

The Effects of the Introversion on Educational Attainment: A Cross-Sectional Study

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Abstract: There are many factors can affect an individual's education, introversion considers one of these factors. In our study, we aim to find if there is any relation between introversion and educational attainment. Methods: a cross-sectional survey carried up among students of health-related colleges in Qassim University. All students of health-related colleges were included. 109 samples collected from health-related colleges at the main campus of Qassim university. The results of introvert students were compared with extrovert students. Students in Qassim University who are only in health-related colleges were included. We excluded students who are not in health-related colleges. Performance indicator was GPA that the students obtained. A self-administered questionnaire containing items that related to age, gender, characteristic of introversion and extroversion type of personality, Self-reported GPA, and Stress level. Result: among 109 students, 28.4% found to be extroverted, 61.5% ambivert and 10.1% introverted. The mean GPA of these groups was 3.81, 3.76 and 3.82 respectively. Conclusion: obtained result of this study showed there is no significant relationship between personality type (extroversion and introversion) with the educational attainment(GPA).

Keywords: Introversion, Extroversion, GPA, Educational attainment

1. Introduction

Introversion is defined as "the state of or tendency toward being wholly or predominantly concerned with and interested in one's own mental life". Introverts categorized into, (type A) self-sufficient, confident, and self-actualizing individuals, and (type B) have a low self-concept, shy, withdrawn individuals(1). Studies showed that some student enjoys working in groups, while for others group working is a problem for them. This difference is related to personality type since participation in a group work considered as an academic advantage. However, there is no relationship has been found between examination marks and extroverted students(2). In this study, we aimed to determine the effect of introversion on educational attainment and compare it with extroversion.

2. Literature Review

Dealing with various aspects and factors regarding introverts-extroverts and learning, Eysenck (1981) has summarized some of his research results.(3) From the list, the following points seem more important: 1- Performance of extroverts is enhanced by reward more than introverts, but punishment impairs the performance of introverts more than extroverts. 2- Introverts are more susceptible to distraction than extroverts. 3- Introverts take longer than extroverts to retrieve information from permanent or long term storage, especially non-dominant information. 4- At short retention intervals, extroverts are better with retention test performance than introverts, but at long retention intervals the opposite happens(3). On a study conducted using the Eysenck personality inventory and a questionnaire about the study methods and academic motivation, were given to 139 university students and 118 students from an educational college. At the end of the first year, academic performance's scores analysis showed that students and introverts with good study methods are superior. Also, introverted students have

better study methods, which is only a partial explanation for their superiority in academic performance. An item analysis used to identify the successful student's characteristics showed a positive relationship between good students and introversion and stability(4).

One way in which parents try to normalize their children is by attempting to turn introverted children into extroverts. Introversion often carries a negative connotation in people's minds, but this prejudice is unwarranted and detrimental. Introversion is a basic personality trait in which individuals gain energy from being alone rather than from being with others. While extroverts gain energy from being with people the more they relate to others, the more energy they have for themselves(5). Although neither personality type is better than the other, few mothers hide their budding socialites to spend more time alone, while happy readers are frequently admonished to be more social. Unfortunately, doing so has detrimental effects on their self-concepts(6). Research has shown there are many differences in the ways extroverts and introverts approach situations(6,7). There is a dominant personality type that reflects how the individual prefers to work or deal with his own environment, especially in the presence of stressors. The introvert's main focus is on his/her own head, in the internal world of ideas and concepts; the extrovert's primary focus is on the external world of people and activities (7). According to various studies, and as stated by Dan Buettner in Thrive via Psychology Today, the brain of an introvert vs. an extrovert is simply wired differently. The brains release dopamine hormone while experiencing something positive. It's an automatic reward center that makes us feel good. Extroverts need more dopamine to feel an effect, whereas introverts have a low dopamine threshold. The front part of an introvert's brain is most active and stimulated by his or her own thoughts. Introverts individuals prefer doing activities alone and/or with small groups and this can determine the type of activities such as reading, writing, painting and problem solving. The back part of an

extrovert’s brain is the most active. Extroverts are stimulated by the outside world. Extroverts Love noise, attending social events and large gatherings, throwing parties, and taking part in large group meetings. They are quick to speak, rather than listen quietly(8).

3. Methodology

A cross-sectional survey carried up among students of health-related colleges in Qassim University. All students of health-related colleges were included. 110 samples collected from health-related colleges at the main campus of Qassim university. The results of introvert students were compared with extrovert students. students in Qassim University who are only in health-related colleges were included. we excluded students who are not in health-related colleges. Permission was taken from the respective authorities of the selected college to conduct the study and ethically approved by national bioethics committee in Qassim region. Performance indicator was GPA that the students obtained. A self-administered questionnaire containing items that related to age, gender, characteristic of introversion and extroversion type of personality, Self-reported GPA, and Stress level. Data was entered and analyzed by SPSS.

4. Result

109 student from all health-related colleges in Qassim University participated in this study, the mean age of the participants were 21.86 (SD:1.44), 67% of them males. In another hand, 36% were female.

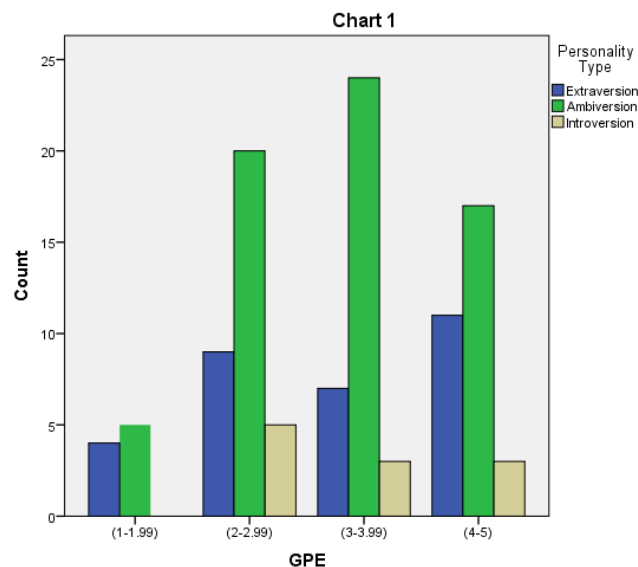
According to the questionnaire that was self-administered by the participant, Extraversion was represented 28.4% of the participant, 61.5% were ambiversion while introversion represents 10.1%.

The mean GPE of each group was almost the same. In fact, the mean GPA of extraversion group was 3.81 (SD:1.078), ambiversion group was 3.76 (SD:0.971) and introversion group was 3.82 (SD:0.874) (Table 1)

Table 1: Personality type vs. GPA

Personality Type	No. of participants	Mean GPA	Std. Deviation
Extraversion	31	3.81	1.078
Ambiversion	67	3.76	.971
Introversion	11	3.82	.874

There is a significant relation between the student who never came late to the classes and high GPA ($p = 0.007$). (Chart 1). Regarding the main objective of this study which is the effect of introversion on educational attainment, we found that there is an insignificant relationship between personality type and educational attainment which we used GPA as an indicator for it. The P-value was .948 which shows that there is no correlation between personality type and educational attainment.



5. Conclusion

The obtained result of this study showed there is no significant relationship between personality type (extroversion and introversion) with the educational attainment (GPA) for the students.

6. Acknowledgment

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7. Conflict of Interest

We declare that we have no conflict of interest

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