

Academic Achievement among Secondary School Students: An Analysis on the Basis of Extraversion & Introversion

Rohtash^{1*} Prof. Indira Dhull²

¹ Research Scholar, Department of Education, Maharishi Dayanand University, Rohtak, Haryana

² Professor, Department of Education, Maharishi Dayanand University, Rohtak, Haryana

Abstract – The present study was undertaken to examine the academic achievement among secondary school students in relation to extraversion and introversion. Academic achievement was treated as dependent variable whereas extraversion and introversion was treated as independent variables. Descriptive survey method was employed for the present study. A sample of 407 secondary school students was taken by using multi-stage random sampling technique. Extroversion- Introversion test by R. A. Singh (1986) were used to collect the data. The obtained data was analyzed using statistical analysis t-test and correlation. It was found that there is a significant correlation between extraversion & introversion and academic achievement. Also it was found that extravert secondary school students were found to have better academic achievement in comparison to their counterpart introvert secondary school students.

Keywords: Academic Achievement, Extraversion & Introversion

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INTRODUCTION

A person's education has become an indicator of his status in society. The scores in examination decide about the level of intelligence whereas the education is linked to the life chances, income and well-being (Battle & Lewis, 2002). In modern age of rivalry and flawlessness each person takes a stab at progress. For student, achievement infers academic achievement which ought to be very much coordinated with columns on which the future accomplishment of their lives stands. "In our society, academic achievement is considered as a key standard to judge one's aggregate possibility and limit. Henceforth, academic achievement assumes a huge part in training and also in learning process. It is likewise the status of person's learning and his capacity to apply what he has learnt. Academic achievement is not a one-dimensional but a multi-dimensional phenomenon. Extraversion and Introversion are opposite preferences. A person's natural tendency toward one will be stronger than the other. There are by far more extraverts than introverts in the population. Males are slightly more introverted than females.

VARIABLES USED

Variables	
Dependent Variables	Academic Achievement
Independent Variables	Extroversion-Introversion

OBJECTIVES OF THE STUDY

1. To study the relationship of Introversion-Extraversion with Academic Achievement of secondary school students.
2. To study the difference between Academic Achievement of Introvert and Extrovert secondary school students.

HYPOTHESES OF THE STUDY

H₀₁ There is no significant relationship between Extraversion & Introversion and Academic Achievement of secondary school students.

H₀₂ There is no significant difference between Academic Achievement of Introvert and Extrovert secondary school students.

METHOD AND SAMPLE

In the present study, descriptive survey method was used. A sample of 407 secondary school students was selected by multi-stage random sampling technique.

DATA ANALYSIS AND DISCUSSION:

The objectives of the present study was to find out the relationship between extraversion & introversion and academic achievement of secondary school students and significant difference between academic achievement of introvert and extrovert secondary school students.

1. Relationship of Extraversion & Introversion and Academic Achievement of secondary school students

Table No. 1

Extraversion & Introversion and Academic Achievement	Pearson Correlation	0.168
	Sig. (2-tailed)	0.003
	N	301

The result ($r=0.168$, $p=0.003$) shows that there is a significant correlation between extraversion & introversion and academic achievement. Therefore, formulated null hypothesis which states that **“There is no significant relationship between extraversion & introversion and academic achievement of secondary school students” stands rejected**. Hence, there exists relationship between these parameters. It indicates that academic achievement and extraversion & introversion of secondary school students are correlated with each other.

2. Comparison of Introvert and Extrovert secondary school students on Academic Achievement

Table No. 2

		N	Mean	Std. Deviation	t-value	Level of Significance
Academic Achievement	Introvert	161	177.85	35.90	7.57	Significant at 0.01 level
	Extrovert	140	244.02	97.84		

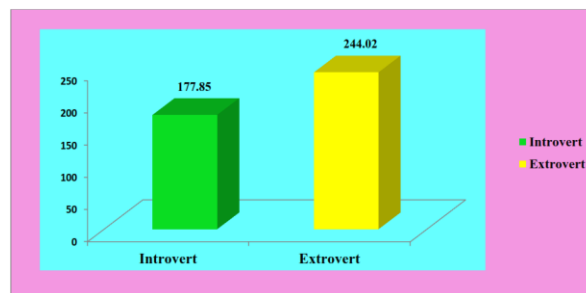


Fig. 1: Mean scores of academic achievement of senior secondary school students having introvert and extrovert (type of personality)

The t-test result ($t=7.57$) shows a significant difference between the scores of introvert and extrovert secondary school students on academic achievement. Therefore, formulated null hypothesis, **“There is no significant difference between Academic Achievement of Introvert and Extrovert secondary school students” is not retained**. It can be reframed that introvert and extrovert secondary school students differ significantly on academic achievement. Further, it is evident from the table 2 that mean scores of extrovert secondary school students (Mean=244.02) are higher than introvert secondary school students (Mean=177.85). Hence, extrovert secondary school students were found to have better academic achievement in comparison to their counterpart introvert secondary school students.

FINDINGS

- Academic achievement and extraversion & introversion of secondary school students were found correlated with each other.
- Extrovert secondary school students were found to have better academic achievement in comparison to their counterpart introvert secondary school students.

CONCLUSION

The purpose of educational research is not only to contribute new facts to the field of education for the sake of knowledge alone but it should yield some recommendations for the improvement in educational process and practices. If teacher want to encourage introverts and extroverts at the same time, one strategy that has proven effective is to have the class ‘think –pair –share’ which means that after the teacher asks a question, students turn to their partner sharing their answer with each other rather than having to speak in front of the whole class. Teachers should exercise patience, especially when it comes to introverted students and extreme introverts may benefit from help during sessions with a school counselor. The present study will be very helpful to the policy makers, educational planners, administrators, teacher-educators and parents in

particular and society in general in bringing about improvement in various skills of the secondary school students.

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Corresponding Author

Rohtash*

Research Scholar, Department of Education,
Maharishi Dayanand University, Rohtak, Haryana