Introduction

The most difficult phase of life is early adolescence. It is a phase when the kid is not yet mature, but he is no longer a kid. Peers insist that they have grown enough to be self independent while parents still don’t provide ample freedom. This is the time when even studies get more difficult and physical changes are a constant source of irritation. There is a lot of confusion, hesitation and a search of the real identity. Life seems vague and omni-directed. Adolescence is a concept encompassing physical and emotional stages of transition from childhood to adulthood. Lawrence Steinberg (1996) has identified as many ways of defining adolescence as Howard Gardner (1983) has found varieties of intelligence. Biologically, he writes, adolescence begins with the onset of puberty and ends when a person feels ready for sexual reproduction. Emotionally, adolescence marks the beginning of self-conscious detachment from parents and ends with the attainment of a separate sense of identity. Cognitively, adolescence begins with the emergence of more advanced reasoning abilities, and ends with their consolidation in the ability to entertain hypotheses, weigh contingent possibilities, see situations from the perspectives of others, and draw inferences from available evidence. Interpersonally, to continue Steinberg’s catalogue, adolescence deepens a shift in interest from family relations to peer relations, culminating in a capacity for deeper intimacy with peers and commitment to a loved one. Socially, adolescence begins with training for adult work and citizen roles, and ends with full attainment of adult status and privileges. Educationally, adolescence begins with entry into junior high school and ends with a completion of formal schooling. Legally, adolescence begins with the attainment of juvenile status and ends with the attainment of majority status. Culturally, adolescence begins in some societies with training for a ceremonial rite of passage and ends with admission to adulthood upon completion of the rite.

Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. Etymologically, the word education is derived from educare (Latin) “bring up”, which is related to educere “bring out”, “bring forth what is within”, “bring out potential” and ducere, “to lead”.
Shyness can be explained in two ways. One is the common sense description of the signs and symptoms that are present in the person. The other is the explanation of what is happening in the person who suffers shyness. Shyness can be defined as a feeling of discomfort or inhibition in social or interpersonal situations that keeps you from perceiving your goals, either academic or personal. Shyness results in excessive self-focus and worry, often preoccupation with one’s thoughts, feelings or physical reactions (accelerated heart rate, pulse, etc.). The degree to which shyness can create problems for people varies widely, from mild social awkwardness to debilitating social phobia. Very common is situational shyness which refers to the phenomenon of becoming fearful or inhibited in certain situations. The most typical situations that often trigger this kind of reaction are ones involving authority figures (teachers, administrators, leaders etc.), potential one-on-one romantic or intimate encounters, having to initiate action in a group setting, or initiating social action in unstructured settings. These kinds of situations often elicit reactions at one or all of the following levels:

i) Cognitive – meaning thoughts;
ii) Affective - meaning feelings;
iii) Physiological - meaning within the body; or
iv) Behavioural - resulting in a withdrawal from a difficult situation.

Adolescence, especially during the early years, is a period of important developmental changes and a time of stress and conflict. The physiological changes often precipitate special problems and doubts about self-concept, sexual identity, and relationships with others (Mussen et al., 1973). Research indicates that important changes in personality and cognition occur during adolescence, with early adolescence being the most crucial time. Kagan (1971) maintains that changes that occur during puberty “justify the positing of a psychological stage called early adolescence”. Early adolescence encompasses the age range of 12 to 15 years (Gordon, 1971; Loevinger, 1976). At this time, society makes numerous demands on the individual and it is expected that these demands will be met within a very short period of time: achieving independence from the family; establishing satisfying give and take relationships with peers of both sexes; undertaking new tasks and social roles, and deciding on and preparing for a meaningful vocation (Kulas, 1986).
Review of Related Literature

Daniels, Denise, Plomin, Robert (1985) in their study "Origins of individual differences in infant shyness" found that Infant Shyness was positively related to shyness and negatively related to sociability and extroversion in non adoptive mothers who shared both heredity and family environment with their infants.

George Stockhi (1997) in his study Shyness in cultural context : A comparative study of correlates of shyness in school children in Switzerland and China" found that the shyness values in the Swiss sample survey decreased as the parent's education increased, while with the Chinese school children, the lowest level in the group was reached with basic education and the remaining education groups demonstrated an increasing level that remained constant.

P.J. Cooper and M. Eke (1999) in their study "Childhood shyness and maternal social phobia : A community study" found that the most frequent self selected strategy was an individualistic response characterized by the shy teen trying to make conversation with others.

Matsushima, Rumi, Shiomi, Kunio (2001) in their study "Developing a shyness scale for Japanese junior high school students found that the first factor was named "Behavioural inhibition personal relationship" as it was comprised of items related to express negative attitude towards others. For shy people, it was difficult to talk at the first meeting and to maintain conversation with others.

Bernardo J. Curducci (2003) in his study "How shy teens deal with shyness : Strategic and gender differences" found that the males were more likely than the females to be selecting the individualistic type strategies of trying to make conversation with others, trying to go to public places and using alcohol and drugs while female were more likely than males to self-select the affiliative responses characterized by joining group activities in and outside school.

Yen-Liang Chen (2004) in his study "The effect of Adlerian group Play therapy on the improvement of shy children of elementary school" found that in immediate effect side and that AGPT had significant effect in the improvement of shy elementary school children's shyness degree overall scale and sub scales of efforts and ability, and no significant effect on its sub scale and of luck and fate.
Craig Hollingsworth (2005) in his study "The relationship between shyness and internet addiction: A quantitative study on middle and post secondary school students found that the shyness was a contributing factor to the internet abuse in middle school students. Unlike the post secondary students, in whom internet time contributed to internet addiction.

Paul S. Strand, Sandra Cerma, Andrew Downs (2007) in their study "Shyness and emotion processing skills in pre-schools in a 6 month longitudinal study" found that significant concurrent and longitudinal relationships between shyness and facial emotion recognition, and their minimal or non-existent relationship between shyness and other aspects of emotion processing were revealed.

Michella K. Jetha, Louis A. Schmidt, Joelo Goldberg (2007) in their study "Stability of Shyness, Sociability and Social Dysfunction in Schizophrenia: A preliminary investigation of the influence of social skills training in a community based stable out patient sample" found that individuals with schizophrenia who scored high on trait shyness prior to exposure to social skills training still exhibited problems related to social adjustment.

Agarwal (1981) in his study "Study of the difference of self-esteem between authoritarian and democratic adolescent and its relation to their attitude towards parental control and discipline found that authoritarian and democratic groups did not differ in their attitudes towards parental control. Generally people were inclined towards authoritarianism instead of democratism.

Mohan, Anand (1988) in their study "Scholastic achievement as related to self-esteem, feelings of security, depression and test anxiety" found that self-esteem and depression were not significantly correlated.

Jain Neera (1989) in her study "Family structure, parental behaviour and self-esteem in male and female adolescents found that subjects of joint family were higher in self-esteem than those of nuclear family.

Shukla, Mamata (1991) in their study "Development of cognitive style and locus of control as a function of child-rearing practices" found that the relationship among child-rearing practices, family structure SES locale were found to be positive and highly significant.
Christopher Bagley (1998) in his study "Cross-cultural self-concept, self-appraisal and self-esteem, found that correlations of poorer self-esteem with the four stress subscales (derived from the confirmatory factor analysis across the three cultures) indicated that all the four scales (which had similar items) had statistically significant correlation for each gender group.

D. Andrew Ellerman and Bradley J Strahan (2000) in their study "Family functioning and children's self-esteem: A test of the structure and relationship of the FACES III" found that multiple regression analyses showed the only other measure to significantly predict self-esteem scores were those associated with socio-economic status, for girls only.

William C. Torrey, Kim T. Mueser, Gregory H. McHugo and Robert E. Drake (2000) in their study "Self-esteem as an outcome measure in studies of vocational rehabilitation for adults with severe mental illness" found that scores on the Rosenberg self-esteem scale did not vary with the work status or other functional outcomes instead were strongly related to measures of life satisfaction of affective symptoms.

Anupsud, Zinnia Sethi (2001) in their study "Interrelationship between state anxiety, trait anxiety, test anxiety, stress, negative mood, regulation, achievement motivation and self-esteem found that any interrelationship exists among the state anxiety (STAI-XI) trait anxiety (STAI-XII) test anxiety (TAI-H), stress (SI), negative mood regulation (NMRS), achievement motivation (AMS) and self-esteem (SEI).

S.P. Sinha and Sandhya Gupta (2006) in their study "State self-esteem and casual attribution in reattribution training among self-worth protective students found that the external attribution of high self-worth protective subjects are less as compared to their counterparts.

Katarina Salmela - Aro, Jari - Erik Nurmi (2007) in their study "Self-esteem during university studies predicts career characteristics 10 years later" found that this aim was to examine the extent to which self-esteem during the period of university studies predicted the characteristics and experiences of young adults careers 10 years later. The results showed first that when all the working life-related measures were entered as outcomes of self-esteem in the same model, the model fitted the data well.
Habibollah, Naderi, Rohani, Abdullah, H. Tengku Aizan, Jammaluddin, Sharir and V. Kumar (2009) in their study "Self-esteem, gender and academic achievement of undergraduate students" found that according multinominal logistic regression of result, statistically significant overall relationship between the combination of independent variables (self-esteem and gender) and the dependent variable (CGPA). The individual relationship between self-esteem and academic achievement was not statistically significant.

Gupta, M. (1987) in his study "Relationship between locus of control, anxiety, level of aspiration, academic achievement of secondary students found that locus of control, anxiety, level of aspiration and socio-economic status predicted academic achievement but socio-economic status and locus of control were found to be the best predictors.

Bhogayate Chandrakant (1989) in his study on "Locus of control and academic achievement: A quantitative synthesis" found that locus of control measures on an average accounted for variance in achievement.

Goshi, Asha (1992) in their study classroom morale in relation to locus of control, creativity and parent encouragement of pupils in Hindi medium and English medium schools found that A and its interaction with parental encouragement (D) was not significant while D independently had a positive effect on classroom morale for boys as well as girls.

Henry K. Kulas (1996) in his study "A longitudinal study on adolescent locus of control found that subjects of both sexes exhibited insignificant shifts in locus of control when they were retested twice. The mean of locus of control scores of both scores for each of the three years.

John S. Carton, Stchen Noulick and Ginger M. Balser (1996) in their study "An observation study of antecedents of locus of control of reinforcement" found that the results provided partial support for predictions derived from Rotter's social learning theory for the development of generalized control expectancies.

Diane Elezabeth Howard (1996) in her study "The relationship of internal locus of control and female role models in female college students" found that the study presented evidence that suggested that the subjects who identified role models had stronger internal locus of control than the subjects who did not identify role models, that locus of control was a changeable variable, that internal locus of control increased over the first year of college in
the role model group (positive effect) and that internal locus of control decreased over the first year of college in the no role model group (negative effect). This study suggests a factor which may strengthen internal locus of control in first year, female, co-educational college students.

Figen Gursoy and Mudriya Yildiz Bicakci (2007) in their study on "Locus of control on self-concept of children from the low sociometric level found that there was a significant difference between the children’s mean scores of both self-concept and locus of control according to their gender.

Cheryl S. Marsiglia, Jeffrey J. Walczyk, Walter C. Buboltz, Diana A. Griffith Ross (2007) in their study "Impact of parenting style and locus of control on emerging adults psychosocial success" found that external LOC and maternal permissive and have high correlation authoritarian PS. The relation between parental PS and PSS was also moderated by LOC. Emerging adults PSS may be effected both directly by their perceptions of the PS they encountered earlier in life and indirectly through LOC which may also be influenced by perceived PS.

Michael Mc Cullough, Donna Aghbridge, Rebecaa Pegg (1994) in their study "Effect of self-esteem, family structure, locus of control and career goals on adolescent leadership behaviour" found that four hypotheses were tested using analysis of variance after dicholomization of each of the variables into high and low categories. The leadership group was to aspire more prestigious careers than the non-leadership group, this hypothesis was supported by the data. Interaction effects were also examined and only one was significant.

Nancy H. Chubb, Carl I. Fertman, Jennifer, L. Ross (1997) in their study "The adolescent self-esteem and locus of control : A longitudinal study of gender and age differences found that the result revealed a significant main effect for gender but not for grade and no significant interaction between gender and grade. Male self-esteem was consistently higher than female self-esteem throughout high school. Between ninth and twelfth grades, locus of control become less external each year for both males and females with the exception of a slight increase externally for males between ninth and tenth grades."
Nisha (1991) in her study "Adolescent alienation in relation to personality, values, adjustment, self-esteem, locus of control and academic achievement found that adolescents high on alienation on the scores of all the dimensions of personality, aesthetic values, home, social, emotional and total adjustment and self-esteem.

Chven Rong Hgn (2000) in his study on relationships among elementary school students self-esteem, locus of control, parenting style and shyness found that there was no significant difference in shyness between fifth grade and sixth grade elementary school students. The shyness of elementary school students had significantly negative correlation with self-esteem. The shyness of elementary school students had significantly negative correlation with locus of control, especially the one between effort and shyness. With regard to the parental parenting style students aforesaid taught in the 'neglectful style' were much shyer than those in the 'neglected style' and 'are much shyer than those in the 'authoritative style' in terms of behaviour dimension of shyness.

Katherine Chak, Louis Leung (2004) in their study "Shyness and locus of control as predictors of internet addiction and internet use" found results indicating that the higher the tendency of one being addicted to the internet, the shyer the person was, the less faith the person had, the firmer belief the person held in the irresistible power of others, and the higher trust the person placed on chance in determining his or her own course of life. People who were addicted to the internet made intense and frequent use of it both in terms of days per week and in length of each session, especially for online communication via e-mail, ICQ, chat rooms, news groups and online games.

Michel Girodo, Susan, E. Dotzenroth and Stenen, J. Stein (2005) in their study on casual attribution bias in shy males: Implications for self-esteem and self-confidence found that high attribution subjects made internal attributions in explaining past social successes and external attributions for past social failures with persons of the opposite sex.

Hayedeh, Sabery (2007) in their study "Locus of control and self-esteem, the important variable in counselling with deaf children found that none of the deaf students had internal locus of control and high self-esteem. But 12 normal hearing students had internal locus of control and 10 students had high self-esteem."
Statement of the Problem

Generally students are in a state of "Social Phobia" - which is chronic in the modern society, which results in shyness. Children are both shy and more sensitive but some kids might feel shy in new situations like learning to be shy because of new experience in school. Many shy people have both inward and outward signs of shyness. However, some people can act confident on the outside, but feel mistakable on the inside. While these people act very self assured on the outside, inside they have a racing heart and almost constant thought on how the conversation is going, how they look, if the other people in the room like them or not, and how quickly they can leave the situation and return home.

Adolescent is a concept encompassing physical and emotional stages of striations from childhood to adult. With dramatic physical changes and agreement, adolescents worldwide find themselves in a situation characterised by an uncertain status and events might effect their concept of their own. Students who have self-esteem always feel are in euphoric state. They are less prone to bad habits and tend to perform better academically.

Locus of control refers an individual's perception of what are the main causes of events that occurs in their lives. It is considered as an important aspect of personality. People with locus of control tend to be more confident, assertive competitive and capable of initiative. Locus of control is a part of how one perceives oneself. It influences our perception of others, our relations with others and also other events in the environment.

Hence the research confines itself to study the shyness, self-esteem and locus of control. So the investigator has undertaken the study on IX class pupils residing at Bapatla town, Guntur district, Andhra Pradesh, South India.

Title of the Study

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

Operational Definitions of Key Terms

Shyness: In this study shyness is defined as an anxiety disorder which pertains to feelings of emotional discomfort and fear in social situation.

Self-esteem: In this study, self-esteem is defined as the belief which one holds about himself/herself.
Locus of Control: In this study, Locus of control refers to how far individuals see themselves as in control of and responsible for the course of occurrences (desirable and undesirable) which they experience.

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

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

21. There exists no significant association between locus of control of IX class pupils and their mother's 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:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Independent Variable</th>
<th>Dependent Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gender</td>
<td>A. Shyness</td>
</tr>
<tr>
<td>2.</td>
<td>Medium of Instruction</td>
<td>B. Self Esteem</td>
</tr>
<tr>
<td>3.</td>
<td>Type of School</td>
<td>C. Locus of Control</td>
</tr>
<tr>
<td>4.</td>
<td>Parental income</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Number of Siblings</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Parental Educational Qualifications</td>
<td>a) Father's Qualification</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Mother's Qualification</td>
</tr>
</tbody>
</table>

Scope of the Study

The scope of the present study pertains to the shyness, self-esteem and locus of control of IX class pupils who are studying in various schools of Bapatla town. Basis of data is the response to tools given by the students of IX class.

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 only studying the three dependent variables, shyness self-esteem and locus of control.

of Investigation

Descriptive studies serve as directed 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 is to assess the 'shyness, self-esteem and locus of
control. The methodology to be employed is survey method. The data obtained by the survey method is to be 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.

**Sampling Procedure**

A sample of 320 IX class pupils were stratified and randomly selected from six schools in Bapatla town. The stratification was on the basis of type of school. Bapatla town has 8 high schools. Out of these 4 are Government / government aided schools viz. 1) ABM High School, 2) Salvation Army High School, 3) Municipal High School and 4) A.V.V. High School. The 4 private organised schools are : 1) Bapatla Public School, 2) Holy Cross High School, 3) St. Pauls English Medium School and 4) Little Angles High School. Three schools from each category were randomly selected and all the IX class pupils in that school were the sample.

**Sample Description Table**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Variable</th>
<th>Description</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gender</td>
<td>Male</td>
<td>158</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>162</td>
</tr>
<tr>
<td>2.</td>
<td>Medium of instruction</td>
<td>English</td>
<td>158</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Telugu</td>
<td>162</td>
</tr>
<tr>
<td>3.</td>
<td>Type of School</td>
<td>Government</td>
<td>148</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Private</td>
<td>172</td>
</tr>
<tr>
<td>4.</td>
<td>Parental Income</td>
<td>1. Less than 1000/-</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Rs. 1000/- to 3000/-</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Rs. 3000/- to 5000/-</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Greater than 5000/-</td>
<td>138</td>
</tr>
<tr>
<td>5.</td>
<td>Number of siblings</td>
<td>0 - Single Child</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 - One</td>
<td>165</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 - Two</td>
<td>99</td>
</tr>
</tbody>
</table>
6. Parental Qualification
   a) Father's qualification
      1. Post graduate 49
      2. Degree 99
      3. Intermediate 32
      4. > SSC 50
      5. < School dropout 50
      6. Illiterate 40
   b) Mother's Qualification
      1. Post graduate 16
      2. Degree 50
      3. Intermediate 36
      4. > SSC 90
      5. < School dropout 69
      6. Illiterate 59

3.11 Collection of Data

The researcher personally went to each school, produced permission letters for the administration of test and took permission from the respective heads of the institution and administrated the tool to 320 pupils in Bapatla town over a period of one month. Before administering the questionnaire, the pupils were assured that their responses would be used only for research purpose and would be treated as strictly confidential. They were asked to answer all questions. The instructions were read out and each items in the questionnaire was explained in order to get good response. The investigator received full cooperation from the staff as well as from the heads of the institution, while administering the questionnaire.

Tool Used for Data Collection

The tool used for data collection in this study was a questionnaire which was standardised by the investigator after conducting a pilot study in selected schools of Guntur. The questionnaire comprises four parts.
**Section A:** This section was designed to collect preliminary information regarding IX class pupils' gender, school details, parental qualifications, family income and occupation of parents.

**Section B:** Shyness Scale: This section has 25 items related to shyness. This questionnaire was constructed by the researcher based on the available questionnaires viz. 1) Shyness Scale by Md. Rafi (2002), 2) Revised Check and Bush Scale (2008), 3) The Handerson Zimbardo Shyness Questionnaire (2008).

A pool of around 34 questions was made. A pilot test was done on 50 IX class pupils of a school in Guntur City. The data was analysed and reliability coefficient was calculated using split half method and was found to be 0.832. The items which were unanswered by all the students and which were marked as sometimes by many were omitted. The items with poor discriminating value were also deleted. After deleting those items the research tool was validated by three subject experts for content and construct validity. The items which were identified as repeated vague or unclear were removed. The final tool has 25 items. 18 questions were of positive polarity (Q. No.'s 1, 3, 4, 5, 6, 7, 8, 11, 12, 14, 17, 18, 19, 20, 21, 22, 24 and 25) and 7 were of negative polarity (Q.No.'s 2, 9, 10, 13, 15, 16 and 23). The twenty five questions were on the Likert point scale with options being: a) Usually, b) Sometimes, c) Never. The scoring procedure was for positive items was option Usually was awarded 3 marks, Sometimes was awarded 2 marks and option Never awarded 1 mark. The scoring was reversed for negative statements.

**Section C:** Self Esteem Scale: This scale had 30 questions in all and was constructed by the researcher based on the available scales and questionnaires, viz. 1) Self Esteem Scale by Md. Rafi (2002), 2) Rosenbergs Self Esteem Scale (1965), 3) The Hamil Self Esteem Inventory (2008)

A pool of 45 items was made. A pilot test was done using 38 IX class pupils from a school in Guntur. The data was analysed and the reliability coefficient was calculated using split half method and was found to be 0.796. The items which were unanswered by all the students and which was marked by all the students and which was marked sometimes by many were omitted. The items with poor discriminating values were also deleted. The tool was them validated by three subject experts for content and construct validity. The
items which were repeated vague, unclear were removed. The final scale has 30 items. 13 questions were of positive polarity (Q.No.'s 26, 27, 29, 31, 36, 37, 39, 41, 42, 46, 47, 51 and 52) and 17 were of negative polarity (Q.No.'s 28, 30, 32, 33, 34, 35, 38, 40, 43, 44, 45, 48, 49, 50, 53, 54 and 55). The thirty questions were on the likert point scale with option being: a) Usually, b) Sometimes, c) Never. The scoring procedure was for positive items option Usually was awarded 3 marks, Sometimes was awarded 2 marks and option Never was awarded 1 mark. The scoring was reversed for negative statements.

**Section D**: This tool was prepared and standardised by the investigator. The tool was prepared after thoroughly reviewing available questionnaires. 1) The Rotter Internal - External Control Scale, 2) Locus of Control Scale based on Rotter, 3) Locus of Control Scale by Anitha and Vanaja, (2003). A questionnaire with 16 items was given to 30 IX pupils of a school in Guntur and pilot study was undertaken. The data was analysed and coefficient of correlation calculated by split half method was found to be 0.832. The items which were termed unambiguous and difficult to understand and those which were by and large unanswered by all were deleted. The tool with 13 items marked was sent to a panel of experts on whose comments three more were deleted. In all 10 questions were finally retained. Thus the validity and reliability of the tool was ensured.

The ten questions have a statement followed by two options (a) and (b). The options refer to either external locus of control or internal locus of control. The items were marked as I or E and the greater sum indicates whether the person is having either internal locus of control or external locus of control.

**Scoring Procedure**

Correlates of shyness of IX class pupils test were scored by keeping in mind the criteria that were specified by the investigator. Questionnaire was divided into three sections A,B and C namely shyness scale, self-esteem scale and Locus of control.

Section 'A' contains 25 items. This is three point rating scale (Usually / Sometimes / Never) the score allotted for usually, sometime and never were 3, 2, 1 respectively and order is reversed for negative items.

Section 'B' contains 30 items. This is also three point rating scale usually / sometime
and never. Where the marks allotted are 3, 2, 1 respectively and order is reversed for negative items.

Section 'C' contains 10 items consisting of two options a and b for each item. The students are asked to tick either a or b where a and b refer to either external or internal locus of control.

**Statistical Techniques Used**

The following statistics were applied to analyse the collected data.

1. Arithmetic Mean
2. Standard Deviation
3. Percentage of Mean
4. 't' Test
5. 'F' - Test (ANOVA)
6. Chi-Square ($\chi^2$)

**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 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 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 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 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 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 value to find out the association between number of siblings and locus of control os IX class pupils is 10.56 which is significant at 0.05 level.

25. The 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 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 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 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 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.

**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.

**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 parllet 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 that 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.

**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.
5. Parents and teachers perception of children’s shyness and self-esteem in comparison to children self-perception could make an interesting study.
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 a holistic picture of locus of control.

**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.

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