

Shyness of Secondary School Students- An Indicator of Adjustment Problems

Abstract

Some children are dispositional shy: they are more likely than other children to react to new social situations with shy behavior. Even these children, however, may show shyness only in certain kinds of social encounters. Researchers have implicated both nurture and nature in these individual differences. This research focused on such students, those who display symptoms of shyness and facing problem of adjustment with others. Such children would commonly be described as shy children whose adjustment problems can be identified in relation to their degree of shyness. Objectives of the study are 1. To identify the shy students of rural secondary school level. 2. To study the relation between High degree of shyness and adjustment problems faced by rural Secondary School shy students. 3. To study the relation between low degree of shyness and adjustment problems faced by rural Secondary School shy students. Findings of the study are that shy student are related with their adjustment problems, but depends on the degree of shyness of students. If they are of high degree of shyness then they are facing more adjustment problems but if they are of less degree of shyness then they are facing less adjustment problems.

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Introduction

The adjustment person seems to be happy in every walk of life and a maladjusted (persons) is increasing complexities and changes social norms. The period of adolescence range 12 to 18 years which is particularly crucial and also it is the time the question of one's basic ego identity is met and must be resolved. The adolescents ego-centrism their need to experiment with new and sometimes risky social roles and lack of experiment to establish a unique identity places them at high risk for developing certain psychosocial problem. Adolescence in recent years has been called the {terrible teens} or transitional period many parents administrators educators feel concern about the child adjustment in this period because of the countless problem of congestion, conflict and maladjustment by various changes in the child's growth and development. Because in this period many changes come in a child life and a adolescence as a period of both upheaval, suffering, passion and rebellion against adult authority and of physical, intellectual and social change {Mead 1950} concluded that cultural and environmental factors largely influence the behavior of adolescence.

An understanding of shyness and its social and psychological impact is necessary in order to assist clinicians in providing better treatment. Knowledge of the biological, psychological, and social aspect of shyness can help expand treatment intention for clinicians. Because shyness can negatively impact the quality of one's life, it should be addressed appropriately and fully.

Shyness is subjected to different theoretical orientation as well, and this has further complicated its definition. For examples, srivastaava, john, and gosling compared the "big five" factors (openness, conscientiousness, extroversion, agreeableness, and neuroticism) and the contextual theory of personality. The former, also known as the plaster hypothesis; stated that personality was based upon biology and remained relatively stable throughout life the latter, by contrast, viewed personality as evolving through circumstance and subject to change based upon both critical life periods and the gender of the individual. Additional theoretical orientation included early attachment between child and caregiver and genetic and neurological factors, for the purpose of this course, the term shyness is generally defined as a continuum of excessive self-focus causing anxiety or discomfort in social situations and possibly interfering with pursuing interests or participating in activities.

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According to this theory, it is probable that the maternal influence was traditionally stronger in the earlier years of development, as the mother likely spent more time with the child. Owen and Cox shared this view and added that the degree of marital conflict negatively impacted upon attachment. Furthermore, differences in the way mothers and fathers responded to their children were noted when assessing the level of child attachment and marital conflict.

Various measures have now been implemented to improve the adjustment of adolescents in different areas. The prime emphasis is to help the adolescents to be aware of their adjustment problems and find a solution for them. Proper guidance from parents, teachers and elders can help adolescents to improve their adjustment in various areas like home, social, personal, educational and health. In order to find the relationship of adjustment problems, the researcher has selected adolescents from the rural areas for the present study.

Statement of problem

Shyness of Secondary School Students- An Indicator of Adjustment Problems

Objectives of the study

- To identify the shy students of rural secondary school level.
- To study the relation between High degree of shyness and adjustment problems faced by rural secondary school shy students.
- To study the relation between low degree of shyness and adjustment problems faced by rural secondary school shy students.

Hypothesis of the study

- There exists positive relationship between High degree of shyness and more adjustment problems faced by rural secondary school shy students.
- There exists positive relationship between low degree of shyness and less adjustment problems faced by rural secondary school shy students.

Significance of study

Most of the problem students types addressed in the classroom strategy study are readily identifiable in classrooms because they frequently behave in ways that are salient as well as undesirable. In contrast, shy students rarely call attention to them and may not even be recognized as problem students unless they also are low achievers or display extreme anxiety or withdrawal symptoms. A student who is relatively inactive in the classroom, there is a range from those who are well adjusted academically and socially but relatively quiet and content to work independently, through those who are problematically shy or withdrawn in varying degrees, to those who are autistic or schizophrenic. This research focused on such students, those who display symptoms of shyness and facing problem of adjustment with others. Such children would commonly be described as shy children whose adjustment problems can be identified in relation to their degree of shyness.

Research Methodology

The present study was conducted with the help of description method the description method has undoubtedly been the most popular and the most

widely used research method in education, it helps to explain educational phenomena in terms of the condition or relationship that exist, opinions that are held by the student, teacher, parents and experts. A researcher can gather information in terms of individual's opinions about some issue by a simple questionnaire. Description server method will be used for this present research study.

Population of the study

Secondary schools of Faridabad District

Sample of the study

Most of the educational phenomenon consists of a large number of units. It is not feasible to contact each and every element of the population. The investigation has to be conducted with some individuals who would represent the whole population. The representation proportion of the population is called as sampling is the process by which a relatively small number of individuals or measures of individuals, objects or events are selected and their data out the entire population from which it was selected. Keeping in view the limited sources of time, money and practical difficulty, a limited sample consisted of 80 secondary level of school has been taken from Faridabad District or Haryana as shown below.

Sample distribution

80 students (Four schools selected)

Kheri Govt. School	-	20 secondary student
(Rural Area)		
Govt. old boys school	-	20 secondary student
(Rural Area)		
Govt old girls School	-	20 secondary student
(Rural Area)		
Govt.Janaschool	-	20 secondary student
(Rural Area)		

For each and every type of researcher need certain instrument to gather new fact or to explore new field the selection of suitable instrument or tools is of vital importance for collection of data and it depends upon various considerations such as objectives of the study, the amount of time of the disposal of the investigator, availability of suitable task, scoring procedure and easiness to interpret the test result and the like.

Tools used

Keeping this thing in view, a Standardized questionnaire was used by the investigation for the present study.

The investigator used the following standardized tools

- Adjustment inventory standardized by Dr.A.K.PSinah (2012).
- Shyness scale standardized by Cheek J.M., and Melichor, L.A (1985)

Analysis of Data for the present investigation had been made in conformity with the objectives and hypotheses as formulated by the investigator. The main purpose of the study was to find out the adjustment problem of shy students in comparison with adjustment and social intelligence. After collection of data the scores were put in to a tabular form to make the process of analysis easier. For analysis and interpretation of the data, the investigation used the following techniques:

Researcher used mean, median, standard deviation and co-relation statistical techniques for interpretation of the result.

Data collection

Before the administrations of the questionnaire the purpose of this study was explained to the sample subject and the researcher gave their after instruction regarding how to go through the questionnaire . The respondents were assumed that their responses would be kept confidential and will only before the purpose of researcher work . The investigation himself collection the data for the present study by visiting different 4 government school of Faridabad and distributed the questionnaire of shyness 80 student when I find the shy children from each school then I distribute the questionnaire of social intelligence.

Scoring procedure

Scoring of Adjustment Inventory: -- The adjustment inventory was scored according to the instruction given in adjustment inventory manual. Scoring was done separately for educational, social and emotional adjustment. As directed in the manual, for the answer indicative of adjustment, zero scores was given, otherwise a score of one was awarded. The scores obtained in educational social and emotional adjustment were subtracted from maximum possible score 20 to get true score indicative adjustment in different areas. These scores were added to get total adjustment score for each student. The respondents are requested to indicate or tick mark against any respondents one of the choices. The scale against which the indicated to their choices was defined by five categories as very uncharacteristic or untrue, disagree, neutral, agree, strongly agree and always for scoring these success 1 2 3 4 5 respectively it is the scale of shyness.

Delimitation of the study

- Study is delimited to only 9th class and 10th class students.
- Study is delimited to only rural secondary school shy students.
- Study is delimited to only three psychological variables.
- Study is delimited to only rural secondary school students

Findings of the study

This study attempts to detect the differences between shy students in relation to the dimensions of social intelligence and Adjustment problems, to determine how much social intelligence is related to adjustment problems of shy students, and to find out the effect of these results.

- Shy students who are more shy facing more adjustment problems
- Shy students who are less shy facing less adjustment problems. It means shy students who can easily interact with other students can easily adjust themselves in environment. There will be very less problems to adjust themselves.
- This finding states that high or low degree of shyness effects on social intelligence among shy students. Students who are shy in nature are less socially intelligent or interactive and less adjusted whereas less shy students are more socially intelligent or interactive and well

adjusted.

Conclusion

Overall study states that shy students are related with their adjustment problems, but depends on the degree of shyness of students. If they are of high degree of shyness then they are facing more adjustment problems but if they are of less degree of shyness then they are facing less adjustment problems.

Education Implication

The most outstanding characteristic of any research is that it must contribute something new top development of the area concerned so the investigator has to find out the educational implication of her study. The present study has it is implication shyness adjustment in girls and boys in Faridabad for ensuring adjustment among the student has highlighted certain responsibility which are in some way related to student adjustment . The findings of the study have relevant for student although high level of shyness ha been associate with positive learning and student outcomes a minority of study have successes that there are associate benefit with having doubts about abilities and having low level of shyness. Avoid challenging task to less persistent and give up, avoid tasking risk and be inflexible , this is very important part of adjustment theory . It is also important part of treatment for hobbies and other mental health disorder, as a very low shyness adjustment correlation and sometime moderate correlation with a higher chance for treatment success. The study has its implications for the teachers. Today the education is child centered and it is the duty of teachers to devote himself for the around development of the child. He should try to develop sound emotion, social and educational atmosphere in the classroom as well as in the school so that children will not face any kind of problems. The teacher should be act like a friend, philosopher and guide in solving various types of problem.

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