INTROVERSION AND EVALUATION ANXIETY AMONG STUDENTS AND ITS IMPACT ON THEIR ACADEMIC PROSPECTS: A SOCIOLOGICAL STUDY

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Abstract

Introvert students are often labeled as arrogant, and stuck up personalities. In a classroom setting they are either bullied, or isolated by extroverts. Introversion is a personality type characterized by a focus on internal feelings rather than external sources of stimulation. According to Carl Jung's Psychoanalytical perspective both nature and nurture influence the personality traits. Introverts have finite sensitivity, infinite capacity for empathy and reflect upon complex life situations. Nevertheless, the class room environment is hostile to anxious introverts. Educational Institutions in the west started employing Myers Briggs Type Indicator to assess student's personality and design inclusive learning centered courses. Whereas in India there is a dearth of research on how introversion affects the Academic prospects. This Descriptive, Exploratory study aims to investigate how introversion in classroom affects the Academic performance of the students. It also tries to outline how the socioeconomic background of students influences their personality traits. One hundred full time graduation students were provided with self administered questionnaires and their responses are analyzed using SPSS. The study found that students from lower economic strata often tend to be more introverted in nature compared to their affluent counterparts. Majority of the inhibited introverts have shown lower academic grades. There is a need for institutional level shift from traditional pedagogy towards addressing the emotional, reflective, and learning needs of the students. Further research in this area is expected.

Keywords: Introversion, MBTI, personality traits, Psychoanalysis

INTRODUCTION

Educational attainment is influenced by multiple factors. Prior cross-sectional studies have highlighted the interrelationship between personality traits of an individual and Academic Prospects. But, these mechanisms and their implications to Indian educational institutions are unexplained and understudied. This study aims to understand how Introversion and evaluation anxiety influence the academic performance of the students in India. Introversion has been defined as an "attitude type characterized by orientation in life through subjective psychic contents". It is a "state of or tendency toward being wholly or predominantly concerned with and interested in one's own mental life." Extroverts have the attitude type characterized by concentration of interest on the external object. Introverts are further categorized into two types. Type one is self- sufficient, confident, and self actualizing individuals while type two is shy, withdrawn and have a low self concept. The latter category introverts face innumerable difficulties in their daily lives. Perception of Parents and Teachers towards the latter category of introverts has been gloomy. School environment is hostile towards Introverts and they often experience bullying by fellow students. Both parents and teachers try to normalize introverts by forcefully converting them into extroverts. This causes psychological stress on the individuals and has detrimental effect on the self concept. The educational institutions in India doesn't reflect on the learning needs of the introverts. The pedagogy and curriculum is obsolete and doesn't meet the needs of the introverts. So, this study is pertinent as it can give some policy suggestions to improve the existing teaching modalities.

Objectives of the Research
❖ Aims to identify the correlation between personality traits of an individual and his academic grades.
❖ Aims to study the impact of hostile school environment on the academic performance of the students.
❖ This study aims to explore how different factors like annual income, communication skills, and past experiences will impact the personality development of an individual

Research Questions
Does extroversion/ introversion has a direct impact on the academic prospects of the university students? The impact is studied by analyzing the grades obtained by students in their schooling, college and graduation.

Review of Literature
There are studies in Psychology to understand the personality type of an individual based on certain traits. Carl Jung is known for his works in the field of Psychoanalysis where he differentiated individuals as Extroverts and Introverts. Informed by Karl Jung's concept, Myers and Briggs designed a tool called as MBTI. MBTI refers to The Myers-Briggs Type Indicator (MBTI). It is an assessment tool which is used to identify personality based on questions about a person's

preferences in four domains. The first domain deals with individual's orientation/ focus. It could be either outward or inward. The next domain studies about how an individual act. Is s/he attending merely to sensory information or adding his/her interpretation. The next domain studies about Individual's decision making. Is the individual deciding responses by logic or by situation. The final domain studies about the opinions of individuals. Is the individual making judgments or remaining open to information.

After responses are scored, the assessment yields a psychological "type" summarized in four letters, one for each preference: Extraversion (E) or Introversion (I); Sensing (S) or Intuiting (N); Thinking (T) or Feeling (F); and Judging (J) or Perceiving (P). The results combined into one of 16 possible type descriptions, such as ENTJ or ISFP. This MBTI method is widely used in Europe to differentiate students based on their personality traits and cater to their differential needs.

According to Woosley (2001) People who prefer extroversion attend to the outside world and they seek their energy Outside by interacting with people and the external environment. They are likely to prefer to communicate and work out ideas by talking. They prefer to learn through doing and talking it through with others. They tend to have a wide variety of interests and to take the initiative in work and in relationships. They tend to be sociable and express themselves well. People who prefer introversion focus their energies on their inner world of ideas and experiences. They get their energy from their inner world through reflection. They tend to prefer communication through writing and to work out ideas through reflection. This is also their preferred way to learn. People who prefer introversion tend to be private. They will take the initiative in things that are very important to them.

These extroversion-introversion (E-I) differences have an impact on how students engage with the peers and the faculty and quality time they spend in the classroom, the actions or steps they take to learn and understand course content, and the way they process information (Lawrence, 1997; Ruth-Sahd, 2014).

Novelli and Fernandes (2007) investigated preferred teaching techniques with 180 undergraduate biomedical and 540 graduate medical students. Lee (2005) examined the relationship between personality type and students attitudes towards participation in class room activities. However, only limited research is available in the Indian scenario which study the relationship between student's personality type and preferred classroom teaching or participation methods. There is a need to change the existing curriculum to meet the needs of the different students.

Research Methodology
➢ Research Design: Researcher used Exploratory, Descriptive Research Design to study the impact of personality traits on the academic performance of the students.
➢ This study relied mostly on the quantitative research methodology.
➢ Non Probability Purposive sampling method was employed to collect data.
➢ Sample Size: 100 graduation students
➢ Method of data collection: Survey method with self administered questionnaires.
➢ SPSS package is used study the bi-variate correlation between variables.
➢ Performance indicators were the CGPA obtained at matriculation and percentage of marks attained in Intermediate.

Research Findings
The questionnaire consisted of 16 questions and 98 percent of the sample replied to all questions.
Sample constitute personality traits of both Introverts and Extroverts. Both Introverts and Extroverts experienced evaluation anxiety in classroom settings when the environment is hostile to them. But, the former suffer a lot because of their innate personality.
Since, the kind of institution and the medium of instruction will impact the communication skills of the students, the schools are categorized as Private and Government. Among the sample 39 % of the students have studied in private schools while, 61% studied in government schools.
When a question is posed to the class, 50 percent students answered only when they are extremely confident, while 23 percent answered when they are specifically asked to answer, 8 percent rarely answered and 19 percent answered almost every time.
21 % students felt that communication skills stood as hurdle in class room participation to a great extent. Communication barriers had a moderate impact on 46% of sample. Remaining 33 % never faced an issue with communication.
Introverts have a less inner circle of friends. 45 % students have fewer friends constituting 1 to 3, while 28 % have 3 to 5 friends, 13 percent have 5 to 7 and 14 percent have more than 7 friends.
Introverts usually don't share everything with their friends and try to deal issues at individual level. In our study we have found that 49% of sample share almost everything with friends. While, 38 % share those issues in which they need the suggestions from their friends. The remaining 13 % said that they don't share any personal issues with their friends.

Introverts usually prefer to sit in the middle rows or occupy back benches.

30 % of sample preferred to sit in the front rows, the preference of 48 % is Middle Rows, and the remaining 22 % preferred back benches.

Students experience evaluation anxiety in classroom. They are afraid to answer because they anticipate the humiliation they had to experience when the answer given was wrong. 74 % of students avoided answering because of evaluation anxiety while the rest didn't experience any evaluation anxiety. There are multiple reasons for such anxiety. Past experiences of insult by teachers or students has a direct impact. When the sample was inquired about such insults 39 % has experienced insults from Teachers & students while 61 % said no.

Introverts are negatively popular as arrogant, stuck up personalities, and they are usually targeted by fellow students for mockery and bullying.
23 % of sample experienced bullying frequently, 11 % experienced it often, 50 % experienced it occasionally rarely, and 16 % never experienced bullying.

The orientation of Introverts towards projects differ from Extroverts. Introverts prefer individual assignments while extroverts prefer Group assignments. In our study 56 % students preferred Group assignments over 44 % students who preferred individual assignments.

When students are questioned about their frequency of participation in extra-curricular activities. 32 % responded that they participate Frequently, while 39 % often participate and 29 % rarely participate in the extra curricular activities like sports, singing, dancing, and art competitions. Extra curricular activities improve self confidence in students and help in the all round development of personality.

Students experienced that their school environment is hostile and non inclusive in nature. 45 % experienced that their school environment is hostile to them while 55 % didn't experience it. When students are asked to rate the schools based on the level of inclusiveness or exclusiveness towards the learning needs of the students, 57 % of students felt that schools are exclusive in nature. When they are asked about the critical areas of improvement 42 percent felt that the pedagogy has to improve, while 46 % have the opinion that teachers attitude towards students should change, and 12 students felt that there is need for change in the attitude of students towards other students.

The following are the CGPA scored by respondents in their matriculation
13 % scored Above 9.5, 26 % scored between 9-9.5, 29 % scored between 8-9, 19 % scored between 7-8, 11 % scored between 6-7, 2 % scored Below 6.

When students are asked about the basis of choosing their stream in Intermediate 70 % responded that it is upon their personal interest, while
22 % chose their stream on the suggestion of their parents, and the remaining 8 % opted the stream based on friends suggestion. When students are questioned about the level of impact their personality played on the stream of study, 26 % opined that it had Strong impact and 61 % are of the opinion that it had a Moderate impact and 13 % felt it had no impact.

Cross tabulation of annual income with the kind of institution in which the students pursued their schooling

		kind of institution you have studied		Total
		Private	Government	
annual income of the family	Below one lakh	18	39	57
	1 lakh to 3 lakh	8	10	18
	3 lakh to 5 lakh	4	6	10
	above 5 lakh	9	6	15
Total		39	61	100

 Family income play an important role in deciding the schooling of the students. It is clear from the above table that as the family income increased the preference for private schools increased. But, 61 percent of sample did their schooling in Government institutions. Schooling in Government institutions mean instruction at vernacular medium, thus having an impact on the linguistic competence of the students.
Schooling in private educational institutions has weak positive correlation with the CGPA obtained by the students. Importance given to remedial study hours, assignments and medium of instruction could be the attributable reasons.

When the variables like frequency of answering questions in the classroom was correlated with their grades in the matriculation there exists a strong positive correlation between two. So classroom participation has significantly improved the grades of the students.

School environment play an important role in the personality development and academic prospects of the students. There exists a moderately positive correlation between the variables like Students feeling hostile classroom environment and the CGPA obtained by them. It is important to create a friendly inclusive classroom environment.

When students are questioned about the influence of their personality traits on the stream they chose in the Intermediate, they said the influence is moderate. But, when they are questioned about the influence of their personality on the overall academic prospects, they felt that there is considerable impact.

Conclusion

Research findings reveal that students with different personality traits have differential expectations from the classroom, faculty and curriculum. One size fits all approach is doing more damage to the academic, emotional, social development of the introvert students. Previous experiences of Bullying and arrogant attitude of the faculty has long term impact on the student's behaviour and their classroom participation. Majority of the students feel that the classroom environment is hostile towards them and not inclusive in nature. There is a need to incorporate interactive learning strategies into curricula. The time is ripe to change the pedagogy and curricula in educational institutions as there are increasing instances of student suicides, and drug addiction due to the stress created by the educational spaces. There is a need to reform the legal frameworks to take strict action against those who manifestly, or latently bully students and create psychological trauma in them. Teaching and learning strategies should be student-centric rather than faculty oriented. It should involve diverse strategies to cater to the needs of diverse personalities. India can learn from the strategies of the west and modify them to suit to the specific needs of our country.

Shortcomings of the Research

Sample Frame is limited to Andhra University. Sampling method is Non Probability sampling, so it don't represent the overall population in the universe. Triangulation of data, theory, method was not done. In depth Interviews with the Introverts would have provided robust details about the subjective experiences they had encountered. Sample size is limited to 100 respondents.

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