

# A Study of an Adjustment of Prospective Teachers in Relation to Introversion-Extroversion

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## ABSTRACT

The present study attempts to explore how the introversion and extroversion nature affect the adjustment of pupil teachers. As the failure and success of the teachers in their profession also depends upon their adjustment. This was an empirical research with a sample of 120 prospective teachers who are getting training in three colleges of education affiliated from M.D. University, Rohtak that are selected randomly from Rohtak city of Haryana. Descriptive survey method was used. Adjustment of prospective teachers was assessed by using Adjustment Inventory for College Students (AICS) developed by Singh & Singh and introversion-extroversion nature of prospective teachers were assessed by Introversion-Extroversion Test developed by Aziz & Agnihotris. Statistical techniques i.e. mean, S.D. & 't' test was applied to find out the significance of difference between means. The results indicated that there was no significant difference in adjustment of male and female prospective teachers as well as married and unmarried prospective teachers. Further, the results also indicated that there was no significant difference in adjustment of extrovert male and extrovert female prospective teachers. There is no significant difference in the adjustment of introvert male prospective teachers and introvert female prospective teachers. While no significant difference was found in adjustment of extrovert male prospective teachers and introvert male prospective teachers. There was significant difference was found in the adjustment of extrovert female and introvert female prospective teachers.

**Keywords:** Adjustment, introversion-extroversion, prospective teachers

The teacher is most important component of education system, whose role is changing in the current time. The teacher's role and responsibilities are infinite and limitless. The teacher is stepping stone of nation. The teacher is builder of the thoughts, a real maker of personality of the student and hence the guide of one's life. A well-adjusted teacher with no conflict in life is a source of inspiration to their students and a boon to the transforming society. Hence, satisfactory adjustment is essential for teacher and he/she should be train to adjust during preparation of the teacher. The prospective teachers should have high level of adjustment as it directly linked with his/her efficiency in his/her work and hence a professional teacher improves the quality of work favorably when the teacher is well adjusted.

Education is the process to train the students for the adjustment in the life situations. The adjustment is the lifelong process and continuous until end of the life. Psychologists have stated adjustment in two ways- first adjustment is an achievement or learning and second is process. It brings happiness; efficiency and some degree of social feelings. Adjustment is interaction between an individual and his environment. Adjustment is both process and product. The adjustment is the constant interaction between the individual and environment both being modifiable, whether it is physical, social and psychological world. There are different factors to which adjustment are correlated. Adjustment is correlate to intelligence and other personality characteristics. Arif *et al.* (2012) found that there was a significant difference between male and female

prospective teachers on their big five personality traits. Female prospective teachers got greater score on their big five-personality traits instrument as compared to male prospective teachers. Findings of this study indicated the quality of teacher education programs in terms of their capability to develop teacher personality. Study enabled researchers to suggest some strategies for development of teachers' personality and teacher personality development to be the part of teacher education programs. This factor influences the adjustment of a person. Adjustment is also being affected by introversion and extroversion. Jung's (1923-1971, as cited in Costa & McCrae, 2003) theory of psychological type was the foundation of many studies and Jungian attitude of introversion and extroversion became famous. Although psychoanalytic theory has little influence on modern specific psychology, the initial difference between extroverts and introverts would preserve in most psychometrical proved theories in personality (Chamorro-Permuzic & Furnham, 2005).

### **Extroversion**

Extroversion is "attitude-type characterized by concentration of interest on the external object" (Jung, 1989, p. 394). As Canli (2006) infers, some people are famous for their laughter, the party is wherever they are, they attract people, social contact is valuable for them, they enjoy good times whenever they are with other people, even while they are in a room with strangers, they can be the best friend for them. These people give meaning to the concept of extroversion. Extroversion can be defined both in broad senses and in narrow senses. Zuckerman (2005) stated that, the narrowest one is limited to sociability and the broad one includes different sub-traits. Hogan (1982, as cited in Chamorro-Permuzic & Furnham, 2010) expresses the dimensions of extroversion as sociability, ambition, likability, adjustment, prudence, and intellect. He divided extroversion into two main subcategories: Sociability and Ambition. Therefore, some extroverts may have tendency to experience positive effect, be sociable, and like other people's company, on the other hand some extroverts may be dominance, self-confident, and leaders.

### **Introversion**

Introversion is "Attitude-type characterized by

orientation in life through subjective psychic contents" (Jung, 1989, p. 369). Introversion is "an innate temperament beginning at birth that reveals itself in a collection of preferences in behavior" (Thompson, 2012, p. 6). Introversion as Helgoe (2008) expresses is not explained by lack, it is a wellspring of riches. Introversion is defined as a preference and they prefer a rich inner life to a vast social life, talking with a close friend to sharing stories in a group, developing their ideas internally to interactively. Introverts prefer spacious interactions with fewer people. They can become the carries of family and societal problems. They put less value on what is outside and spend less energy there; so their tendency toward inside should not mistakenly considered as phobia or problem. They should be recognized, if not, they would face problem soon (Helgoe, 2008). Thompson (2012) believes that introverts have positive attributes, they are good at listening, planning, concentration on tasks for a long time, uninterrupted period, taking time to think, focusing, and they can act independently.

### **RATIONAL OF THE STUDY**

In no other profession, a satisfactory adjustment is essential as in teaching. If the teacher has good adjustment abilities, he/she can manage the system in a proper way to produce the expected results. In brief, it can be said that an incompetent and maladjusted teacher spoils the school atmosphere. The teacher's own socio-emotional adjustment is an essential aspect for preparing teachers to help students in their personal adjustment problems. Therefore, it is essential to prepare teachers that are adjustable and provide favorable conditions for adjustment to students and to avoid maladjustment. Sindhu (2005) studied the relationship between teacher's motivation, adjustment and their academic achievement and found that the female teachers displayed superior adjustment as compared to male teachers. Singh (2010) studied the academic records, adjustment and attitude or correlates of job satisfaction among the central school-teachers. Positive and significant correlation has been found between job satisfaction and academic records, job satisfaction and adjustment as well as between job satisfaction and attitude towards teaching. Erdoğan (2013) supported this result and he found that there is no difference between female and male

student teachers in terms of personal adaptation i.e. adjustment. Hussainmiya & Naik (2015) found that the female teachers with Introversion personality type, favorable attitude and effective teaching will influence more on academic achievement of students in social science than the female teachers with Extraversion personality type, Unfavorable attitude towards profession and Effective teaching. Jalili & Amiri (2015) found that extrovert EFL teachers are better than introvert teachers are. Most of researchers on prospective teachers was related to adjustment but not related to their personality factors. Therefore, there is need to work on the adjustment of prospective teachers in relation to introversion –extroversion.

### STATEMENT OF THE PROBLEM

The present study stated as “*A Study of an Adjustment of Prospective Teachers in Relation to Introversion-Extroversion.*”

### OPERATIONAL DEFINITIONS OF THE RELATED TERMS

**Adjustment:** Adjustment is a process by which a living organisms maintains balance between its need and circumstances that influence the satisfaction of their needs.

**Prospective Teachers:** Prospective teachers in this study are those B.Ed. trainees who are getting training in College of education of Rohtak district.

**Introversion:** A person who tends to with draw into himself especially when faced emotional conflicts and stress in his environment. Introvert individual is avoids people and enjoy to be alone. (Helgoe, 2008)

**Extroversion:** A person who tends to enjoy human interactions and are general enthusiastic, talkative, assertive and gregarious in social situation. They pleasure in an activity that involves large social gatherings such as parties, community activity, public demonstration and political groups etc. (Helgoe, 2008)

### Objectives of the Study

The followings are the objectives of the present study:

1. To compare an adjustment of male and female prospective teachers.

2. To compare an adjustment of married and unmarried prospective teachers.
3. To compare an adjustment of introvert male and introvert female prospective teachers.
4. To compare an adjustment of extrovert male and extrovert female prospective teachers.
5. To compare an adjustment of extrovert male and introvert male prospective teachers.
6. To compare an adjustment of extrovert female and introvert female prospective teachers.

### Hypotheses of the Study

The following hypotheses are framed for verification in the present study:

- H<sub>0</sub>1:** There is no significant difference between an adjustment of male and female prospective teachers.
- H<sub>0</sub>2:** There is no significant difference between an adjustment of married and unmarried prospective teachers.
- H<sub>0</sub>3:** There is no significant difference between an adjustment of introvert male and introvert female prospective teachers.
- H<sub>0</sub>3:** There is no significant difference between an adjustment of extrovert male and extrovert female prospective teachers.
- H<sub>0</sub>4:** There is no significant difference between an adjustment of extrovert male and introvert male prospective teachers.
- H<sub>0</sub>5:** There is no significant difference between an adjustment of extrovert female and introvert female prospective teachers.

### Design of the Study

#### Method

Keeping in view the objectives and nature of the study, Descriptive survey method used.

#### Population

The prospective teachers of colleges of education affiliated from M.D. University, Rohtak of Rohtak district comprised the population of the present study.

**Sample**

For the present study, the investigator randomly selected 120 prospective teachers from three colleges of education affiliated from M.D. University, Rohtak of Rohtak district.

**Tools used**

- *Adjustment Inventory for College students:* The Adjustment Inventory for College students designed by Dr. A.K.P. Singh and Dr. R.P. Singh (1998) consists of 120 questions in which they are categorized into five areas viz. home adjustment (16 questions), health adjustment (15 questions), social adjustment (19 questions), emotional adjustment (21 questions) & educational adjustment (21 questions). The split half method (0.94); test-retest method (0.93); Hoyt’s method (0.94) & K.R. Formula (0.92) determined reliability of the scale. The validity coefficient of the present scale was found to be .85.
- *Introversion-Extroversion Test:* The Introversion-Extroversion Test by Dr. Aziz and Dr. Agnihotris (1998) consists of 60 items of ‘yes & ‘no’ response in which they are categorized in two broad area as 30 items of introvert characteristics & 30 items of extrovert characteristics. The inventory is standardized using item analysis of items.

**Statistical techniques used for data analysis**

In the present study the following statistical measures used: Descriptive analysis (Mean, Standard Deviation) & inferential analysis (t-test).

**Analysis and Interpretation of the Data**

This section explores the comparative study of an adjustment of prospective teachers based on gender, marital status and personality status. In order to study the previously mentioned objectives of the investigation, this section is bifurcated into six sub-sections that contain tables of t-test and diagram related to respective mean score of tables, which has been reported, interpreted and discussed critically below:

**1. Result related to adjustment of male and female prospective teachers**

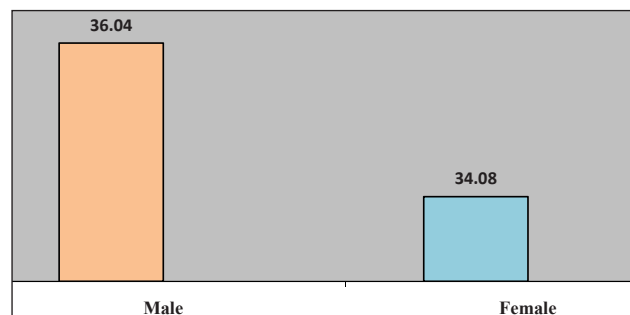
**Table 1:** Mean, Standard Deviation and ‘t’ value of

adjustment of male prospective teachers and female prospective teachers.

Variable	Sample	N	M	SD	t-	Level
					value of	Sig.
Adjustment	Male				1.05*	Not Sig.
	Prospective Teachers	45	36.04	10.04		
	Female					
	Prospective Teachers	75	34.08	10.12		

\* 0.05 level

Table 1 revealed that the mean adjustment scores of male prospective teachers and female prospective teachers are 36.04 and 34.08 with SD’s 10.04 and 10.12 respectively. The t-value came out from the above two groups is 1.05 which is not significant at 0.05 level. Therefore, the null hypothesis ( $H_0$ ) is retained. Therefore, there is no significance difference in the adjustment of male prospective teachers and female prospective teachers. This showed that gender does not affect an adjustment of the prospective teachers. The mean score showed that male prospective teachers (M=36.04) are better adjusted than female prospective teachers (M=34.08). A graphical representation is also given in figure1 showing mean adjustment scores of male prospective teachers and female prospective teachers using bar diagram.



**Fig. 1:** Mean Adjustment scores of Male Prospective Teachers and Female Prospective Teachers

**2. Result related to adjustment of married prospective teachers and unmarried prospective teachers**

**Table 2:** Mean, Standard Deviation and ‘t’ value of adjustment of married prospective teachers and unmarried prospective teachers.

Variable	Sample	N	M	SD	t-value	Level of Sig.
Adjustment	Married Prospective Teachers	55	40.78	10.98	0.99*	Not Sig.
	Unmarried Prospective Teachers	65	42.79	12.89		

\*0.05 level

From Table 2, it is observed that the mean adjustment scores married prospective teachers and unmarried prospective teachers are 40.78 and 42.79 with SD's 10.98 and 12.89 respectively. The t-value came out from the above two groups is 0.99 which is not significant at 0.05 level. Therefore, the null hypothesis ( $H_0$ ) is retained. Therefore, there is no significance difference in the adjustment of married prospective teachers and unmarried prospective teachers. The mean scores showed that unmarried prospective teachers (M= 42.79) are more adjustable than married prospective teachers (M=40.78). A graphical representation is also given in Fig. 2 showing mean adjustment scores of married prospective teachers and unmarried prospective teachers using bar diagram.

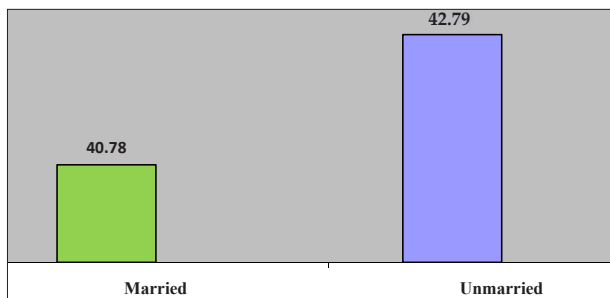


Fig. 2: Mean Adjustment scores of Married Prospective Teachers and Unmarried Prospective Teachers

**3. Result related to adjustment of introvert male prospective teachers and introvert female prospective teachers**

It is observed from Table 3 that the mean adjustment scores of introvert male prospective teachers and introvert female prospective teachers are 39.10 and 35.40 with SD's 8.94 and 7.43 respectively. The t-value came out from the above two groups is 1.61 which is not significant at 0.05 level. Therefore, the null hypothesis ( $H_0$ ) is retained. Therefore, there is no significance

difference in the adjustment of introvert male prospective teachers and introvert female prospective teachers.

**Table 3:** Mean, Standard Deviation and 't' value of adjustment of introvert male prospective teachers and introvert female prospective teachers.

Variable	Sample	N	M	SD	t-value	Level of Sig.
Adjustment	Introvert Male Prospective Teachers	20	39.10	8.94	1.61*	Not Sig.
	Introvert Female Prospective Teachers	44	35.40	7.43		

\* 0.05 level

This showed that introvert personality trait of different gender does not affect an adjustment of the prospective teachers. A graphical representation using column graph is also given in Fig. 3 showing mean adjustment scores of introvert male prospective teachers and introvert female prospective teachers.

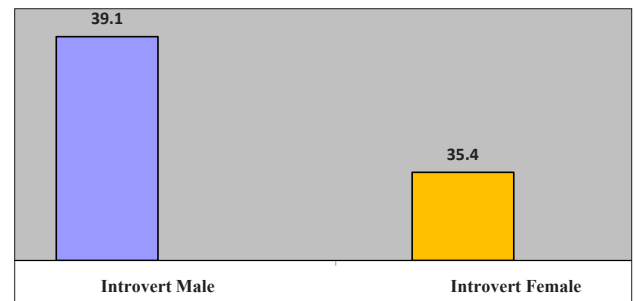


Fig. 3: Mean adjustment scores of introvert male prospective teachers and introvert female prospective teachers

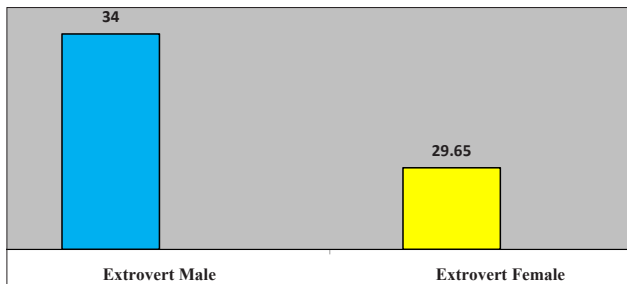
**4. Result related to adjustment of extrovert male prospective teachers and extrovert female prospective teachers**

**Table 4:** Mean, Standard Deviation and 't' value of adjustment of extrovert male prospective teachers and extrovert female prospective teachers.

Variable	Sample	N	M	SD	t-value	Level of Sig.
Adjustment	Extrovert Male Prospective Teachers	25	34.00	8.46	1.91*	Not Sig.
	Extrovert Female Prospective Teachers	31	29.65	8.43		

\* 0.05 level

Table 4 revealed that the mean adjustment scores extrovert male prospective teachers and extrovert female prospective teachers are 34 and 29.65 with SD's 8.46 and 8.43 respectively. The t-value came out from the above two groups is 1.91 which is not significant at 0.05 level. Therefore, the null hypothesis ( $H_04$ ) is retained. Therefore, there is no significance difference in the adjustment of extrovert male prospective teachers and extrovert female prospective teachers. This means that extrovert personality nature of male and female does not affect an adjustment of the prospective teachers. A graphical representation using bar diagram is also given in Fig. 4 showing mean adjustment scores of extrovert male prospective teachers and extrovert female prospective teachers.



**Fig. 4:** Mean adjustment scores of extrovert male prospective teachers and extrovert female prospective teachers

**5. Result related to adjustment of extrovert male and introvert male prospective teachers**

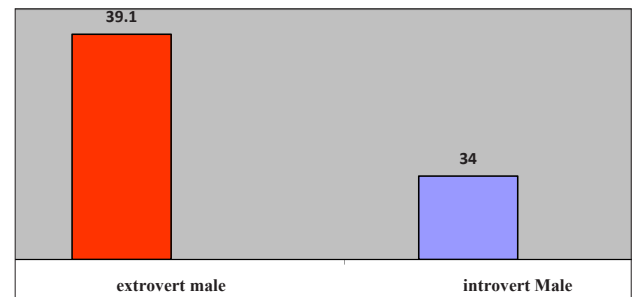
**Table 5:** Mean, Standard Deviation and 't' value of adjustment of extrovert male prospective teachers and introvert male prospective teachers.

Variable	Sample	N	M	SD	t-value	Level of Sig.
Adjustment	Extrovert Male Prospective Teachers	25	34	8.46	1.94*	Not Sig.
	Introvert Male Prospective Teachers	20	39.10	8.94		

\*0.05 level

Table 5 revealed that the mean adjustment scores of extrovert male prospective teachers and introvert male prospective teachers are and 34 & 39.10 with SD's 8.46 & 8.94 respectively. The t-value came out from the above two groups is 1.94 which is not significant at 0.05 level. Therefore, the null hypothesis ( $H_05$ ) is retained. Therefore, there is

no significance difference in the adjustment of extrovert male prospective teachers and introvert male prospective teachers. This showed that personality trait of male does not affect an adjustment of the male prospective teachers. A graphical representation is also given in Fig. 5 showing mean adjustment scores of introvert male prospective teachers and extrovert male prospective teachers.



**Fig. 5:** Mean adjustment scores of extrovert male prospective teachers and introvert male prospective teachers

**6. Result related to adjustment of extrovert female and introvert female prospective teachers**

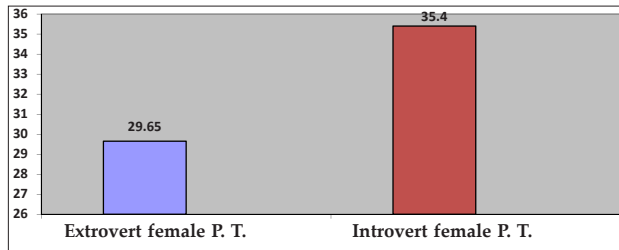
**Table 6:** Mean, Standard Deviation and 't' value of adjustment of extrovert female prospective teachers and introvert female prospective teachers.

Variable	Sample	N	M	SD	t-value	Level of Sig.
Adjustment	Extroversion Female Prospective Teachers	31	29.65	8.43	3.64*	Sig.
	Introversion Female Prospective Teachers	44	35.40	7.43		

at 0.05 level

Table 6 showed that the mean adjustment scores extrovert female prospective teachers and introvert female prospective teachers are 29.65 and 35.40 with SD's 8.43 and 7.43 respectively. The t-value came out from the above two groups is 3.64 which is significant at 0.05 level. Therefore, the null hypothesis ( $H_06$ ) is not retained. Therefore, there is significance difference in the adjustment of extrovert female prospective teachers and introvert female prospective teachers. This showed that personality trait of female is affected an adjustment of the female prospective teachers.

Introvert female prospective teachers are more adjustable. A graphical representation is also given in Fig. 6 showing mean adjustment scores of extrovert female prospective teachers and introvert female prospective teachers.



**Fig. 6:** Mean adjustment scores of Extrovert female prospective teachers and Introvert female prospective teachers

## RESULTS AND DISCUSSION

From the result of the present study, it was concluded that adjustment is not being affected by gender and marital status of an individual. Both male and female prospective teachers are adjustable. Erdoğan (2013) supported this result and he found that there is no difference between female and male student teachers in terms of personal adaptation i.e. adjustment. More intense adjustment problems are observed in prospective teachers with high needs for status and prestige with high needs for love and to be loved by other people. However, Sindhu (2005) found that the female teachers displayed superior adjustment as compared to male teachers. The two variables introversion-extroversion is taken in relation to adjustment and it was found that the personality traits like introvert and extrovert do not affect perspective teacher adjustment. The personality trait of male does not affect an adjustment of the male prospective teachers. While, the personality traits affects an adjustment of the female prospective teachers. Introvert female prospective teachers had better adjustment ( $M = 29.65$ ) as compare to the extrovert female teachers ( $M=35.40$ ). Arif *et al.* (2012) supported it and found that there was a significant difference between male and female prospective teachers on their big five personality traits. Female prospective teachers got greater score on their big five-personality trait instrument as compared to male prospective teachers. Findings of this study indicated the quality of teacher education programs in terms of their

capability to develop teacher personality. Study enabled researchers to suggest some strategies for development of teachers' personality and teacher personality development to be the part of teacher education programs. Yet, this result is contrary with result of Jalili & Amiri (2015) found out that extrovert EFL teachers are better than introvert teachers are. Male prospective teachers show better adjustment varies according to personality traits. This finding has parallels with other study findings. According to Erdoğan (2013) Male teachers' needs are prestige, love, confidence, communication, and success, whereas, female teachers' needs are safety, prestige, communication, and success.

## EDUCATIONAL IMPLICATIONS

In view of the results of the present study, the investigator laid down the following educational implication:

- ❑ For the attainment of good mental health and adjustment of teacher, it is necessary to provide them personal and group guidance too during their training.
- ❑ Focus should be on improving college climate, which will help the student teachers to perform better in teaching learning process.
- ❑ The extrovert student teachers' discuss after classes about the techniques they used and try to apply successful ones in their teaching. In addition, whenever introvert teachers face a problem, they can ask their extrovert colleagues for their help and guidance.
- ❑ It could be beneficial for student teachers as during their training they are try to pretend as an extrovert teacher and replicate their techniques in classroom management namely being active, alive, sociable, preferring group works, having satisfactory teacher-student relationship, transferring their eager to students, and creating a friendly, safe, and positive learning environment to improve students' learning.
- ❑ Teachers are the keystones of education and learning. Therefore, they need to solve their adjustment problems so that they can raise healthy and quality generations.

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