

STUDY OF EXTROVERSION VS INTROVERSION PERSONALITY TRAITS OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

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ABSTRACT

The present study titled 'Study of Extroversion Vs Introversion personality traits of higher secondary school students in relation to the academic achievement' was conducted on higher secondary school students of Allahabad district. The research design used in this study was descriptive field survey research. Sample of the study was 200 male students and female student of class XI selected from four ISC schools the sampling procedure employed was random stratified sampling. Tool used was standardised personality inventory named KUNDU introversion extroversion inventory (K.I.E.I). The major findings of this study were: There was a significant difference found of extroversion v introversion personality traits between male and female higher secondary school students. The another findings of the study suggests that there was a significant difference found in between the academic achievement of the higher secondary school students. It was further concluded that there is no significant relationship between the personality traits extroversion vs introversion and the academic achievement of higher secondary school students.

Keywords : Extroversion, Introversion, Academic achievement, Personality traits,

Personality

The term "Personality" is derived from the Latin word "Persona". In this sense, personality means the individual as seen by others. It is, so to speak a set of important characteristics and how people interact with others. It includes a person's nature, character, intelligence, interest, attitude, aptitude, expectations, ideals etc. Personality includes everything about a person. It is all that a person has about him, the important elements being physical appearance, emotionality, intelligent behaviour, sociability etc.

According to **Robert Park** and **Earnest Burgess**, personality is the sum and organisation of those traits which determine the role of the individual in the group.

According to **Linton**, personality embraces the total organised aggregate of psychological processes and status pertaining to the individual. According to **Lundberg**, the term personality refers to the habits, attitudes and other social traits that are characteristics of a given individual's behaviour.

By personality, **Ogburn** means the integration of the socio-psychological behaviour of the human being, represented by habits of action and feeling, attitudes and opinions.

Eysenck, H.J (1947) views personality "as a stable and enduring combination of a person's various physical and mental aspects".

Morton Prince (1914) is of the view that personality may be seen as "the sum total of biological innate

dispositions, impulses, tendencies, aptitudes and instincts of the individual and the dispositions and tendencies acquired by experience”.

Catell, R.B (1967) “personality is that which permits a prediction of what a person will do in a given situation”.

Allport, G.W (1937) “personality is the dynamic organisation within the individual of those psychophysical systems that determine his unique adjustment to the environment”.

According to **Jones, A.J (1930)**, in simple terms, personality consists of the following:

- The way you look
- The way you dress
- The way you talk
- The way you walk
- The way you act
- The skill with which you do things
- Your health

According to **Fieldman (1994)**, “personality is the sum total of the characteristics that differentiates people, or the stability of a person's behaviour across different situations. In other words it means those qualities the individual is noted for.

Chief characteristics of Personality

- Personality is what one is.
- Personality of each individual is different
- Personality is dynamic not static
- Personality functions as a unified whole
- Personality is the product of both heredity and environment
- Personality is through and through social
- Personality is continually adjusting itself to environment
- In rare cases, personality influences the environment
- Personality is always striving for certain ends
- Personality is self-consciousness. We do not attribute personality to animals.
- Personality is influenced by the school environment
- Personality is acquired

Personality Trait Theory

G.W. Allport, R.B Cattell and H.J Eysenck are the chief propounders of trait theory of personality. A trait is a dimension of personality which can be measured and must describe the consistent behaviour of an individual. A trait as a dimension is conceived quantitatively as a continuous scale of measurement from extreme positive end to the human personality must be a distinctive and enduring characteristic of an individual.

A scientific to select a small number of distinctive traits to describe personality reliably is found in the new statistical procedure known as 'Factor Analysis' which utilises the correlational techniques. Cattell's work is an illustrious example of trait approach. Starting from 4000 traits, he reduced it to 35 factors. Cattell's technique combines all the traits that correlated highly with one another set traits under single category. Ultimately, traits were reduced to 12 basic or irreducible traits listed in the table.

Twelve Basic Traits

- | | | |
|--|----|----------------------------|
| 1. Cyclothymia
(Emotionally expressive) | Vs | Schizothymia
(Reserved) |
|--|----|----------------------------|

2. General Mental Capacity (Intelligent, smart)	Vs	Mental Defect (unintelligent, dull)
3. Emotionally Stable (Realistic about life)	Vs	Neurotic Emotionally (Immature)
4. Dominance (self-assertive, confident)	Vs	Submissiveness (submissive, unsure)
5. Surgency (Cheerful, Joyous)	Vs	Desurgency (Depressed, Pessimistic)
6. Positive character (Preserving)	Vs	Dependant character (Fickle)
7. Adventurous cyclothymia (Like meeting people)	Vs	Withdrawn Schizothymia (shy)
8. Sensitive (Emotionally dependant)	Vs	Mature, tough, poised (Independant-minded)
9. Socialised, cultured mind (Polished, poised)	Vs	Boorishness (awkward, crude)
10. Trustful Cyclothymic (Trustful, understanding)	Vs	Parancis (Suspicious, Jealous)
11. Bohemian, Unconcernedness (unconventional)	Vs	Conventional practically (conventional)
12. Sophistication (logical mind)	Vs	Simplicity (sentimental)

Need and Significance of the study

1. As personality is the most important aspect of human so it is important to see what relationship it holds with the academic achievement.
2. Since the students of higher secondary school are adolescence so it is important to study the important personality traits of extroversion and introversion of these students.

So, the researcher found it necessary to conduct a study to find the relationship between the extroversion Vs introversion traits and the academic achievement of the higher secondary school students excluding the other personality traits.

Statement of the problem

Study of Extroversion Vs Introversion personality traits of higher secondary school students in relation to their academic achievement.

Objectives of the study

1. To study the extroversion Vs introversion personality traits of male and female higher secondary school students.
2. To study the academic achievement of male and female higher secondary school students.
3. To study the relationship between extroversion Vs introversion personality traits and academic achievement of higher secondary school students.

Hypotheses of the Study

1. There is no significant difference between the extroversion Vs introversion personality traits of

male and female higher secondary school students.

2. There is no significant difference between the academic achievement of male and female higher secondary students.
3. There is no significant relationship between extroversion Vs introversion personality traits and academic achievement of higher secondary school students.

Delimitations of the study

1. The study was conducted only on the higher secondary school students of class XI.
2. The study was conducted only on the students of schools of ISC Board.
3. Only the schools of Allahabad city were taken for the study.
4. Only the scores of class X were taken for the study.

Definitions of the key terms

Extroversion

Extroversion is "the act, or state, or habit of being predominantly concerned with and obtaining gratification from what is outside the self". Extroverts tend to enjoy human interactions and tend to be enthusiastic, talkative, assertive and gregarious. They take pleasure in activities that involves large social gatherings, such as parties, community activities, public demonstrations and business or political groups. Politics, teaching, sales, managing and brokering are fields that favour extroversion. An extrovert person is likely to enjoy time spent with people and find less reward in time spent alone. They tend to be energised when around other people and they are more prone to boredom when they are by themselves.

Introversion

Introvert comes from the latin word 'intro' meaning 'inward' and 'vertere' meaning 'turning'. It describes a person who tends to turn inward mentally. Introversion is "the state of or tendency towards being wholly or predominantly concerned with and interested in one's own mental life". The common modern perception is that introverts tend to be more reserved and less outspoken in groups. They often take pleasure in solitary activities such as reading, writing, using computers, hiking and fishing. An introvert is likely to enjoy time spent alone and finds less reward in time spent with large groups of people, though he or she may enjoy interactions with close friends.

Academic Achievement

Academic achievement is the outcome of education. It is the extent to which a student, teacher or institution has achieved their educational goal. The tracking of academic performance fulfils a number of purposes. Areas of achievement and failure in a student's academic career need to be evaluated in order to foster improvement and make full use of learning process. Academic performance provides framework for talking about how students far in institution and a constant standard to which all students are held.

Higher secondary school students

Refers to those students who are currently studying in class XI.

METHODOLOGY OF RESEARCH

Research Design

The present study belongs to the category of descriptive field survey research.

Sampling Technique

The present study is done on 200 higher secondary school students of Allahabad city ageing between 16-17 years studying in class XI using stratified random sampling.

Locale of the study

The city Allahabad was selected as locale of the study.

Population

In this study, the population comprises of the students of higher secondary school.

Selection of Sample

In the present study, a list of all the secondary schools of Allahabad was prepared out of which four schools were randomly selected for data collection where ISC board syllabus was followed.

S.N	List of Schools	Sample Size	Total
1.	St. Mary's convent Inter College	40	
2.	Boy's High School and College	30	
3.	Bishop Johnson school and college (Girl's wing)	70	200
4.	Bishop Johnson school and college	60	

Variables

- Academic achievement
- Extroversion Vs introversion traits

Tools

In the present study, the following tool was used to generate data from the respondents in relation to the variables taken under the study.

1. For academic achievement, mark sheets of class X was taken as a tool.
2. For Extroversion and Introversion, the following tool was taken:

KUNDU INTROVERSION ETROVERSION INVENTORY (K.I.E.I) by Ramnath Kundu.

About the tool:

This inventory has been developed with the purpose of obtaining a reliable measure of introversion-Extroversion dimension of adult behaviour or to use it for diagnosis, selection and career guidance. It is developed according to Indian socio-cultural pattern.

The inventory consists of 70 items with uneven number of response choices divided into 5 blocks.

Scoring

The scoring key is prepared on the basis of judgement given by the psychiatrics, psychoanalysts and psychologists. The general order of scoring is such that a high score indicates introversion and a low score indicates extroversion.

Meaning of the scores

Range of Raw scores can be depicted through the following table:

Raw score Range	Classification
75 and below	Extremely extrovert
76-89	Grossly extrovert
90-112	Moderately extrovert
113-151	Slightly extrovert
151-185	Slightly introvert
186-199	Moderately introvert
200-228	Grossly introvert
229 and above	Extremely introvert

Statistical procedure

- Mean
- Standard deviation
- T-value
- Correlation

ANALYSIS OF DATA

Objective 1:

The study of extroversion vs introversion traits of the male and female higher secondary school students.

Hypothesis 1:

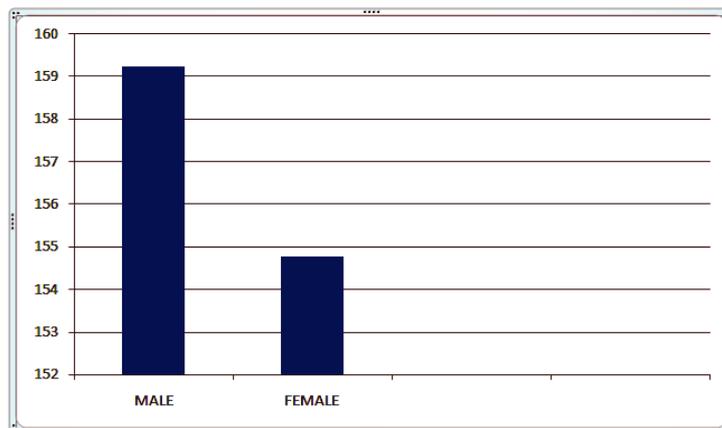
There will be no significant difference between the extroversion Vs introversion personality traits of male and female higher secondary school students.

S.N	Groups	N	Mean	S.D	t-ratio
1	Male	90	159.21	13.634	2.093
2	Female	110	154.76	15.938	

Mean , S.D, and t-ratio showing the difference between extroversion Vs introversion traits of male and female higher secondary schools.

Interpretation:

1. The table shows that the value of t-ratio is 2.093. This value is significant at 0.05 level. Thus the null hypothesis is rejected. There exists a significant difference in the extroversion Vs introversion traits of male and female higher secondary school students.
2. It means that the male and female students differ from the other on the extroversion Vs introversion trait. The mean score of male and female students are 159.21 and 154.76 respectively. It can also be said that the male students are more introvert.
3. The probable reason why male students might be more introvert than their female counterparts could be because of the school environment which might not be that conducive for the male students to develop their full potentialities and their personalities in turn. Role of teacher might also be the reason behind this difference.



Mean of male and female higher secondary school students on the personality traits extroversion Vs introversion.

Objective 2:

To study the academic achievement of male and female higher secondary school students.

Hypothesis 2:

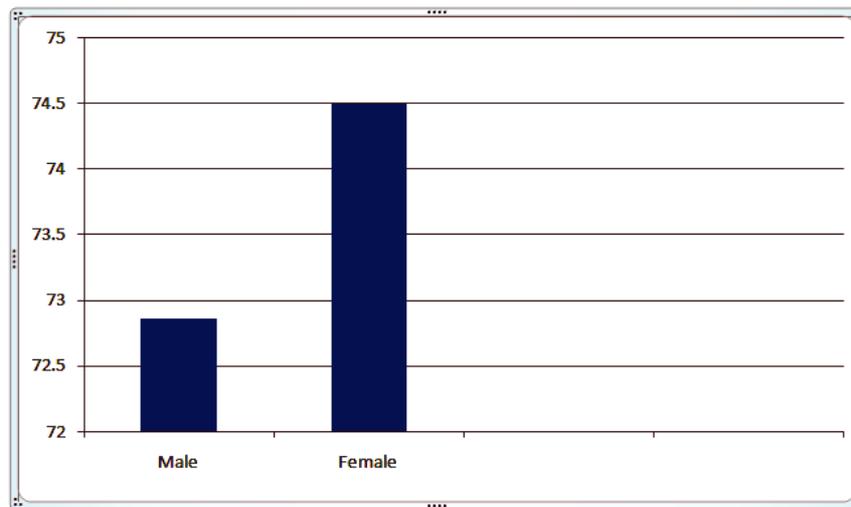
There will be no significant difference between the academic achievements of the male and female higher secondary school students.

Table to show Mean, SD and t-ratio of academic achievement of students

S.N	Groups	N	Mean	S.D	t-ratio
1	Male	90	72.86	8.512	2.298
2	Female	110	75.49	7.684	

Interpretation:

1. From the above table it can be observed that the value of t-ratio is 2.298. This value is significant at 0.05 level. Thus the null hypothesis is rejected. It can be said that there is a significant difference between the academic achievement of the male and female students.
2. The probable reason why female students are better in terms of academic achievement than their male counterparts is that female students tend to focus more on their good academic record. Male students on the other hand are more into other activities which may be sports etc.



Mean showing the academic achievement of male and female high school students

Objective 3

To study the relationship between extroversion vs introversion traits and academic achievement of higher secondary school student.

Hypothesis 3

There will be no significant relationship between extroversion vs introversion traits and academic achievement of higher secondary school students.

The higher secondary school students having their personality trait extroversion vs introversion score less than 150 have been considered as extrovert students while the students having their personality score \geq have been considered as introvert students.

Table 1 showing relationship between extroversion and academic achievement

Trait	N	R
Extroversion	64	- 0.136

Interpretation:

1. Table shows that the value of co-efficient of correlation between extroversion and academic achievement among higher secondary school students is found to be -0.136 which is not significant at 0.05 level. Thus null hypothesis is accepted and hence there is no significant relationship between personality traits extroversion and the academic achievement of higher secondary school students.
2. It means that extroversion do not affect the academic achievement.

Table 2 showing the relationship between introversion and academic achievement

Trait	N	R
Introversion	36	0.029

Interpretation:

1. Table shows that the value of co-efficient of correlation between introversion and academic achievement is found to be 0.029 which is not significant at 0.05 level. Therefore the null hypothesis is accepted.
2. It means that introversion do not affect the academic achievement.

Conclusions:

It can be derived from the study that students differ on personality traits. Some are extrovert and some are introvert. In the study it is revealed that boys are more introverts and girls are more extroverts. Moreover these traits do not affect or hold any relationship with the academic achievements of these students. So it can be generalized that these personality traits do not affect academic achievement.

Suggestions:

1. In the present study, 200 students were taken as sample. For more accurate results and generalizations, the study may be replicated on bigger sample.
2. The study can include some more variables too to see their relationship with academic achievement of students.

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