

Self Esteem Of Shy and Emotional Students at Elementary Level

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Abstract

The aim of this research was to realize the self esteem of shy and emotional students at elementary level. The study was descriptive in nature and survey research technique was used to investigate the self esteem of shy and emotional students as reported by the teachers and students. All the teachers and students of Govt and private schools of specific district were the population of the study. Questionnaire was used as research instrument. The instrument of the study was "Self Esteem of Children Questionnaire" having nine sub scales. After the data collection, the data was entered in SPSS. The data was analyzed by using frequency analysis, one way analysis of variance (ANOVA), independent sample t-test, correlation & descriptive analysis. It is concluded that the maximum mean difference exists between the opinion about me and feelings of the children. The minimum mean difference exists of anxieties between about me and participation during classroom discussion. The study recommended that the school should provide extra curricular activities to students especially for shy and emotional students for development their positive self esteem. The teachers and parents should provide the educational, vocational and psychological guidance for the betterment of self esteem of shy and emotional children's.

Keywords: Self Esteem (SE), Social Anxiety Disorder (SAD), Intelligent Quotient (IQ), Elementary, Emotional, Shy, Students.

1. Introduction

"The Self Esteem (SE)" is a base to evaluate the judgment of children having their own worth. Therefore, the Children's 'SE' is extremely influenced by other individuals' opinions, spoken and unspoken of children's relative value. The "Self Esteem (SE)" is primarily developed by +ve experience and grows by positive communication. It is very excited in the age of middle childhood; that is filled with many changes and other challenges as well. The children built up their own schedule, beliefs, styles, social life and to express their own feelings. According to Jeffery (1984) in class rooms, two students are present mostly, social isolates who are actively rejected and those who are neglected or overlooked. Rejected students are those who are seen as aggressive and disruptive.

2. Major Types of Self Esteem

There are three kinds of 'SE': Top, Down & Healthy Self Esteem.

The persons love themselves and accept who they are, it is high self esteem. The persons do not love themselves, do not accept who they are and do not value their qualities that are called "Down Self Esteem". But it's not mean to see yourself as the lowest or greatest person in the world.

3. Self Esteem of Emotional Children

Emotionally disturbed children have low self esteem due to neglection of their parents. Their self esteem strongly deteriorates with the passage of time especially in relation to academic achievements and social adjustment. Often they are more inclined towards suicide (Carr, 1988).

4. Shyness

Packer (2001) says that it is not remained in the whole life. The healing and behavioral changes can help the individuals to feel more at ease. Moreover, the shyness is +ve. The shy individuals are normally aware of others feelings, good listeners & empathetic.

The shyness includes the experience of public anxiety combined with behavioral self-consciousness. The persons who are shy, unenthusiastic to express feelings and thoughts, and may experience anxiety symptoms such as self-conscious, and become easily embarrassed. The shyness is different from "Social Anxiety Disorder (SAD)". The impairment and indicator of daily functions are not so strict. (Cuncic 2012)

Zimbardo (1986) Some don't have the collective skills i.e. essential for human relationships execution efficiently. They don't recognize how to start dialogues or talk in the classroom or group of people.

5. Emotions

The consistent & discrete responses to external or internal events called emotions and significance for the organism. The passions are transitory in period and coordinates the set of responses, may include verbal, behavioral, neural mechanisms & physiologically and also described as result of evolution, biologically given; because to provide good explanation of ancient and frequent troubles. (Ekman, 1992)

Emotions are essential part of people lives and yet their essence can be difficult to define. Emotions are biological phenomenon that is regulated. Emotions result from cognitive appraisal. Emotions are psychological constructs. Emotions are social contract (Maslow, 1970)

6. Emotional Intelligence

Houston (1985) Differentiates the capability to manage & understand our passions by general IQ. The theory of emotional intelligence facilitates us to understand why public with sharp IQ don't always do as in life as those more modest intellectual skill. There are five qualities that contain knowing our emotions self awareness, emotional intelligence, motivating ourselves to achieve goals (persistence, zeal and self motivation) recognizing emotions in others (empathy), managing our emotions (impulse, control) and managing relationship with others (social skills). These qualities are necessary to accomplish high emotional intelligence because it is learned rather than inherited like general intelligence. It can be strengthened and nurtured.

Therefore teachers & parents perform an important role in contentment, sculpting & success is life. While downfall can initiate serious troubles in our relationship and physical status.

The emotions inspire how we react to life and perceive, which in turn concludes how much the contents and successful. We accomplish emotional intelligence by managing our goals & also managing -ve passion. Unmanaged negative passions take control of life. It is impossible to control our lives unstill we can manage our -ve emotions. (James, 1980)

7. Difficulties of Emotional Children: There are some children detected as a serious and emotionally disturbed & characterized by: a tendency to develop physical symptoms, school problems, Inability to learn or build; inappropriate types of behavior to maintain satisfactory interpersonal relationships; fears associated with personal affairs; general pervasive mood of unhappiness or depression; or feelings under normal circumstances. (James, 1980).

The bases of this irritation have not been effectively governed. The issues such as brain disorder, family functioning, heredity, stress, and diet have been recommended as possible causes. The research has not revealed any of these issues as behavioral problems. However, behaviors & certain uniqueness seen in children who have emotionally instable: withdrawal; learning difficulties aggression, self-injurious behavior; immaturity; and hyperactivity (Ewa,1992).

8. Objectives of the Study

The objectives of the study are to:

- Scrutinize the intensity of SE of infants at basic stage.
- Acquire the views of the instructors about SE of emotional & shy students.
- Give recommendations in the light of the study.

9. Population

All students of elementary school of Lahore city of Pakistan.

10. Sample selection

10 elementary schools of Lahore were selected randomly and out of these schools 100 students and 50 teachers were selected.

11. Tool of Research

The use of any tool of research depends upon the nature of the research. In the present research, questionnaire was used as a tool of research.

12. Preparation of Questionnaire

Questionnaire was developed in the light of literature review and with the consultation of experts.

13. Findings

1. There is no significant effect of age of students of self esteem on shy and emotional students at elementary level" is accepted.
2. The majority of the students says that 93% they take a positive attitude towards theirselves, 82% agreed on the whole that they are satisfied with themselves and they could have more respect for themselves.
3. The majority of the students 93% mentioned that they feel good about themselves, 45% reported that they feel that they are not doing well and 79% agreed that they feel that they have a number of good qualities.
4. The majority of the students 80% mentioned that they consider the respect of others and admire them. The majority of the students 83%; feel confident that they understand things.

14. Conclusion

It is concluded that the maximum mean difference is found between the feelings of the children and the minimum mean difference is found between the participation during class room discussion. It is also concluded that the maximum mean difference exists between the opinion about me and the minimum mean difference

exists between the anxieties about me. There is no significant mean difference between male and female teacher of self esteem on shy and emotional students at elementary level. There is no significant mean difference between male and female students of self esteem on shy and emotional students at elementary stage and no considerable outcome of age of teachers of self esteem on shy and emotional students at elementary stage. And also no considerable outcome of age of students of self esteem on shy and emotional students at elementary level.

15. Recommendations

1. The school should create such an atmosphere where the shy students should feel free to ask questions in the classroom. The teacher should show much affection, kindness and love towards shy students.
2. The teacher should care more about their emotional students. Care for their adjustment, in school, home and society. Teacher should teach them good manners. Teacher should never forget the motto, love for children.
3. The school should provide co-curricular activities to students especially for shy and emotional students for development of their positive self esteem.
4. Children coming from the poor families suffer the inferiority complex as compared to rich students. The teachers should show the fair attitude with the students for the growth of stable self esteem.
5. The parents should try to monitor the company of their children because this attitude is very necessary for emotional children.
6. The parents should try to compromise with their children in some matters, because it is necessary for the growth of their self esteem.
7. The teachers and parents should provide the educational, vocational and psychological guidance for the betterment of self esteem of shy and emotional students.

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18. Data Analysis

Table 1

Item wise frequency, percentage and mean of students

Sr. No.	Statement	SD %	D %	UN %	A %	SA %	Mean
1	I take a positive attitude towards me.	4 4.0	0 0	3 3.0	50 50.0	43 43.0	4.28

Above table shows that the majority of the students says that 93.0% they take a positive attitude towards themselves.

Table 2

Item wise frequency, percentage and mean of students

Sr. No.	Statement	SD %	D %	UN %	A %	SA %	Mean
2	On the whole, I am satisfied with me.	4 4.0	7 7.0	7 7.0	32 32.0	50 50.0	4.17

Above table shows that the majority of the students 82.0% agreed On the whole, they are satisfied with themselves.

Table 3

Item wise frequency, percentage and mean of students

Sr. No.	Statement	SD %	D %	UN %	A %	SA %	Mean
3	I wish I could have more respect for my lives.	3 3.0	4 4.0	2 2.0	36 36.0	55 55.0	4.36

Above table shows that the majority of the students 91.0% mentioned that they wish they could have more respect for their life.

Table 4

Item wise frequency, percentage and mean of students

Sr. No.	Statement	SD %	D %	UN %	A %	SA %	Mean
4	I feel good about me.	2 2.0	3 3.0	2 2.0	43 43.0	50 50.0	4.36

Above table shows that the majority of the students 93.0% mentioned that they feel good about themselves.

Table 5

Item wise frequency, percentage and mean of students

Sr. No.	Statement	SD %	D %	UN %	A %	SA %	Mean
8	I feel confident that I understand the assigned work.	2 2.0	6 6.0	9 9.0	46 46.0	37 37.0	4.10

Above table shows that the majority of the students 83% they feel confident that they understand the given assignments.

Table 6

Item wise frequency, percentage and mean of students

Sr. No.	Statement	SD %	D %	UN %	A %	SA %	Mean
13	I feel that other respect and admire me.	4 4.0	3 3.0	13 13.0	37 37.0	43 43.0	4.12

Above table shows that the majority of the students 80% mentioned that they feel that other respect and admire them.

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