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The Relationship between Introvert and Extrovert Personality towards Students' Academic Achievement in Primary School

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Abstract

This study examines the relationship between introvert and extrovert personality with the students' academic achievement in a primary school located in Malaysia. This study uses a quantitative approach, followed by a descriptive correlation method. Two null hypotheses were formulated to guide the study. The population is 839 students, a random sampling technique was used to determine the sample size of 269 students from Year 1 and Year 2. Eysenck Personality Questionnaire-Revised (EPQ-R) was used to measure the level of extrovert and introvert personality while the Classroom Assessment Report 2022 is used to measure students' academic achievement. The data obtained was analysed using descriptive statistics. This study found that the mean of academic achievement for extroverted students (4.1911) was higher than the introverted students' (4.0956). The results also show that there is no significant relationship between extroverted personality and students' academic achievement ($r = -0.085$, $p = 0.257$) and no significant relationship between introverted personality and students' academic achievement ($r = -0.021$, $p = 0.844$). This study may contribute to the primary school students, educators and Malaysia's Ministry of Education. The findings of this study give implications that age also affects the level of extrovert and introvert personality in addition to the type of assessment that will affect the academic achievement of extrovert and introvert students.

Keywords: Introvert, Extrovert, Academic Achievement, Primary School

Introduction

Learning is a social process where students gain knowledge through social interaction, for example sharing ideas with teachers and peers (Vygotsky, 1978). Based on previous studies, the learning process is interrelated with the academic achievement of students. Past studies also claim that students who receive support, insight and knowledge from teachers and classmates are more active in the learning process (Murberg, 2010). Students can eventually achieve higher academic performance in school. Academic achievement is an instrument to assess how high students can achieve, and it is also used to measure the effectiveness and quality of a teacher's teaching. According to Hakimi et. al. (2011), academic achievement is one of the important criteria to understand the quality of education applied in a school. Apart

from environmental factors, personality also plays a role in influencing students' academic achievement. The relationship between personality and students' academic achievement reported in previous studies is significant. Therefore, this research aims to examine the correlation between personality and academic achievement among primary school students. Since 2019, the COVID-19 pandemic has hit the whole world. Most schools around the world have changed their teaching and learning structures so that students' academics do not deteriorate and the spread of the COVID-19 virus can be prevented. In Malaysia's context, the Malaysian Ministry of Education has changed face-to-face learning to virtual learning for several months during the Movement Control Order (MCO) implemented since 2020. Although school closures are considered one of the most effective measures to curb the spread of the COVID-19 virus, many educators and researchers have raised concerns about the impact of virtual learning on students' academic achievement in school. In short, the COVID-19 pandemic has had a negative impact on the education sector in Malaysia and it will disrupt the engagement of students, whether extroverted students or introverted students in learning and further affect their academic achievement.

One of the main challenges faced by teachers during online teaching is the difficulty of engaging extroverted and introverted students in virtual learning effectively (Jumareng et al., 2021). This is due to the absence of physical interaction as well as a lower level of online interaction between teachers and students. Recent studies show that students are shy to open the camera in virtual learning, most of these students are introverted students (Bologna, 2020). For extroverted students, virtual learning has made it difficult for them to feel a social connection with the teacher in the virtual classroom. The study of Roslan et. al (2019) reported 75.8% of extroverted students felt more confined to the computer screen during virtual learning. This is because most teachers will mute all students when they enter the virtual class so that they can control the virtual class better. The lack of active involvement can cause students to lose focus in the virtual classroom and then cause them to be unable to follow the context that the teacher teaches (Ariga et. al., 2018). In short, this presents a greater challenge for teachers to maintain the active involvement of introverted and extroverted students consistently.

Some past studies that have been conducted regarding introvert and extrovert personality, include: Personality (Introvert and Extrovert) and the Effect of Professional Commitment among B.Ed Student Teacher Educators (Prakash et al., 2016); Shyness, Self-Construal, Extraversion-Introversion, Neuroticism, and Psychoticism: A Cross-Cultural Comparison Among College Students (Afshan et al., 2015); The Role of Personality in Sports and Physical Activity (Allen & Laborde, 2014); Personality Traits in Sports and Exercise Psychology: A Mapping Review and Research Agenda (Laborde et. al., 2020), however, no studies have reported on the relationship between introverted and extroverted personality with student academic achievement at the elementary school level throughout the COVID pandemic and endemic -19 in Malaysia, so that is what is new in this study. This study is beneficial to researchers and educators because this study will add to the literature on the relationship between extrovert and introvert personality with the academic achievement of primary school students in Malaysia, especially during the pandemic and endemic period of COVID-19.

The study which aims to identify the relationship between extrovert and introvert personality with the level of academic achievement among students in primary schools in the state of Selangor is to answer the five research questions as follows

1. What is the level of extrovert and introvert personality among students in primary school?
2. What is the level of academic achievement of extrovert and introvert students in primary school?
3. Is there a relationship between extrovert personality and academic achievement of students in primary school?
4. Is there a relationship between introverted personality and academic achievement of students in primary school?

Objectives

This study was conducted to achieve the following objectives:

1. To identify the level of extrovert and introvert personality among students in primary school
2. To identify the level of academic achievement of extrovert and introvert students in primary school
3. To identify the relationship between extrovert personality and academic achievement of students in primary school
4. To identify the relationship between introverted personality and academic achievement of students in primary school

Hypothesis

Based on the objectives of the study, two null hypotheses were constructed to guide the study. The constructed null hypothesis is as follows:

H01. There is no significant relationship between extrovert personality and academic achievement of students in primary school.

H02. There is no significant relationship between introverted personality and academic achievement of students in primary school.

Literature Review

Academic Achievement

According to the Research Center on Academic Success [CRIRES] (2005), academic achievement is the achievement of an individual at a certain level in a field of knowledge or skills. The level has been set based on the individual's age and the individual's ability to understand and master the learning measures. Based on the review of past studies, academic achievement has always been an instrument to measure the amount of knowledge acquired by a person. Academic achievement is also an important aspect and is taken very seriously by parents and society in the context of today's education-oriented, intellectually oriented and 'certificate hunting' (Nor, 2004). In addition, good academic achievement is also a passport to continue studying at local and foreign higher education institutions and even to get a better job in terms of income (Lim, 2018).

Academic achievement in this study refers to the academic achievement of primary school students in Classroom Assessment, PBD (2022). Achievement in the subjects of Bahasa Malaysia, English, Chinese, Mathematics and Science has been used as an indicator of academic achievement. The levels of mastery used in PBD are Level 1, 2, 3, 4, 5 and 6. Level 1 is the lowest level where the student cannot master the subject and is considered not to pass, followed by Level 2. Level 6 is the highest level where students can best master the subject. Levels 3 and 4 are medium bands.

Personality Type

According to Prakash et. al (2016), personality is one of the important elements and is the key to the success or failure of students in learning activities whether at the primary school, secondary school or university level. A person's personality is determined by two factors, namely heredity and environment where both factors will play a role in producing a good or bad personality (Baro & Buragohain, 2014). According to the study of Afshan et. al (2015), an individual with an introverted personality is a quiet and shy person. They do every task more carefully and can control their emotions well. In learning situations such as discussions in class, introverted students interact less with peers to share their ideas and opinions (Prakash et al., 2016). On the other hand, extroverted students will show behaviors, such as energetic (Roslan et. al., 2019), brave, active, assertive (Farsani et. al., 2013), friendly, sociable, talkative, have many friends, easy to get along with (Salehi, 2010), always need a friend to chat, easy to discuss, but more careless in making decisions (Stylianios et al., 2014). In short, the results of Allen et. al (2013) showed that student personality is closely related to increased academic achievement among students.

Hans Eysenck's Theory of Personality

Referring to Prabowo and Riyanti (1998), psychologist Hans Eysenck stated that extrovert and introvert personalities are two opposite poles in a scale. The majority of people are in the middle of the scale, while a minority of people are at one of the extreme ends. Eysenck's theory states that individuals only tend to one of the poles, that is they only have one dominant personality. Based on Hans Eysenck's Personality Theory, individuals with an introverted personality have sensitive feelings and are more easily offended, have a low level of self-confidence, like to daydream and stay up late because they cannot sleep easily. They prefer to be alone and do not like to socialize with others in a large group. On the other hand, individuals with an extroverted personality prefer to act quickly, but they do not have a fixed stance. They accept other people's views with an open heart.

Relationship between Extroverted Personality and Academic Achievement

Many studies conducted have shown the existence of a significant relationship between extroverted personality and academic achievement. A study conducted by Jumareng et. al (2021) in Indonesia did not show any relationship between extrovert personality and academic achievement ($r = -0.120$). The researchers in this study argue that extroverted students are more careless in making assignments and want to quickly complete an assessment or exam, regardless of whether the answer is right or wrong. The findings of Jumareng et al (2021) are in line with previous studies that report that extroverted students make mistakes more often in assignments and find it harder to concentrate while studying. Discussion in the study of Jumareng et. al (2021) is also supported by Salehi (2010) who claims that extrovert personalities always joke and are not serious in the learning process in class, so they are more inclined to low academic achievement.

The results of the study of Muza et. al (2020) showed the absence of a significant relationship between extroverted personality and student academic achievement. This finding is agreed by Essay (2013) that extroverted personality has no relationship with academic achievement. The research of Muza et. al (2020); Essays (2013) are also supported by Marin et. al (2008) who explained that students with low academic achievement are mostly extroverted students. This is due to their ineffective study habits. In short, Hakimi's (2011) study shows that there is a significant negative relationship between extrovert personality and student

academic achievement while Jumareng et. al (2021) and the study of Muza et. al (2020) showed the absence of a significant relationship between extroverted personality and student academic achievement. Although the findings of the three studies are not the same, the three researchers have given the same statement that extroverted students are more likely to have low academic achievement, due to impatience to complete assignments or exams and difficulty in fully focusing on the teaching process and learning in the classroom. After reviewing the literature and previous studies, most of the studies related to extrovert and introvert personality with academic achievement were conducted and produced abroad or at higher education levels, especially in universities. Therefore, the focus of research on extrovert personality, introvert personality and their relationship with the academic achievement of primary school students in Malaysia is still decreasing and must be given attention. In line with efforts to improve the quality of teaching and learning and improve student achievement, the field of education needs more researchers to conduct research that focuses on the relationship between extrovert personality and student academic achievement. This can enable teachers to plan and apply appropriate teaching and learning methods for extroverted students in the classroom.

The Relationship between Introverted Personality and Academic Achievement

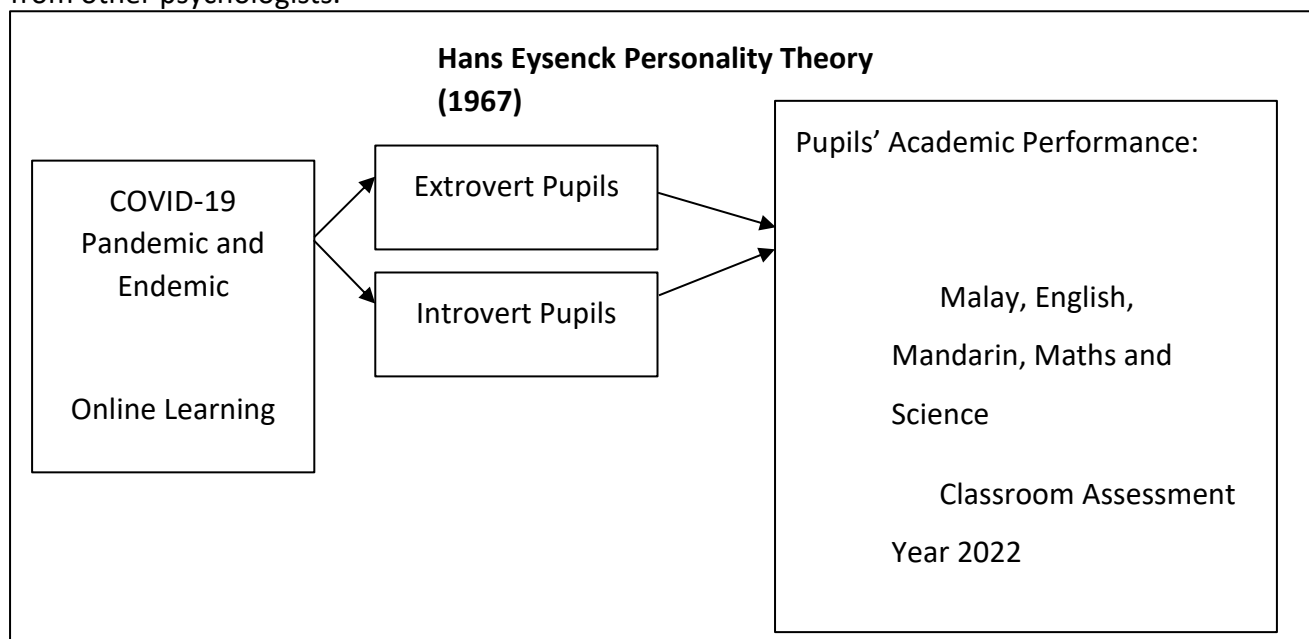
Many studies conducted have shown the existence of a significant relationship between introverted personality and academic achievement. A study conducted by Jumareng et. al (2021) in Indonesia have shown a positive significant relationship between introverted personality and students' academic achievement. The results of his study show that introverted students are more likely to have high academic achievement. This is because introverted students are more serious and focused when completing assignments assigned by lecturers. After all, introverted students have a higher level of concentration and motivation compared to introverted students during physical classes (Hartono et. al., 2019). The opinion of Hartono et. al (2019) is also supported by Hakimi et. al (2011) that introverted students have higher academic achievement because they apply effective study habits and pay full attention while in class. Next, the results of the study of Muza et. al (2020) proved that there is a significant relationship between introverted personality and student academic achievement. The findings of this study are also supported by Michael (2015) who reported a positive relationship between introverted personality and academic achievement. In short, introverted students have a high rate of achieving high academic achievement.

The findings have proven that there is a significant and positive relationship between introverted personality and student academic achievement. However, the research findings that have been stated in this section are contradictory to the second hypothesis and also the problem statement presented in the introduction. This is because the studies reviewed were conducted at the high school and university level. On the other hand, the research focus on the relationship between introverted personality and students' academic achievement at the primary school level is still very limited. The discrepancy needs to be studied and analyzed through this research study to identify whether introverted students in primary school are different from introverted students in high school and university in terms of academic achievement.

Theoretical Framework of the Study

The theoretical framework of this study was designed based on Hans Eysenck's Personality Theory. Hans Eysenck's Personality Theory will serve as the basic framework that supports

the proposed theoretical framework. Hans Eysenck's Personality Theory was chosen to guide this study because the research instrument is the Eysenck Personality Questionnaire-Revised (EPQ-R). EPQ-R is a questionnaire used to measure introverted personality and extroverts (Afshan et al., 2015). Data analysis and research discussion can also be carried out based on Hans Eysenck's Personality Theory. This theory is suitable for connecting extroverted personality, introverted personality with the academic achievement of students in primary school because the personality characteristics stated in this theory are more suitable with the personality characteristics of students in primary school if compared to personality theories from other psychologists.



Overall, virtual learning since COVID-19 pandemic has had negative impacts on extroverted students and introverted students. One of the negative impacts is that the level of academic achievement of students has been lowered. This being the case, researchers conducted this study to identify the relationship between extroverted personality and student academic achievement as well as to identify the relationship between introverted personality and student academic achievement. Hans Eysenck's Personality Theory (1967) was used as the main guide in this study to produce a detailed and reliable analysis and discussion of the study.

Methodology

Research design, population and sample, data collection, data analysis will be written in detail. Comprehensive planning makes it easier for researchers to continue writing research studies. Based on the statement of Othman (2001), he defined methodology as a systematic process to link research approaches and data analysis so that research performance can be achieved perfectly.

Research Design

Research design is an important framework in research to collect and analyze data so that research questions can be answered (Bryman, 2008). The use of different designs will affect the results and the way in which the results of the study are concluded (Creswell, 2014). The approach used in this research study is quantitative with a descriptive correlation method. A correlational study is a study that looks at whether or not there is a relationship or correlation

between one variable and another. According to McMillan and Schumacher (2010), a correlational design is a research design in which information on at least two variables is collected to investigate the relationship between the variables. A correlational study is a suitable design for this research study because the design can help researchers to collect and analyze data to answer research questions and hypotheses.

Population and Sample

The population of this study is level one students who are 7 and 8 years old in primary school. The number of population that includes male and female students is as many as 839 people; while the number of samples in this study is 269 respondents. The determination of the sample size for this research is based on the (Krejcie and Morgan Table, 1970). According to Krejcie and Morgan (1970), a sample number of 265 from a population of 839 is sufficient in a correlation study.

Data Collection Method

Data collection was conducted through an online questionnaire, where the Eysenck Personality Questionnaire-Revised (EPQ-R) was provided in Google Form. The URL that redirects to the online questionnaire will be distributed through social networking applications such as WhatsApp and Google Classroom. Students from Year 1 and Year 2 were given two days to answer the questionnaire at their respective homes. A consent notice was attached to the first page of the questionnaire to give them a brief introduction to the research. Participants are required to read and click the consent button if they agree to continue participating in this research. Participants were assured that their data would be kept anonymous and that there would be no risk involved in this research, and they were allowed to withdraw from the study without any consequences. After participants have completed filling out the EPQ-R questionnaire, the researcher will check the responses to ensure that all study participants have completed the EPQ-R questionnaire properly.

The EPQ-R specifically measures introvert and extrovert personality (Afshan et al., 2015). This instrument was adapted from Eysenck (1967) by (Oche, 2018). The EPQ-R includes three parts: Part A, Part B and Part C. Part A is biodata that covers three questions to provide information to the researcher about the respondent's gender, age and class. Next, this instrument contains 24 questions, which are classified into two parts, namely Part B and Part C. In Part B, there are 12 questions to measure the feelings and behavior of extroverted students while in Part C, there are 12 questions to measure the likes and dislikes of introverted students. .

This instrument aims to find out how respondents learn, feel, act and present themselves. For students who get the highest score in the extroversion test will be categorized as extroverted students while students who get the highest score in the introversion test will be categorized as introverted students. Each question in this EPQ-R instrument has Five Likert Scales, namely 5 - Strongly Agree, 4 - Agree, 3 - Less Agree, 2 - Disagree and 1 - Strongly Disagree. Before this instrument was used, validity and reliability tests were conducted. According to Jumareng et. al (2021), the EPQ-R instrument has a level of validity (0.88) and reliability (0.79).

Apart from the EPQ-R questionnaire instrument, the mid-year Classroom Assessment Report 2022 for the 269 Year 1 and Year 2 students was also collected as data for student academic achievement. The second instrument can help researchers to measure the academic achievement of students in the subjects of Malay, Chinese, English, Mathematics and Science.

In relation to that, data collected from students' academic achievements can be linked to extrovert and introvert personalities to answer the objectives of the study.

Data Analysis Method

SPSS version 27 was used to analyze the data. The level of extrovert and introvert personality among students in primary school and the level of overall mastery from the classroom assessment were analyzed with a statistical descriptive test that used the mean and standard deviation to answer the first question and the second question. Pearson Product Moment Correlation and Independent Sample T-test were used to answer the third and fourth as well as to test both hypotheses in this study. All hypotheses were tested at the 0.05 significance level.

Result

The data obtained in this study were analyzed statistically and the findings of the study will be explained in the form of a table. Both null hypotheses in this study were also tested using Pearson Product Moment Correlation and Independent Sample T-Test.

Demographic Analysis

Table 1 shows demographic data of respondents by gender. Table 1 shows that 49.1% of the respondents are male while 50.9% are female. This shows that the number of female respondents is more than the number of male respondents in this study.

Table 1

Distribution of Respondents by Gender

Gender	N	Percentage (%)
Male	132	49.1
Female	137	50.9
Total	269	100.0

Table 2 shows the demographic data of respondents by age. Table 2 shows that 45.7% of the respondents were seven years old while 54.3% of the respondents were eight years old. This distribution shows that the number of eight-year-old respondents is more than the number of seven-year-old respondents in this study.

Table 2

Distribution of Respondents by Age

Age	N	Percentage (%)
Seven	123	45.7
Eight	146	54.3
Total	269	100.0

Descriptive Analysis of Extrovert and Introvert Personality Levels

Table 3 shows the level of extrovert and introvert personality among Year 1 and Year 2 students in primary school. Overall means and standard deviations for extroverted and introverted personalities are summarized in the table. The overall mean for extroverted personality is 3.208 with a standard deviation of 1.128 while the overall mean for introverted personality is 2.995 with a standard deviation of 1.213. The level of extroverted personality is higher than the level of introverted personality among Year 1 and Year 2 students in Primary School.

Table 3

Extrovert and Introvert Personality Levels Among Year 1 and Year 2 Students in Primary School

Personality	Mean	S.D.	Mean Level
Extrovert	3.208	1.128	Average
Introvert	2.995	1.213	Average

Descriptive Analysis of the Academic Achievement Level of Extrovert and Introvert Students

Table 4 shows the level of academic achievement of extrovert students among Year 1 and Year 2 students in Primary Schools. The mean for the level of academic achievement of extroverted students is 4.1911 and the standard deviation is 0.532. The mean level for academic achievement of extroverted students is moderately high. The mean for the level of academic achievement of introverted students is 4.0956 and the standard deviation is 0.586. The mean level for academic achievement of introverted students is moderately high. The overall mean academic achievement for extroverted students is higher than academic achievement for introverted students.

Table 4

Level of Academic Achievement of Extrovert and Introvert Students Among Year 1 and Year 2 Students in Elementary School

Academic Achievement Level	N	Mean	S.D.	Mean Level
Extrovert	179	4.1911	0.532	slightly higher
Introvert	90	4.0956	0.586	slightly higher

Relationship between Extroverted Personality and Academic Achievement

Table 5 shows the results of the study on the relationship between extroverted personality and academic achievement. Pearson's correlation analysis shows that the value of the correlation coefficient $r = -0.085$. This indicates a very weak negative relationship exists between the two variables. As for the significant value, $p = 0.257$ is greater than the set significance level of 0.05. Therefore, there is no significant relationship between extroverted personality and academic achievement. The first hypothesis is accepted.

Table 5

Relationship between Extroverted Personality and Academic Achievement

Variables	N	Mean	S.D.	df	r	p
Extrovert Personality	179	3.326	0.375	177	-0.085	0.257
Academic Achievement		4.162	0.545			

The Relationship between Introverted Personality and Academic Achievement

Table 6 shows the results of the study on the relationship between introverted personality and academic achievement. Pearson's correlation analysis shows that the value of the correlation coefficient $r = -0.021$. This indicates a very weak negative relationship exists between the two variables. As for the significant value, $p = 0.844$ is greater than the set significance level of 0.05. Therefore, there is no significant relationship between introverted personality and academic achievement. The second hypothesis is accepted.

Table 6

Relationship between Introvert Personality and Academic Achievement

Variables	N	Mean	S.D.	df	r	p
Introvert Personality	90	3.578	0.475	88	-0.021	0.844
Academic Achievement		4.153	0.567			

Discussion

Referring to the findings of the study, the overall mean for extroverted personality is 3.208 with a standard deviation of 1.128 while the overall mean for introverted personality is 2.995 with a standard deviation of 1.213. Although the overall mean level for both personalities is moderate, the level of extroverted personality is higher than the level of introverted personality among Year 1 and Year 2 students in primary school. A different finding was reported by a previous study which showed that the level of introverted personality (34.41) was higher than the level of extroverted personality (32.98) among students aged 14 to 17 years and above (Oche, 2018). In addition, Jumareng's study (2021) also showed a different finding that the level of introverted personality (30.10) was higher than the level of extroverted personality (27.45) among male students aged 18 to 20 years. Age is one of the factors that will affect the level of extrovert and introvert personality of students. According to Cain (2018), humans act more "introverted" as they age. Psychologists call this phenomenon "intrinsic maturity". Therefore, the level of extrovert personality is higher than introvert among Level 1 students while the level of introvert is higher than extrovert among adolescents and teenagers.

The overall mean academic achievement for extroverted students is higher than academic achievement for introverted students. The results of this study are not in line with the findings of Muza et al. al (2020) which showed the level of academic achievement of introverted students (mean 18.81) was higher compared to extroverted students ($m = 11.20$). The results

of this study found that introverted personality has a significant correlation with a high level of academic achievement, this is because introverted personality is more serious and focused in doing the tasks given by the lecturer. In addition, introverted students have a much higher level of concentration and motivation than extroverts when conducting physical education lectures (Hartono et al., 2019). The same findings were reported by previous studies which explained that higher academic achievement among introverted personality type students is due to them having effective study habits and higher concentration abilities in the classroom (Hakimi et al., 2011). However, the research results displayed in previous studies are different from the research results in this study. This is because the academic assessment carried out in this study is a formative assessment while the academic assessment carried out in previous studies is a summative assessment. Extroverted students can get higher academic achievement in formative assessment compared to summative assessment while introverted students can get higher academic achievement in summative assessment compared to formative assessment (Cain, 2018).

The findings of the study show that hypothesis one and hypothesis two are accepted. For the first hypothesis, the results of the study show that there is no significant relationship between extrovert personality and academic achievement among Year 1 and Year 2 students in Selangor primary schools. This finding agrees with Essay (2013) whose findings show that extroverted personality and academic achievement are not related. The results of the study of Muza et. al (2020) also showed the absence of a significant relationship between extroverted personality and student academic achievement. Research Essay (2013); Muza et. al (2020) supported by Marin et. al (2008) who explained that students with low academic achievement are mostly extroverted students. The findings of this study are also supported by the study of Jumareng et. al (2021) in Indonesia that there is no relationship between extrovert personality and academic achievement ($r = - 0.120$). The researchers in this study argue that extroverted students are more careless in making assignments and want to quickly complete an assessment or exam, regardless of whether the answer is right or wrong. Discussion in the study of Jumareng et. al (2021) is also supported by Salehi (2010) who claims that extrovert personalities always joke and are not serious in the learning process in class, so they are more inclined to low academic achievement.

For the second hypothesis, the results of the study show that there is no significant relationship between introverted personality and academic achievement among Year 1 and Year 2 students in Selangor primary schools. The results of this study contradict the study conducted by Jumareng et. al (2021) in Indonesia which showed a significant relationship between introverted personality and student academic achievement. The results of Jumareng et al. al (2021) showed that introverted students among teenagers and young men are more likely to have high academic achievement while the results of this study show that introverted students in Years 1 and 2 are more likely to have low academic achievement. This is because introverted students who are older in terms of age are more serious and focused when completing the tasks assigned by the lecturer while introverted students who are younger in terms of age are more shy to voice their opinions, ask questions and learn in groups in class. So, when introverted students do not understand the teacher's teachings, they do not dare to ask questions to the teacher or friends and this will directly affect their academic achievement. Next, the results of this study also contradict the study of Michael (2015) and the study of Muza et. al (2020) who proved that there is a significant relationship between introverted personality and student academic achievement. In short, the level of academic achievement of introverted students is also influenced by the age factor.

Conclusion

The conclusion that can be made based on this study as a whole is that after understanding the relationship between extrovert and introvert personality with student academic achievement, it can help educators to identify the main issues and problems that will affect student academic achievement and performance. The discussion of the findings obtained in this study covers the level of extroverted personality, the level of introverted personality, the level of student academic achievement and also the relationship between extroverted personality and student academic achievement as well as the relationship between introverted personality and student academic achievement. In addition, this study has filled the knowledge gap regarding the topic of personality with academic achievement among students in primary schools that has not yet been widely explored in Malaysia. It is hoped that this study will benefit the parties involved such as educators and administrators in primary schools whether in urban or rural areas, parents and so on towards extroverted and introverted students who are the hope for our country in the future.

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