Chapter 5

SUMMARY, FINDINGS, CONCLUSION AND SUGGESTIONS

5.0 Introduction

In the previous chapter the investigator has presented the analysis and interpretation of the data. This process demands keen observation, wide outlook and power of logical thinking. An researcher in Education has to exercise all the care and caution in reporting the findings, in formulating the conclusions and arriving at generalizations on the basis of the data. Interpretation takes the result of analysis, makes inferences pertinent to the research relation studied and draws conclusions about those relations. The researcher who interprets research results, researches them for their meaning and implications.

In any research report the last chapter is devoted to reporting of the findings, conclusions, implications and suggestions and representation of a brief summary of the study.

5.1. Summary

The period of adolescence today, is viewed in different ways in the world. Some theorists have supported the idea that adolescence is a difficult and stressful period. However, recent research has led to a renewed debate on how traumatic this period actually is for the majority of adolescents. If adolescence is a tumultuous
time, it would be expected that personality variables such as self-esteem and locus of control would change as teenagers struggle with the move toward adulthood. On the other hand, stable self-esteem and locus of control would indicate that adolescence may be less stressful than some theorists have proposed. Development is a complicated process in which many components influence each other. Psychologists, sociologists, physiologists, educators, psychiatrists, and others, have tried to ease out the elements that are most critical to healthy development. Three important psychological constructs that have been found to be influencing many aspects of the adolescent’s life are shyness, self-esteem and locus of control.

Shyness is a form of excessive self-focus, a preoccupation with one’s thoughts, feelings and physical reactions. Shyness may vary from mild social awkwardness to totally inhibiting social phobia. It may be chronic and dispositional, serving as a personality trait that is central in one’s self-definition. Situational shyness involves experiencing the symptoms of shyness in specific social performance situations but not incorporating it into one’s self-concept. The reactions for shyness can occur at any or all of the following levels: cognitive, affective, physiological and behavioral, and may be triggered by a wide variety of arousal cues. (Henderson & Zimbardo, 1996). Shyness has been defined as the presence of inhibition and discomfort in social situations (Cheek & Buss, 1981). According to Cheek and Krasnoperova (1999), shyness has included the components of affect, cognition, and behavior. The affective component has involved the experience of anxiety and physiological discomfort. The cognitive component has involved fear of negative evaluation, self-
deprecating thoughts and public self-consciousness. Lastly, the behavioral component has involved decreased social competence. Shyness has also been found to relate to social distress, worrying, fear of positive evaluation, and avoidance of rejection. Many of these feelings, thoughts, and behaviors have been integrated into the definition of shyness. These characteristics of shyness imply that individuals with shyness may rely on external sources to ameliorate their shyness and the variety of factors associated with shyness.

Harter (1990) defined self-esteem as “how much a person likes, accepts, and respects himself overall as a person”. Harter presented two different theoretical views of self-esteem that both she and (Rosenberg, 1989) supported in their separate researches. The first is from William James who viewed self-esteem as a ratio of a person’s perceived success in a certain domain to the importance the person attaches to success in that domain. The second theoretical view is that of C. Horton Cooley who considered self-esteem as originating with the person’s perceptions of how significant others viewed the self. The relationships between self-esteem and other variables have been extensively researched. Low self-esteem has been correlated with low life satisfaction, loneliness, anxiety, resentment, irritability, and depression. Blyth & Traeger (1988) found a correlation between high self-esteem and perceived intimacy with parents. High self-esteem has also been correlated with academic success in high school, internal locus of control, higher family income, and positive sense of self-attractiveness.
During the last 25 years, one of the most widely researched personality variables has been locus of control, the generalized expectancy of reinforcement as either internal or external to the self (Strickland, 1989). Internal locus of control is the expectation that reinforcement is the result of one’s own effort, ability, characteristics, or behavior; external locus of control is the expectation that reinforcement is the result of chance, fate, luck, or powerful others. An individual does not have a clearly defined internal or external locus of control, since locus of control is a continuous variable, not a dichotomous one, and can vary situationally. The importance of locus of control in understanding human behavior is more clearly understood in its extreme form. Imagine a classroom of “external” students. These students would expect that the teacher’s praise, their classmates’ friendship, and their grades have nothing to do with any effort or ability on their part. It is only by luck or chance that they have been successful, or unsuccessful. And if that is the case, why bother expending any effort? On the other hand, imagine a classroom of students who believe that through their own efforts and behaviors they could bring about the desired ends. Two very different classrooms, not because of intelligence, socioeconomic status, sex, or any of the other common ways we identify differences in people, but because of perceived locus of control. Most of the research on this construct has been correlational and much of it that was done prior to the 1980s has been summarized in three volumes edited by Lefcourt. Internal locus of control has been correlated with many socially desirable variables, such as staying in high school, taking responsibility for one’s own actions, being more independent, and
exhibiting greater self-control, reduced anxiety, the ability to defer lesser short-term rewards for long-term goals, positive adjustment at home, school, and with peer relationships, and being raised in a home environment that is warm, protective, and nurturing.

Shyness is a very common psychological occurrence. Oddly enough, recent studies are pointing out that our society is slowly but surely getting shyer, despite the fact that, methods of interacting with others are now more available than ever. Psychologists are giving a lot of attention to the study shyness, as this trait can have significant negative consequences in a person’s life, from lack of meaningful social interactions, to lost career opportunities, to loneliness and isolation. One of the things that scientists in the field psychology have been studying for the last few decades is how shyness develops and what makes a person shy. Their conclusions are very important practically, because they set the foundation for effectively overcoming shyness. Some research suggests that there is a born predisposition towards shyness that varies from one person to another. This doesn’t mean that some people will automatically become shy because they have this predisposition while the rest will not. It simply means that under the right environmental conditions, the people with this predisposition are more likely to develop shyness than the people without it. Predispositions just tip the scale slightly; they don’t decide one's fate. More than anything else, shyness is developed during one’s lifetime, and its appearance is triggered by one’s life experiences. Simply put, due to certain occurrences in their lives, some people ‘learn’ that shyness is an adequate response
to social situations and not because of something such as major traumas or emotional abuse. Most shy people are ordinary persons who have grown in an environment where too much emphasis was put on pleasing other people and avoiding social mishaps. Shy people also frequently have other family members who are shy, especially parents. Thus, they develop shyness by subconsciously modeling the attitudes and behaviors of shy people around them at a young age. Shyness may have roots in one's nature and past experiences, but it has a life of its own in the present moment. When a person feels timid, it is not past experiences that make that person feel that way. It is their current thinking. Nature and nurture have shaped some peoples’ thinking and perceptions in a manner that makes them shy. However, such thinking and such perceptions take place in the here and now, and they feel shyness here and now. This is actually good news, because if something is happening now in one's thinking, one can influence it, he or she can do something about it. Fundamentally, overcoming shyness is a process of unlearning old thinking patterns and replacing them with new ones. A person needs to make a shift toward a more realistic, positive and constructive thinking style, and this will boost their social confidence. As a result, they will feel more comfortable in social situations and be more outgoing. Right now, disciplines such as Cognitive-Behavioral Therapies offer a wide range of well-documented tools and techniques to systematically change ones habitual ways of thinking and to overcome shyness. What a shy person has to do is learn them, apply them consistently and effectively, and they will see results. Shyness is not something one needs to live with. One can get over it and have a rich, and fulfilling social life.
Self-esteem has become a household word. Teachers, parents, therapists, and others have focused efforts on boosting self-esteem, on the assumption that high self-esteem will cause many positive outcomes and benefits - an assumption that is critically evaluated in this review. Appraisal of the effects of self-esteem is complicated by several factors, because many people with high self-esteem exaggerate their successes and good traits, we emphasize objective measures of outcomes. High self-esteem is also a heterogeneous category, encompassing people who frankly accept their good qualities along with narcissistic, defensive, and conceited individuals. The modest correlations between self-esteem and school performance do not indicate that high self-esteem leads to good performance. Instead, high self-esteem is partly the result of good school performance. Efforts to boost the self-esteem of pupils have not been shown to improve academic performance and may sometimes be counter-productive. Job performance in adults is sometimes related to self-esteem, although the correlations vary widely, and the direction of causality has not been established. Occupational success may boost self-esteem rather than the reverse. Alternatively, self-esteem may be helpful only in some job contexts. Laboratory studies have generally failed to find that self-esteem causes good task performance, with the important exception that high self-esteem facilitates persistence after failure. People high in self-esteem claim to be more likable and attractive, to have better relationships, and to make better impressions on others than people with low self-esteem, but objective measures disconfirm most of these beliefs. Narcissists are charming at first but tend to alienate others eventually. Self-esteem
has not been shown to predict the quality or duration of relationships. High self-esteem makes people more willing to speak up in groups and to criticize the group’s approach. Leadership does not stem directly from self-esteem, but self-esteem may have indirect effects. Relative to people with low self-esteem those with high self-esteem show stronger in-group favoritism, which may increase prejudice and discrimination. Neither high nor low self-esteem is a direct cause of violence. Narcissism leads to increased aggression in retaliation for wounded pride. Low self-esteem may contribute to externalizing behavior and delinquency, although some studies have found that there are no effects or that the effect of self-esteem vanishes when other variables are controlled. The highest and lowest rates of cheating and bullying are found in different subcategories of high self-esteem. Self-esteem has a strong relation to happiness. Although research has not clearly established causation, we are persuaded that high self-esteem does lead to greater happiness. Low self-esteem is more likely than high to lead to depression under some circumstances. Some studies support the buffer hypothesis, which is that high self-esteem mitigates the effects of stress, but other studies come to the opposite conclusion, indicating that the negative effects of low self-esteem are mainly felt in good times. Still others find that high self-esteem leads to happier outcomes regardless of stress or other circumstances. High self-esteem does not prevent children from smoking, drinking, taking drugs, or engaging in early sex. If anything, high self-esteem fosters experimentation, which may increase early sexual activity or drinking, but in general effects of self esteem are negligible. One important exception is that high self-
esteem reduces the chances of bulimia in females Overall, the benefits of high self-esteem fall into two categories: enhanced initiative and pleasant feelings. We have not found evidence that boosting self-esteem (by therapeutic interventions or school programs) causes benefits. Our findings do not support continued widespread efforts to boost self-esteem in the hope that it will by itself foster improved outcomes. In view of the heterogeneity of high self-esteem, indiscriminate praise might just as easily promote narcissism, with its less desirable consequences. Instead, we recommend using praise to boost self-esteem as a reward for socially desirable behavior and self-improvement Most people feel that self-esteem is important. It is difficult, if not impossible, for people to remain indifferent to information that bears on their own self-esteem, such as being told that they are incompetent, attractive, untrustworthy, or lovable. Increases and decreases in self-esteem generally bring strong emotional reactions. Moreover, these fluctuations are often coincident with major successes and failures in life. Subjective experience creates the impression that self-esteem rises when one wins a contest, garners an award, solves a problem, or gains acceptance to a social group, and that it falls with corresponding failures. This pervasive correlation may well strengthen the impression that one’s level of self-esteem is not just the outcome, but indeed the cause, of life’s major successes and failures.

Self-esteem is literally defined by how much value people place on themselves. It is the evaluative component of self knowledge. High self-esteem refers to a highly favorable global evaluation of the self. Low self-esteem, by definition, refers to an
unfavorable definition of the self. Whether this signifies an absolutely unfavorable or relatively unfavorable evaluation is a problematic distinction, which will be discussed later in connection with the distribution of self-esteem scores. Self-esteem does not carry any definitional requirement of accuracy whatsoever. Thus, high self-esteem may refer to an accurate, justified, balanced appreciation of one’s worth as a person and one’s successes and competencies, but it can also refer to an inflated, arrogant, grandiose, unwarranted sense of conceited superiority over others. By the same token, low self-esteem can be either an accurate, well-founded understanding of one’s shortcomings as a person or a distorted, even pathological sense of insecurity and inferiority. Self-esteem is thus a perception rather than a reality. It refers to a person’s belief about whether he or she is intelligent and attractive, for example, and it does not necessarily say anything about whether the person actually is intelligent and attractive. To show that self-esteem is itself important, then, research would have to demonstrate that people’s beliefs about themselves have important consequences regardless of what the underlying realities are. Put more simply, there would have to be benefits that derive from believing that one is intelligent, regardless of whether one actually is intelligent. To say this, is not to dismiss self-esteem as trivial. People’s beliefs shape their actions in many important ways, and these actions in turn shape their social reality and the social realities of the people around them. The classic study Pygmalion in the Classroom, by Rosenthal and Jacobson (1968), showed that teachers’ false, unfounded beliefs about their students later became objective, verifiable realities in the performance of those
students. In the same way, it is quite plausible that either high or low self-esteem, even if initially false, may generate a self-fulfilling prophecy and bring about changes in the objective reality of the self and its world. Then again, self-esteem might not bring about such changes. Many researchers, clinicians, teachers, parents, and pundits have taken it as an article of faith that high self-esteem will bring about positive outcomes. Such an assumption was perhaps reasonable several decades ago, given the lack of firm data either way and the anecdotal impressions and theoretical bases for assuming that self-esteem has strong effects. It is particularly understandable that practitioners would accept this assumption without proof, because they cannot generally afford to admonish their suffering clients to hang on for a few decades until needed research is conducted. They must use the best evidence available at the time to design their interventions. By now, however, the excuse of inadequate data is beginning to wear thin. The fascination with self-esteem that began to spread during the 1970s infected researchers too, and in the past couple of decades, a number of methodologically rigorous, large-scale investigations on the possible effects of self esteem have been conducted. We do not think all the final answers are in, but many of them are taking shape. There is no longer any justification for simply relying on anecdotes, impressions, and untested assumptions about the value of self esteem.

In the heady days of the 1970s, it might have seemed possible to assert that self-esteem has a causal effect on every aspect of human life, and by the 1980s, the California Legislature might well have been persuaded that funding a task force to
increase the self-esteem of Californians would ultimately produce a huge financial return because reducing welfare dependency, unwanted pregnancy, school failure, crime, drug addiction, and other problems would save large amounts of taxpayers’ money. However, as Karl Marx, Sigmund Freud, and other grand thinkers could assert if they were alive today, even the most elaborate and persuasive theories about human behavior do not generally receive empirical support in all aspects. Even if the self-esteem movement was wrong in crucial respects, its positive aspects and contributions deserve to be recognized and celebrated. The self-esteem movement showed that the American public was willing to listen to psychologists and to change its institutional practices on the basis of what psychology had to teach. It would not be in psychology’s best interest to chastise the American public for accepting the advice of psychologists. If errors were committed, perhaps psychologists should reduce their own self-esteem a bit and humbly resolve that next time they will wait for a more thorough and solid empirical basis before making policy recommendations to the American public. Regardless of the outcome of the self-esteem movement, it showed that there is a voice for psychology in public policy and discourse. If psychology uses that voice judiciously, it may still be able to make a major contribution to the well-being of society.

As the environment around us changes, we can either attribute success and failure to things we have control over, or to forces outside our influence, which orientation we choose has a bearing on our long-term success. This orientation is known as our “locus of control”. Its study dates back to the 1960s, with Julian
Rotter’s investigation into how people's behaviors and attitudes affected the outcomes of their lives. Locus of control describes the degree to which individuals perceive that outcomes result from their own behaviors, or from forces that are external to themselves. This produces a continuum with external control at one end and internal control at the other.

**Title of the Study**

“Shyness, Self-Esteem and Locus of Control of IX Class Pupils”.

**Objectives of the Study**

The objectives formulated for the study were:

1. To study the shyness, self-esteem and locus of control of IX class pupils.
2. To study the influence of independent 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 on Shyness, Self-esteem and Locus of Control of IX Class Pupils.
3. To study the association between the correlates of shyness i.e. shyness, self-esteem and locus of control of IX class pupils.

**Hypotheses of the Study**

1. There exists no significant difference between IX class boys and girls with respect to their shyness.
2. There exists no significant difference between English medium and Telugu medium IX class pupils with respect to their shyness.
3. There exists no significant difference between IX class pupils of government and private schools with respect to their shyness.

4. There exists no significant variance in the shyness of IX class pupils on the basis of their parental income.

5. There exists no significant variance in the shyness of IX class pupils on the basis of the number of siblings they have.

6. There exists no significant variance in the shyness of IX class pupils on the basis of their father’s qualification.

7. There exists no significant variance in the shyness of IX class pupils on the basis of their mother’s qualification.

8. There exists no significant difference between IX class boys and girls with respect to their self-esteem.

9. There exists no significant difference between IX class English medium and Telugu medium school pupils with respect to their self-esteem.

10. There exists no significant difference between IX class pupils of government and private schools with respect to their self-esteem.

11. There exists no significant variance in the self-esteem of IX class pupils on the basis of their parental income.

12. There exists no significant variance in the self-esteem of IX class pupils on the basis of the number of siblings they have.

13. There exists no significant variance in the self-esteem of IX class pupils on the basis of their father’s qualification.
14. There exists no significant variance in the self-esteem of IX class pupils on the basis of their mother’s qualification.

15. There exists no significant association between locus of control and gender of IX class pupils.

16. There exists no significant association between locus of control and medium of instruction of IX class pupils.

17. There exists no significant association between locus of control and type of school of IX class pupils.

18. There exists no significant association between locus of control and parental income of IX class pupils.

19. There exists no significant association between locus of control and the number of siblings of IX class pupils.

20. There exists no significant association between locus of control of IX class pupils and their fathers qualification.

21. There exists no significant association between locus of control of IX class pupils and their mothers qualification.

22. There exists no significant association between shyness and self-esteem of IX class pupils.

23. There exists no significant association between shyness and locus of control of IX class pupils.

24. There exists no significant association between self-esteem and locus of control of IX class pupils.
Variables of the Study

The variables chosen for testing their influence on shyness, self-esteem and locus of control of IX class pupils were as follows:

Independent Variables: Gender, Medium of Instruction, Type of School, Parental income, Number of Siblings, Parental Educational Qualifications - a) Father’s Qualification, b) Mother’s Qualification

Dependent Variables: A. Shyness, B. Self Esteem, C. Locus of Control.

Delimitations of the Study

1. The study is confined to only IX class pupils studying in Bapatla town.
2. The sample is restricted to only IX class pupils
3. The sample size is restricted to only 320 IX class pupils.
4. The study is limited to studying only the three dependent variables, shyness self-esteem and locus of control

Method of Investigation

According to Webster's dictionary, survey method means gathering of data from a cross section of the population. It is not concerned with the characteristics of individuals but with generalised statistics of the whole population or representative population. Descriptive studies serve as direct 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 was to assess the ‘shyness, self-esteem and locus of control’. The methodology to be employed was survey method. The data obtained by the survey method was analysed in terms of descriptive and inferential statistics.

**Sample and Sampling**

A sample is a small portion of a population selected for observation and analysis. By observing the characteristics of the sample one can make certain inferences about the characteristics of the population from which it is drawn. Using stratified random sampling technique 320 IX class pupils were chosen as the sample for this study.

**Statistical Techniques Used**

Statistical Techniques Used in this study were: i) Arithmetic Mean, ii) Standard Deviation, iii) Percentage of Mean, iv) ‘t’ Test, v) F - Test (ANOVA), vi) Chi-square ($\chi^2$).

**5.2 Findings of the Study**

The following are findings that were drawn on the basis of data analysis.

1. It is found that the mean shyness of the whole sample is 45.89 with percentage of mean being 76.41%, and SD being 6.57 with the skewness of the overall sample distribution is - 0.563 and Kurtosis is 4.55.

2. The number of students who are not so shy are 57 (17.81%), moderately shy are 214 (66.88%), and those who are extremely shy are 49(15.31%).
3. The mean shyness of IX class boys and girls is 45.50 and 46.26 respectively with percentage of mean being 60.67%, 61.68% respectively with the variance being 42.76, 43.64 respectively and the 't' value for the significance of mean differences between IX class boys and girls in their shyness is 1.3029, which is not significant at 0.05 level.

4. The mean shyness of IX class English and Telugu medium pupils is 45.65, 46.12 respectively with percentage of mean being 60.86%, 61.49% respectively and with the variance being 54.15 and 32.71 respectively and the 't' value for the significance of mean differences between English and Telugu medium IX class pupils in their shyness is 0.638, which is not significant at 0.05 level.

5. The mean shyness of IX class Government and private schools students is 45.46, 46.25 respectively with percentage of mean being 60.61%, 61.67% respectively with variance being 47.13, 39.81 respectively. The 't' value for the significance of mean difference between IX class government and private school pupils in their shyness is 1.064, which is not significant at 0.05 level.

6. The mean shyness of IX class pupils with their parental income being income greater than 10000/- Rs. 6000 to 10000, Rs. 3000/- to 6000/- and income less than 3000/- is as follows: 48.27, 44.65, 46.53 and 45.46 and the corresponding variances being 29.57, 29.27, 28.63 and 60.63 respectively. The 'F' value calculated for the significance of variance between shyness of IX class pupils with can the basis of their parental income is 2.3283, which is not significant at 0.05 level.
7. The mean shyness of IX class pupils with their number of siblings (divided into different groups) being 0, 1, 2, 3 > 4 is as follows: 43.64, 45.28, 47.28, 46.73 and 45.33, their corresponding variances being 58.62, 49.57, 30.76, 30.78 and 34.79 respectively. The 'F' value calculated for the significance of variance between shyness of IX class students on the basis of the number of siblings they have is 2.25, which is not significant at 0.05 level.

8. The mean shyness of IX class pupils with their fathers qualifications being categorised as Post graduate (1), Degree (2), Intermediate (3), Greater than SSC (4), Less than SSC (5), Illiterate (6) is as follows: 44.88, 46.68, 46.5, 43.98, 47.6 and 44.95, the corresponding variance being 61.69, 40.24, 27.87, 56.02, 37.79 and 23.75 respectively. The 'F' value calculated for the significance of variance between the shyness of IX class pupils on the basis of their father's qualification is 2.3013, which is not significant at 0.05 level.

9. The mean shyness of IX class pupils based on their mother's qualification categorised as post graduate (1), Degree (2), Intermediate (3), Greater than SSC (4), Less than SSC (5), Illiterate (6) is as follows: 48.25, 42.8, 46.19, 47.41, 46.01 and 45.22, the corresponding variances being 56.87, 42.04, 52.05, 34.47, 30.22 and 53.86 respectively. The 'F' value calculated for the significance of variance between shyness of IX pupils on the basis of their mother's qualification is 3.897, which is not significant at 0.05 level.

10. The mean self-esteem of the overall sample is 61.1031, with mean percentage of mean being 81.47%, SD being 5.995 with skewness of the overall sample distribution being - 1.1314 and Kurtosis 6.231.
11. The number of IX class students who have good self esteem are 52 (17.81%), moderate self esteem are 227 (69.38%) and poor self esteem are 41 (12.81%).

12. The mean self-esteem of the IX class boys and girls students of IX class is 59.91 and 62.26 respectively with percentage of mean being 79.88, 83.013 respectively and with the variance being 32.10, 37.199 respectively. The 't' value for the significance of mean difference between boys and girls in their self esteem is 3.56 which is significant at 0.01 level.

13. The mean self-esteem of IX class English and Telugu medium pupils is 61.01, 61.185 respectively with percentage of mean being 81.346%, 81.58% respectively and with the variance being 43.521 and 28.77 respectively. The 't' value for the significance of mean difference between IX class English and Telugu pupils in their self-esteem is 0.2475, which is not significant at 0.05 level.

14. The mean self-esteem of IX class government and private school pupils is 61.62 and 60.65 respectively with mean percentage being 82.16% and 80.86 respectively and with variance being 32.57, 38.62 respectively. The 't' value for the significance of mean difference between IX class government and private school pupils in their self-esteem is 1.437 which is not significant at 0.05 level.

15. The mean self-esteem of IX class students with their parental income being greater than 10000/-, Rs. 6000 to 10000, 3000 to 6000, and income less than 3000/- is as follows: 60.88, 61.7818, 61.7821, 60.37681 and their corresponding variance being 25.14, 28.87, 30.07 and 44.71 respectively.
The 'F' value calculated for the significance of variance in the self-esteem of IX class pupils on the basis of their parental income is 1.357 which is not significance at 0.05 level.

16. The mean self-esteem of IX class students with number of sibling being 0, 1, 2, 3, 4 and greater than 4 is as follows: 66.954, 61.206, 60.6969, 60.9090 and 63.6667 and the corresponding variance being 32.712, 32.115, 48.64, 19.705 and 21.333 respectively. The 'F' value calculated for the significance of variance between IX class pupils on the basis of self-esteem number of siblings is 0.6805 which is not significant at 0.05 level.

17. The mean self-esteem of IX class pupils with their father's qualifications being categorised as post graduate (1), Degree (2), Intermediate (3), Greater than SSC (4), Less than SSC (5), Illiterate (6) is as follows: 62.40, 59.94, 60.75, 61.62, 60.8, 62.375 respectively and the corresponding variance being 34.24, 52.51, 39.22, 27.22, 18.36 and 23.72 respectively. The 'F' value calculated for the significance of variance in the IX class pupils between self-esteem based on their fathers qualifications is 1.697, which is not significant at 0.05 level.

18. The mean self-esteem of IX class pupils with their mother's qualifications being categorised as post graduate (1), Degree (2), Intermediate (3), Greater than SSC (4), Less than SSC (5), Illiterate (6) is as follows: 59.12, 62.18, 60.777, 60.5, 60.85 and 61.45, their corresponding variance being 44.516, 26.387, 36.463, 55.983, 20.066 and 27.528 respectively. The 'F' value calculated for
the significance of variance between self-esteem of IX class pupils with their mother's qualifications is 1.62, which is not significant at 0.05 level.

19. The percentage of IX class pupils with external locus of control 76.25% and with internal locus of control is 23.75%.

20. The \( \chi^2 \) value to find out the association between gender and locus of control of IX class pupils is 2.9 which is not significant at 0.05 level.

21. The \( \chi^2 \) value to find out association between medium of instructions and locus of control of IX class pupils is 6.3 which is significant at 0.05 level.

22. The \( \chi^2 \) value to find out association between type of school and locus of control of IX class pupils is 3.32 which is not significant at 0.05 level.

23. The \( \chi^2 \) value to find out association between parental income and locus of control of IX class pupils is 10.41 which is significant at 0.05 level.

24. The \( \chi^2 \) value to find out the association between number of siblings and locus of control of IX class pupils is 10.56 which is significant at 0.05 level.

25. The \( \chi^2 \) value to find out the association between father's qualification and locus of control of IX class pupils is 11.75 which is significant at 0.05 level.

26. The \( \chi^2 \) value to find out the association between mother's qualification and locus of control of IX class pupils is 14.68 which is significant at 0.05 level.

27. The \( \chi^2 \) value to find out the association between shyness and self-esteem of IX class pupils is 17.18 which is significant at 0.01 level.
28. The \( \chi^2 \) value to find out the association between shyness and locus of control of IX class pupils is 7.66 which is significant at 0.05 level.

29. The \( \chi^2 \) value to find out the association between self-esteem and locus of control of IX class pupils is 5.71 which is not significant at 0.05 level.

5.3 Conclusion of the Study

1. Boys and girls of IX class pupils do not differ in their shyness and locus of control but significantly differ in their self-esteem.

2. English medium and Telugu medium IX class pupils do not differ in their shyness and self-esteem but there is an association between locus of control and medium of instruction.

3. Government and Private school IX class pupils do not differ in their shyness, self-esteem and locus of control.

4. Parental income of IX class pupils does not influence their shyness and self-esteem but influences their locus of control.

5. No. of siblings of IX class pupils does not influence their shyness and self-esteem but influences their locus of control.

6. Father's qualification of IX class pupils does not influence their shyness and self-esteem but influences their locus of control.

7. Mother's qualification of IX class pupils does not influence their shyness and self-esteem but influences their locus of control.
5.4 Educational Implications of the Study

- Teachers and parents should know and accept the whole child. Shyness is only one aspect of the child's personality. Being sensitive to the child's interests and feelings will allow one to build relationship with the child and show that one respects the child. This can make the child more confident and less inhibited.

- We must share our experiences with the child. We must let the child know we do understand how he / she feels. Everyone has had some moment in their life when they had been shy, nervous, or anxious, and it would be good if we share with the child the situation we were in and how we handled it.

- We should attempt to build a self-esteem of a shy child. Shy children may have negative self images and may feel that they will not be accepted. Reinforce shy children for demonstrating skills and encourage their autonomy. Praise them, after all "Children who feel good about themselves are not likely to be shy".

- We should encourage the child to try new activities and communicate how they feel about what they are doing. Encouraging a child to talk in situations he or she perceives as safe, will help them open up in other situation by realising there is nothing to be scared of. By letting one's child try different activities and hobbies, we are giving the child subjects he / she can talk about with other people, and introducing them to people who have common interests.
Children often learn by watching and imitating their teachers and parents so we need to be sociable and respectful ourselves, children who see their parents talk to others and not hide, will be more apt to give it a try themselves. Don't force a child into a situation, however, stand by them and let them adjust to their surroundings, when attending large functions and social gatherings. Give them a chance to feel comfortable while knowing they have your support.

Every child should be given opportunities to experience social situations. There is a definite need to develop social skills. Reinforce shy children for social behaviour, even if it is only parlement play. It is recommended that teaching children "social skill words" ("can I play, too?") and role playing social entry techniques is a good technique. Also, opportunities for play with young children in one on-one situations may allow shy children to become more assertive. Play with new groups of peers permits shy children to make a fresh start and achieve a higher peer status. We should let them spend time with people they are comfortable with to build up their self-esteem and social interactions and slowly move them towards more frequent and more populated social experiences.

For self esteem and the locus of control, which constitute an important dimension of personality to develop healthily, primarily parents should care for a rising their children in a healthy family environment full of love, respect and security, considering the fact at the basics of the personality are established in the early years of life. It is important to set up healthy communication with children. The children who can establish healthy communication have more
confidence in themselves and thus, they have a higher degree of self control. Parents need to be aware that the most important emotional nutrient for the child is love, so they should provide their children with enough love and care.

- We should remember that shyness is not all bad. Not every child needs or wants to be the focus of attention. Some qualities of shyness, such as modesty and reserve, are viewed as positive. As long as a child does not seem excessively uncomfortable or neglected around others, drastic interventions are not necessary.

- Physical characteristic and facial appearance though will enhance self confidence that is interrelated to self-esteem, when in good attire it can increase other people perception to a person, that have the high esteem.

- Academic achievement is a main input to a person's self-esteem, because by using a knowledge will help our ownself and others who go through the way of life. Knowledge is everything in this world. Only with knowledge we can survive, especially, in this 21st century.

- Environment is the main factor that influences how someone is. With the negative environment some persons who have strength will win, but we must remember not all persons are same, what will happen if a person that don't know how to face this negative environment? So this is also a sources of self-esteem.

- Children's self-esteem will be higher if we treat them / her seriously and with respect. Explain to them everything and treat them as intelligent individual
able to understand and reach conclusions. Mutual respect will foster trust and confidence. If the child fails he must not feel a failure, be a mentor and help the child to believe in his or her ability to succeed, no matter how long it takes.

- Self-esteem is boosted with encouraging lines like: "could do better, you can make it etc., Encourage decision-making, this will lead to a feeling of confidence and independence.

- If we don't have belief in our selves who else will want to believe us? Believe in what is in your heart, try to be your own self. You don't need to follow somebody else, start on your own foot, and with a confidence that when other people can do it you also can do it. Believe yourself first.

- Locus of control provides a basis for characterization of students. By assessing the locus of control the teacher can have an idea of students type of locus of control according to which he/she can alter the teaching methods. The main implications of this study is that internally controlled students are better than externally controlled students. So, the teachers and parents should try to make their children more internal in locus of control.

- Control brings in desirable effects by reducing tension levels depending upon the amount of efforts to exercise control. In order to bring about desirable results the decision of exercising control on a situation would be made after weighing the stocks and stakes.
5.5 Suggestions for Further Study

1. The same study may be conducted with a larger sample, including urban and rural schools so that better generalisations may be drawn.

2. An indepth study into the causative factors of increasing shyness, and the remedial measures and their effects on shyness of children can be taken up.

3. Correlation studies of shyness with related behavioural problems like fears and phobias, withdrawnness etc., can be attempted.

4. A longitudinal study involving all age groups of children could also be tried out.


6. Relationship between teachers and parents adult shyness and their children shyness could also be studied to find out the influence of adult on children and self-esteem.

7. Effect of curricular and co-curricular activities of school on shyness and self-esteem of the children can be studied.

8. Variables like socio-economic status, type of school, parental educational qualification, religion, etc., can be taken to study locus of control.

9. Correlation studies with other psychological aspects like intelligence, interests, attitudes, self-esteem, personality could be undertaken to get to holistic picture of locus of control.
5.6 Conclusion

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.