

Correlation of shyness towards self-esteem on high school students in bulukumba

Ririn Mamiek Wulandari
Department of Psychology
State University of Makassar
Indonesia
ririnmwd@gmail.com

Asmulyani
Department of Psychology
State University of Makassar
Indonesia
ning_dcadi@yahoo.com

Ahmad Ridfah
Department of Psychology
State University of Makassar
Indonesia
ridfah@yahoo.com

Abstract— Self-esteem is important for individual development especially for students who are adolescence. This research aims to determine the correlation of shyness towards self-esteem, the differences of self-esteem and shyness on male students and female students, and the differences of self-esteem and shyness of the students in the countryside and in the city.

This research involved 300 students as participants, 150 students of SMA Negeri 1 Bulukumba and 150 students of SMA Negeri 1 Bulukumba. This research uses product moment Pearson test and independent sample t-test. The results of this research show that there was correlation of shyness towards self-esteem ($r=-0,568$, $p=0,000$), there was no self-esteem differences of male students and female students ($p=0,633$), and there was no self-esteem differences of male students and female students ($p=0,936$). This research also shows that there were no self-esteem differences of students in the city and in the country side ($p=0,116$) and there were shyness differences of students in the city and in the country side ($p=0,000$). This result of this research helps the students in the country side to be active in intra curricular and extracurricular.

Keywords— *Self-Esteem; Shyness; Gender; Country side and City*

I. INTRODUCTION

Self-esteem is an evaluation by an individual against itself that is the result of interaction between the individual and his environment either positive or negative [1] [2]. The evaluation is global or holistic [3] [4]. Self-esteem is important for individual development especially for students who are adolescent. Erol and Ulrich study the development of self-esteem from adolescence to early adulthood in between age 14 and 30 years which indicate that self-esteem during adolescence will continue to rise slowly until early adulthood [5].

Adolescence is a transition period between childhood and adulthood. At the time, physical, cognitive, social and emotional maturation happen quickly. Santrock explained that during and after experiencing many transitions of life, individual self-esteem often experienced a decline, especially

among girls. Reduction of self-esteem can take place during the early or mid-transition to the end of high school [4].

Low self-esteem teenager is one of the many risks that could potentially cause a variety of problems in early adult adjustment. Trzesniewski, et al found that the low self-esteem during adolescence predicted negative consequences in adulthood [6]. Studies conducted by Said, Zulfan and Tri showed that self-esteem of children who attended school in the city was higher than children who attended school in the country side [7]. Peterson found that adolescents from large urban communities think more highly of themselves than teenagers who come from rural communities [8].

The self-esteem will determine how people perform in their surrounding environment, such as the way for individuals to show their potential. Self-esteem gives a major role to the achievement of individuals, because individuals who have high self-esteem will appear as a confident individual, work well in school and liked by many people and social relations. The study found that the impact of high self-esteem in the students' role in classroom activities, students will be confident and able to adapt to the social environment [9] [10]

Jaredić, et al (2013) suggested that self-esteem and shyness had a significant relationship [11]. Butt, et al found that if shyness combine with low self-esteem causes students will become introverted [12].

Shyness is a negative evaluation of the experience, thus creating inconvenience or hindrance in social situations [13]. Those obstacles tend to make people withdraw from social interaction [14]. Shyness of every individual is one of the negative emotions that would be a problem, if these emotions lead to the potential of individuals become buried and individuals cannot develop optimally in accordance with their potential. Mohamed and Mohamad explained that overall direction of shyness correlation with academic achievement is negative [15]. Kuhlman also explained that shy students in average age 18.9 years had a lower interpersonal skills and hesitation to engage in self-disclosure [16].

Bulukumba regency is one of regencies in South Sulawesi, located in the southern. SMA Negeri 1 Bulukumba is a school

in the village of the Bontotangnga, Bontotiro District and located \pm 37 km, while the SMA Negeri 1 Bulukumba is one of the schools in the Bulukumba Town. Based on the results of the questionnaires were distributed by researcher at two schools (SMA) in Bulukumba, namely SMAN 11 Bulukumba located in the country side and SMA Negeri 1 Bulukumba located in the town of Bulukumba indicate that there are students who have shyness in the classroom.

Researcher took preliminary data and also interviewed a teacher who was one of the homeroom teachers in SMA Bulukumba. The result of interview showed that in high school there are students who have shyness. Students are identified to tend to be a loner, seldom spoke, rarely socializing among their peers, and are afraid to perform in front of her classmates. It is of course very damaging for students who suffer from shame, particularly in developing potential. Students will have lack of confidence and constrained in addressing the basic challenges in life because they have low self-esteem.

Shyness causes people to have lack of self-confidence, social anxiety, and unable to adjust to the environment. D'souza and Gururaj conducted a study on the impact of shyness. The results of the study explained that the impact of the increased shyness causes the students in the city of Mysore India cannot adapt to the social and emotional life [17]. Crozier found that shyness was significantly correlated with the level of self esteem [18]. The study also found that men and women have different levels of shyness. Female adolescents and adults have higher levels of shyness than male.

Based on the previous description, the researcher assumed that self-esteem during the transition toward adulthood, children often experienced especially for girls. Researcher then intends to carry out research on the relationship between shyness and self-esteem of high school students who attend school in the country side and in the city as well as differences in self-esteem of male and female students at the high school in Bulukumba.

II. METHODS

A. Participants

Subjects in this study are 150 students of SMAN 11 Bulukumba and 150 students of SMA Negeri 1 Bulukumba (150 men and 150 women). The sampling technique use stratified random sampling. To determine the minimum number of samples, researcher uses Slovin formula.

B. Procedures

Subjects are asked to answer questions in a set of questionnaires consisting of two measuring devices in the form of Likert scale. The scale aims to measure the research variables, namely self-esteem and shyness. Self-esteem is measured by Self-Esteem Inventory, referring to the four aspects proposed by Coopersmith, namely power, significance, policies, and competence [19]. Shyness is measured by a scale adapted from Ridfah [20] which refers to the four aspects proposed by Henderson and Zimbardo i.e. the cognitive, affective, behavioral, and physiological [21].

C. Data analysis

This study uses a statistical test Pearson product moment to identify relation between shyness and self-esteem and independent sample t-test to see differences in shyness and self-esteem in male and female as well as differences in shyness and self-esteem in students in the country side and in the city.

III. RESULT AND DISCUSSION

A. Descriptive Test

Research data for the self-esteem scale indicates that the hypothetical mean is 87 with a standard deviation of 19. The research data shows that for the lowest score is 29 and the highest score is 145. There are 39 students who have a high level of self-esteem with a percentage of 13%, 257 students have a level of self-esteem with the medium percentage of 85.67%, and 4 students have a low level of self-esteem with the percentage of 1.33%.

The results of this study indicate that self-esteem of high school students is in medium category with a percentage of 85.67%. This happens because the school provides the opportunity for all students to be actively involved in school activities, both intra-curricular and extracurricular activities.

Appreciation given by the school for students has a positive impact, particularly in terms of the development of self-esteem. Students will evaluate itself through the response given by the school based on their achievement. Student will consider himself as a good or capable individual, so that students will be more motivated to improve their knowledge on all subjects and develop their talents and interests as an effort to build itself to be an independent individual. The results are consistent with the statement by Santrock, that self-esteem is a thorough evaluative dimensions of the individual [3].

This is according to the research conducted by Parany who studied the self-esteem in students SMA Negeri 11 Makassar [22]. The results showed that the self-esteem of students in middle category with a percentage of 61.47%. This happens because the school provides opportunities for students in participating in school activities, both intra and extra-curricular activities, so that students have the opportunities to actualize themselves.

Descriptive analysis shyness scale indicates that the hypothetical mean is 117 with a standard deviation of 26. Research data that shows for the lowest score is 39 and the highest score is 195. There are five students who have a high level of shyness with the percentage of 1.67%, then 205 students have a medium level of shyness with the percentage of 68.33%, and 90 students have a low level of shyness with the percentage of 30%.

The results show that the percentage of majority of students in the research samples are in the middle category. This occurs because the students are given an opportunity to be active in both intra and extra school. Students are also given the opportunity to present their work as individual or group in the presence of friends and teachers. This provision will make students more familiar in dealing with the social environment,

so that the students' avoidance of social situations is reduced. Habits of students in facing the social situation will also help them in reducing negative deviation in the concept of self, such concern is always visible Prefect.

By doing extracurricular activities, students will have a container in developing their talents and interests. The distribution of talents and interests will make students more skilled in efforts to foster the individual, so that the resulting self-reliance, confidence, and creativity. When students have been active in extracurricular activities, the students will have a broader relationship when it participated in the contest and will be used to communicate with the people around were met, so that the symptoms of shyness will be reduced.

Based on the results of research conducted by Ridfah on the students in the city of Makassar indicate that individuals classified as having medium level of shyness with a percentage of 40.95% mentioned that the cause of shyness is the students are afraid to be the center of attention when speaking in public [23]

B. Hypothesis Testing

The results of hypothesis test by using product moment correlation test Pearson showed that the correlation coefficient between shyness to self-esteem which is equal to -0.568 ($r = 0.568$) and the significant value is 0.000 ($p < 0.05$), which means there is a negative correlation between shyness and self-esteem in students Bulukumba SMA 11 and SMA Negeri 1 Bulukumba. It shows that the higher the shyness, the lower the self-esteem. Based on the views expressed by Muhidin and Ali that the correlation coefficient lies between $0,000$ and $+1.000$ or $0,000$ and -1.000 . The correlation coefficient is at the category of moderate or sufficient correlation [24].

The result of the study in according to the description of shyness and self-esteem of the student. Shyness in the medium category is heading lower and self-esteem in the medium category is heading higher. This study is also consistent with research conducted by Lazarus that there is a significant correlation between shyness to low self-esteem and shyness on individuals can be considered as a problem in dignity [25].

Kahn & Jan explained that Shyness is quite common in children and adolescents, but over the times teenagers are able to develop a sense of self-esteem, therefore shyness in teenager will disappear [26]. This supports the results of studies claim that shyness has negative relation to self-esteem, and vice versa. Research conducted by Kalliopuska found that Shyness refers to a poor social relationship because of lack of self-disclosure, weak self-esteem, weak narcissism, and easy to saturate (burnout) [27].

This study is also consistent with studies conducted by Jaredić, et al that shyness negatively related to academic achievement and self-esteem were significantly positively associated with academic achievement [11]. Students who have low self-esteem tend to doubt the ability to contribute to social gatherings because having confidence will be evaluated negatively by other people. It is that hinder the students in

making contributions, resulting in social anxiety characterized by shyness.

The results based on data analysis using independent sample t-test showed that the coefficient values that obtained the significance of 0.633 ($p > 0.05$), so the hypothesis is rejected. So, there is no difference in self-esteem in male and female students in SMA 11 Bulukumba and SMA Negeri 1 Bulukumba.

No significant differences occurred because of the dignity of men and women in this study because as the times, there are no longer considered a function of gender. Men are not restricted to do the work of women, and vice versa. This is seen in extracurricular activities for example OSIS. Students who become the core committee are not only male, but also for female students who are also actively involved in stewardship activities. The results based on data analysis using independent sample t-test showed that the coefficient obtained significant value 0.936 ($p > 0.05$), so the hypothesis is rejected. This study shows that there is no different of shyness of male and female students.

The result is also consistent with the research conducted by Maroldo about shyness in 157 men and 152 women in Texas Lutheran College, there was no significant difference between shyness of men and of women [28]. The results of this study also agree with studies conducted by Maroldo found that there was no significant difference between shyness of men and women in 223 students at Texas Lutheran College [29].

The results of hypothesis testing using independent sample t-test showed that the coefficient obtained significant value 0.116 ($p > 0.05$), so the hypothesis is rejected. The result showed that there was no significant difference between the self-esteem of high school students in the country side and in the city. This happens because the students in the country side and in the city, have equal opportunities to participate school activities, so they can get the same experiences as well. Appreciation which is given from the school was not much different, for example in terms of reward, students in rural and urban are likely to appreciate a reward.

Baron and Byrne state that self-esteem is an individual attitude that is based on the evaluation of individuals with themselves from the negative to the positive assessment [2]. Evaluation of the self is partly based on the individual's specific experience. The experience gained is not much different, so the self-esteem of students in the school in the country side and the city was no different.

Hypothesis of test results using the analysis of independent sample t-test showed that the coefficient obtained significant value 0.000 ($p < 0.05$), so then the hypothesis is accepted. This study shows that there are differences between shyness of high school students in country side and the city. This happens because the students in the city have more experience interacting with social situations, for example in the participation competitions on extracurricular subjects. Students in the city are more often than students participating in a village just participated in several competitions. Students in the city have more experience dealing with social situations, so it has more social relations. This makes the students in the city

getting accustomed to the social situation, so that the tendency of the onset of symptoms was reduced shyness.

The results agree with the statement Pilkonis which defines shyness as the tendency of individuals to avoid social interactions and fail to participate appropriately in social situations [30]. Henderson, Zimbardo and Carducci describe the consequences that can be arisen when experiencing shyness, so an individual will not benefit from social situations. Individuals tend to be less expressive verbal and nonverbal, and experience loneliness are higher than those of non-shy individuals [13].

The results agree with research conducted by Peerzada who studied the differences in personality characteristics between adolescents who live in the country side and adolescents who live in the city [31]. The results showed that there were significant differences between the personality characteristics of children in the country side and in the city.

IV. CONCLUSION

Based on the research that has been done, the conclusions in this study are as follows:

1. There is a relation of shyness and self-esteem of high school students in Bulukumba.
2. There is no difference in self-esteem in male and female students.
3. There is no difference shyness in male and female students.
4. There is no difference in self-esteem in students in the country side and in the city.
5. There is a difference shyness in students in the country side and in the city.

V. RECOMMENDATION

1. For students who experience shyness advised to perform a variety of ways or strategies by participating actively in various activities at the school, both intra-curricular activities and extracurricular activities.
2. Schools in the country side are advised to persuade more students to participate in intra and extracurricular activities and actively participates in competitions so the students will have the media to broaden their horizons and have a lot of social relations.
3. For the future researcher in order to compare the shyness and self-esteem in the country side and in the city by choosing the area metropolitan, for example provincial capital or of the state capital.

REFERENCES

- [1] S. Coopersmith. *The antecedents of self-esteem*. San Francisco: W. H. Freeman & Co. 1967.
- [2] R.A. Baron, & D. Byrne. *Psikologi sosial*. Jakarta: Erlangga. 2004.
- [3] J. W. Santrock. *Adolescence*. Jakarta: Erlangga. 2003.
- [4] J. W Santrock. *Adolescence*, eleventh edition. Jakarta: Erlangga. 2007.
- [5] R.Y. Erol & O. Ulrich. "Self-esteem development from age 14 to 30 years: a longitudinal study". *Journal of Personality and Social Psychology*, vol.101, pp 607-619, 2011.
- [6] K. H. Trzesniewski, E. M. Terrie, P. Richie, D. Brent, W.R. Richard, et al. "low self-esteem during adolescence predicts poor health, criminal behavior, and limited economic prospects during adulthood". *Journal Developmental Psychology*, vol. 42, pp 381-390, 2006J. Clerk Maxwell, a Treatise on Electricity and Magnetism, 3rd ed., vol. 2. Oxford: Clarendon, 1892, pp.68-73.
- [7] Said, S. Zulfan, U. Tri. Kota dengan di desa pada siswa sdn gugus i kecamatan kampar kiri tahun pelajaran 2012/2013. Undergraduate Thesis. Riau University, Indonesia. 2013.
- [8] J.D. McCracken, & D.T.B. Jeff. "Differences Between rural and Urban Schools, Student Characteristics, and Student Aspirations in Ohio". *Journal of Research in Rural Education*, vol. 7, pp 29-40, 1991.
- [9] I. Ahmad, Z. Alam, U. Sehat, & A. Azghar. "Relationship between self-esteem and academic achievements of students: a case of government secondary schools in district swabi, kpk, Pakistan". *International J. Soc. Sci. & Education*, vol.3, pp 361-369, 2013.
- [10] H. T. Patel. "Impact of Self Esteem on Personality and Adjustment." *International Journal of research in humanities and social sciences*, vol.1, pp 32-37, 2013.
- [11] B. Jaredić, S. Dragana, R. Olivera, M. Jelena, & P. Miljana. "Shyness and self-esteem in elementary school". *Journal of Educational and Instructional Studies in The World*, vol.3, pp 80-86, 2013.
- [12] M. Butt, M. Samra, & A. Muhammad, R. Fazalur. "Effects of shyness on the self esteem of 9th grade female students". *International Journal of Business and Social Science*, vol.2, 150-155, 2011.
- [13] L. Henderson, P. Zimbardo, & B. Carducci. "Shyness." *An article for the Encyclopedia of Psychology*. 1999.
- [14] American Psychological Association. *Shyness*. Online. Available: <http://www.apa.org/topics/shyness/index.aspx>. 2012.
- [15] A. R. Mohamad & D. H. "Mohamad. Kajian korelasi emosi malu dengan pencapaian akademik di kalangan mahasiswa melayu". *Jurnal pendidik dan pendidikan*, vol.20, pp 153-167, 2005.
- [16] D. M. Kuhlman. "Shyness in self-disclosure mediated by social skill". *Psychological Report*, vol.86, pp 333-338, 2000.
- [17] L. D'souza, & B.U. Gururaj. "Effect of shyness on the adjusment among high school students". *Pakistan journal of psychological research*, vol.16, pp 85-94, 2001.
- [18] W.R. Crozier. "Shyness and self-esteem in middle childhood". *British Journal of Educational Psychology*, vol.65, pp 85-95, 1995.
- [19] P.J. Lazarus. "Correlation of Shyness and Self Esteem for elementary school children" *Perceptual and Motor Skill*, vol.55, pp.8-10, 1982
- [20] A. Ridfah. "Intervensi Cognitive behavior therapy (CBT) untuk menurunkan derajat shyness pada mahasiswa". Master Thesis. Padjajaran University, Indonesia 2012.
- [21] L.M. Henderson, G.Z. Philip., & J.C. Bernardo (1998). *Shyness*. [Online]. Available: <http://onlinelibrary.wiley.com/doi/10.1002/9780470479216.corpsy0870/summary> [January 25, 2016].
- [22] Y. U. D. Parany. "Hubungan antara harga diri dengan kreativitas pada remaja". Undergraduate Thesis. State University of Makassar, Indonesia. 2007.
- [23] A. Ridfah. "Shyness pada mahasiswa di kota Makassar". Undergraduate Thesis. State University of Makassar, Indonesia. 2007.
- [24] Muhidin. & A. Sambas. *Analisis korelasi, regresi, dan jalur dalam penelitian*. Bandung: Pustaka Setia. 2007.
- [25] A.P. Kahn & F. Jan. *The encyclopedia of mental health*. New York: Facts on File, Inc. 2008.

- [26] M. Kalliopuska. "Personality variables related to shyness." *Psychological Reports*, 2008, vol.102, pp 40-42, 2008.
- [27] G. K. Maroldo. "Shyness and loneliness among college men and women." *Psychological Reports*, vol. 48, pp 885886. 1981.
- [28] G.K. Maroldo. "Shyness, boredom, and grade point average among college students". *Psychological Reports*, vol.59, pp 395-398, 1986.
- [29] B.J. Carducci & W.W. Arthur. "Shyness as a determinant of interpersonal distance". *Psychological Reports*, vol.44, pp 1075-1078. 1979.
- [30] N. Peerzada. "A comparative study on personality characteristics of rural and urban adolescents of district Anantnag and Srinagar (j&k), India". *Journal of Education Research and Behavioral Sciences*, vol.3, pp 081-086, 2014.