
EFFECT OF PERCEIVED SOCIAL SUPPORT, SELF ESTEEM, AND SHYNESS ON THE ACADEMIC ACHIEVEMENT OF STUDENTS

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ABSTRACT

This study was conducted to find out the effect of perceived social support, self-esteem and shyness on academic achievement of students. The study's central objectives were: to find out the level of perceived social support, self-esteem and shyness and students' academic performance; to examine the gender difference for social support, self-esteem, shyness, and to find out the effect of perceived social support, self-esteem and shyness on student's academic performance. BS learners from Hazara Division's public sector universities (University of Haripur (UoH), Hazara University Mansehra (HU) and Abbottabad University of Science and Technology (AUST)) were the population of study. The total size of sample was 400 learners, containing 202 male students and 198 female students. The study was descriptive in nature. Stratified random sampling technique was used to collect the data, it included BS students from 7 and 8 semesters. The data was thus collected using 3 questionnaires (perceived social support, self-esteem and shyness). After collecting the data, it was analyzed through descriptive statistics, student t-test as well as regression. It was established that Shyness has profound negative effect on students' academic performance. This study also shows that shyness has profound negative effect on male students' academic performance. On the basis of findings, it was recommended that a supportive

environment in school may be created where practice of identifying the interests of the students and engaging them according to their interests. Policy makers of education may improve policies that help reduce the shyness from students and help to build confidence in them.

KEYWORDS

Academic Achievement, Perceived Social Support, Self-Esteem, shyness

INTRODUCTION

Students' academic achievement is important for higher education institutions. For the importance of higher education, study of the factors that are related to the academic achievement of university students become a point of focus. A very important aspect of university students' life is their academic achievement (Xiao, Tang, & Shim, 2009). It is usually used to determine student's success at university. Few researched were directed to discover the factors that are influencing academic achievement of the university students. Students' academic achievement is affected by different factors such as gender, age, teaching faculty, learning abilities, family background, and parent's education. Some other factors that may affect the academic achievement of students are perceived social support (PSS), self-esteem (SE) as well as shyness.

Perceived Social Support is also very important element to help in university student's academic accomplishment. Social support is covering the field of psychological and social influence that a person perceives or receives in his/her life (Lin, 1986) in the form of admiration, attention and assistance. The received social support (RSS) is basically the presence and response to the support, while on the other hand PSS is the awareness and accessibility of support (Hefner & Eisenberg, 2009). Here the researcher emphasis on PSS because it is more analytical and useful and practical than RSS (Helgeson, 1993). To minimize the students' academic failure PSS is supposed to be as an important element.

Another factor that affects the academic achievement of students is the self-esteem. Self-esteem (SE) is defined as how much a person appreciate and like himself/herself. According to Ki, Cuevas, Chong, & Lim (2020) it is an individual's opinion and its value that a person embraces for himself/herself. It is what a person thinks and feels about himself/herself, not others. People having high self-esteem (HSE) think and feel good about them. They make choices about their lives and accept the challenges that come in their lives. When a people accept themselves then they can live their life with all their strengths and weaknesses. Contrary to that people having less self-esteem (LSE) do not believe in their strength and abilities.

The third factor which affects the academic achievement is shyness. Shyness is a

societal and psychological word. The feelings of a person described through it which is how he/she behave around others, specifically with unfamiliar people in certain different circumstances. A person may feel shyness due to lack of comfort or lack of confidence. Shyness may be due to hereditary qualities, the atmosphere in which a individual is brought up and some additional particular experiences (Poole, & Schmidt, 2020). This is the key factor that confuses consultation with individuals (Zimbardo, 1977). The number of people having shyness has been increasing. In one study it is concluded that around 50% of the people reported that they are currently experiences some form of shyness in their lives. Around 80% of people felt shy in their lives at some point. These people could be mentioned to as “shy extroverts” (Payne, 2011). Social relations make matters difficult for shy people (Carducci, 1999). According to Evans, (2010) shy student face more academic difficulties as compared to non-shy students. Shy students are nervous and not self-assured about themselves in social situations and mostly try to avoid interactions with others.

LITERATURE REVIEW

This part explains in detail the variables of the study that is perceived social support self-esteem and shyness and their influences on the academics of the students. It includes the overview of the current scenario of above-mentioned factors from research point of view. Following are the serial wise elaboration of various factors.

Social support denotes the experience of the person who is given importance, valued, taken care and loved deeply by the people who surrounds him/her (Yasin, 2011). Multiple sources like friends and family, teachers and other community members (social) of different groups are well linked and connected (Mishra, 2020). It also can be received in the shape of connected support that is provided by different people in the time of dire need in the form of appraisal in multiple occasions, operative surviving schemes, and emotive sustenance (Paykani, Zimet, Esmaeili, Khajedaluae, and Khajedaluae, 2020). Social support as the interchange of multiple means between two or more personalities perceived by the person who provides or the recipient and intends to improve the betterment of the receiver (Lirio, 2007). The Support that is social according to Shin & Pender, (2005) is defined as a subjective feeling of belonging, being loved, admired, respected, and needed for oneself, not for what one can do for others.

Shyness is a type of anxiety which affects everyone. Sometimes it is normal and temporary behavior, but sometimes it becomes problematic while sometime we feel worried about meeting new people. According to Buss (1986), shyness is a social behavior of feelings due to tension and unease. Simply shyness is stated as a social anxiety. According to Durmus (2007), it is a state of inhibition. According to Leary (1986), it is a social occurrence, that it should be defined both from social anxiety and

inhibition point of view. Leary defined shyness as it is very effective behavior of special characteristic of personal reserve behavior and the anxiety that is social. According to this definition, shyness occupies both affective as well as behavioral characteristics whereas all examples of it involve anxiety. Defined in this way, shyness may be viewed as subjective social anxiety combined with behavioral obstacles. Part of the reason why many researchers found it useful to introduce the concept of social anxiety is because the social difficulties of people are mostly related to social-evaluative anxiety (Schlenker & Leary, 1982; Watson & Friend, 1969).

PSS associated with students' academic accomplishment (Mattanah et al., 2012). In a study by Yasin & Dzulkifli (2011) described that the social support accomplished by 120 student in a public university at Malaysia. That study showed a significant and positive relationship to their academic accomplishment with social support showing that with higher the social support, student's academic accomplishment also becomes high. In conclusion, preceding studies showed that social support had an influence on student's academic achievement.

A research conducted by Aryana (2010), on the connection among SE and student's academic accomplishment. To discover the affiliation between SE and academic accomplishment he used the questionnaire and the students' grades in their present and earlier semesters. He used randomly 50 male and 50 female students from Qaemshahr schools and administered the questionnaires to them. The result by using the two-tailed t-test, show that there is substantial ($p < 0.01$) positive connection among SE and student's academic accomplishment.

Similarly, another research interconnection between SE and student's academic accomplishment conducted by Iniam (2004). He chose 48 individuals (10 males and 38 females) as sample. To discover the connection amongst SE and academic performance he used self-esteem index (SEI) as his instrument. The result revealed that there was not any substantial connection among the point average and SEI score of high school. He finally suggested further research into the area.

A study was conducted on the influence of shyness upon children's test performance (Crozier and Hostettler, 2003). They did this by engaging 240 (122 males, 118 females) 5-year pupils from 24 primary schools. They identified fearful and less fearful children through nomination of teachers and rating through checklist and they were required to complete mental arithmetic and vocabulary tests in one of the three conditions.

RESEARCH OBJECTIVES

1. To discover level of Perceived Social Support, Self-Esteem, shyness.
2. To explore the gender difference for Perceived Social Support, Self-Esteem,

shyness.

3. To find the influence of Perceived Social Support, Self-Esteem, shyness on students' academic performance.

RESEARCH QUESTIONS

1. What is the level of Perceived Social Support, Self-Esteem, shyness and students' academic performance?
2. What is gender difference for Perceived Social Support, Self-Esteem, and shyness?
3. Is there any influence of Perceived Social Support, Self-Esteem, and shyness on students' academic performance?

RESEARCH HYPOTHESIS

1. Perceived Social Support, Self-Esteem, and shyness has significant effect on students' academic achievement.

RESEARCH METHODOLOGY

Population is referred to total of an object or members that meets certain specifications (Polit & Hungler, 1999). The study population comprised of BS students from Hazara Division's public sector universities (University of Haripur (UoH), Hazara University Mansehra (HU) and Abbottabad University of Science and Technology (AUST)).

While sample is a part of population that is selected to contribute in the study. It is a part of whole that is selected to contribute in the study (Considine 2005). The sample included BS students of 7 and 8 semester of Hazara Division's public sector universities (University of Haripur (UoH), Hazara University (HU) and Abbottabad University of Science and Technology (AUST)). The total size of sample was 400 students, among them, 202 were male and 198 were female.

Three questionnaires (PSS, SE and shyness) were used for data collection. The scale of PSS was multidimensional (Zimet, Dahlem, Zimet, & Farley 1988) and contained 12 research questions. These research questions were valued on Likert scale (1 to 7) having 1 for strongly disagree and 7 for strongly agree. SE scale: Rosenberg SE Scale (RSES) developed by a sociologist Morris Rosenberg (1965) that contained 10 research questions which comprised of Likert scale (1 to 4) having 1 for strongly agree and 4 for strongly disagree. Shyness questionnaire: Cheek, J.M., & Melichor, L.A. (1985). It contained 20 research questions. All research questions comprised of Likert scale (1 to 5) having 1 for strongly disagree and 5 for strongly agree.

A pilot study was conducted before the actual study began. There were two aims for the pilot study. The first one was to ensure the level of understanding about research questionnaire by the respondent and the second reason was to determine the reliability

of the questionnaire. The pilot study involved fifty Students. These students were not the part of actual data collection.

There are different measurement tools that are used to check the reliability of different instruments, one such definition is given by Considine (2005) who called it the degree of consistency that an instrument measure. The unreliability of the instrument is based highly on these criteria of reliability.

In validity, the truth or falsity of information is obtained by using research instrument. It is further divided into internal validity and external validity of research instrument (Burns & Grove 2001). After a pilot study, the researcher analyzed the collected data by using the Cronbach Alpha reliability coefficient value to examine the reliability of the research measurement tool for 50 respondents. The reliability of PSS is 0.92, while in case of SE is 0.64 and in case of shyness is 0.78.

Data were collected through the above-mentioned instruments. The researchers collected filled questionnaire back from students on the spot. The principal Author personally visited the sampled universities and administered the questionnaires to the sampled student. The principal Author also briefed the respondents about the procedure of filling the questionnaires. Only those individuals were included in this study who were willing to provide the information. Ethical thoughts were also considered by assuring the students that the information will be used only for research purpose and it will not be shared with anyone. Furthermore, the right of privacy and confidentiality will be assured.

Data collected through the questionnaires and in the light of the study objectives, by applying statistical techniques of frequency, t-test and multiple regression models, data was interpreted tabulated and analyzed.

DATA ANALYSIS AND RESULTS

The results of the effect of perceived social support, self-esteem and shyness on academic achievement are discussed in this chapter.

Table 4.6 indicates 19.3% correlation between PSS, SE, shyness and academic achievement. This table also indicates an increase of one unit in PSS, SE and shyness causes 2.7% change in academic achievement of university students.

Table 4.7 indicates the fitness of the model as reflected by the values of F is 3.819 and significance of model is 0.005.

Table 1: Descriptive Statistics about the Variables

N	Minimum	Maximum	Mean	Std. Deviation
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PSS	400	1.00	7.00	4.5962	1.19325
SE	400	1.40	3.50	2.2912	.34255
Shyness	400	1.40	3.95	2.9145	.42280
CGPA	400	2.20	4.00	3.2769	.37197
Valid N (listwise)	400				

Table 1 indicates that the mean (M) and standard deviation (SD) of PSS is 4.5962 and 1.19325 which indicates that majority of the students had a positive PSS. This table further indicates that the mean (M) and standard deviation (SD) of SE is 2.2912 and 0.34255 which indicates that majority of the students were reflecting the negative SE. Furthermore, table indicates the mean (M) and standard deviation (SD) of shyness is 2.9145 and 0.42280 which indicates that majority of the students were reflecting the negative shyness. This table further indicates that the mean and standard deviation of academic achievement is 3.2769 and 0.37197 which shows that majority of the students were better academic achievement.

Table 2: Effect of Perceived Social Support, Self- Esteem and Shyness on Student's Academic achievement

		B	S. E	B	T value	P
1	(C)	3.488	.191		18.305	.000
	PSS	-.006	.016	-.019	-.383	.702
	SE	.005	.055	.005	.095	.925
	Shyness	-.105	.044	-.120	-2.400	.017
	Parental qualification	.040	.013	.149	3.015	.003
R=0.193 ^a		R ² =0.037		Adj. R ² =0.027		F=3.819
						α =.005 ^a

a. Dependent Variable: CGPA

Table 2 indicates insignificant negative impact that PSS keeps on the academic accomplishment of university students (β = -0.006, t =-0.383, α = 0.702). This table further indicates unimportant negative influence that SE keeps on university student's academic performance (β = 0.005, t =0.095, α = 0.925).). This table further indicates substantial negative that shyness keeps on the university student's academic performance (β = -0.105, t =-2.400, α = 0.107).). This table further indicates parental qualification has significant positive effect on university student's academic performance (β = 0.040, t =3.015, α = 0.003).

Table 3 : Effect of Perceived Social Support (PSS), Self-Esteem (SE) and Shyness on Female Student's Academic Performance

		B	Std. Error	B	t value	P
Female 1	(Constant)	3.674	.244		15.081	.000
	PSS	-.012	.020	-.045	-.625	.533
	SE	-.042	.069	-.045	-.611	.542
	Shyness	-.107	.053	-.143	-2.010	.046
	Parental qualification	.045	.018	.180	2.543	.012
R=0.231 ^a		R ² =0.053	Adj. R ² =0.034	F=2.712	α =0.031 ^a	

Table 3 indicates correlation 23.1% of female between PSS, SE, shyness and academic achievement. This table also indicates an increase of one unit in PSS, SE and shyness causes 3.4% change in university students' academic performance. Table 4.10 indicates the fitness of the model of female as reflected by the values of F is 2.712 and significance of model is 0.031.

Table 3 indicates female has unimportant negative impact that PSS keeps on university student's academic performance ($\beta = -0.012$, $t = -0.625$, $\alpha = 0.533$). This table further indicates female has unimportant negative impact that SE keeps on university student's academic performance ($\beta = -0.042$, $t = -0.611$, $\alpha = 0.542$). This table further indicates female has substantial negative influence that shyness keeps on the university student's academic performance. ($\beta = -0.107$, $t = -2.010$, $\alpha = 0.046$). This table further indicates parental qualification of female has significant positive effect on university student's academic performance ($\beta = 0.045$, $t = 2.543$, $\alpha = 0.012$).

CONCLUSION

This study was carried out to find effort to find out the effect of PSS, SE and shyness on students' academic performance. The central objective of this research was to investigate the level of PSS, SE and shyness and students' academic performance, to investigate the male and female variance for social support, SE and shyness, and to find out the effect of PSS, SE and shyness on the academic achievement of students. The results indicated that PSS was the greatest among the variables of the study. This study shows that there is no meaningful difference amid males and females. Shyness has intense adverse effect on academic achievement of students. This study also shows that shyness has deep damaging effect on educational attainment of male students. This study further shows that parental qualification has positive effect on academic achievement of students. This study shows SE has insignificant negative effect on academic achievement of students.

DISCUSSION

This study goal is to discover the influence of PSS, SE and shyness on students' academic performance. According to the findings, there is no significance difference between male and female in PSS, this result contradicts to the results of Talwar, Kumaraswamy, & Fadzil, (2013) who reported that female perceives more support than male. According to Murray & Zvoch, (2011) academic achievement of students is better when PSS from parents, teachers and friends is high. High perceived social support has relation with improved academic achievement (Xerri et al., 2017). The results support that different factors of support have a positive effect on academic achievement of university students. Some of the researchers also have found the relationship of some components of social support with academic achievement. For example, Asberg, Bowers, Renk, & McKinney, (2008) found the relationship of satisfaction with academic achievement at university level. They found that satisfaction is important during transition period to university and has significant relationship with academic achievement at university level.

There was no significance difference amongst males and females in SE and shyness. While other studies show contradictory results. For example, Wells et al. (2013) found that males are more outgoing and confident while females are not.

According to Cheek and Buss's (1981) research about adolescents' shyness and SE levels, there exists a negative correlation among them. Shyness has significant negative effect on the academic achievement of students. This result has been stated by Bradshaw (2006) by reporting that shy individuals are less probable of disclosing. It is because of the anxiety of damaging evaluation by others and confine their self-disclosure; and do not reply openly (Batool, 2018). SE has insignificant negative effect on the academic achievement of students. Moosa, (2011) showed that female students show more shyness, lower SE, and less social support. Parental qualification has significant positive effect on the academic achievement of students. Abdu-Raheem (2007), reported that in life of an individual family is the first socializing step, it may disturb the individual. It is further stated by Shahzadi, et al. (2011) that students performance has positive influence due to economic support, help and praise of family

RECOMMENDATIONS

1. Since the results indicate that students perceive that they receive support from the peers, it is recommended that this perception may be increased through building positive relationship among the students.
2. Since the results indicate that shyness has profound negative effect on academic achievement of students, it is recommended that a supportive environment in school may be created where practice of identifying the interests of the students and engaging them according to their interests.

3. Struggles should be made to refine the student's SE. To improve the academic outcomes of students, teachers should be qualified according to the approaches that are connected to the construction of student's SE.
4. Policy makers of education should improve policies that help with student's LSE and helps to make confidence in them.

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