

# ACADEMIC ACHIEVEMENTS OF EXTROVERTED AND INTROVERTED STUDENTS IN SENIOR SECONDARY ENGLISH LANGUAGE

**Bertola A.D. Perekeme**

## **Abstract**

This study investigated, using an ex-post facto research design, whether there is significant mean difference between the academic achievements of extroverted and introverted students in the Senior Secondary English Language in Ekeremor Local Government Area of Bayelsa State. The study involved a population of 2,000 Senior Secondary (SS2 and SS3) Students drawn from 15 Public Secondary Schools. It included 800 extroverted and 1,200 introverted students respectively. The sample comprised 400 extroverted and 600 introverted students. Data were collected from 2009 Promotion Examination Score Sheets Prepared by the Teachers and endorsed by the Principals. Data were analyzed using t-test. Result indicated no significant academic achievement between the extroverted and introverted students. However, the introverted students scored a higher percentage mean score than the extroverted students. Implications of the findings were discussed and recommendations made.

It is common knowledge to most experienced teachers to observe that whenever they enter a classroom to teach, a peculiar group of students would always want to demonstrate that they have a prior knowledge of the topic introduced. Thus, at the slightest attempt by such teachers to know the entry behaviour of this group of students, the latter are often clearly seen raising their hands to answer questions. To this category of students, any questions raised by anyone who do not belong to their group, are regarded as unnecessary. In most occasions, they appear to be very interested in what goes on in the classroom or their environment. They also seem to have won the hearts of the teachers, because, in most cases they enjoy the privilege of being appointed as Class or School Prefects. According to Eysenck (1952) in Gray (1991), any person who seeks excitement in the external environment is called an extrovert.

There exist, on the other hand some students who appear not to know anything about the topic introduced by the teacher in the classroom. This is because, whenever the teacher asks questions, these students appear calm and will never behave as if they can ever give solutions to the questions, until they are demanded by the teachers to do so. To an un-careful observer, it will appear as if the teachers are not carrying these students along. They appear to the teachers as people who do not have interest in whatever that goes on in the classroom. They therefore, appear not to have won the hearts of the teachers. Consequently, some of the teachers may not take them very serious. This group of students is known as the introverts. Eysenck (1952) in Gray (1991) says that the person who avoids excitement in the environment is regarded as an introvert.

Inexperienced teachers and sometime, even the experienced ones too, find it difficult to cope with the process of teaching the two groups of students in the same classroom. In most situations, teachers, especially the inexperienced ones tend to work with the extroverted students because they feel that these students make their work easier and more interesting to the detriment of the introverted ones who in most cases, appear to be passive.

Eysenck & Eysenck (1985) Stated that differences among people are determined by inherited physiological characteristics of the nervous system. They believe that differences in introversion and extroversion stem from differences in the arousability of the Central Nervous System (CNS) from sensory input. Eysenck (1982) proposed that every one seeks a moderate degree of arousal, which is optimal for psychological function. Eysenck (1982) further proposed that introverts have easily aroused CNS and as such, they avoid excess stimulation in order to prevent arousal from exceeding the optimum level, while extroverts have a CNS that are not easily aroused and so they seek excess stimulation to reach the optimal level. Supporting Eysenck (1982) and Eysenck and Eysenck (1985), Gray (1991) reported that introverts do react more strongly than do extroverts to various stimuli. Geen

(1984) also reported that introverts show greater disruption in performance on a learning task when loud noise is present and manifest a greater skin conductance response than the extroverts. Eysenck (1982) classified both introvert and extrovert persons into unstable and stable groups. He described an unstable introversion as being moody, anxious, rigid, sober, pessimistic, reserved, non-social and quiet, while the unstable extroversion is touchy, restless, aggressive, excitable, changeable, impulsive, optimistic and active. On the other hand, the stable introversion is passive, careful, thoughtful, peaceful, controlled, reliable, even-tempered and calm, while the stable extroversion is social, outgoing, talkative, responsive, easy-going, lively and carefree.

In recognition of the differences existing among different people and the diversity of the people of Nigeria, the Federal Government of Nigeria entrenched in the 1999 Constitution of the Federal Republic of Nigeria, the policy towards ensuring equal and adequate educational opportunities at all levels. Similarly, the National Policy on Education (FGN, 2004) provides for equal educational opportunities to all Nigerians irrespective of their differences.

### Problem of the Study

Identification of introverts and extroverts was carried out by Eysenck (1952) in Gray (1991); the difference in degree of arousability of the Central Nervous System (CNS) from sensory input between the extroverts and introverts was studied by Eysenck and Eysenck (1985), Gray (1991), and Geen (1984). Furthermore, Igbojinwaekwu, Kpeke and Asuka (2007) carried out extensive studies on academic achievements of introverted and extroverted students in Senior Secondary School Biology. No study has been found on the academic achievements of extroverted and introverted students in the English Language at the Senior Secondary School level in Ekeremor Local Government Area of Bayelsa State. The Problem of this study, therefore, is stated thus; What is the academic achievement of extroverted students vis-a-vis that of introverted students in Senior Secondary School English Language?

### Purpose of the Study

The major purpose of this study was basically to find out whether teachers are justifiable in their preferences to work with extroverted students to the detriment of the introverted ones. The specific purposes of this study were to find out the;

1. Academic achievement of the extroverted students in the English Language;
2. Academic achievement of the introverted students in the English Language;
3. Whether the extroverted students have higher mean score (MS) than the introverted students in the English Language;
4. Whether the mean score (MS) in Senior Secondary School English Language between the extroverted and introverted students was significant.

### Significance of the Study

The significance of this study lies in providing insight about the academic achievements of both extroverted and introverted students in Senior Secondary English Language, in order to give teachers better understanding of the students they are to teach in the classrooms, from time to time. This study also assesses the present Senior Secondary School Curriculum as to whether it is providing education for all as provided by the National Policy on Education and 1999 the Constitution of the Federal Republic of Nigeria. The study provides baseline data to researchers wishing to work on this topic in another locality or on entirely another Subject area.

### Hypothesis

There is no significant difference in mean scores between the extroverted and introverted students in Senior Secondary School English Language.

### Methodology

The Expost-facto design was used in carrying out this study since the events/variables had already occurred and the researchers cannot manipulate the independent variables.

The population consisted of 2,000 Senior Secondary Two and Three (SS2 and SS3) Students' 2009 Promotion Examination Scores in the English Language in Ekeremor Local Government Area of Bayelsa Slate of Nigeria. During one-week classroom interactions with the researcher, four Educational Psychologists and the SS2 and SS3 students, it was observed that out of the 2,000 students, 800 of them were extroverts, while 1,200 were introverts. A simple random sampling technique was applied in selecting a total of 1,000 students. This sample consisted of 400 extroverted students and 600 introverted students. The 2009 Promotion Examination Scores in English Language for SS2 and SS3 students formed the data used in this study.

The instruments for data collection were the 2009 Promotion Examination Score Sheets (2009 PESS) for SS2 and SS3 prepared by Form Teachers and signed by the Principals, The Instruments were validated by Language Education experts. The Kuder-Richardson 21 (K-R 21) estimate was used to determine the reliability coefficients of 2009 PESS for SS2 and SS3, which were 0.92 and 0.97 respectively and were said to be reliable (Maduabum, 2004). The 2009 Promotion Examination Scores in English Language of both extroverted and introverted students that form the sample of this study were collected.

The mean scores (MS) for both extroverted and introverted students were calculated from the 2009 PESS. The Standard Deviation (^SD) for both categories of the students was also calculated. To test the only null hypothesis, the independent t-test statistics was used to analyze the data since two MS were compared in order to know whether the difference between them was significant (Owie, 1996; Olaitan, Ali, Eyoh and Sowande, 2000). A 2-tailed test at 0.05 level of significance was used.

## Results

The results of this study are summarized in Table 1, according to the null hypothesis formulated.

**HOI:** There is no significant difference in mean scores (MS) between the extroverted and introverted students in Senior Secondary School English Language.

**Table 1: Independent t-test Results for Extroverted and Introverted Students in Senior Secondary School English Language.**

Group	A'	MS	SD	df	t-cal	t-crit	P
Extroverted Students	400	47.64	1.0	998	1.646	1.960	>0.05
Introverted Students	600	47.76	1.2				

Table 1 showed the result of t-test for independent samples of extroverted and introverted SS2 and SS3 students' mean scores in the 2009 Promotion Examination Scores in English Language from fifteen Public Secondary Schools in Ekeremor Local Government Area of Bayelsa State, Nigeria. It was observed that the extroverted students had a percentage mean score (MS) of 47.64%, while the introverted students had a percentage mean score (MS) of 47.76, a percentage mean score difference of 0.12%. The t-cal was 1.646 at 0.05 level of significance for a 2-tailed test, while the t-crit was 1.960 at 0.05 level of significance for a 2-tailed test at the df 998. The t-cal was less than the t-crit. Therefore, the null hypothesis that there is no significant difference between the mean scores (MS) of the extroverted and introverted students in the Senior Secondary School English Language was retained.

## Discussion

The findings in this study showed that introverted students scored a higher percentage mean score (MS) than the extroverted students in the Senior Secondary School English Language. This may be probably because the introverted students with their calm nature, take their time selecting and answering the questions they know best, (Igbojinwackwu, Kpeke and Asuka 2007). The extroverted students, although equally good, unlike the introverted students, simply on seeing familiar questions, jump into conclusion that they can give solutions to them (Igbojinwackwu, Kpeke and Asuka, 2007).

This agrees with the findings of Eysenck (1982) that an introverted person is careful, reliable and calm, while the extroverted person is carefree, easy-going and a talkative.

Further findings of no significant difference in the mean scores between the extroverted and the introverted students in English Language showed that both categories of students are good when given equal opportunities to learn, in all respects. The outward or physical appearance of the extroverted students should not win the hearts of teachers at the detriment of the introverted students. The policy of "education for all" in the National Policy on Education (FRN, 2004) should be strictly followed by teachers, since the Findings of no significant difference in mean scores is in alignment with this policy. In other words, since the National Policy advocates for equal treatment to be given to all categories of students, the issue of bias should be avoided in classroom interactions. Also, the provision in Section (8), Sub-section (1) of the 1999 Constitution of the Federal Republic of Nigeria, that government should direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels (FRN, 1999) is in line with the findings of this study.

## Conclusion

The introverted students had higher mean score than their extroverted counterparts in the 2009 Senior Secondary School English Language Promotion Examination. Besides, there was no significant difference in the mean score between the introverted and the extroverted students in the 2009 Senior Secondary School English Language Promotion Examination. This implies that teachers who believe that examination is a requirement for higher academic achievement should rescind such idea. It also implies that the external characters of the students should not be used as pre-requisite for appointment of Prefects or for giving undue advantages or scores to the student and the teacher.

## Recommendations

It is therefore, recommended that the curriculum of teachers' education in either Colleges of Education or Faculties of Education in Nigerian Universities should have enough information on personality traits or human Psychology. That is, teachers should be made to take more Courses in human psychology before they graduate from the Colleges of Education and Universities.

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