

# SELF-ESTEEM AS CORRELATE OF SHYNESS AMONG PRE-SERVICE TEACHERS OF OYO STATE COLLEGE OF EDUCATION, LANLATE

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## **Abstract**

*The main goal of this study has been to determine the reasons for shyness, investigate its prevalence and examine the influence of self esteem in relation to a degree of shyness among pre-service teachers at Oyo State College of Education, Lanlate. This study was guided by two research questions and two hypotheses. The chosen study design was a descriptive survey. A sample of 200 pre-service teachers from the Oyo State College of Education in Lanlate made up the study's population. To assess students' self-esteem and determine their level of shyness, a structured questionnaire was used for data collection that included the Rosenberg Self-Esteem Scale (RSES) and the Revised Cheek and Buss Shyness Scale (RCBSS). Independent samples t-test and Pearson's Product Moment Correlation (PPMC) were the statistical tools used for the study, with the hypotheses tested at .05 level of significance. The finding of the study showed that self-esteem and shyness had significant relationship while gender had no significant influence on shyness. It was recommended that the institution of higher learning should organise from time to time seminars and symposia that would expose students to social events thereby boosting their self-esteem and reducing their shyness or phobia and enhance activities that foster belongingness.*

**Keywords:** Self-esteem, Shyness, Phobia, Pre-service teachers

## **Introduction**

Personality is made up of “traits” which, in turn, serves as the source of the uniqueness of the individual and determines an individual's action and behavior, whereas shyness is one of the traits of some individuals. Shyness is a condition whereby the individual affected is unable to maintain a balanced psychological state. Such a person could lack attention and be difficult to get along with most people. When one is feeling bashful, one may find it difficult to efficiently organize their activities. Henderson and Zimbardo claim that shyness is the act of avoiding social interactions that are crucial to one's personal and professional life in Abdulhammed and Monther (2016). Shyness was characterized by Honig in Butt, Moosa, Ajmal, and Rahman (2011) as discomfort in social circumstances that interferes with one's goals. Shyness is a manifestation of over-introspection, mental preoccupation, weakness, and failure dread.

According to Yidebeck (2011), social phobia is characterized by a dread of interacting with others.

This anxiety leads to self-consciousness, a sense of being negatively judged and evaluated, avoidance, and feelings of inadequacy, inferiority, shame, humiliation, and melancholy. Low self-esteem and anxiety over criticism from others are the fundamental causes of the dread. The person is afraid of coming across as nervous, acting awkwardly in social situations, or doing something humiliating like burping or dropping food. The latter is referred to as generalized social phobia, and he or she may suffer from one or more social phobias.

Children who are socially isolated and purposely rejected, as well as pupils who are neglected or disregarded, make up the majority of the student population in classes, claim Byrnes in Butt, Moosa, Ajmal, and Rahman (2011). The school dismisses unruly and combative students. They often experience discomfort in the classes. The solitary group of students refers to the second group of children. These categories of students lack friends and are rejected; ignored by their peers as a result of their apathy and timidity. When they are more exposed and mentally sensitive, they are more prone to feel self-conscious in social circumstances. Low speaking voice, social anxiety, embarrassment, and a lack of self-assurance are all signs of shyness in children. Students that are shy are seen as being less outgoing and assertive than others.

According to Salaudeen and Bada (2019), self-esteem is the propensity to believe that one is capable of handling life's fundamental obstacles and deserving of happiness. It is the confidence in one's capacity to pick up new skills, make sensible decisions, and adjust effectively to change. Students' abilities are undermined and weak personalities are developed as a result of shyness and low self-esteem. It is crucial to understand that an essential component of shyness is the person's emotional condition at the time. Undergraduates who are shy may exhibit several emotional symptoms, such as social disengagement, loneliness, avoiding social situations, and other associated ones (Salaudeen & Bada, 2019).

According to Crozier (2002), shyness is "a state of discomfort or inhabitation in interpersonal situations that prevents one from pursuing one's interpersonal or professional goals." According to Cheek and Melchoir in Salaudeen and Bada (2019), shyness is characterized by a propensity to feel anxious, uncomfortable, or tense around others due to the possibility of interpersonal evaluation. According to Zolton and Long (2006), shyness is a fear of or withdrawal from other people or social situations, and it can have a variety of causes depending on the child in question and the particular context. When shyness affects a child's connections with others, in social situations, at school, and in other crucial areas of their lives, it becomes a problem. According to Butt, Moosa, Ajmal, and Rahman (2011), the following factors may contribute to shyness: (a) genes that predispose a person to shyness; (b) a weak attachment between a parent and child; (c) a lack of social skills development; or (d) parents, siblings, or other people harshly and frequently criticizing or teasing a child.

In them considers, Cox, MacPherson, and Enns (2005) and Kessler, Chiu, Demler, and Walters (2005) highlighted how gauges of the predominance of social fear within the common populace have expanded from 2% to over 12% over the last 30 a long time which 26% of ladies and 19% of men report being "exceptionally bashful" developing up. Gauges of self-reported dispositional bashfulness have too developed, from 40% to 58%, agreeing to comparable discoveries (Carducci, Stubbins, & Bryant, 2007). Sixty-four percent of individuals who distinguish as modest expressed they disdain the characteristic, and 65% thought being bashful was a individual issue. Rates of up to 61% are found in youthful self-reports (Henderson & Zimbardo, 2010). Agreeing to a ponder of 1194 college understudies, 36% of those who self-identified as modest did not think it was an issue

(Carducci, Stubbins, & Bryant, 2007).

Zimbardo (1977), who was quoted by Butt, Moosa, Ajmal, and Rahman (2011), said that one of the most grave effects of shyness is a refusal to ask for assistance. Those that are shy usually have low self-esteem. Shyness becomes an issue, according to Murray and John (2000), when it results in behavior patterns including unwillingness to engage in social situations and discomfort and inhibition around other people. As a result of their anxiety and self-doubt in social settings, shy people frequently try to avoid interacting with others (Hane, Cheath, Rubin & Fox, 2008).

In more invigorating domestic circumstances, which are ordinarily related with more grounded lexicon abilities, bashfulness has moreover been associated to lower lexicon scores through official working abilities (Blankson, O'Brien, Leerkes, & Marcovitch, 2011). These comes about highlight the esteem of instructors being particularly mindful of modest students' needs and making contact with them in arrange to cultivate the same level of closeness as other understudies who make more unmistakable attempts to pull in consideration (Rudasill & Rimm- Kaufman, 2009). Modest understudies regularly start less intelligent with instructors and don't draw consideration to themselves through struggle.

According to research by Heiser, Turner, Beidel, and Roberson-Nay (2009), socioeconomic position and cultural norms frequently limit the abilities of shy people. Extraverted teachers that favor verbal interactions that are competitive and energetic may limit students who struggle in class rather than verbal interactions that are more collaborative and put an emphasis on listening skills. Because of their social status and privilege, people who appear to be higher functioning in particular contexts may actually be performing below average compared to their peers (Henderson & Zimbardo, 2010). According to research by Volbrecht and Goldsmith (2010), family stress predicts shyness in middle childhood, and shy people who are unwilling to conform lose their feeling of autonomy and self-worth. According to a 2009 study by Hutteman, Denissen, Asendorpf, and Van Aken, shy children were less aggressive at ages six and eight, and at ten, but the relationship inverted once a person became seventeen, and five years later, reserved teenagers were more assertive.

Conversely, shy persons tend to speak less in social situations, to start conversations less frequently, to divert their gazes, to display nervous mannerisms, and to make less facial expressions (Henderson, Kurita, & Zimbardo, 2006). They speak less clearly and exhibit fewer leadership qualities. When subjected to review, they also exhibit reduced verbal originality (Young & Brunet, 2011).

Self-esteem, according to Rosenberg in Salaudeen and Bada (2019), is a person's overall opinion of their value, which may be positive or negative. High self-esteem and poor self-esteem were the two categories of self-esteem according to Reece and Brandt (2005). Self-esteem has a significant influence on conduct. As a result, they determined several traits of highly self-esteeming individuals, including: they do not dwell excessively on previous failures and are instead focused on the future; they are more adept at navigating the difficulties and setbacks of life; they possess the capacity to experience all types of emotion without allowing those feelings to negatively influence their actions; they are less prone to take offense; and they have the capacity to accept others for who they are - unique, talented people.

Johnson (2004) identified some characteristics of low self-esteem people: fearful of exploring

his/her real life; believes that others are responsible for how he/she feels; fearful of taking responsibility for his/her own emotions and actions; feels and acts like a victim; judgmental of self and others; puts self-down, shameful, blaming, self-critical, condemning; negative attitude; rationalizes; jealous/envious of others, has trouble being genuinely happy for the success of others; dependencies/addiction, compulsive, self-defeating thinking and behavior; leaves tasks and relationship unfinished and walks away without resolving issues; judges self-worth by comparing to others, feel inferior; continues to blame past experience instead of dealing with current self, etc.

The worth that an individual assigns to themselves is known as self-esteem. Self-esteem entails attitudes of approbation or disapproval as well as thoughts of sufficiency or insufficiency. It also reveals how much a person thinks of himself or herself as capable, significant, successful, and deserving of a good existence. So self-esteem is considered a personal judgment of worthiness that is expressed by an individual in the form of attitude towards himself or herself (Crocker & Luhtanen, 2003).

Some research studies show that self-esteem decreases in adolescence (Robins, Trzesniewski, Tracy, Gosling, & Potter, 2002; Trzesniewski, Donnellan & Robins, 2003). Self-esteem, however, has been discovered to rise in the 20s and 30s. In one study, Galambos, Barker, and Krahn (2006) discovered that young adulthood was a period of rising self-esteem. In a different study, Settersten and Rumbaut (2005) found that maturity was associated with an increase in well-being, which is a composite measure of self-esteem, self-efficacy, and social support. On the other hand, people with poor self-esteem could find it difficult to articulate their rights, desires, and attitudes (Vagos & Pereira, 2010).

According to Henderson and Zimbardo (1996), shyness typically has very negative effects on students' self-esteem. They also noted how frequently students describe interactions with freezing, which can undermine one's self-worth and impede with motivation and initiative and result in an avoidant and passive interaction style. According to Beidel and Turner (2007), shy students may even view themselves more negatively than positively. Because of this worry, they are essentially only bound by their own thoughts and feelings, which also restrict their abilities to a very small set of people. They are always certain that they are being mocked, derided, or hurt in some other way.

Andy, et.al (2015) in their investigation of whether shyness among Nigerian undergraduate nursing students is influenced by self-esteem? They asserted that there was no link between low self-esteem and shyness. They contended that one in two students with low self-esteem were likely to be shy, compared to one in three students with strong self-esteem. The implication of this is that the prevalence of extremely high shyness is higher among students with low self-esteem. They therefore opined that in order to boost the students' self-esteem, there was a need to make adequate provision for social support and self-esteem enhancement programme (Andy et. al. 2015).

In his research on the connections between shyness, self-esteem, and academic achievement among polytechnic students in Nigeria, Akinleke (2012) asserted that there was a correlation between academic achievement and self-esteem, and that students with high self-esteem obtained grade points higher than averages students with high anxiety levels. In order to help students overcome their fear, he recommended stakeholders in the education sector to create policies and implement programs that may help students learn how to overcome obstacles (Akinleke, 2012). These efforts could help students meet high academic requirements. Simply said, students with low self-esteem

are more likely to be sad, depressed, and less sociable, all of which have been strongly associated with worse academic accomplishment (John & Catherine, 2004). They also tend to consume alcohol and drugs more frequently. There was no difference in the overall shyness score between the sexes in the studies by (Crozier, 2005; Nazmiye, 2010; Laghi, et.al, 2013; Vahedi, 2013). The majority of studies on shyness as it relates to gender have yielded inconsistent results. However, it's necessary to understand that gender is important when taking shyness into account. According to Yousef and Khalifa (2014), there is no statistically significant difference in shyness between male and female university students from Saudi Arabia and Kuwait. Female university students in Kuwait are more reserved than male students, according to a study by Al-Ansari from 1996 that was quoted by Salaudeen and Bada (2019). With no discernible gender or shyness differences between American and British university students.

The amount of shyness among undergraduate students in Nigeria's higher educational institutions is shockingly extreme, and this has an impact on how they handle pressing matters pertaining to their future and studies. Given the impact shyness has on students' academic performance and the setback it causes to societal progress; all education stakeholders must take action. It is vital to investigate what can be done to lessen the threat through various psycho-social elements including self-esteem. Some children struggle academically because they are intimidated or feel inadequate and inferior. Some people even blame their prior experiences for how they feel and think that others are to blame rather than dealing with who they are right now. If these behaviors are not adequately addressed, they may have an impact on the child's general wellbeing. Therefore, the subject of this study is on how shyness levels of Oyo State College of Education, Lanlate pre-service teachers are influenced by self-esteem.

### Research Questions

- 1 What is the self-esteem index of Oyo State College of Education, Lanlate pre-service teachers?
- 2 What is the shyness profile of Oyo State College of Education, Lanlate pre-service teachers?

### Hypotheses

- H<sub>0</sub>1 There is no significant relationship between self-esteem and shyness among pre-service teachers of Oyo State College of Education, Lanlate.
- H<sub>0</sub>2 There is no significant difference in the shyness profile of pre-service teachers of Oyo State College of Education, Lanlate on the basis of gender.

### Methodology

The researcher employed a descriptive survey research design for this investigation. 2,057 pre-service teachers from Oyo State College of Education, Lanlate made up the study's population, with a total sample of 200 pre-service teachers comprising of 61 males and 139 females ranging between 16-25 years in age. The study employed a stratified random sampling technique. The College comprises five schools - Schools of Arts and Social Sciences; Early Childhood, Primary and Adult Education; Languages; Science and Vocational and Technical Education. The participants at each school were chosen based on their levels, from 100 to 300 levels respectively. Each level representing a stratum, in each of the levels, random sampling technique of data collection was applied in each class to avoid bias in the administration of the questionnaire to the participants.

The study used a standardized questionnaire. The Rosenberg Self-Esteem Scale (RSES; Rosenberg,



1965) was used to gauge students' high or low self-esteem. A person's degree of self-esteem is measured on a 10-item self-report questionnaire using a 4-point scale from 1 (strongly agree) to 4 (strongly disagree). Point values of each response range from 0, 1, 2, and 3. The total scores for each of the tool's components were totalled up. The range of possible total scores is 0 to 30, with 30 representing the highest possible score. for samples of the entire population, comprising men and women, teenagers, adults, and senior citizens. For different samples, Cronbach's alpha values range from .77 to .88, and test-retest correlations are between .82 and .88 (Rosenberg, 1989).

To gauge the pupils' level of shyness, the Revised Cheek and Buss Shyness Scale (RCBS 13; Cheek, 1983) was used. The 13 elements of the self-report measure are rated on a 5-point scale ranging from 1 (highly atypical or untrue, strongly disagree) to 5 (very characteristic or truthful, strongly agree). The 45-day retest reliability was .88, while the overall measure's Cronbach's alpha is .90 (Cheek, 1983).

Pre-service teachers and volunteers from the 100, 200, and 300 level courses EDU 125: Psychology of Human Learning, EDU 225: Introduction to Special Education, and EDU 324: Introduction to Theory and Practice of Guidance and Counseling participated in the study. Every study participant was made aware of the investigation's goal and voluntarily agreed to take part. The questionnaire was then given to them. The kids were also made aware that their answers would be kept completely private and utilized only for research. They were urged to answer to everything and to be honest in their comments. The statistical techniques used were the Independent Samples t-test and Pearson's Product Moment Correlation (PPMC).

## Results

Hypothesis one states that there is no significant relationship between self-esteem and shyness among pre-service teachers of the Oyo State College of Education, Lanlate.

**Table 1:** Pearson's Product Moment Correlation (PPMC) showing the relationship between Self-Esteem and Shyness

Variable	$\bar{X}$	SD	N	R	p-value	Remark
Self-Esteem	26.79	3.29	200	.172*	.018	Sig.
Shyness	38.17	5.02				

The null hypothesis is consequently rejected, as shown in Table 1 by the significant p-value (.018) and r-value (.172), which are both below than 0.05 level of significance. This suggests that students' levels of shyness have a meaningful and advantageous link with their self-esteem.

Hypothesis two states that there is no significant difference in the shyness profile of pre-service teachers of Oyo State College of Education, Lanlate on the basis of gender.

**Table 2:** Summary of independent samples t-test showing the influence of gender on Shyness

Variable	N	$\bar{X}$	SD	df	Cal-t	Crit-t	p-value	Remark
Shyness	Male	61	37.84	198	-.613*	1.645	.541	Retained
	Female	139	38.31					

Table 2 reveals the mean (37.84) of male students and mean (38.31) of female students computed at 0.05 alpha level, since the Cal-t value of -.613 is less than the Crit-t value of 1.645, with a corresponding p-value of .541 which is greater than 0.05 level of significance, the null hypothesis is thus, retained. This means that among prospective instructors, there was no discernible gender difference in the degree of shyness and this implies that gender is not noticeably important while considering shyness.

### Discussion

The results of the study, which included two main hypotheses, are as follows: according to hypothesis 1, there is no connection between shyness and low self-esteem among pre-service teachers at the Oyo State College of Education, Lanlate. The findings indicate a substantial and favorable correlation between students' shyness and self-esteem. This finding was supported by Andy, Oyedele, Gimba, Luka, and Kevin's (2015) study, which demonstrated that undergraduate students who have poor self-esteem have a high tendency for shyness and, as a result, individuals who have high self-esteem may be less prone to suffer shyness. This supports the research by Salaudeen and Bada (2019), who found that shy undergraduate students frequently exhibit emotional symptoms like loneliness, withdrawal, avoiding social situations, and other associated ones. This result is consistent with Henderson, Kurita, and Zimbardo's (2006) findings, which claimed that shy persons speak less in social situations, less frequently introduce new discussion subjects, divert their gazes, display nervous mannerisms, and make less facial expressions. Once more, Butt, Moosa, Ajmal, and Rahman (2011) discovered that shy persons typically have low self-esteem, while Beidel and Turner (2007) said that shy pupils might even see themselves in a more negative than positive perspective. Based on the results of this investigation, the researcher observed that shyness is a common trait among students with low self-esteem which has a negative impact on their goals and may cause them to avoid social situations and lack confidence. It is important to understand from this perspective that self-esteem is a crucial factor that neutralizes shyness in people, especially undergraduate students in higher education institutions. In the meanwhile, school administrators must provide a supportive environment to reduce anxiety and shyness in children as well as expose them to a variety of social situations to help them feel more confident. The second hypothesis contends that there are no discernible gender variations in the shyness profiles of Oyo State College of Education, Lanlate pre-service teachers. The findings show that shyness among undergraduate students was not significantly influenced by gender. Studies by (Crozier, 2005; Nazmiye, 2010; Laghi, et.al., 2013; Vahedi, 2013) corroborated this finding. These writers assert that gender has no appreciable bearing on an individual's level of exhibited shyness as a demographic trait. This supports the research by Yousef and Khalifa (2014), who found no statistically significant difference in shyness between male and female university students from Saudi Arabia and Kuwait. Therefore, it's important to understand that gender has no bearing on how much shyness a person experiences. The results of this study show that the degrees of shyness among male and female students are not significantly different so shyness as a personality trait can be displayed by either gender regardless of gender and, if left untreated, it might negatively impact students' academic performance.

### Conclusion

The results of the current investigation indicate that, self-esteem had a considerable impact on participants' levels of shyness, whereas gender had a negligible impact. Tertiary institution students appear to be more shy than other students. Therefore, educational institutions must occasionally host symposiums that expose students to activities that will increase their self-confidence and lessen their

shyness or fear.

### Recommendations

It is necessary that every undergraduate student be encouraged to get involved with the extracurricular activities on campus and avoid being alone themselves frequently. Exposure is the foundation of confidence building, thus it is pertinent to grasp that.

Everyone requires a sense of belongingness to raise their self-esteem, so it is important to give kids with a supportive setting that will encourage familiarity and reduce their feelings of shyness and stress.

Educational institutions should occasionally host seminars and symposiums to expose undergraduate students to social events, and they should encourage them to take part in these activities.

Any student who struggles to communicate in social settings should receive adequate support, which will increase their degree of self-assurance in such circumstances.

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