

A Study of Personality of Secondary School Teachers in Relation to their Occupational Attainment**Ms. Kavita*****Dr. Umender Malik******(Research Scholar, Department of Education, Maharshi Dayanand University, Rohtak)****Kavitamor007@gmail.com*****(Associate Professor, Department of Education, Maharshi Dayanand University, Rohtak)****Umendermalik.edu@mdurohtak.ac.in******Abstract**

The evolving landscape of the 21st century demands that secondary school teachers develop not only academic competencies but also perpetual personality that influence their workplace balance, career achievement and relevant performance in their occupation. This study examined the relationship between personality as conceptualized within the personality inventory- and occupational attainment among secondary school educators.

By using stratified random sampling, the researcher selected a sample of 600 secondary school teachers from NCR Delhi region for the current study. To assess personality, the investigator used the Personality Introversion-Extroversion Inventory (I.E.I) by P.F. Aziz & Rekha Gupta (2009), while occupational attainment was measured with the Teacher's Occupational Attainment Scale developed by Umender Malik & Kavita (2026). Present study was endeavored to explore the relationship between occupational attainment and personality to determine difference in occupational attainment in secondary school teachers.

The results of the study revealed that there is a significant difference in occupational attainment between teachers with introversion and extroversion personality traits ($t=-6.847$, $p<0.01$). Teachers with extroversion personality traits ($M=147.12$, $SD=17.23$) showed significantly higher occupational attainment compared to teachers with introversion personality traits ($M=136.42$, $SD=19.34$). The correlation analysis reveals a moderate positive significant correlation ($r=0.487$, $p<0.01$) between occupational attainment and personality of secondary school teachers. The coefficient of determination ($r^2=0.237$) indicates that approximately 23.7% of the variance in occupational attainment can be explained by personality traits. This positive correlation suggests that teachers with extroverted personality traits tend to have higher occupational attainment compared to those with introverted traits. These findings have substantial implications for school educators, educational policymakers, and curriculum designers invested in fostering professional achievement in school educators.

Keywords: Personality, Occupational Attainment, Secondary School Teachers, Professional Achievement

Introduction

Rapid technological changes, globalization, digitalization, educational reforms and growing focus on competency-based learning have resulted in unprecedented transformation of the educational landscape of the twenty-first century. The result has been a dramatic broadening of the scope of teachers beyond direct instruction to teacher mentoring, collaboration, innovation, curriculum adaptation and continuous professional development. Thus, secondary school teachers must show not only content knowledge and teaching skill but also the personality traits needed to adapt appropriately in complex educational contexts. Here, the psychological characteristics of teachers have emerged as one of the important determinants of professional effectiveness and career.

Personality traits are one of the most important psychological characteristics that influence occupational behaviour and have received considerable attention in research on learning and organizational behaviour. Major life events change attitudes and behaviour that take many years to become habitual, while personality traits are patterns of cognition, emotion, and behaviour that help determine how we sense situations, interact with others, respond to challenges in our lives and carry out the duties of employment. Most contemporary trait theories maintain that personality functions as a stable predictor of workplace behaviour, in part because it influences interpersonal dynamics, decision-making thresholds, motivational tendencies and styles or layers of emotional regulation and support for effective leadership with the right balance over development.

Simultaneously, professional achievement have long been demonstrated that personality traits influenced their work responsibilities, cognitive processing styles, motivational orientation and socio-emotional regulation- all of which are germane to occupation related behavior. The Big Five model of personality, comprising Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism (McCrae & Costa, 1987), provides a psychometrically robust framework for investigating individual differences in occupational choice, job performance, and career adaptability (Judge et al., 1999; Lounsbury et al., 2005).

Closely associated with professional achievement is the concept of **occupational attainment**, which refers to the level of professional success achieved by an individual throughout his or her career. Occupational attainment encompasses promotions, administrative responsibilities, leadership positions, professional recognition, career satisfaction, and overall professional status. In educational settings, occupational attainment represents not only career advancement but also the recognition of teachers' competence, commitment, and contributions to educational excellence. Consequently, identifying the

psychological factors associated with occupational attainment has become an important area of educational and organizational research.

A meaningful relationship was investigated between personality traits and occupational attainment because both involve work-life balance, managerial behavior, self-regulation among secondary school educators. Educators with extroversion personality may reveal clear goals, greater decision-making ability, leadership behavior, and strong vocational preparedness. The educators with introversion personality influence their communication style, interpersonal relationship, adaptability and occupational attainment. Against this background, a critical examination into the relationship between personality traits and occupational achievement among secondary school educators assumes significant importance. Such type of study will provide valuable insight professional achievement depends not only on instructional knowledge and academic qualification but also on the compatible personality traits and occupational requirements.

Review of Literature

Ramil S. Bulilan (2023) conducted the study revealed that teachers' have higher professional attainment were more competent in delivering instruction through advanced pedagogical methods. Based on research, it has been determined that occupational attainment significantly influenced by skill ability, professional knowledge, decision-making ability and favorably attitude towards relevant occupation affects the professional achievement.

Andresen & Stapf (2023) conducted a study on career success which was influenced by different socio-economic factors such as occupational background, work behavior and cultural history of individuals. The purpose of the study was to critical examining the relationship between career success and social origin. The study revealed that individuals have high skill ability, leadership quality, managerial behavior and self-regulation were more competent in their occupations which leads to higher occupational attainment.

Jumarengn (2021) investigated the possibility of a connection between pupils' academic success and their introverted or extroverted personalities. Data analysts use SPSS version 25 to acquire descriptive statistics, linearity, normalcy, and person product-moment correlation. A significance level of 0.05 was applied. The research's conclusions indicate that while extroverted personality is not significantly correlated with academic

achievement ($r=0.120$), introverted personality is considerably correlated with academic accomplishment in the high category ($r=0.749$). The personality of the introverted student is far better than The study found that extroverts achieve academic success at the university level.

Wei (2020) Introversion was found to reduce the psychological impact of COVID-19-related situational changes based on outcome measures spanning cognitive, psychosocial, and affective dimensions. Numerous demographic variables influence COVID-19; related mental health conditions were also examined. A total of 114 individuals filled out introversion questionnaires and indicated their level of introversion. Loneliness, anxiety, sadness, and cognitive deficits brought on by COVID-19 shifts in the situation. Higher levels of loneliness were found to be associated with introversion. Although there are some changes, there are no cognitive issues. One of the demographic factors that predicted a higher severity of mental health disorders linked to COVID-19 was cohabitation.

Research Gap

Although recent studies demonstrate that personality are significant contributors of occupational performance, leadership, and professional success across different occupations. However, limited empirical evidence exists regarding the influence of **introversion and extroversion personality traits** on the **occupational attainment of secondary school educators**, particularly in India. Therefore, the present study seeks to address this gap by examining the relationship between personality and occupational attainment.

Significance of the Study

Understanding the personality antecedents of occupational attainment has direct practical implications. School counselors may utilize personality profiling to identify educators with heightened professional decision-making vulnerability, thereby enabling targeted interventions. Curriculum designers can embed trait-congruent career education modules that harness educators' dominant personality dispositions. This investigation becomes valuable because it provide evidence how personality traits affects professional achievement among secondary school educators. The outcomes of present study will be useful for educators, vocation professionals, and policy makers in designing programs that promote both effective work behavior and occupational success. This research may also contribute to the existing body of knowledge in occupational achievement and vocational psychology. Moreover, it holds theoretical as well as practical significance for improving occupational careers and vocational guidance in secondary school education.

Objective of the Study

- To study the relationship between occupational attainment and personality of secondary school teachers.

Hypothesis of the Study

H₀ : There is no significant relationship between occupational attainment and personality of secondary school teachers.

Research Methodology

Current research was conducted using the **Ex-post Facto method**, as it was considered for investigating the relationship between personality traits and occupational attainment among secondary school teachers. This research method enables the researcher to find the probable cause and observe the effects of variables. In present study, the population comprised **all secondary school teachers of Delhi NCR region**. From this population, a sample of **600 secondary school teachers** was selected through the **stratified random sampling technique** to ensure the reliability and validity of the study. To collect data, two standardized tools were used in the present study. To measure **personality**, the **Personality Inventory** developed by **P. F. Aziz and Rekha Gupta (2009)**, was used. To assess **occupational attainment**, the **Teachers' Occupational Attainment Scale** developed by **Umender Malik & Kavita (2026)** was used. To analyze and interpretation of data, various statistical techniques like **Mean, SD Pearson's Product Moment Correlation** was used to examine the relationship between occupational attainment and personality of secondary school teachers.

Analysis and Interpretation of Data

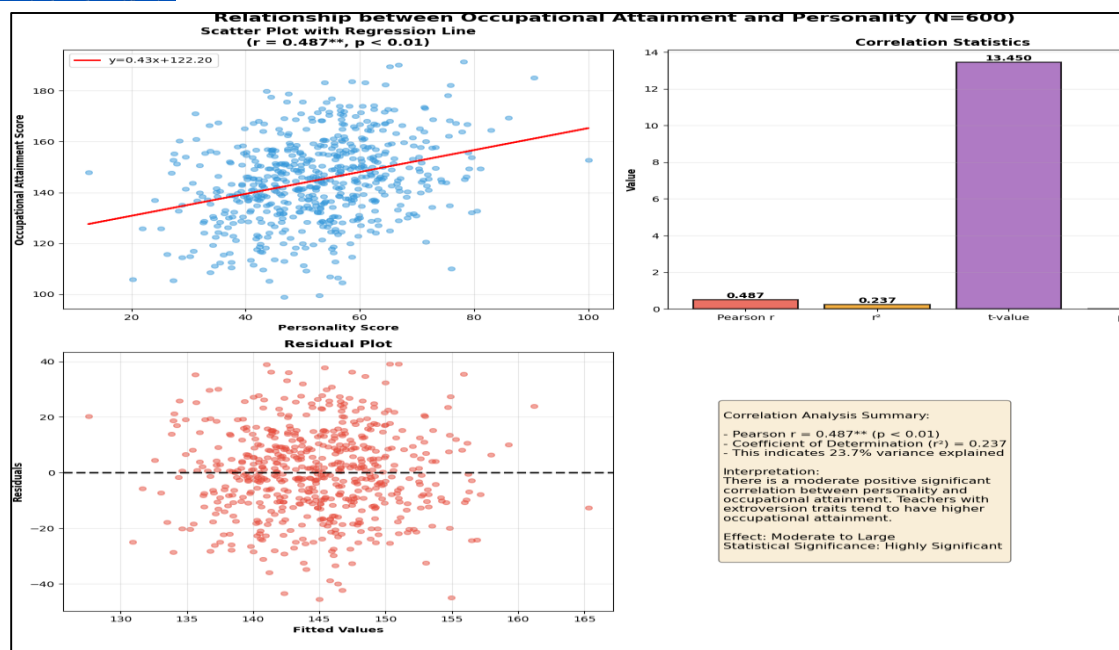
Objective: To study the relationship between occupational attainment and personality of secondary school teachers

Pearson's Product Moment Correlation was computed to examine the relationship between occupational attainment and personality of secondary school teachers.

Table 1: Correlation between Occupational Attainment and Personality (N=600)

Variables	N	R	r ²	Interpretation
Occupational Attainment & Personality	600	0.487**	0.237	Moderate Positive Correlation

**Correlation is significant at the 0.01 level



Interpretation:

The correlation analysis reveals a moderate positive significant correlation ($r=0.487$, $p<0.01$) between occupational attainment and personality of secondary school teachers. The coefficient of determination ($r^2=0.237$) indicates that approximately 23.7% of the variance in occupational attainment can be explained by personality traits. Therefore,

Hypothesis is rejected.

Discussion of Findings

Based on the comprehensive analysis of data collected from 600 secondary school teachers, the following key findings emerged: Teachers with extroversion personality traits demonstrate significantly higher occupational attainment compared to teachers with introversion traits. It also suggests that extroverted teachers tend to have better occupational attainment, possibly due to their better social interaction skills, networking abilities, and proactive approach in professional settings. This pattern is consistent across both male and female teachers, indicating that personality effects transcend gender boundaries. Personality shows a moderate positive correlation with occupational attainment. This positive correlation suggests that teachers with extroverted personality traits tend to have higher occupational attainment compared to those with introverted traits. Extroversion characteristics such as sociability, assertiveness, enthusiasm, and outgoing nature contribute positively to professional success in teaching.

Suggestions for Further Research

This investigation unfolds diverse possibilities for future research in professional development and occupational attainment of secondary and higher education. Comparable investigation may be conducted on samples drawn from different grades, strata's, culture and economic background to universalize secondary school education. Furthermore researchers may also extend this investigation to other educational, vocational and occupational levels

in order to examine whether the relationship between personality and occupational attainment varies across development groups and learning stages. More studies may be conducted including variables such as job satisfaction, teachers' self-efficacy, professional development, leadership style, and managerial behavior to gain insight the factors affecting professional achievement. Comparable investigation may also be undertaken across government and private employees, gender based education to explore possible differences among various groups. Additionally, experimental based studies may be conducted to examine how personality characteristics can be modified to relevant occupation. Such studies would contribute further practical insights for improving educators' instructional and professional development.

Conclusion

Current investigation summarizes that personality traits acts as determinant factor in the professional development of secondary school teachers. The outcomes of study conclude that educators with effective and organized personality possess higher occupational preparedness, managerial behaviour, and stronger decision-making ability regarding their future professions. This indicates that sound personality traits determine not only professional success but also to career advancement and teachers sustainability development. A strong correlation found between personality and occupational attainment emphasizes the need to connect academic qualifications with professional development efforts in schools. By fostering effective personality dimensions such as openness, conscientiousness, and agreeableness, decision making ability, leadership style, and communication skills, educators can be better prepared to make informed and realistic occupational position. Therefore, the development of good personality traits may serve as an important means of enhancing professional achievement. Overall, the study establishes that personality significantly influence occupational attainment and are essential for preparing educators for future educational and occupational success.

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