A STUDY OF SHYNESS AND SELF ESTEEM AMONG HIGH SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

By

Dr. Latha. M.
Guest Faculty in Education
Department of Studies in Education
University of Mysore, Manasagangothri
Mysore – 570006, Karnataka
Cell No. 8310263808
Email ID: drlatham2014@gmail.com

Abstract:

Self-esteem is significant for individual development especially for students who are adolescence. This research aims to determine the association of shyness towards self-esteem among high school students in relation to their academic achievement. This research concerned 403 8th standard students as participants; this research uses product moment Pearson test for assess the relationship between shyness and self-esteem in relation to their academic achievement. The results of this research show that, students with high academic achievement had least Shyness scores. Since there was a significant difference in academic achievement scores; Student with academic achievement had equal Self-esteem scores. Hence there was non-significant difference in academic achievement scores of 8th standard high school students. This result of this research helps the 8th standard students to be active in curricular activities.

Key words: Shyness, Self-esteem, Academic Achievement

Introduction:

The essential feeling of Shyness is universal and may have evolved as an adaptive mechanism used to assist individuals cope with novel social stimuli. Shyness is felt as a mix of emotions, as well as fear and interest, tension and pleasantness. Increase in heart rate and blood pressure may occur. An observer recognized Shyness by an averted downward gaze and physical and verbal reticence. The Shy person's speech is often soft,

tremulous or hesitant younger children may suck their thumbs. Shyness is obvious from two related behavior patterns; wariness and social disengagement.

Self-esteem is concerned with the value we place upon ourselves; of all areas of self-concepts it is one of the most importance and features prominently in Maslow's hierarchy of needs. It is some time claimed that one of the major factors in the development of psychological ill health is the inability of some individuals to value themselves at their true worth.

Need and Significance of the Study:

Today it is a world of competition, that to mostly in academics. There are some traits such as Shyness and Self-esteem which effect academic achievement particularly in high school students. In general more Shyness indicates less Self-esteem and less academic achievement. Less Shyness indicate more Self-esteem and high academic achievement. And also Shyness and Self-esteem are negatively correlated. Research into trait Shyness has consistently reported its moderately high correlation with measure of low Self-esteem (Malchior 1990, Crozier 1981) most of the empirical research correlating Shyness and Self-esteem has been carried out with adolescent college students or adults. The main aim of the present study is to investigate the status of Shyness and Self-esteem with respect to academic achievement of 8th standard high school students and to find out relationship between Shyness and Self-esteem.

Objectives:

1. To find out the students of different levels of academic achievement with respect to their shyness scores.
2. To find out the students of different levels of academic achievement with respect to their self-esteem.
3. To find out the correlations between Shyness and Self-esteem of 8th standard high school students

Hypothesis:

1. Students with different levels of academic achievement do not differ significantly in their shyness scores.
2. Students with different levels of academic achievement do not differ significantly in their self-esteem scores.
3. There is no significant relationship between shyness and self-esteem with respect to academic achievement of 8th standard high school students.

Operational Definition of key terms:

In order to make the study understandable the concepts and definitions used in this study are defined below,

- **Shyness:** Shyness is primarily a question of personal experience, the individual's feeling and self; image. We believe that the individual is more reliable expert on his or her own shyness. What others have to say about it is based on enquiries or (fallible) observations of behavior – Van DerMolin 1990.

- **Self-esteem:** How a person judges and values himself. This can be known by using the cooper smith self-esteem inventory. Cooper smith 1967, which gives self-esteem index.

- **Academic Achievement:** It is the achievement of the previous year made out of 600 marks for all the subjects including languages.

- **Government and Private Schools:** The Government schools are those recongnized and managed by government, whereas the Private schools are those managed by the private agencies, but recongnized by school, are those managed by the private agencies, the private school include both Aided and Un-Aided school.

Methodology:

- **Design of the Study:**

The present study is an essentially descriptive with causal comparative concerning survey method of research. The data was collected by administering the tools considered on the sample selected for the study.

- **Variables:**

The level of shyness and self-esteem variables selected for the present study.

- **Sampling Procedures:**

The samples selected for the study is from the Mandya and Mysore district, here multistage sampling technique was used to select the sample. Both in Mandya and Mysore district one Government and one Private school is taken. From these schools 8th standard students (403) were considered for the present study.

Sl. No.	Type of Schools	Gender	No. of students	Total
1	Government School	Boys	111	135
		Girls	24	
2	Private School	Boys	66	268
		Girls	202	
	Total			**403**

- **Tools used:**

Every possible care was taken to have the best possible tool with as much objectivity, reliability and validity as possible among qualities for measuring the variables concerned. The details of tools used,

- **Personal data sheet** – The details included name, sex, area of living, income, religion, family type, medium of instruction, age, class, father's occupation, birth order etc.
- **Shyness questionnaire** – This Questionnaire was developed by W.Ray Crozier in 1995. It consists of 26 items.
- **Self-esteem Cooper smith inventory** – It was developed by Styanley cooper Smith in 1986, it consists 25 items.
- **Academic achievement** – it is an achievement of previous year made out of 600 marks for all subjects including language.

> **Statistical Techniques to analyse the data:**

The following statistical techniques were employed for the present investigation

- ✓ Descriptive statistics like mean, standard deviation, standard error etc
- ✓ Pearson's product moment co-relation to see the relationship between shyness and other variables like academic achievement, and self-esteem.
- ✓ Whenever 'F' came significant Duncan's multiple range test (DMRT) is used as a post hoe test.

Analysis of the data and Interpretation of the results:

Hypothesis Testing:

Objective 1: To find out the students of different levels of academic achievement with respect to their shyness scores.

H1: Students with different levels of academic achievement do not differ significantly in their shyness scores.

Table 1: Details of students with different levels of academic achievement with respect to Shyness scores

Group	Academic Achievement	Mean	SD	Total No.
Government Schools	A+	21.58	6.38	45
	A	23.02	8.35	44
	B+	24.13	8.31	08
	B	25.32	7.95	34
	C+	14.00	00	01
	C	27.33	11.72	03
	Total	**23.21**	**7.75**	**135**
Private Schools	A+	20.00	6.70	21
	A	24.03	8.09	79
	B+	22.00	7.03	51
	B	25.67	8.26	92
	C+	23.88	7.26	08
	C	22.15	4.72	13
	D	25.25	3.40	04

	Total	**23.81**	**7.79**	**268**
Total (Govt. and Private Schools)	A+	21.08	6.47	66
	A	23.67	8.17	123
	B+	22.29	7.18	59
	B	25.58	8.15	126
	C+	22.78	7.55	09
	C	23.13	6.37	16
	D	25.25	3.40	04
	Total	**23.61**	**7.77**	**403**

Table 2: Details of mean scores of academic achievement with respect to Shyness

Source	Sum of scores	df	M	F	Significance
Group	3.014	1	3.014	0.051	0.821
Academic Achievement	920.439	6	153.406	2.602	0.017
Group academic achievement	250.18	5	50.036	0.849	0.516
Error	22992.422	390	58.955		
Total	218980	403			

Table 1 and 2 clearly indicates that, significance difference was observed in the mean Shyness scores of students with different levels of academic achievement 'F' value of 2.602 with 6 and 390 degrees of freedom (df) was found to be significant at 0.017 level. The mean Shyness scores for students with A+, A, B+, B, C+, C, and D level of academic achievement were 21.08, 23.67, 22.29, 25.58, 22.78, 23.13, and 25.25 respectively. From the mean value it is evident that student with high academic achievement had least Shyness scores. Since there was a significant difference in academic achievement scores the hypotheses formulated is rejected.

Objective 2: To find out the students of different levels of academic achievement with respect to their self-esteem.

H2: Students with different levels of academic achievement do not differ significantly in their self-esteem scores.

Table 3: Details of students with different levels of academic achievement with respect to Self-esteem scores

Group	Academic Achievement	Mean	SD	Total No.
Government Schools	A+	13.80	2.25	44
	A	14.39	2.29	45
	B+	12.75	2.38	8
	B	14.44	2.78	34
	C+	13.00	00	1
	C	14.33	1.53	3
	Total	**14.10**	**2.41**	**135**
Private Schools	A+	12.43	2.80	21
	A	14.01	3.09	79
	B+	13.75	3.10	51
	B	13.51	3.45	92
	C+	14.38	1.51	8
	C	14.00	1.47	13
	D	14.25	1.89	4
	Total	**13.68**	**3.10**	**268**
Total (Govt. and Private Schools)	A+	13.36	2.50	66
	A	14.15	2.83	123
	B+	13.61	3.02	59
	B	13.76	3.29	126
	C+	14.22	1.48	9
	C	14.06	1.44	16
	D	14.25	1.89	4
	Total	**13.82**	**2.89**	**403**

Table 4: Details of mean scores of academic achievement with respect to Self-esteem

Source	Sum of scores	df	M	F	Significance
Group	0.223	1	0.223	0.027	0.870
Academic Achievement	58.232	6	9.705	1.159	0.328
Group academic achievement	33.907	5	6.781	0.810	0.543
Error	3265.611	390	8.373		
Total	80317.00	403			

Table 3 and 4 shows that, a non-significant difference was observed in the mean Self-esteem scores of students with different levels of academic achievement 'F' value of 1.159 with 6 and 390 degrees of freedom (df) was found to be significant at 0.0328 level. The mean Self-esteem scores for students with A+, A, B+, B, C+, C and D level of academic achievement were 13.36, 14.15, 13.61, 13.76, 14.22, 14.06 and 14.25 respectively. From the mean values it is evident that student with academic achievement had equal Self-esteem scores. Hence there was non-significant difference in academic achievement scores the hypotheses formulated is accepted.

Objective 3: To find out the correlations between Shyness and Self-esteem of 8th standard high school students

H3: There is no significant relationship between shyness and self-esteem with respect to academic achievement of 8th standard high school students

Table 5: Details of correlation between Shyness and Self-esteem of 8th standard high school Students

		Shyness	Self-esteem
Shyness	Pearson correlation	1.000	0.272**
	Sig. (2-taileld)		0.000
	N	403	403
Self-esteem	Pearson correlation	0.272**	1.000
	Sig. (2-taileld)	0.000	
	N	403	403

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

Table 5 indicates that, correlation (-0.0272) between Shyness and Self-esteem is significance at the 0.01 level. Hence the 8th Standard high school students' relationship between Shyness and Self-esteem is accepted and null hypotheses is rejected.

Major findings of the study:

➢ 8th standard students with high academic achievement had least Shyness scores. Since there was a significant difference in academic achievement scores.

➢ Student with academic achievement had equal Self-esteem scores. Hence there was non-significant difference in academic achievement scores of 8th standard high school students.

➢ There is a strong positive relationship between Shyness and Self-esteem of 8th standard high school students with respect to their academic achievement.

Conclusion:

Most individuals are shy in certain situations. If a child has been overprotected, has experienced a lonely childhood or has been disciplined too strictly by his/her parents he/she may need a great deal of help in adjusting to his/her broader life situations. Often beneath his/her quite external behavior here may be emotional tension and frustration caused by his/her strong desire to participate, coupled with the fear that he/she may not succeed as well as others believe that he/she should. This conflict is likely to result in still further withdrawal unless the teacher or group leader is alert to what is happening and helps him/her to enter into participation in the group activities. And some suggestive remedial measure are, changing social environment; encourage or shaping increased responsiveness; minimizing stress or embarrassment; engaging shy students in special activities; and involving them in frequent private talks.

Bibliography:

- Aron E.N and Aron A (1997) Sensory-processing sensitivity and its relation to introversion and emotionality. *Journal of Personality and Social Psychology.* Vol-73, p.345-368

- Baldwin. J.M (1994) Bashfulness in children. *Educational Review.* Vol-8, p.434-441

- Buss. A.H (1986) A theory of shyness. In W.H. Jones, J. M. Cheek and S.R. Briggs, Shyness: Perspectives on research and treatment. New York: Plenum press. P.39-46

- Cheek. J.M and Buss. A. H. (1981) Shyness and Sociability. *Journal of Personality and Social Psychology.* Vol-41, p.330-339

- Cheek. J.M and Melchior. L.A (1990) Shyness, Self-esteem and Self-consciousness. In H. Leitenberg (Ed). Handbook of social and evaluation anxiety. New York: Plenum press, p.47-82

- Pilkonis. P.A (1977) Shyness, Public and Private and its relationship to other measure of social behavior. *Journal of Personality.* Vol-45, p.85-95

- file:///C:/Users/Dr.Sheela/Downloads/Correlation_of_Shyness_towards_Self-Esteem_on_High.pdf