence creative learning. This is consistent with the literature where Kaufman et al. (2016) and Zare and Flinchbaugh (2019) noted that openness to experience and extraversion promote students' creativity and classroom engagement. Results of the SLR show that teachers who are open-minded to new experiences are more intuitive to experiment and try something new in artistic fields, meaning that they are more efficient in teaching the disciplines of visual communication. Likewise, student-teacher interactions were found to be maintained in a positive state only if the teacher is emotionally stable which corresponds with the work of Liu et al. (2022), and Kamboj and Garg (2021). This research proves that emotionally stable teachers decrease classroom stress, boost the confidence of the students, and motivate the students. This echoes Mahler et al. (2018), who viewed teachers' emotional resilience as promoting positive student learning environments systematically and with character.

### **Practical Recommendations**

Based on the findings, recommendations that can improve the effectiveness of teaching and student engagement in visual communication education are proposed. One would be beneficial in establishing a peer mentorship system and Professional Learning Networks (PLNs). Short Digital Mentorship Programmes based on student collaboration and the acquisition of the skills of digital literacy can offer students the opportunity to learn from themselves by employing technology, in practical terms. Second, these programmes would benefit teachers by creating a more collaborative learning environment which is important in those fields where creativity and digital tools operate, such as fields of visual communication.

It also recommends enriching teacher recruitment and training programmes with personality-based teaching strategies. Institutional incorporation of personality assessments into the hiring process can allow them to select educators with trait openness and extraversion. The traits are associated with the capacity to develop engaging, creative and supportive learning environments, which are significant in visual communication education. Teaching with these traits will make teachers more apt to create a dynamic classroom environment in which students can explore new ideas and take creative risks.

Finally, teachers should be provided with emotional resilience training. Emotional Intelligence (Emotional IQ) workshops and mental health support programmes should be offered to institutions for stress management and to prevent burnout for teachers. Emotionally resilient teachers are more prepared to prop up the proverbial wall of a stable and supportive classroom environment, which is vital for the well-being and learning of students. Additionally, these programmes would make teachers feel motivated and effective in implementing the role of the teacher and helping their students effectively so that they can be able to give the needed guidance and support to their students; particularly in creative fields that can be emotionally challenging. These strategies would not only enhance the teaching practice but would also result in the development of a more inclusive supportive and engaging learning space for the students in the educational curriculum of visual communication.

## **CONCLUSION**

This research investigated the functions played by the digital leadership of the teachers and their personality traits in students' academic performance within the Education of Visual Communication. The results demonstrate that the existence of good digital leadership and personality traits helps to create a favourable learning atmosphere that helps students engage, Create, and succeed in academics. Previous research (Ertmer & Ottensbreit-Leftwich, 2019; Trust, 2017) was aligned with the finding that integration of this technology as a digital tool was a key driver for student engagement. Also, digital mentoring especially peer mentoring and professional learning networks (PLNs) considerably increased student motivation and digital literacy (Bianchi, 2020; Abdelhafez, 2021). Based on personality traits, it was confirmed that openness to experience and extraversion can

positively influence creative learning (Kaufman et al., 2016; Zare & Flinchbaugh, 2019). Additionally, it was found that emotional stability in student-teacher interactions was an important factor in decreasing stress and increasing motivation (Liu et al., 2022; Mahler et al., 2018).

### **Limitations of the Study**

While this study provides valuable insights, it has several limitations:

**Minimal Scope of Research Methods:** The research methods came in the form of a systematic literature review (SLR), so no empirical data was collected from teachers or students. Further quantitative surveys and qualitative interviews would serve further.

**The Focus on Higher Education:** The findings are applicable in higher education visual communication programmes and may not generalise completely to secondary or vocational education settings.

**Lack of Cultural Consideration:** Almost all the studies reviewed were from the Western and Asian contexts. Future research should be devoted to educational settings of different cultures to understand how cultural differences impact digital leadership and personality effects on learning.

**Continuously Changing Digital Technologies:** The digital tools currently available as well as the mentoring strategies used will change rapidly with the rapidity of the evolution of educational technology, which in turn changes the effectiveness of ongoing research.

### **Future Research Directions**

To address these limitations and build upon the findings, future research should explore:

**Direct Impact of Digital Leadership on Academic Performance:** Conducting case studies, teacher interviews, and student surveys to assess this particular aspect of digital leadership behaviour (designed as empirical studies).

**Longitudinal Personality Studies:** Study how teachers' personality traits change over time as well as how personality traits affect learning at each academic level.

**Teachers with Different Disciplines Interdisciplinary Teaching Approaches:** A reflection on how teachers from different disciplines work together to teach the unit of digital and personality-driven pedagogy in the field of visual communication education.

Future research can increase in depth into the way the changing role of teachers' digital leadership and personality traits supplements teachers to continue to stay at the forefront of education, innovative, engaging, and able to respond to ongoing advancements in technology.

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