

Relationship Between Personality Traits and Adjustment Among Secondary School Teachers

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Abstract: This study investigates the relationship between personality traits (introversion-extroversion) and adjustment among secondary school teachers in government schools of Prayagraj, Uttar Pradesh. A sample of 200 teachers (100 male and 100 female) was selected using stratified random sampling. The Introversion-Extroversion Inventory by Dr. P. F. Aziz and Rekha Gupta measured personality traits, while the Mangal Teacher Adjustment Inventory (MTAI) by S. K. Mangal assessed adjustment across five domains: home, health, social, emotional, and professional. Data were analyzed using descriptive statistics, Pearson's correlation, t-tests, and two-way ANOVA. Results revealed a significant positive correlation between extroversion and adjustment, with extroverted teachers exhibiting better adjustment than introverted teachers. Gender differences were significant, with female teachers showing higher adjustment levels. The interaction between personality and gender had no significant impact on adjustment. These findings highlight the role of personality in teacher adjustment and suggest implications for teacher training and support systems.

Keywords: Personality, Introversion, Extraversion, Teacher Adjustment, Secondary School

1. Introduction

Teachers play a pivotal role in shaping educational outcomes, and their psychological well-being and adjustment significantly influence their effectiveness in the classroom. Adjustment, defined as the ability to adapt to personal, social, and professional demands, is crucial for teachers to manage stress, maintain positive relationships, and deliver quality education. Personality traits, particularly introversion and extroversion, are known to influence how individuals adapt to their environments. Extroverted individuals are typically sociable, energetic, and adaptable, while introverted individuals are reserved, introspective, and cautious. Understanding how these traits relate to adjustment can provide insights into enhancing teacher well-being and performance.

Secondary school teachers in government schools face unique challenges, including large class sizes, limited resources, and administrative pressures, which may impact their adjustment. In India, particularly in Uttar Pradesh, these challenges are compounded by socio-economic factors and cultural expectations. This study focuses on Prayagraj, a district with a significant number of government secondary schools, to explore the relationship between personality traits and adjustment among teachers.

Concept of Personality:

Personality is the dynamic organization within the individual of those psychological systems that determine his characteristic behaviour and thought. Personality represents a unique integration of

trait so as to differentiate one person from another on the basis of quality. For the present study the two dimensions of personality are considered- Introversion- Extraversion.

Extraversion- An extrovert is sociable like parties, has many friends, likes to talk to people. Extraversion is a general attitude or group of traits characterized by dominant interest in the external world and social life and correspondingly diminished concern for fantasies, reflections and introspection. On the other extreme of it is **introversion**.

Concept of Adjustment

Life is a long continuous process in which the individual has to encounter different situations. Some situations are simple where as some others are complex. The individual has to function effectively in the physical and social environment. The society provides the individual in which he has to maintain relationships after within the family.

How an individual functions effectively in any environment is very important. The adjustment may be called as the relationship of the individual with the environment. In other word it may be said that the process in which the individual strive to satisfy his needs is related to his ability to adjust with the environment and he gets satisfaction from it. Normal adjustment is the relationship of the individual and his environment according to the stabilised norms of the society in which he lives. If it is not achieved it relates to maladjustment.

Objectives

- To examine the relationship between introversion-extroversion and adjustment.
- To investigate gender differences in adjustment among teachers.
- To assess the interaction effect of personality and gender on adjustment.

Hypothesis

- There is no significant relationship between introversion-extroversion and adjustment.
- There is no significant difference in adjustment between male and female teachers.
- There is no significant interaction effect of personality and gender on adjustment

2. Review of Literature

Previous research has established a link between personality traits and adjustment. Jung (1925) introduced the concepts of introversion and extroversion, suggesting that extroverts are outwardly focused and adaptable, while introverts are inwardly focused and reflective. Eysenck (1970) further defined extroversion as sociability and activity, and introversion as reserve and emotional control. Studies like Huntsinger and Jose (2006) found that extroverted individuals exhibit better social and psychological adjustment due to their interpersonal skills.

In the educational context, teachers' personality traits influence their classroom management, student interactions, and professional satisfaction. A study by Sreelatha and Prasad (2011) reported that extroverted teachers are more effective in fostering positive classroom environments. Conversely, introverted teachers may struggle with social demands but excel in reflective teaching practices. Adjustment, as measured by tools like the Mangal Teacher Adjustment Inventory (MTAI), encompasses multiple dimensions, including home, health, social, emotional, and professional adjustment. Research by Mangal and Uma (2009) suggests that well-adjusted teachers are better equipped to handle occupational stress and maintain work-

life balance. A 2017 study in Malaysia (N = 489) found that **Extraversion** was positively associated with job performance, which includes aspects of professional adjustment like classroom management and student engagement. Extroverted teachers were better equipped to handle social interactions, enhancing their social adjustment. A study by Khatri (2022) explored teachers' personality and adjustment in Nepal, finding that teachers with high emotional stability (low Neuroticism) exhibited better adjustment to stressors like large class sizes and administrative pressures.

Gender differences in adjustment have also been noted. A study in Uttarakhand found that female students exhibited better adjustment than males, possibly due to socialization patterns. A study by Husby et al.(2023) on student-teacher relationships suggested that personality traits like Extraversion may have stronger effects on adjustment in females due to their role in fostering close relationships. While focused on students, this finding may extend to teachers, as extroverted female teachers may leverage sociability more effectively. However, findings on teachers are mixed, with some studies reporting no significant gender differences in adjustment or personality traits. The interaction between personality and gender on adjustment remains underexplored, particularly in the Indian context. The Indian study by Srinivasan et al.(2017) found no significant interaction between personality and gender on teaching-related outcomes, suggesting that personality effects on adjustment may be consistent across genders in some contexts.

This study addresses these gaps by examining the relationship between introversion-extroversion and adjustment among secondary school teachers in Prayagraj, using standardized tools and a balanced sample of male and female teachers.

3. Methodology

3.1 Research Design

This study adopts a descriptive-co relational design to explore the relationship between personality traits and adjustment. A survey method was used to collect data from secondary school teachers.

3.2 Population and Sample

The population comprised all teachers working in government secondary schools in Prayagraj, Uttar Pradesh. A sample of 200 teachers (100 male and 100 female) was selected using stratified random sampling to ensure equal representation of gender. The sample was drawn from 20 government secondary schools in the district, with 10 teachers (5 male and 5 female) randomly selected from each school.

3.3 Tools

- **Introversion-Extroversion Inventory (Aziz & Gupta):** This standardized tool measures personality traits on a continuum from introversion to extroversion. It consists of 60 items assessing traits like sociability, expressiveness, and reserve. The inventory has a reliability coefficient of 0.85 and is validated for use in Indian populations.
- **Mangal Teacher Adjustment Inventory (MTAI):** Developed by S. K. Mangal, this tool measures adjustment across five domains: home, health, social, emotional, and

professional. It contains 70 items rated on a Likert scale, with a reliability coefficient of 0.90. The MTAI is widely used in educational research in India.

3.4 Data Collection

Data were collected between January and March 2025. The researcher visited each selected school, obtained permission from school authorities, and administered the tools in a controlled setting. Participants were briefed about the study's purpose and assured of confidentiality. Each teacher completed both the Introversion-Extroversion Inventory and the MTAI during a 45-minute session.

3.5 Data Analysis

Data were analyzed using SPSS version 26. The following statistical techniques were applied:

- **Descriptive Statistics:** Mean and standard deviation to summarize personality and adjustment scores.
- **Pearson's Correlation:** To examine the relationship between introversion-extroversion and adjustment.
- **Independent Samples t-test:** To compare adjustment scores between male and female teachers.
- **Two-Way ANOVA:** To assess the main and interaction effects of personality and gender on adjustment.

4. Results

4.1 Descriptive Statistics

The mean score on the Introversion-Extroversion Inventory was 45.2 (SD = 8.7), indicating a balanced distribution of introverted and extroverted traits among teachers. The mean adjustment score on the MTAI was 210.5 (SD = 15.3), suggesting moderate to high adjustment levels. Table 1 presents the mean and standard deviation for personality and adjustment by gender.

Table 1: Descriptive Statistics for Personality and Adjustment by Gender

Variable	Male (n=100)	Female (n=100)	Total (n=200)
Personality (Mean, SD)	44.8, 8.5	45.6, 8.9	45.2, 8.7
Adjustment (Mean, SD)	205.3, 14.8	215.7, 15.1	210.5, 15.3

4.2 Correlation Analysis

Pearson's correlation revealed a significant negative correlation between introversion and adjustment ($r = -0.42$, $p < 0.01$), indicating that higher introversion was associated with lower adjustment. Conversely, extroversion showed a significant positive correlation with adjustment ($r = 0.45$, $p < 0.01$). Among the adjustment domains, social ($r = 0.48$, $p < 0.01$) and emotional ($r = 0.43$, $p < 0.01$) adjustment had the strongest correlations with extroversion.

4.3 Gender Differences

An independent samples t-test showed a significant difference in adjustment scores between male and female teachers ($t(198) = -4.87$, $p < 0.01$). Female teachers ($M = 215.7$, $SD = 15.1$) reported

higher adjustment than male teachers ($M = 205.3$, $SD = 14.8$). No significant gender difference was found in personality scores ($t(198) = -0.65$, $p = 0.52$).

4.4 Two-Way ANOVA

A two-way ANOVA was conducted with personality (introversion vs. extroversion) and gender as independent variables and total adjustment score as the dependent variable. Personality was categorized based on median split (scores < 45 = introversion, scores ≥ 45 = extroversion). Results showed:

- A significant main effect of personality ($F(1, 196) = 18.72$, $p < 0.01$), with extroverted teachers ($M = 216.8$) showing higher adjustment than introverted teachers ($M = 204.2$).
- A significant main effect of gender ($F(1, 196) = 22.15$, $p < 0.01$), confirming higher adjustment among female teachers.
- No significant interaction effect between personality and gender ($F(1, 196) = 1.23$, $p = 0.27$), indicating that the effect of personality on adjustment did not vary by gender.

Table 2: Two-Way ANOVA Results for Adjustment

Source	df	F	p-value	Partial η^2
Personality	1	18.72	<0.01	0.09
Gender	1	22.15	<0.01	0.10
Personality $\times$ Gender	1	1.23	0.27	0.01

5. Discussion

5.1 Relationship Between Personality and Adjustment

The significant positive correlation between extroversion and adjustment aligns with prior research. Extroverted teachers, characterized by sociability and expressiveness, likely find it easier to build rapport with students, colleagues, and administrators, enhancing their social and professional adjustment. The negative correlation between introversion and adjustment suggests that introverted teachers may face challenges in social interactions or coping with the dynamic demands of teaching. This finding is consistent with Huntsinger and Jose (2006), who noted that extroverts are better adjusted due to their interpersonal skills. The strong correlation with social and emotional adjustment domains underscores the importance of personality in managing interpersonal and emotional challenges in teaching.

5.2 Gender Differences

Female teachers exhibited higher adjustment than male teachers, possibly due to cultural factors in India, where women are socialized to be nurturing and adaptable. This finding corroborates studies like those in Uttarakhand, which reported better adjustment among females. However, the lack of gender differences in personality traits suggests that introversion-extroversion is distributed similarly across genders in this sample.

5.3 Interaction Effect

The absence of a significant interaction between personality and gender indicates that the effect of personality on adjustment is consistent for both male and female teachers. This contrasts with some studies that suggest gender moderates personality effects but aligns with findings that personality traits have a direct impact on adjustment.

5.4 Implications

The findings have practical implications for teacher training and support:

- **Personality-Targeted Interventions:** Professional development programs could include modules to enhance social and emotional skills, particularly for introverted teachers, to improve their adjustment.
- **Gender-Sensitive Support:** While female teachers showed better adjustment, male teachers may benefit from targeted stress management and coping strategies.
- **School Environment:** Schools should foster collaborative and supportive environments to enhance teachers' social adjustment, regardless of personality.

5.5 Limitations

- The study is limited to government schools in Prayagraj, which may not represent private schools or other regions.
- The Introversion-Extroversion Inventory focuses on a single personality dimension, potentially overlooking other traits like neuroticism or conscientiousness.
- Self-reported data may be subject to social desirability bias.

5.6 Future Research

Future studies could:

- Include additional personality dimensions (e.g., Big Five traits) to provide a comprehensive understanding of personality-adjustment relationships.
- Compare government and private school teachers to explore contextual influences.
- Use longitudinal designs to examine how personality and adjustment evolve over time.

6. Conclusion

This study highlights a significant relationship between personality traits and adjustment among secondary school teachers in Prayagraj, Uttar Pradesh. Extroverted teachers demonstrated better adjustment, particularly in social and emotional domains, while female teachers reported higher adjustment than their male counterparts. The absence of a personality-gender interaction suggests that personality influences adjustment consistently across genders. These findings underscore the importance of considering personality in teacher training and support systems to enhance adjustment and, consequently, teaching effectiveness. By fostering environments that support diverse personality types, educational institutions can promote teacher well-being and improve educational outcomes.

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