Introvert – Extrovert Personality Types and Self-confidence- A Case Study from Philippines

Ira A. De Goma[1#] & **Jerald C. Moneva[2]**
[1,2]Jagobiao National High School, Jagobiao, Mandaue City, Cebu, Philippines.

[#]corresponding author

ABSTRACT

An introvert is said to be a kind of student who is quiet and doesn't open easily. On the contrary, when a student is friendly, talkative and quickly makes friends, the student's form of personality is extroverted. This study aimed to know the difference between the self-confidence of introvert students and extrovert students. Introverts and extroverts pick their preferences from different priorities. For them to enhance their confidence students should establish a strong belief for their selves. The development of self-confidence must be essential and allows students to demonstrate their expertise and talents. The study was a quantitative design that makes use of the research questionnaire. The researcher surveyed the Senior High School with a total of two hundred thirty-five respondents who are requested to answer the questionnaire. Quantitative data were processed using chi-square. The study has shown the students' self-confidence in terms of education, talents, socialization, and achievements. It shows that introvert students have a higher frequency than the extrovert students. Results also show that self-confidence implies that the extrovert respondents are not enough in expressing their personality. They need to re-build their personality types to gain some confidence. It can be inferred that there is no significant difference between the self-confidence of the introvert students and extrovert students.

Keywords: *Academic achievement, Determination, Extrovert, Introvert, Students, Self-confidence*

Introduction

Introverts and extroverts have different priorities in choosing their favorite activity. Introvert personality is known as a shy person or scared to show their knowledge and talents. While the extrovert personality is more outward activities oriented. Extroverts are more expressive than introvert students [1]. Furthermore, there is a strong correlation between an individual's achievement and confidence [2]. They can easily meet new people because they are more on socializing others.

Meanwhile, the self-confidence is one have trust in oneself and has confidence in one's self ability. Self-confidence and speaking achievement are significantly correlated [3]. It is the positive beliefs that one holds about oneself, one's talents, and accomplishments. Self-confidence is the most attractive quality a person can have.

The researcher observed that introverted students often do not attend school activities and did not speak when they are not prioritized. Most of them lack confidence in themselves unlike extrovert learners because as the researcher had observed, they are sure of what they are going to do and have confidence that they can do it on their own. What the researcher sees in introvert and extrovert learners is that they need to improve their self-confidence so they become more aware of what other things they can do and to become excel in school.

The scenario reawakened the researcher's inquisitiveness to intend to make a clarification unification of the concept of introvert and extrovert. The researcher further likes to know the association of personality types and self-confidence of the students.

Statement of the Problems

The study intends to determine the introvert-extrovert personality types and self-confidence. The study seeks to know the personality types of students, the level of student's self-confidence, the difference between the self-confidence of introvert students and extrovert students.

Null: There is no significant difference between the self-confidence of introvert students and extrovert students.
Alternative: There is a significant difference between the self-confidence of the introvert students and extrovert students.

Related Review of Literature

Every person has a different kind of personality. It is important to know if one is an introvert or an extrovert person. An introvert is often a quiet and thoughtful individual. They don't like to be the center of attraction unlike the extrovert because these kinds of people are more on the outgoing or expressive person. However, adolescents have viewed their social interactions and social relations negatively [4]. Thus, introvert-extrovert students do not differ significantly from their professional commitments [5]. Teachers effectively manage their class differently based on their student's personality type [6]. Under controllers who are people characterized by low scores in consciousness, moderately low on agreeable, openness, emotional stability and moderate in extroversion are found to be more likely to experience depressive affect, moodiness and internalizing problem if they are from highly restrictive family [7].

Meanwhile, in terms of confidence, entrepreneurs' self-confidence towards their business activity does have a negative and significant relation to the economy in terms of GDP per capita [8]. The relationship between personality type and academic achievement is partly influenced by behavior in the classroom [9]. Besides, the research seems to break the theory and previous research that extroverts' students are better than introvert students [10]. Each of the students should have the confidence to make them more comfortable. Self-sacrifice and self-confidence had stronger effects on their efficiency in leadership [11]. Self-confidence provides an incentive to go through tough learning experiences [12]. The different results seen in similar gamification implements can help educators develop solutions that meet both extrovert and introvert [13]. This showed an introvert learner's natural feature because they are comfortable expressing their personality traits in writing [14]. Nevertheless, students can have different personalities and it became clear to them that they are extroverted and which one is introverted [15].

During adulthood and maturity stage of each individual, they tend to be more considerate of their personality [16]. Extroverts prefer to express their ideas and interact more easily with others than introverts do [1]. The configurable types are not a serious alternative in personality [17]. Asian management researchers must also have their self-confidence in globalizing indigenous Asian wisdom [18]. Hence, resistant and unwanted personality types are present in several personality typology investigations [19]. The relationship between confidence and speaking achievement is statistically significant [3]. There is no significant difference between students in their position of influence and self-confidence concerning their school type [20].

Also, students discussed opportunities for "new" learning experience and enhanced skills quality [21]. It is recommended for the instructors to focus on building students' self-confidence which can develop the oral proficiency of the students [22]. Habits certainly contribute to skillful success and more focus should be given in the study of self-confidence [23]. Consumers' confidence can be a significant moderator of responses to common marketing practices [24]. But statistical evidence for the presence of lower self-confidence was found, but not lower performance accuracy [25]. Self-confidence as a robust factor related to cognitive abilities [26]. Those with high self-confidence also reached higher success rates than those with low self-confidence [2]. Based on the data analysis, it can be concluded that the self-confidence of students has a significant impact on their achievement [27]. In developing the personality types of having self-confidence, the findings show that introverted learners are actively using goal-oriented specific behaviors while extroverted learners are using more interpersonal communication techniques [28]. Overall, it was found that cognitive anxiety reduced and self-confidence increase by motivational talk [29].

Methodology

Design
The quantitative approach – the descriptive survey is utilized by the researcher in which throughout the research process also the analysis of data is included. The researcher intends to determine the difference between the self-confidence of introvert students and extrovert students. Also, it is suitable for a quantitative type of research.

Environment

The study is conducted in Jagobiao National High School- Senior High School Department, located in North Road, Jagobiao, Mandaue City. Jgobiao National High School has nine buildings in which the building was newly renovated. There are two buildings for the Senior High School for the implementation of the K - to – 12. The first building was occupied by grade 11 HUMMS, grade 11 TVL, grade 11 ABM, and the Senior High School teachers. The second building was occupied by the grade 11 GAS, grade 12 HUMMS, grade 12 ABM, and grade 12 GAS. At the side of grade 12 ABM, the room was occupied of the Junior High School cookery class.

Respondents

Jagobiao National High School- Senior High Department has a total number of 235 students which include all Grade 11 and Grade 12 students. The researcher used Senior High School students because they could answer the questionnaire properly and reliably. Senior High students are the suitable to be respondents of the study.

Instrument

The researcher used the checklist questionnaire by Tanya guid Lewis (2015). The questions are answerable by numbers 4-1 that stands for (4) strongly agree, (3) agree, (2) disagree, (1) strongly disagree. The second is also a checklist, the researcher used the checklist questionnaire by Rosenberg M. (1965). For the researcher to know their self-confidence level of the students, the questions are answerable by numbers 4-1 that stands for (4) strongly agree, (3) agree, (2) disagree, (1) strongly disagree.

Data Gathering

The researcher will submit a transmittal letter to the school head to ask for approval for the survey to be conducted. After submitting the transmittal letter to the school head, the researcher will go to the Senior High School classrooms to have a survey. The researcher gathered data that starts every 7:30 in the morning and at least finish 2 rooms in a day. The researcher will distribute the survey sheet to the respondents and to allow them to answer the questions. After all, the questionnaire will be collected and analyzed.

Statistical Treatment

The researcher uses the chi-square statistic. The chi-square test is any statistical hypothesis test. It allows the researcher to determine whether the Introvert-Extrovert Personality Type and Self-confidence are independent.

PRESENTATION OF DATA, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings, analysis and discussion and interpretation of data gathered wherein the main objective is to know if there is a significant difference between the self- confidence of introvert and extrovert students of Senior High School Students of Jagobiao National High School.

TABLE1: PERSONALITY TYPE PROFILE

INDICATORS	Frequency	Percentage
Introvert	152	64.7%
Extrovert	83	35.3%
Total	235	100%

The table above shows that the introvert students have a total frequency of 152 with a percentage of 64.7%, while those students who are extrovert has a total frequency of 83 with a percentage of 35.3% and the total is 235 overall with 100% percentage. There is more introvert than extrovert. This showed an introvert learner's natural feature because they are comfortable expressing their personality traits in writing [14]. Teachers effectively manage their class differently based on their student's personality type [6]. The relationship between personality type and academic achievement is partly influenced by behavior in the classroom [9].

TABLE 2: SELF-CONFIDENCE OF THE STUDENTS

Indicators	WM	Interpretation
1. On the whole, I am satisfied with myself.	3.08	Disagree
2. At times I am not good at all.	1.91	Agree
3. I feel that I have several good qualities.	2.83	Disagree
4. I can do things as well as most other people.	2.94	Disagree
5. I feel I do not have much to be proud of.	1.90	Agree
6. I certainly feel useless at the time.	1.82	Agree
7. I feel that I'm a person of worth, at least on an equal plane.	2.81	Disagree
8. I wish I could have more respect for myself.	2.14	Agree
9. All in all, I am inclined to feel that I am a failure.	1.86	Agree
10. I take a positive attitude toward myself.	3.17	Disagree
Overall Weighted Mean	2.45	Agree

N=235 Legend**:** *Strongly Disagree (3.26-4.00); Disagree (2.51-3.25); Agree (1.76-2.50); Strongly Agree (1.00-1.75)*

The table above shows that the respondents were given four choices. This will serve as the quantification of the students' agreement on each statement item.

The first highest weighted mean is 3.17 interpreted as (Disagree) *I take a positive attitude toward myself.* The second-highest weighted mean is 3.08 interpreted as (Disagree) *On the whole, I am satisfied with myself.* The third highest weighted mean is 2.94 interpreted as (Disagree) *I wish I could have more respect for myself.* The first lowest weighted mean is 2.83 interpreted as (Disagree) *I certainly feel useless at the time.* The second-lowest weighted mean is 2.81 interpreted as (Disagree) *All in all, I am inclined to feel that I am a failure.* The third lowest weighted mean is 2.14 interpreted as (Disagree) *I feel I do not have much to be proud of.* The overall weighted mean is 2.45 which is interpreted as agreement. It implies that the extrovert respondents can express their personality. Self-confidence has a positive correlation with achieving success in foreign language learning [2]. Cognitive anxiety reduced and self-confidence increase by motivational self-talk [29]. However, self-confidence doesn't give significantly to students' achievement [27].

TABLE 3: INTROVERT

	Frequency	Percent
Not confident	0	0
Slightly confident	3	1.3
Moderately confident	177	75.3
Confident	55	23.4
Total	235	100.0

Table 3 illustrates the frequency and percentage of introvert students. The first one shows the number of respondents who are not confident has a 0 or 0%. The second number of slightly confident respondents have a 3 or 1.3%. The third number of moderately confident respondents have a 177 or 75.3%. Lastly, the number of confident respondents have a 55 or 23.4%. This revealed that the highest frequency and percentage are the number of introvert students who are moderately confident.

TABLE 4: EXTROVERT

	Frequency	Percent
Not confident	0	0
Slightly confident	9	3.8
Moderately confident	202	86.0
Confident	24	10.2
Total	235	100.0

Table 4 illustrates the frequency and percentage of extrovert students. The first one shows the number of respondents who are not confident has a 0 or 0%. The second number of slightly confident respondents have a3 or 3.8%. The third number of moderately confident respondents have a 202 or 86.0%. Lastly, the number of confident respondents have a 24 or 10.2%. This revealed that the highest frequency and percentage are the number of extrovert students who are moderately confident.

TABLE 5: INTROVERT VS SELF-CONFIDENCE

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.790[a]	4	.435
Likelihood Ratio	2.914	4	.572
Linear-by-Linear Association	2.059	1	.151
N of Valid Cases	235		

a. 5 cells (55.6%) have expected count less than 5. The minimum expected count is .15.

The table above shows that there is no significant association between self-confidence and introvert students in Jagobiao National High School. Therefore, introvert personality with self-confidence is not correlated with each other because the p-value (. 435) is greater than the significance level (0.05). However, there still be a motivational connection between personality and academic achievement [9]. Such as, self-confidence is a robust factor related to cognitive abilities [26]. Also, it is recommended for instructors to focus on building students' self-confidence which can develop the oral proficiency of the students [22].

Findings
This study intends to determine the introvert-extrovert personality types and self-confidence of students in Jagobiao National High School-Senior High School Department for the year 2019-2020.

A student can have an introverted and extroverted personality type. An introvert may a quiet person who does not find it easy to talk to other people. While the extroverted one is a friendly person who likes to being with and talking to other people.

Meanwhile, the data portray the level of student's self-confidence towards education and participation in activities in school which is found to be positive. It indicates that all of the following are found to be interested in students. Findings found it out that education is a means of developing their skills, confidence becomes an essential part of their life which will help them to gain more knowledge. Participation in school activities is a way of communicating and socializing with their colleagues.

The researcher found out that there is no difference between the self-confidence of an introvert and extrovert students. Hence, students show different perspective with regards to their interest. It defers to their personality and vision in life.

Conclusion

The students of Senior High School have a different personality type and self-confidence. They continue to enhance as they caught the attention of everyone due to their characteristics and interest. Respondents showed different perspectives of awareness. Following their personality type and self-confidence, only introverts showed no significant association. So the self-confidence of students is inclined to extrovert personality.

References

[1] Akhavan, P., Dehghani, M. &Rajabpour, A. (2015). An investigation of the effect of extroverted and introverted personalities on knowledge acquisition techniques. *Extroverted and Introverted Personalities*. 46(2), 194-206. Doi: 10.1108/VJKMS-06-2014-0043

[2] Tuncel, H. (2015). The relationship between self-confidence and learning Turkish as a foreign language. *Academic Journal*. 10 (7), 2575-2589. Retrieved from: https://www.academia.edu/16130337/The_Relationship_Between_Self-confidence_and_Learning_Turkish_as_a_Foreign_Language

[3] Gurler, S., (2015). Correlation between self-confidence and speaking skills of English language teaching and English language and literature preparatory students. *Curr Res Soc Sci*. 1(2), 14-19. Retrieved from: https://www.academia.edu/12743140/Correlation_between_Selfconfidence_and_Speaking_Skill_of_English_Language_Teaching_and_English_Language_and_Letirature_Preparatory_Students

[4] Scholte, R., Lieshout, C. &Aken, M. (2005). Adolescent personality types and subtypes and their psychosocial adjustment. *Project Muse.* 51(3), 258-286. Doi: 10.1353/mpq.2005.0019

[5] Prakash, S., Singh, A. & Yadav, S. (2016). Personality (introvert, and extrovert) and professional commitment effect among B.Ed teacher educator students. *The International Journal of Indian Psychology.* 3 (2), 3, 44-49. Retrieved from: https://www.semanticscholar.org/paper/Personality-(Introvert-%2C-And-Extrovert-)-and-among-Prakash-Singh/da4f601d66fad2f817c24b7c3b06164ea700113f

[6] Jalili, S., Mall-Amiri, B. (2015). The difference between an extrovert and introvert EFL teachers' classroom management. *Theory and Practice in Language Studies*. 5(4), 826-836. Retrieved from: https://www.academypublication.com/ojs/index.php/tpls/article/view/tpls0504826836

[7] Dubas, J., Gerris, J., Janssens, J. &Vermulst, A. (2002). Personality types of adolescents: concurrent correlates, antecedents, and type X parenting interactions. *Journal of Adolescence*. 25, 79-92. Doi:10.1006/jado.2001.0450

[8] Moreno, J., Castillo, L. &Masere, E. (2007). Influence of entrepreneur type, region and sector effects on business self-confidence: empirical evidence from argentine firms. *Entrepreneurship & Regional Development.* 25-48. Doi: 10.1080/08985620601043372

[9] Hart, D., Burock, D., London, B., Atkins, R. & Santiago, G. (2005). The relation of personality types to physiological, behavioral, and cognitive processes. *European Journal of Personality.* 9, 391-407. Doi: 10.1002/per.547

[10] Samand, S., Sailan, Z. &Lio, A. (2019). Analysis on the relationship of extrovert –introvert personality and students' speaking performance in the English study program of halu oleo university. *Journal Of Language Education and Educational Technology*. 4 (1), 1-15. Doi: 10.33772/jleet. v4i1.6677

[11] Cremer, D. &Knippenberg, D. (2004). Leader self-sacrifice and leadership effectiveness: the moderating role of leader self-confidence. *Organizational Behavior and Human Decision Processes.* 95, 140-155. Doi: 10.1016/j.obhdp.2004.04.002

[12] Lundberg, K. (2008). Promoting self-confidence in clinical nursing students. *Nurse Educator.* 33(2), 86-89. Doi: 10.1097/01.NNE.0000299512. 78270.d0

[13] Codish, D. &Ravid, G. (2014). Personality based gamification- educational gamification for extroverts and introverts. *Learning in the Technological Era*. 1, 36-34. Retrieved from: https://www.researchgate.net/publication/260305044_Personality_Based_Gamification-Educational_Gamification_for_Extroverts_and_Introverts

[14] Zainal, L. & Mohamad, M. (2017). Choices of words in writing: a case study among extrovert and introvert. *Journal of Education and Social Sciences.* 6 (2), 1-8. Retrieved from: https://www.jesoc.com/wp-content.uploads/2017/05/KC6_218

[15] Suliman, F. (2015). The role of extrovert and introvert personality in second language acquisition. Journal of Humanities and Social Science. 20 (2), 109-114. Retrieved from: https://scholar.google.com/scholar-the+role+of+extrovert+and+introvert+personality+in+second+language+acquisition

[16] Meeus, W., Schoot, R. Klimsta, T. &Branje, S. (2011). Personality types of adolescence: change and stability and links with adjustment and relationships: a five-wave longitudinal study. *Developmental Psychology*. 47(4), Doi: 10.1037/a0023816

[17] Absendorpf, J. (2003). Head-to-head comparison of the predictive validity of personality types and dimensions. *European Journal of Personality*.17, 327-346. Doi:10.1002/per.492

[18] Fang, T. (2010). Asian management research needs more self-confidence: a reflection on Hofstede (2007) and beyond. *Springer*.27, 155-170. Doi: 10.1007/s10490-009-9134-7

[19] Grumm, M. &Collani, G., (2009). Personality type and self-reported aggressiveness. *Personality and Individual Differences*. (47), 845-850. Doi: 10.1016/paid.2009.07.001

[20] Vanaja, J. &Geetha, D. (2017). A study on locus of control and self-confidence of high school students. *International Journal of Research.* 5 (7), 598-602. Doi: 10.5281/zenodo.841186

[21] Freiburger, O. (2002), Increasing student self-confidence and competency. *Nurse Educator*. 27(2), 58-60. Retrieved from: https://scolar.google.com/scholar?hl-increasing+student+self-confidence+and+competency

[22] Al- Hebaish, S. (2012). The correlation between general self-confidence and academic achievement in the oral presentation course. *Theory and Practice in Language Studies.* 2, (1), 60-65. Doi:10.4304/tpls.2.1.60-65

[23] Feltz, D. (2007). Self-confidence and sports performance. *Essential Readings in Sport and Exercise Psychology*. 33 (41), 50-66.Retrieved from: https://psycnet.apa.org/record/2007-07146-029

[24] Bearden, W., Hardesty, D. & Rose, R. (2001). Consumer self-confidence: Refinements in conceptualization and Measurement. *Journal of Consumer Research*. 28 (1), 121-134. Doi: 10.1086/321951

[25] Want, J. &Kleitman, S. (2006). Imposter phenomenon and self-handicapping: Links with parenting styles and self-confidence. *Personality and Individual Differences*. 40, 961-971. Doi: 10.1016/j.paid.2005.10.005

[26] Kleitman, S. &Stankov. (2007). Self-confidence and Metacognitive Processes. *Learning and Individual Differences.* (17), 161-173. Doi: 10.1016/j.lindif.2007.03.004

[27] Kuhertanti, K. &Santosa, R. (2018), The influence of students' self-confidence on mathematics learning achievement. *Journal of Physics.* 1-6. Doi: 10.1088/1742-6596/1097/1/012126

[28] Kayaoglu, N. (2013). Impact of extroversion and introversion on language-learning behaviors.*Social Behavior and Personality*. 41 (5), 819-826. Doi: 10.2224/sbp.2013.41.5.819

[29] Hatzigeorgiadis, A., Zourbanos, N., Mpoumpaki, S. &Theorodakis, Y. (2009). Mechanisms underlying the self-talk-performance relationship: the effects of motivational self-talk on self-confidence and anxiety. *Psychology of Sports and Exercise*. 10, 186-192. 10.1016/j.psyclisport.2008.07.009
https://scholar.google.com.ph/scholar?q=self-confidence+and+sports+performance

[30] Rosenberg, M. (1965). Society & the adolescent self-image. *Princeton University Press.*Retrieved from: https://socy.umd.edu/about-us/using-rosemberg-self-esteem-scale