



SHYNESS AND SELF-ESTEEM IN ELEMENTARY SCHOOL

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Abstract

The main problem of the research is to study the relationship between shyness and self-esteem in elementary school. The sample is consisted of 160 elementary schools from Kosovo and Metohija. The used instruments are: CSQ and Rosenberg's self-esteem scale adapted to the age of the respondents. Shyness and self-esteem are negatively and significantly related. Shyness was negatively associated with academic achievement. Self-esteem was significantly and positively associated with academic achievement. The expression of shyness and self-esteem were not found as significant in relation to gender, birth order and parent education.

Such researches point to the importance of the study of shyness and self-esteem in the school system and the impact of student behavior in general. Such researches point out the importance of applying of training self-esteem and trainings that eliminate shyness in the elementary school as well. This work is a part of the scientific project "Kosovo and Metohija between national identity and European integration" record number 47 023.

Keywords: shyness, self-esteem, elementary school

INTRODUCTION

The main objective of the present research is to prevent a disease or disorder that is Primary prevention. There are numerous studies among children of primary school age that tell us about changes in the behavior of children but also the studies tell us about the connections with subsequent changes or disturbances. Only by studying people through various development periods will enable us to understand better the etiology of many mental illnesses and disorders, but the most important thing is to know how to prevent the same. Only such approach in research will enable us the subsequent application of numerous prevention programs which will prevent disease before it may occur.



There are many developmental crises that a man passes through in his individual development, by the way there is a fact that the developmental crises are permanently complicated by random some crises. What are the resources that some people use them and successfully overcome certain crisis? The more numbers of resources, the more numerous of impacts of the crisis and they represent good base for scientific studies. In this study we started from shyness as affective-behavioral phenomena.

Shyness

Shyness as well as many other words that we use is not unambiguous. We use it when we want to describe people who do not feel comfortable in social situations. We consider that shy children are those ones who are timid, shy and silent. A large number of people consider shyness as a problem but it can also have its positive sides. For example, shy persons are those who are modest.

Today, among psychologists an opinion prevails that shyness is the specific trait of personality, but earlier the shyness was classified as introversion and / or emotional instability. Briggs (according to Crozier, 2001) considers that shyness is the primary trait of personality. However, some authors believe that there are different types of shyness.

In this work we started from Leary's and Crozier's (according to Leary, 1986) definition of shyness, bashfulness. Shyness as a psychological syndrome includes subjective and social anxiety and inhibited social behavior. Leary defines shyness as affective-behavioral syndrome that is characterized by social anxiety and interpersonal inhibition which are result of possibility or they are presence of interpersonal evaluation (according to Briggs and Cheek, 1990).

Shyness is not a problem for the environment of a shy person, but for the shy person itself. So, in the research of Sanson and his associates (1996) was found that at children, aged 5 to 6, that shyness is not connected with negative characteristics in general, but it was connected with the absence of externalizing problems (aggression and hyperactivity) and with the presence of internalizing problems (shyness, anxiety and stress). Hill (1989) states that 80% of those who are considered that they are shy they do not like to be shy. Gilmartin (according to Bruch and Cheek, 1995) found a connection between shyness and negative relationships with peers. Approximately 88% of the extremely shy men, who were included in his research, were mistreated and abused in childhood and adolescence.

Self-esteem

In 1890th, William James (according to Coppersmith, 1967) defined self-esteems as "the achievement to the aspirations," because the relationship of the real success and personal goals and aspirations had the greatest influence in what position one can be seen. Rosenberg (1965) totally accepted James's view that in understanding of self-esteems is the essential fact, the knowledge of specific values and aspirations ones on which it is based. Rosenberg (Gray-Little and coop., 1997) considers that a person characterized with high self-respect, respects himself, considers and appreciates himself and recognizes his mistakes. If a person has low self-respect that means he has not respect towards himself, he considers himself as unworthy, bad and generally dishonest person.

Besides James, the guide through self-esteems phenomena, there are Meade's works (according to Coppersmith, 1967), in which the family experience is emphasized, especially in early childhood and takes the main role in self-esteems building. In that sense, the most important thing is whether the key persons relate towards someone with love, worry or not. The direct connection between parents' self-esteems and children's self-esteems confirm Coppersmith (1967) studies. According to results, the mothers of children with high self-esteems, have also high self-esteems, they are more independent, emotionally stable and flexible. By the other side, fathers of children with high self-esteems have an active role in giving support to his children; fathers are authorities, taking over the responsibility as dominant member of the family. In mutual interaction, the parents of these children establish clearer forms of authority and responsibility and they more evaluate an achieving, until the parents of children with low self-esteems more evaluate social approval. At the same time the feeling of confidence and authority among parents may contribute a child's conviction that his parents are success, providing indirect and direct experiences of success at children. Besides providing the clear and stable



models for success, they offer models which are necessary for controlling everyday problems, constructively, and in accordance with reality.

The connection of shyness and self-esteem

Research of a shyness as a trait, shows its moderate high negative correlation with measures of self-esteem (Crozier, 1995). The individual differences in shyness appear in the childhood and they are connected with self-esteem. The significant correlation between measures of shyness and self-esteem found at adults, also is seen at four years aged (Crozier 201).). Hymel (according to Crozier, 2001) had been working with children from 4-th- 6-th class. Those children who were estimated as shy, by other children at the same age, had lower self-esteem than children, who were not estimated as shy.

Shyness is very close connected with the lack of social self-esteem which is reflected into low self-esteem at social situations and with the worry about lacks of the social skills.

METHODOLOGY

The basic problem of the study is the researching the connection between shyness and self-esteem among elementary school children and the differences at the level of expressions of these construct and their connection with some socio-demographic variables.

Instruments

Instruments that are used: Crozier's scale of shyness (Crozier, W.R. 1993). In contrast to researching the shyness at adult examinee, the researching of shyness at children mostly is based on different estimates (by teachers, parents, experts) i.e. is based on perception of children's behavior. The researching of these phenomena shouldn't be based on the perception, at the behavior only, but cognitive emotional components should be involved. Also, if we make a conclusion about the shyness according the behavior only, we easily may mix it with the personality trait. Because of this, the existence of self-assessment is need. For that purpose Crozier(1995) constructed a questionnaire of shyness for children aged 8-12 years. As the questionnaire was constructed for researching the shyness at children aged 8 and 12, the way of answering should be very simply. So, the children correspond on the items with „yes” , „no” or „don't know”. The „yes” answer is scored with two points, the answer „don't know” is scored with one point the „no” answer is not scored. The total result is the sum of points at all questionnaires. The smallest result at the questionnaire is 0 and the highest is 52 points, so that, the bigger result indicates the higher level of shyness.

Rosenberg's self-esteem scale is adapted for the age of an examiner and it was used by Kerestes and coop. (Keresteš, G. et al 1999). The original scale contains 10 items, 5 positive and 5 negative. The scale used in this study by formulation of items is slightly changed in relation to the original scale, so it is more appropriate for the children's age and also two items are added. The scale is very practical and it needs only several minutes for filing in, the language is very simple and clear to children and items are clearly connected with the construct. In this study examinee's task was to estimate arguments at the scale of Lickert's type of 3 degrees: I agree (3 points), partly agree (2 points) and disagree (1 point).

The negative items were evaluated in the opposite way. The total result of examinees was a simple amount of evaluations of all 12 items. The smallest result was 12 points and the highest 36.

The sample

The sample was made by 160 pupils of elementary schools in Kosovo and Metohia, aged 8-11.

RESULTS AND DISCUSSIONS

The expression of shyness and self-esteem at the sample of the elementary school pupils in Kosovo and Metohia (rang. arithmetical medium, std. deviation) Table 1.

Table 1

	N	Minimum	Maximum	Mean	Std. Deviation
shyness	160	4.00	35.00	16.49	7.76
Self-esteems	160	21.00	36.00	31.22	3.48
Valid N (listwise)	160				

The expression of shyness AS=16,49 tells about low level of shyness at our examinees and about high level of self-respect AS=31.22. So, when we talk about shyness, however, we talk about individuals who show subjective social anxiety and inhibitory social behavior. When we talk about self- esteems of an examinee we talk about high average of our examinees. Such obtained data show that our examinees are in a good mental health. Our examinees are in a phase of latency where significant developing crisis do not exist, so the obtained data are not amazing and they are real illustrators of psychological condition of our examinees.

Connection between shyness and self- esteems expressed by Pearson's correlation coefficient. Table 2.

Table 2

Shyness	Self-esteems
Pearson Correlation	1 -.280**
Sig. (2-tailed)	.000
N	160 160

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

The connection between shyness and self- esteems expressed by Pearson's correlation coefficient is negative and statistical significant at the 0.01 level. Such obtained results are in accordance with previous studies of shyness and self-esteems at four years aged and at the adults (Crozier, 2001). Doubts about the ability of their own contributions to the successful social encounters and the belief that they will be negatively evaluated by others, may contribute to the inhibited behavior and social anxiety characterized by shyness. The connection of environmental claims, perception of evaluation by parents, teachers and the same aged and tendency of thinking about self into trait terms, enable children to create a picture about themselves as social actors. They see themselves as the children who are loved or not loved, who are popular or neglected, confident or unreliable at meetings with people. All of this contributes to reduced self-esteems and self-assessment.

Expression of shyness and self-esteems according to the gender of examinee (T-test) Table 3.

Table 3

	Pol	N	AS	SD	t	Sig.
Shyness	M	91	15,44	6,81	-0,77	0,437
	F	69	16,32	7,84		
Self- esteems	M	91	31,59	6,63	-1,19	0,237
	F	69	30,74	5,82		

Although the numerous studs had shown that girls are shyer than boys (Zarevski and Mamula 1998), in our study we haven't obtained statistically significant difference, even the girls, on the average, shown upper levels of shyness. Maybe, the bath roles impose to girls socially inhibited behavior which may not be connected with the affective component which even differs shyness from some other traits of a person. High shyness and low self-esteems possess some common factors (Žele, 2000), and they are negative self-assessment in some life aspects, lower incentive and confident in including at some activities, dissatisfaction with himself, less developed interpersonal relationships and etc.

Expressions of shyness and self- esteems according to school success expressed by Pearson’s correlation coefficient. Table 4 and 5.

Table 4

Shyness	School success	
Pearson Correlation	1	-.161**
Sig. (2-tailed)		.003
N	160	160

Table 5

Self- esteems	School success	
Pearson Correlation	1	.377**
Sig. (2-tailed)		.000
N	160	160

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

Shyness and self-esteem were shown at the level 0,01 with school success, so that school success and shyness were connected negatively and school success and self-respect positively. Shy persons are perceived as they have lower intellectual abilities. Although the researches show that such connection does not exist. Paulhus i Morgan (1997) found that adult examinees use silence as a direct evidence for low intelligence. Examinees based their assessment of intelligence and shyness at the time duration of speaking in the group. Maybe of the fact that the most part of examining based on elementary school age was connected for reproduction, mostly oral, it’s no wonder that those persons have lower school success.

Expressions of shyness and self-esteem according to the birth order (ANOVA). Table 6,

Table 6

		Sum of Squares	df	Mean Square	F	Sig.
shyness	Between Groups	151.381	4	37.845	.617	.652
	Within Groups	4970.107	81	61.359		
	Total	5121.488	85			
Self-esteem	Between Groups	51.224	4	12.806	1.057	.383
	Within Groups	981.579	81	12.118		
	Total	1032.802	85			

The order of his birth wasn’t shown as a predictive factor for expressing shyness or self-esteem in behavior. Maybe it should be in relation to sibling and family relationships looking for some other categories that could influence on the appearance of shyness and lack of self-assessment at children.

Expression of shyness and self-esteem according to the education of parents (father and mother) (Anova). Table 7 and 8

Table 7

		Sum of Squares	df	Mean Square	F	Sig.
shyness	Between Groups	411.947	4	102.987	1.760	.145
	Within Groups	4622.946	79	58.518		
	Total	5034.893	83			
Self-esteem	Between Groups	37.528	4	9.382	.764	.552
	Within Groups	969.710	79	12.275		
	Total	1007.238	83			

Table 8

		Sum of Squares	df	Mean Square	F	Sig.
shyness	Between Groups	393.444	4	98.361	1.685	.162
	Within Groups	4670.956	80	58.387		
	Total	5064.400	84			
Self-respect	Between Groups	30.976	4	7.744	.630	.643
	Within Groups	983.801	80	12.298		
	Total	1014.776	84			

Shyness and self-esteem according to education of parents were not shown as significant item. In some further study we could use a variable that better describes social status of father and mother and it is a profession.

Reliability of CSQ (questionnaires for shyness measuring) and Rozemberg's self-esteem scales expressed by Cronbach's alpha Table 9.

Table 9

Cronbach's Alpha CSQ	N of Items	Cronbach's self-esteems Q	N of Items
.772	26	.760	12

So far researches had shown reliability of instruments that were confirmed by this study.

CONCLUSION

Unknowing sense of safety, satisfaction, love and faith in children's age by parents, peers, teachers and their relevant persons, may mark a child leaving a track on his contacts with surroundings in the future.

Therefore it is important to recognize shyness timely. Hence, the role of psychologists is to teach children to recognize shyness at others and themselves, to teach them how to accept shortcomings and awareness of the virtues, how to be original, to be who we are, how to learn from others, to learn how to accept refusal, failure and so on.

The aim of the fight against shyness is not to be or to become perfect, sinless, or merciless, but to learn how to live better and happier.

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