

ISSN 2277 - 5730
AN INTERNATIONAL MULTIDISCIPLINARY
QUARTERLY RESEARCH JOURNAL

AJANTA

Volume - X

Issue - IV

October - December - 2021

ENGLISH / MARATHI / HINDI PART - I

Peer Reviewed Refereed
and UGC Listed Journal

Journal No. 40776



ज्ञान-विज्ञान विमुक्तये

IMPACT FACTOR / INDEXING

2019 - 6.399

www.sjifactor.com

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Ajanta Prakashan

Aurangabad. (M.S.)

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Owner, printer & publisher Vinay S. Hatole has printed this journal at Ajanta Computer and Printers, Jaisingpura, University Gate, Aurangabad, also Published the same at Aurangabad.

Printed by

Ajanta Computer, Near University Gate, Jaisingpura, Aurangabad. (M.S.)

Printed by

Ajanta Computer, Near University Gate, Jaisingpura, Aurangabad. (M.S.)

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AJANTA - ISSN 2277 - 5730 - Impact Factor - 6.399 (www.sjifactor.com)



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17. A Comparative Study on Shyness and Self-Esteem of VIIIth Class Students from Marathi Medium and English Medium Schools in Aurangabad City

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Abstract

The research was conducted to explore a comparative study on shyness on the self esteem on 8th class students. The objectives of the research were to identify the symptoms of shyness, to explore the causes of shyness, to find out the relationship of shyness with the self-esteem and to examine the effects of shyness on the self-esteem of 8th class students. For this purpose exploratory research design was used. Total 320 students from 8 schools of Aurangabad (i.e. 4 Marathi medium and 4 English medium) were selected as sample for data collection two standardized scales were used as research tools. For identifying the level of Shyness, and self – esteem which was constructed by researcher based on available viz 1) shyness scale and self-esteem scale by Md Rafi (2002).2) revised check and bush scale (2008).3) the handerson zimbaro shyness questionnaire (2008).4) Rosenberg self esteem scale (1965).5) the Hamil self esteem inventory (2008). Was used, Shyness scale contained 30 items and self esteem scale was consisted on 30 items. Were used to collect the data required by the study. It was found that The extremely shy students and not so shy students are less than moderately shy students,

The good self-esteem students and poor self-esteem students are less than moderately self-esteem.

Key Words: Shyness, self esteem, comparsion , 8th class students

1. Introduction

The most difficult phase of life is early adolescence. It is a phase when the kid is not yet mature, but he is no longer a kid. Peers insist that they have grown enough to be self-independent while parents still don't provide ample freedom. This is the time when even

studies get more difficult and physical changes are a constant source of irritation. There is a lot of confusion, hesitation and a search of the real identity. Life seems vague and omnidirectional. Adolescence is a concept encompassing physical and emotional stages of transition from childhood to adulthood. Lawrence Steinberg (1996) has identified as many ways of defining adolescence as Howard Gardner (1983) has found varieties of intelligence. Biologically, he writes, adolescence begins with the onset of puberty and ends when a person feels ready for sexual reproduction. Emotionally, adolescence marks the beginning of self-conscious detachment from parents and ends with the attainment of a separate sense of identity. Cognitively, adolescence begins with the emergence of more advanced reasoning abilities, and ends with their consolidation in the ability to entertain hypotheses, weigh contingent possibilities, see situations from the perspectives of others, and draw inferences from available evidence. Interpersonally, to continue Steinberg's catalogue, adolescence deepens a shift in interest from family relations to peer relations, culminating in a capacity for deeper intimacy with peers and commitment to a loved one. Socially, adolescence begins with training for adult work and citizen roles, and ends with full attainment of adult status and privileges. Educationally, adolescence begins with entry into junior high school and ends with a completion of formal schooling. Legally, adolescence begins with the attainment of juvenile status and ends with the attainment of majority status. Culturally, adolescence begins in some societies with training for a ceremonial rite of passage and ends with admission to adulthood upon completion of the rite.

Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. Etymologically, the word education is derived from *educare* (Latin) "bring up", which is related to *educere* "bring out", "bring forth what is within", "bring out potential" and *ducere*, "to lead".

Shyness can be explained in two ways. One is the common sense description of the signs and symptoms that are present in the person. The other is the explanation of what is happening in the person who suffers shyness. Shyness can be defined as a feeling of discomfort or inhibition in social or interpersonal situations that keeps you from perceiving your goals, either academic or personal. potential one-on one romantic or intimate

encounters, having to initiate action in a group setting, or initiating social action in unstructured settings. These kinds of situations often elicit reactions at one or all of the following levels: i) Cognitive – meaning thoughts; ii) Affective - meaning feelings; iii) Physiological - meaning within the body; or iv) Behavioural - resulting in a withdrawal from a difficult situation.

Adolescence, especially during the early years, is a period of important developmental changes and a time of stress and conflict. The physiological changes often precipitate special problems and doubts about self-concept, sexual identity, and relationships with others (Mussen et al., 1973). Research indicates that important changes in personality and cognition occur during adolescence, with early adolescence being the most crucial time. Kagan (1971) maintains that changes that occur during puberty “justify the positing of a psychological stage called early adolescence”. Early adolescence encompasses the age range of 12 to 15 years (Gordon, 1971; Loevinger, 1976). At this time, society makes numerous demands on the individual and it is expected that these demands will be met within a very short period of time: achieving independence from the family; establishing satisfying give and take relationships with peers of both sexes; undertaking new tasks and social roles, and deciding on and preparing for a meaningful vocation (Kulas, 1986)

2. Objectives

The objectives formulated for the study were:

- To study the shyness ,self-esteem of VIIIth class students
- To study the causes of shyness and self-esteem on the variables i.e. 1)Gender 2) Medium of instruction 3) Type of school 4) Parental income 5) Father's qualification and 6) Mother's qualification
- To study the comparative between shyness and self-esteem of VIIIth class students of Marathi medium and English medium schools.
- To recommend report on shyness and self-esteem of VIIIth class students from Marathi medium and English medium schools

3. Hypothesis

- There are no significances differences between VIIIth class boys and girls, Marathi medium and English medium students, private schools and government schools, parental income with respect to their shyness and self-esteem

- There is no significances variance in the on the basis of sibling ,father's qualification, mother qualification of VIIIth class students of Marathi medium and English medium
- There is no association between shyness and self-esteem of VIIIth class students of Marathi medium and English medium

4. Methodology

- Descriptive studies serve as directed source of valuable knowledge or stakeholders of education. They help in identifying the status of educational programmes and in planning necessary changes. Hence this study found it appropriate to adopt survey method for data collection.
- The main objective of the study is to assess the 'shyness, self-esteem
- The methodology to be employed is survey method. The data obtained by the survey method is to be analysed in terms of descriptive and inferential statistics

5. Procedure of the Study

The researcher personally went to each school, produced permission letters for the administration of test and took permission from the respective heads of the institution and administrated the tool to 320 students in Aurangabad city over a period of one month. Before administrating the questionnaire, the students were assured that their responses would be used only for research purpose and would be treated as strictly confidential. They were asked to answer all questions. The instructions were read out and each items in the questionnaire was explained in order to get good response. The investigator received full cooperation from the staff as well as from the heads of the institution, while administering the questionnaire.

6. Tables: Compression between Shyness and Self-Esteem of VIIIth Class Students

	Poor Self Esteem	Moderate Self-Esteem	Good Self-Esteem	Total	χ^2
Poor shyness	3	36	18	57	17.18
Moderate shyness	30	152	32	214	
Extreme shyness	8	39	2	49	
Total	41	227	52	320	

7. Main Findings

Moderately shy students are greatly needed by the world and this sample could prove useful and make needed contributions to the future generation of India. Self-esteem and self-acceptance have been viewed as requisites for healthy personal development. Most definitions of self-esteem share a common theme of self-evaluation and it is defined as evaluative beliefs about one's self. Thus it can be seen that a small percentage have expressed self-rejection, self-dissatisfaction and self-contempt. Most of them have respect for themselves and consider themselves to be worthy. The χ^2 value for comparison between self-esteem and shyness is 17.18 which is significant at 0.01 level. It can be observed that the less shyness students are having more percentage of good self-esteem in comparison to poor and moderate self-esteem. Generally, children with good self-esteem are confident of their competencies and decisions. These children are not shy in expressing their opinions. In case of moderate and extreme shyness, the students exhibited more percentage of poor self-esteem than moderate and good self-esteem. This is due to their shyness they feel less confidence in themselves and avoid expressing their opinions as they are afraid of criticism.

8. Conclusion

1. Boys and girls of VIIIth class students significantly differ in their shyness and in their self-esteem.
2. English medium and Marathi medium VIIIth class students do not differ in their shyness and self-esteem.
3. Government and Private school VIIIth class students do not differ in their shyness and self-esteem.
4. Parental income of VIIIth class students does not influence their shyness and self-Esteem.
5. No. of siblings of VIIIth class students does not influence their shyness and self-Esteem.
6. Father's qualification of VIIIth class students does not influence their shyness self-esteem.
7. Mother's qualification of VIIIth class students does not influence their shyness and Self-esteem.

It is fondly hoped that this research will be useful to all the learners, instructors, educational policy-makers, to know certain things in this work which is a small piece in

education. It is useful especially for future researchers to choose some problems helpful for giving guidelines in the field of education.

This piece of research in education is a humble attempt made by the researcher. It has helped the investigator to gain some knowledge in this work, a sense of satisfaction and achievement and also ability to solve problems in education.

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