

Extroversion and Introversion: the Effect of Teacher's Personality on Elementary EFL Learners' Achievement

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Abstract: *This study aims at investigating different subconscious effects that introverted and extroverted teachers impose on students' success in learning a language. For this purpose 10 teachers, teaching elementary level in private institutes in Shahriyar- Tehran, were gone through the personality test of Eysenck Personality Inventory (EPI). Among them, 2 teachers with extreme traits of extroversion and introversion were chosen. With regard to this, 25 elementary learners of English as a foreign language were randomly selected to participate in this study, ranging in age from 10 to 15. The researcher collected the learners' final scores obtained by them in their last semester (S_0) in addition to Learners' final scores obtained after two fifteen-session semesters, S_1 and S_2 respectively taught by the introverted and the extroverted teachers. The students' achievement in each semester is compared to their previous semester. Results indicated the effectiveness of the extroverted teacher for there was a significant difference between the learners' success in S_2 (the class taught by the extroverted teacher) compared to S_1 (the class taught by the introverted teacher) and their success in S_1 compared to S_0 . Moreover the students' scores with the extroverted teacher had more homogeneity compared to their scores with the introverted teacher.*

Key words: *Extroverted Teacher, Introverted Teacher, Students' Achievement*

I. Introduction

Most of institutes and schools are looking for the best techniques, methods and approaches in order to enhance their students' achievement. The point is that achievement is complicated. There are lots of factors which affect it. Some of these factors are related to the students and some others are related to the teachers. Teachers may influence students' achievement consciously or unconsciously. The main concern in language institutions is employing teachers who are not only knowledgeable, but also able to improve students' achievement.

In an attempt to explain the issue of teacher personality, Mori and Tanabe (2012) investigated whether there is any relationship between teacher personality and class evaluation or not, and how teacher personality affects the class. Based on this study, there are four interpretable factors by which students perceive teacher's personality, these factors are: Negative Affect, Extraversion, Achievement and Meekness. The result showed that all teacher personality factors except Meekness have a considerable degree of influence on class evaluations. Especially, Achievement was most strongly correlated with all of the educational ratings, and there was a strong correlation between Extraversion and the majority of educational ratings. Based on the findings of the analysis, Extraversion is one of the personality factors that affect the general evaluation of the class. Teacher's personality features, also affect student ratings and can cause some levels of bias in the case of evaluations.

Al Shalabi and Salmani Nodoushan found that among other personality factors which affect students' achievement is the extent to which students are extroverted or introverted. Thus Introversion and extroversion are also main factors influencing the process of learning.

According to Marzano & Pickering (2003) teacher is the most important factor influencing students' achievement. Based on Thompson's statement (2012) people measure the introversion and extroversion from a high preference for one or the other with the variation in the degrees of balance in the middle. He also believes that one's personal energy, his sense of boundaries and his comfort zone are the main sources of extroversion or introversion.

The studies done by researchers (Gibbons, 2003; Zhang & Watkins, 2007) show that understanding the psychological features of a teacher can affect language learning. Gibbons (2003) found that for educational administrators establishing good teacher-student engagements such as cooperating interactions result in an ideal EFL learning environment.

Another study was done by Cooper and Benis (1967) focusing on teacher personality, the effect of behavior of the teachers upon learners' achievement was considered.

Levin's (2006) study made reference to assessing the effect of teacher personality on academic achievement of the students with focusing on the main component and its effects on student's learning.

In another study, Cooper and Benis (1967) mention that if certain patterns of teacher classroom behavior be considered to relate to students' achievement (or the reverse) then we would be able to define those behaviors that can result in students' learning.

Even though lots of studies have investigated the effect of teacher's personality on students' achievement, there is a lack of studies focusing on the effect of introversion and extroversion of the teachers on students' achievement. This study wants to examine the impact of introverted and extroverted teachers in training successful students. What is the effect of teacher's personality in terms of extroversion and introversion on EFL students' achievement?

II. Materials and Methods

1. Participants

From among sixty elementary students, 25 elementary learners of English as a foreign language in the age range of 10 to 15 were randomly selected to participate in this study. In order to identify teachers' personality in terms of introversion or extroversion, 10 teachers with almost the same teaching abilities who were teaching elementary level in private institutes in Shahriyar, Tehran, were gone through the personality test of Eysenck Personality Inventory (EPI). Among them, 2 teachers with extreme traits of extroversion and introversion were chosen.

2. Instruments

Eysenck Personality Inventory (EPI): is "a questionnaire to assess the personality traits of a person." This questionnaire includes extroversion/introversion and neuroticism/stability index. This validated test (as Azkhosh claims based on Nourmohammadi & Berahani researches cited in Ganji 2012) consists of 57 Yes/No questions" (Dibah & Marashi, 2013, p.547). Three different scores are obtained by those who fill out the EPI: the E which shows how much a person is extrovert, the N score which measures the neuroticism, and the Lie score measuring how "socially desirable a person has wanted to prove to be during the test." The E score is computed out of 24 since it consists of 24 items, the N score is out of 24, and the Lie score is out of 9. (Dibah & Marashi, 2013, p.547) As there is a negative correlation between E and N (Eysenck & Eysenck, 1964) and according to many researchers who proved that questionnaires of neuroticism measure the same personality quality as introversion questionnaires (Bernreuter, 1934, as cited in Eysenck, 1998), N score measures the introversion. N score is also an index to measure the honesty of the participants. Eysenck (1964) states, "test-retest reliabilities of EPI are between 0.84 and 0.94 for the complete test and between 0.80 and 0.97 for the separate forms". (p.15) And based on Berahani the reliability of E, N and L index is 69% 77% and 47% , but Nourmohammadi believes that the reliability of these indexes are 63%, 78% and 56% (Ganji , Personality measurement,2012). The Yes/ No answers "should be given based on the usual way of acting or thinking of an individual" (Dibah & Marashi, 2013, p.547). 15 minutes were allocated for answering this questionnaire.

3. Research Design

Extroverted and Introverted Teachers (independent variables of this study) are who scored below and equal to 24 in "E index", and those who scored below and equal to 24 in "N index". Achievement (dependant variable of this study) is the students' final institute-exam scores. The relationship between these two variables was examined, as it is described below:

The researcher collected the selected learners' final scores obtained by them in their last semester (Semester 0/ S_0). In addition, Learners' final scores obtained after two fifteen-session semesters, S_1 and S_2 , respectively taught by the introverted and the extroverted teachers were recorded as well. The students' achievement in each semester is compared to their previous semester. Learners' obtained scores in S_2 (the Semester taught by the extroverted teacher) was compared to their final scores in S_1 (the Semester taught by the introverted teacher). Similarly the students' scores in S_1 were compared to their final scores in S_0 . In order to identify the effect of teachers' personality on the students' achievement, the mean scores of students with the extroverted teacher were compared to their mean scores with introverted teacher. Range and variance of the scores in two semesters taught by introverted and extroverted teachers were compared as well.

III. Results and Conclusion

Results revealed that there was a noticeable difference between the learners' achievement in S_2 compared to S_1 and their success in S_1 compared to S_0 . Furthermore the students' final scores with the extroverted teacher had more homogeneity compared to their scores with the introverted teacher. The following table shows the comparative analysis of the results. \bar{X} , the mean of the scores, indicates that there is not a

significant difference between the mean of the scores obtained in the learners' last semester (S_0) and their scores mean in the Semester taught by the introverted teacher (S_1). While the difference among the mean of the scores in S_1 and the semester taught by the extroverted teacher (S_2) is noticeable. Moreover as it is recorded in the table below, there is a considerable difference between the range of scores in the class handled by the introverted teacher and the one handled by the extroverted teacher. In fact, scores in classes thought by extroverted teacher is lower than the other class. In the case of the variance again it is seen that the extroverted teacher did much better than the introverted one.

The Comparative Table of Data

	\bar{X}	Range	Variance
S_0	78.08		
S_1	81.6	27	84.43
S_2	89.48	20	33.93

The following figure "Fig.1", illustrates S_0 which refers to the scores collected by the researcher from the learners' last semester, and S_1 that refers to the scores in class taught by the introverted teacher.

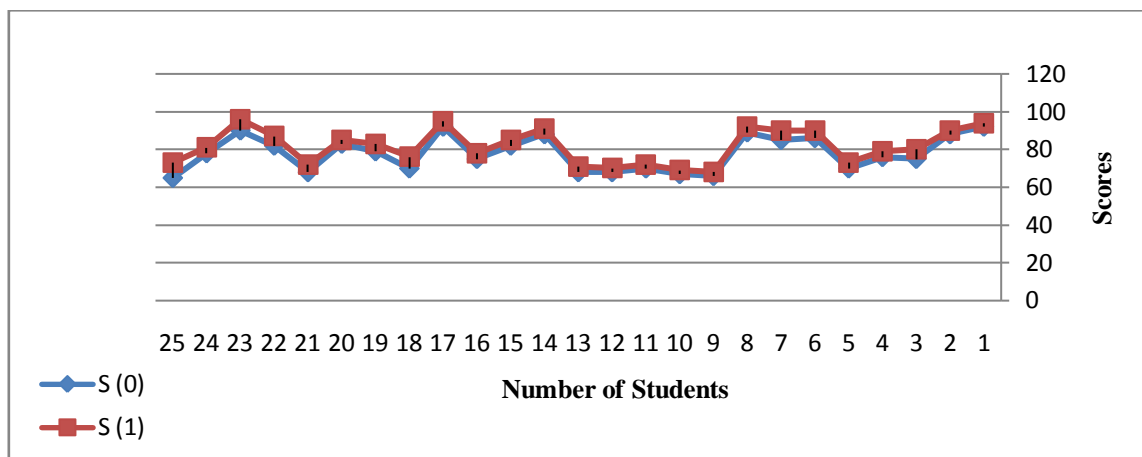


Fig.1. Learners last semester final scores (S_0) and final scores in the period taught by the introverted teacher (S_1)

"Fig. 2" also shows how the learners' final scores were raised when they were taught by an extroverted teacher compared to their S_1 scores. This shows that students' achievement is affected by their teacher's sociability and gregariousness in the class. Thus we can conclude that extroverted teachers in comparison to introverted teachers have positive effects on improving students' achievement. Moreover this study revealed that the class handled by extroverted teacher shows higher levels of homogeneity at final scores.

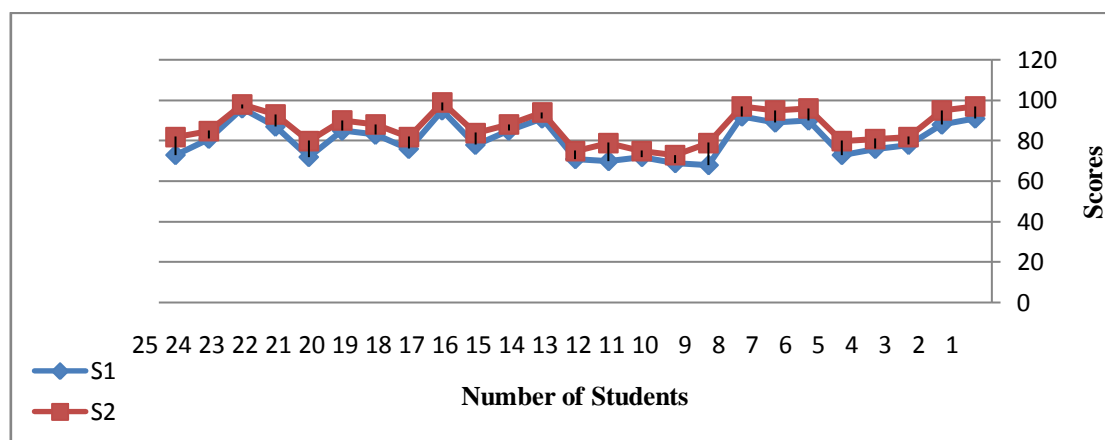


Fig.2. Learners final scores in the period taught by the introverted teacher (S_1) and final scores in the period taught by the extroverted teacher (S_2)

Achievement is a very important and complicated issue in the era of education, nowadays many institutions and universities are searching for the best approaches in order to enhance students' achievement. In this regard, various researches are done on teachers' personality for it plays a crucial role in the process of learning. According to their personality, teachers behave in the class, interact with their students and select an approach or a method to teach. Students also model this behavior and personality when they interact with their peers. In fact teachers with the traits of sociability, assertiveness and gregariousness in their classes not only can lead their students towards leaving shyness but also help them in building a strong interaction with their peers and inspire them into being successful learners. Thus teachers' behavior is like a link that comes between the learner and his/her peers.

Considering the range, mean score and the variance of the two series prove the researcher's hypothesis. The difference between the mean of the scores in the semester taught by an extroverted teacher (S_2) and the mean of scores in the semester taught by an introverted teacher (S_1) is higher than the difference between the mean of the scores in S_1 and learners mean of scores in S_0 (last semester, before joining the research). Therefore it is important to pay attention to the teachers' personality factors which are as effective as teachers' knowledge. Of course the study can be developed on a larger number of participants and longer time duration and on a school academic years not institutes semesters.

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