



The relationship of extroversion and introversion with writing skills of males and female's learners at graduate level

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Abstract

The objective of this study is to determine the relationship of extraversion and introversion with the writing skills at graduate level. Five sub-domains of writing proficiency i.e. copying, reproducing, composition, guided writing and recombination were selected to explore their association with two major personality types i.e. extraversion and introversion. The study was correlational in design and 200 participants were selected by applying random sampling technique. The tools were made reliable before their administration. The results obtained from the study were hard to determine in establishing any significant relationship among extroverts and introverts with different writing components. However, overall writing proficiency and introversion had stronger correlation as compared to the extroverts and their writing abilities. It was also found that female learners had weak positive relationship with personality trait and writing proficiency, while male learners had strong correlation. The study concludes with the dire need of using variety of different instructional techniques during teaching writing components in English classes. So that, both introverts and extroverts many get academic benefits from different teaching strategies.

Keywords: extraversion, introversion, writing proficiency, ESL learners

1. Introduction

Writing is one of the basic communication skills which help in learning second language. Learners express their ideas more effectively through their words, sentences and other elements of writings. Many studies have been done on the relationship of personality traits and extraversion and introversion and self-correction with different aspects of language learning. Learning and psychology are interlinked to each other that there is difficult to differentiate between them. This is the fact that learning is a kind of theoretical psychology because both want change and stability in human being and how they can accommodate with their environment. The previous studies suggested that the personality traits have great impact on the academic success and failure. Learning and psychology are interlinked to each other that there is difficult to differentiate between them. This is the fact that learning is a kind of theoretical psychology because both want change and stability in human being and how they can accommodate with their environment. The previous studies suggested that the personality traits have great impact on the academic success and failure.

1.1 Background of Study

There are several dimensions in five factor model and these are often linked which means that every person is a complex combination of these traits. It is possible that there can be one or several traits that dominant in the personality of an individual. If an individual is unable to understand herself or himself to a particular extreme i.e. self-centered or agreeable, then, essentiality of such traits is limited on the behavior of that particular person. The effects are obvious

on a person if he/she possesses the dominant traits of personality, therefore, if a person is dominated by extraversion, then, he/she will prefer to hanging out, talkative, and his/her decisions will be aligned with sociability (Abali, 2006) ^[1]. The term 'extravert' seems to be referred to 'extravert' that we often hear in contrast to 'introvert' in other part of the sentence following. Above conclusion supports the study that was conducted by Strong. However, resembles to Dewaele and Furnhum's and Strong's most of the researches that the writer found the positive relation on extraversion and speaking skills or L2 in general. Positive here refer to one variable that correlate with another variable. What about other skill as writing. Does it have positive relation as well?

1.2 Research Questions

1. What is the relationship between extraversion and introversion of ESL learners in writing skills?
2. What is the impact of gender of extravert and introverts' students regarding their writing skills?
3. What are the differences that extraverts and introverts' students face in writing skills?
4. What are the similarities that extraverts and introverts face in writing skills?

2. Literature Review

2.1 Personality

Ackerman, (1994) ^[2] focuses on various traits of the personality, however, five factor personality model is one of the common models that is followed by researchers and academicians. These traits are common, easily recognizable, stable and distinguishable. These traits are: neuroticism,

agreeableness, conscientiousness, extraversion, and openness. As these traits are distinguishable, and stable, therefore, it is relatively easier to relate with achievements, strategies, methods, behaviors and abilities. Even the achievements of the students particularly in the writing field are also related with these traits. The linkage of these traits is beneficial to the improvement of practices, education application, and theory building. Adamopoulos, (2004) [3] stated that there are several dimensions in five factor model and these are often linked which means that every person is a complex combination of these traits. It is possible that there can be one or several traits that dominant in the personality of an individual. If an individual is unable to understand herself or himself to a particular extreme i.e. self-centered or agreeable, then, essentiality of such traits is limited on the behavior of that particular person. The effects are obvious on a person if he/she possesses the dominant traits of personality, therefore, if a person is dominated by extraversion, then, he/she will prefer to hanging out, talkative, and his/her decisions will be aligned with sociability.

2.2 Personality Traits

2.2.1 Anxiety

Several researches on Second Language Acquisition, studied the relationship of various personality traits i.e. self-confidence, anxiety, empathy, field dependence and extroversion (Baron. 1991) [4]. It is common that learners sometimes are anxious in various learning contexts. For example, students often feel anxious while writing, speaking, learning for tests and competing with others in the formal context, whereas, they also feel anxiety while interacting with native speakers due to cultural differences in informal settings.

2.2.2 Self confidence

Researchers have found that self-confidence is also associated with the language learning as a self-confident person has lower level of anxiety, thus, his/her probability of learning a language is higher (Dewaele & Furnham, 1999) [5]. It has been found that Japanese language learners with higher self-confidence experience lower anxiety level and individuals with lower self-confidence experience higher anxiety level, therefore, performance of the individuals with higher self-confidence was higher as compared to the individuals with lower confidence level. However, it has also been found that the relationship between self-confidence and language learning is not clear. It was also explored that a sense of commitment and achievement is developed among the individuals with higher self-confidence; therefore, it is believed that anxiety and self-confidence are the leading motivators of learning a language.

2.2.3 Self esteem

A personal evaluation of the value that is articulated in the attitudes and behaviors of a person is known as self-esteem. When a person interacts with other individuals and experiences some assessment about the self, then, it is known as self-esteem. As every personality trait is linked to some other trait in one manner or other, so, there is also a direct link between self-esteem and anxiety. When the self-esteem of an individual is threatened, then, he/she feel anxiety, and most of the second language learners

experience the lower self-esteem. However, for an effective learning of a second language, it is important that individuals should possess higher self-esteem, easy-going behavior, social and honesty (Dornyei & Kormos, 2000) [6].

2.2.4 Extroversion

Researcher found that communication skills of extraverted learners are better than the introverted learners, and cognitive learning ability of introverted learners is better than the extraverted learners. It is commonly observed that the ability of extroverted learners is higher in learning communication skills as compared to introverted learners, however, research shows that these extrovert learners also face difficulties as well (Dornyei & Kormos, 2000) [6]. There are chances that extrovert learners might be over-achiever in the communication skills of a language but they might be under-achiever in writing, reading and listening. Moreover, it has also been concluded that findings on the achievements of extravert learners might be different as it is also dependent upon the nature of assessment as well. There could be a positive relationship between extraversion and communication skills; however, the relationship can be negative when assessing the extravert in formal context of language learning.

2.2.5 Tolerance of ambiguity

Researcher stated that it is common that learners often face ambiguity when they are learning any second language and this ambiguity arise because of substantial uncertainty, cultural norms, unexpected situations, and information gaps. The level of ambiguity can be different among different individuals as some learners experience higher level of ambiguity, whereas, other learners face lower level of ambiguity (Ehrman, 1990) [7]. It has been found that if an individual has lower level of tolerance towards ambiguous situations, then, it will be difficult for him/her to deal with such situation and he might be exhausted and frustrated. Therefore, it can be found that lower level of ambiguity also affects the learning ability of the individual as well.

2.3 Introversion

A situation in which an individual prefers to avoid social interactions and focused on internal moods, feelings, and thoughts is called as introversion and such person is called as introvert. This term gained attention from the works of C. Jung and now an integral part of several personality theories. It is also an integral part of several personality indicators i.e. MBTI as well (Ehrman, 1990) [7]. It has been found that every individual has some degree of introversion as well, however, some persons are leaned towards extraversion whereas, other opt for introversion and it depend upon the level of dominance of these traits. Introvert individuals are usually introspective, reserved and quiet. Such individuals are less attracted by the social interactions and social events; therefore, they can't stay in these events for longer as they need to spend some time alone to recharge themselves for any next social interaction. Some of the common traits of introvert individuals are thoughtful, self-aware, detail oriented, self-understanding and self-knowledge, hiding emotions, reserved and quiet in large groups, limited or no interaction with unknown individuals, and high observation power. Gan, (2001) [8] says that introvert individuals have small social circle and have limited friends. Close friends and family members are

highly are significant and profound for them. Moreover, they only prefer face to face interactions instead of interacting with large groups. They are usually reserved personalities but they are not socially anxious or shy. It can be found that there isn't any compulsory relationship between introversion and shyness. Shy people have a fear of social situations and people; however, introverts are not comfortable with the strangers, but they can be highly talkative to the known people as well.

2.5 Personality and language learning

Students vary an extraordinary arrangement in how fruitful they are in taking in a second dialect. All dialect instructors watch that a few people take in a second dialect effortlessly and some with more trouble. Numerous variables are in charge of achievement in second dialect learning, they incorporate inspiration, state of mind, insight level and so on, and it appears that one vital factor for accomplishment in dialect learning is the sort of identity that people have. Throughout the previous couple of years, scientists have been attempting to discover a connection amongst identity and second dialect learning. Research has given proof of the intensity of general knowledge in foreseeing scholastic execution, including second dialect learning achievement.

Among numerous individual contrasts in learning dialects, identity is the one acknowledged by lion's share of experts to have an impact on learning when all is said in done and dialect learning specifically. Particularly when individuals secure second dialect, it assumes an indispensable part in Second Language Acquisition (Gan, 2011) [11]. As indicated by research more extraverted dialect students will build their measure of info found that outgoing people will favor informative methodologies and researcher watched that they will probably join bunch exercises Therefore, they increment their communication in the dialect, which amplify their dialect yield and thus yield a superior item, i.e. dialect capability. It is obvious that the theories of connected phonetics about the prevalence of extraverts in dialect obtaining revolve around the supposition of positive effect of contribution and in addition yield on dialect learning.

3. Research Methodology

3.1 Research Type

The current study adopted correlational research design. It is a type of research that is conclusive in nature rather than exploratory. The personality traits extroversion and introversion were independent variables whereas writing proficiency of learners was dependent variable. The objective of the study was to find association between the independent and dependent variables. The data was gathered, analyzed and interpreted quantitatively.

3.2 Participants of the study

200 students from different colleges of Bahawalpur district comprised the population of the study. The population framework was the male and female colleges of same district. However, being quantitative research, sample of the study was determined by applying randomization technique. Finally, the sample statistic was consisted of 200 students.

3.3 Instrumentation

Researchers used two data collection instruments to gather data in the current study. Test was developed to measure writing proficiency level of the learners. On the other hand, questionnaire was used to investigate the personality traits of ESL learners. The tools were adopted and further adapted according to the settings of the study. Validity and reliability of data collection tools was sustained by piloting the tests and questionnaires.

4. Analysis and interpretation of the data

Pearson product correlation test was run to obtain association between the independent and dependent variables. The correlation between introvert and remaining components of writing is shown below. Results have found that the correlation between copying and introvert is 0.756 while the correlation between introvert and recombination is 0.075 and the correlation between reproducing and introvert is 0.599 the correlation between guided writing and introvert is 0.618.

Table 1: Correlation between Personality and Copying

		Male			Female		
		Extrovert	Introvert	Copying	Extrovert	Introvert	Copying
Extrovert	Pearson Correlation	1			1		
	Sig. (2-tailed)						
	N	200			200		
Introvert	Pearson Correlation	-.800	1		-.690	1	
	Sig. (2-tailed)	.032			.012		
	N	200	200		200	200	
Copying	Pearson Correlation	-.418	.776		-.408	.756	
	Sig. (2-tailed)	.060	.053		.050	.033	
	N	200	200		200	200	

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The above table found that the correlation between extrovert and copying is -0.408 while the correlation of copying with introvert is 0.756 the results are significant at $p < 0.005$. Female participants' correlation value of extrovert and

copying is -0.408 while for introvert and copying is 0.756. However, males have correlation of -0.418 and 0.776 respectively.

Table 2: Correlation between Personality and Reproducing

		Male			Female		
		Extrovert	Introvert	Reproducing	Extrovert	Introvert	Reproducing
Extrovert	Pearson Correlation	1			1		
	Sig. (2-tailed)						
	N	200			200		
Introvert	Pearson Correlation	-.690	1		-.690	1	
	Sig. (2-tailed)	.012			.012		
	N	200	200		200	200	
Reproducing	Pearson Correlation	.567	.599	1	.502	.683	1
	Sig. (2-tailed)	.013	.062		.013	.062	
	N	200	200	200	200	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The results are significant at $p < 0.005$. Female participants' correlation value for extrovert with reproducing is 0.502 and

for introvert with reproducing 0.683, however males have correlation of 0.567 and 0.599 respectively.

Table 3: Correlation between Personality and Recombination

		Male			Female		
		Extrovert	Introvert	Recombination	Extrovert	Introvert	Recombination
Extrovert	Pearson Correlation	1			1		
	Sig. (2-tailed)						
	N	200			200		
Introvert	Pearson Correlation	.790	1		-.690	1	
	Sig. (2-tailed)	.112			.012		
	N	200	200		200	200	
Recombination	Pearson Correlation	.815	.275	1	-.615	.075	1
	Sig. (2-tailed)	.048	.048		.028	.028	
	N	200	200	200	200	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The correlation between recombination and extrovert is moderately positive i.e. 0.615 while a very weak correlation is found between introvert and recombination. The results are significant at $p < 0.005$. Female participants' correlation

value for extrovert with recombination is 0.615 and for introvert with recombination 0.075, however males have correlation of 0.815 and 0.275 respectively.

Table 4: Correlation between Personality and Guided writing

		Male			Female		
		Extrovert	Introvert	Guided writing	Extrovert	Introvert	Guided writing
Extrovert	Pearson Correlation	1			1		
	Sig. (2-tailed)						
	N	200			200		
Introvert	Pearson Correlation	-.690	1		-.590	1	
	Sig. (2-tailed)	.012			.042		
	N	00	200		00	200	
Guided writing	Pearson Correlation	.415	-.618	1	.435	-.518	1
	Sig. (2-tailed)	.011	.026		.031	.016	
	N	200	200	200	200	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The results are significant at $p < 0.005$. Female participants' correlation value for extrovert with guided writing is 0.435

and for introvert with guided writing -0.518, however males have correlation of 0.415 and -0.618 respectively.

Table 5: Correlation between Personality and Reproducing

		Male			Female		
		Extrovert	Introvert	Composition	Extrovert	Introvert	Composition
Extrovert	Pearson Correlation	1			1		
	Sig. (2-tailed)						
	N	200			200		
Introvert	Pearson Correlation	-.690	1		-.390	1	
	Sig. (2-tailed)	.012			.022		
	N	200	200		200	200	
Composition	Pearson Correlation	.640	.485**	1	.540	.585**	1
	Sig. (2-tailed)	.298	.000		.208	.000	
	N	200	200	200	200	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The correlation between extrovert and composition is 0.640 while that of introvert and composition is 0.485 and the results are significant at $p < 0.005$. Female participants' correlation value for extrovert with composition is 0.540 and for introvert with composition 0.585, however males have correlation of 0.640 and 0.485 respectively.

5. Findings and Discussions

According to Jahandar *et al.*, (2014) ^[9] clears up that outgoing people are found to have bigger measures of delight and valuable impact than insightful individual. An influential review article construed that character, expressly extroversion and passionate quality, was the best indicator of enthusiastic success. As models, Marwa and Thamrin, (2016) ^[10] found that the nature of extraversion, as estimated by Extraversion Scale of the Eysenck Personality Questionnaire (EPQ), was emphatically and basically associated with satisfaction, as estimated by the Oxford Happiness Inventory. Using a comparative satisfaction and extraversion scales, Naveh *et al.* (2011) ^[11] found that euphoria was again altogether associated with extraversion. As indicated by Qomarudin, (2010) ^[12], personality significantly influences second language acquisition process. It shows up incredibly clear that active understudies, who use the second tongue to cooperate without inhabitation, talk even more smoothly, will when all is said in done take exercises with less reflection, work better in gatherings and surpass expectations in the midst of classes with elevated measures of development. It is to suit their need to pass on outside of class time without the heaviness of the study hall. The outcomes have discovered that there is a positive correlation is found among outgoing individual and introversion of ESL students in learning skills. The above examined is done to pass judgment on the extroversion and introversion of ESL students. Subsequently, extraversion and contemplation character have a noteworthy activity to overhaul understudies' arrangement limit in light of the fact that these personalities can affect the understudy's mental execution in the midst of the educating and learning process. As indicated by Qurrat-ul-Ain, and Saeed, (2017) ^[13] in which they found that introverts got favored scores over cordial people in forming course in the midst of both the first and second semesters. In like way, these results assert Razmjoo and Shaban (2008) ^[14] examination in Iran in which he found that contemplative individuals were more powerful than their friendly individual accomplices in the general organization quality. Revelations moreover credit backing to Singh and Varma, (1995) ^[15] ensure that structure for cordial understudies seems to fall behind talking; however, attentive individuals are better at passing on everything that should be passed on through making rather out of talking. In a similar vein, disclosures of this examination assert the results of another investigation driven by Skehan (1989) ^[16] on the association between understudies' extroversion/internal directedness character types and their execution in the hostile arrangement regarding the substance and shape; he found that recluses in a general sense defeated cordial individuals in both casing and substance.

The significance of brain research in learning as a whole element and identity is so much that no examination or research can neglect. Learning and brain research are interwoven to the point that it ends up complicated to differentiate one from the other. This intricateness is gotten

from the way that learning appears a sort of field for theoretical brain research on the grounds that both are looking for change and soundness in people and how they can accommodate to their condition (Stern, 1991) ^[17]. The characteristic of extraversion and introversion is a focal element of human identity theories. Extraversion and introversion are regularly seen as a solitary continuum, so to be high in one necessitates being low in the other. Carl Jung and the designers of the Myers– Briggs Type Indicator give an alternate point of view and recommend that everybody has both an extraverted side and an independent side, with one being more overwhelming than the other.

6. Conclusion

The study concludes with varying results among the extroverts and introverts concerning of both genders. Findings of the study reveal that both males and females extroverts have negative correlation with the copying skills of writing proficiency. However introverts show positive correlation among the personality trait and copying skills. However in the domain of reproducing skills the results were almost opposite. Extrovert learners expressed positive relationship with reproducing abilities while introverts showed negative relationship. As far as the correlation between personality and recombination domains of writing skills is concerned, both introverts and extroverts showed positive relationship with this specific writing domain. However, here female introverts showed negative correlation but their male counterparts showed positive correlation. Results of the study divulge that extrovert male and female learners had positive correlation with their guided writing skills. On the other vein, both male and female introverts had negative relationship with guided writing skills. As far as the composition domain of writing skills is concerned, both introverts and extroverts relating to both genders had positive correlation with the composition domain of writing skills. On the whole findings reveal that introverts and extroverts had positive correlation with the writing proficiency. However the correlation level was significantly stronger among introverts as compared to the extroverts. It is recommended that teachers should use different instructional techniques while teaching English language in general and writing skills in particular.

7. References

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