



*Effect of Shyness on Academic Performance of Students at Secondary Level*

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Abstract

The purpose of this study was to find out the effect of shyness on academic performance of secondary students. It also aimed to compare the effect of shyness with respect to gender. The study is descriptive in nature, and the researchers adopted a survey method to collect data. The sample size of students was determined with the help of Krejci and Morgan table. Sample consists of 235 male students and 114 female students from different geographical regions of district Bagh. Researchers constructed questionnaire by themselves on a five-point likert scale (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree). The total number of items of the questionnaire on shyness is 18 and the items of the academic performance are 16. The researchers collected data and analyzed in the light of objectives. The regression was applied on data for finding the effect of shyness on academic performance. The study found that there was positive relationship between shyness and academic performance of student at secondary level. It is therefore suggested that Parents and teacher should be cooperative towards the children and pay proper attention towards their problems to overcome shyness of students.

**Key words:** Shyness, Academic Performance, Secondary Students



## Introduction

There are many concerns that students of AJK confront with, in the process of their education acquirement. Economic as well as social issues sometimes create hindrances for these students. Resultantly, students either skip their education in the middle of their academic period or they find problems in carrying it through effectively. So, the nature of environment around students of AJK determines the possibility of their success in the field of education.

We need to first consider the aspect of shyness under different findings. It has been defined differently by different scholars. It may be characterized as the simultaneous approach and brief departure from social circumstances and behavioral and emotional ambivalence. According to Henderson and Zimbardo (2010) being shy is akin to pulling away from life, which weakens the ties that bind people together and has an impact on the mind, body, and overall well-being of the shy person (Sinha, 2011). Shyness is well-defined as being uncomfortable, reserved, and uncomfortable in social circumstances, especially when interacting with strangers (Bas, 2010). Shyness can range from a modest case of social awkwardness to a severe case of sociophobia.

Considering the various age groups, it has been discovered that shyness is more prevalent in teens and can vary from mild, moderate, to severe levels, with an influence that is intolerable for self-development. Therefore, timid pupils could find it challenging to approach their peers for conversation inside or outside of the classroom. Additionally, they could have a hard time interacting with other students during breaks. Shy pupils could reject their peers out of concern that those peers would do the same to them (Umeh, 2013).

Shyness in individuals are variables that are greatly influenced by the connection between teachers and specific pupils. This kind of internalizing behaviour has often been examined in isolation from one another in the majority of studies on the quality of student-teacher relationships (Rudasill, 2011). The idea that shyness may be related to the calibre of student-teacher interactions appears to be supported by a number of empirical investigations. Less intimacy between students and teachers may be linked to shyness. Moreover, a meta-analytical study has supported the negative correlation between shyness and intimacy (Nurmi's, 2012).

Studies that specifically examined internalizing behaviours as reported by mothers found that traits like shyness were linked to lower levels of conflict between students and teachers. They claim that shy students tend to initiate fewer contacts with their instructor out of shyness which increases the possibility of bad student-teacher relationships (Evans, 2001). The main goal of this review is to explain how classroom settings affect how shy kids at different grade levels adjust. This study expands on earlier research on shyness in the classroom by taking into account both the traits of shy kids and the classroom and teacher factors that affect how shy kids transition to school (Evans, 2010).

Most recently, it was revealed that pre-school instructors expected shy young children in their classrooms to experience relatively bad social and academic consequences (as opposed to other typical sorts of "misbehaviours" in the classroom) (Coplan, Bullock, Archbell, & Bosacki, 2015).

Since shyness is important to many aspects of a human character, it is almost a required feeling. Therefore, shyness appears in social relationships and is regularly used in relation to others, much as many other passionate scarcities (Izard, 2012). The shy person is afraid, anxious, on guard, and reluctant to participate in relationships with others in



circumstances that include uncertainty, creativity, and the real or implied judgment of others (Evans, 2010).

Shyness may also be described as the tendency to get uncomfortable, anxious, or tense in a variety of social settings, particularly when interacting with strangers (APA, 2012). These bashful symptoms include both psychological and somatic manifestations, such as abnormal perspiration and stomach complications (APA, 2012). Shyness is an emotion that has an impact on how a person feels and acts around other people (D'Arcy, 2016).

In some instances, shyness seems to develop initially, followed by the physical signs of anxiousness. But shyness can sometimes appear before a person experiences any outward signs of anxiety. Shyness can be influenced by genetic traits, childhood circumstances, and personal experiences. According to a child's developmental stage, shyness may become a trait of their personality. Similar to this, shyness is commonly thought to limit human development. The development of a pupil is negatively impacted by shyness (Zakaria, Masduki, & Ismail, 2018). The study found three themes: "social variables," "personal factors," and "relating to shyness" as causes of childhood shyness. The researcher wanted to find out if there were any changes in shyness between male and female pupils based on gender differences. According to the evidence that is currently available, shyness and gender are significantly correlated. The finding of the study that shyness varied considerably by gender lends evidence to the gender difference among shy persons (Zalk, Karr, and Tilton, 2011; Mills, Arbeau, Lall, & Jaeger, 2011).

According to research, women are more prone than men to exhibit shyness, particularly as adults (Coplan, et., al, 2011). According to research, shyness issues are consciously linked to gender (Olorunfemi-Olabisi & Akomolafe, 2013). Ones who are not shy tend to be happier and are less likely to suffer from depression than shy ones. Since there is no social interaction, computers and the internet are better communication tools for those who are timid (Parabot, 2011). In the course of a person's life, shyness will occasionally surface under unique conditions. It is well recognised that shyness, especially when engaging with strangers, is a sign of social development. The risk comes from continuing to use shyness as a way to avoid necessary social engagement. Before it manifests as a symptom of a mental disorder, shyness then becomes into a habit (Mjelve, & Nyborg, 2021).

There is mounting evidence that shy guys face more negative peer encounters and internalizing effects than shy girls (Doey, Coplan, & Kingsbury, 2014). It has been proposed that shyness may contrast more sharply with male gender norms, which tend to place a stronger emphasis on assertiveness and independence than those for females. The results on gender disparities in China, however, have been less consistent (Liu, Chen, et al., 2015), and such findings and theories are reliant on research done in the West.

Shy guys in Western countries tend to experience more social difficulties than shy girls (Doey et al., 2014). According to this research, guys who are shy are regarded more severely by their peers since their behavior runs counter to Western cultures' gender-specific socialization aims (for boys to be aggressive and autonomous; Doey et al., 2014).

However, according to studies those not all shy children are the same. The significance of analyzing state shyness heterogeneity by observing facial expressions has been highlighted by a growing corpus of recent research (Poole & Schmidt, 2019). District Bagh in AJK is situated in the south region of AJK, with distinct family structures and social setups. Most of the people belonging to this region have limited financial resources. This



limitation of the financial resources affects the performance of the children in the academic field along with some other factors. The chief by-products of these factors include the occurrence of shyness amongst the students in academics.

Children that are shy find it much harder to attend school than their less shy peers. In many cultures, especially in the poorer ones, shyness is fairly widespread phenomena that limit pupils in social spaces. The consequences of shyness on pupils' academic performance linger for a long time. Previous studies on shyness and fear have shown that they have a significant negative impact on pupils' academic performance.

### Objectives of the Study

The following goals have been attained by the conduct of this study.

1. To find out the effect of shyness on academic performance of students at secondary level in district Bagh
2. To find out the effect of shyness on the academic performance with respect to gender of students at secondary level in district Bagh

### Methodology

There are many research design that are used in social sciences, of which quantitative researches are commonly used which provide guidance to the researcher to move forward in a systematic way. In this study, quantitative approach of research has been carried out. Research mechanism is survey technique while research apparatus is the questionnaire. The communicative method is useful for this kind of research and also the descriptive research methodology was used because it successfully enables the researcher to integrate the data. Survey gives the researchers the ability to collect data from a chosen sample of the intended demographics. Cross sectional survey techniques are thought to deliver reliable, consistent information that may be generalized. The researcher employed a typical method of data collection in this study by using surveys. This is accomplished by obtaining the respondents' consents and bearing in mind the ethics of study. The researcher utilized a self-made survey that prompted responders to provide accurate information. The word "population" refers to the whole of all fundamental components (such as people, things, and events) that satisfy the requirements of the sample to be included in the research. It consisted of public sector secondary school students of district Bagh. The total population comprised 4840 students including both male and female. Due to certain limitations the researcher had to delimit the population for the selection of sample from this population for the purpose of this study. Sample is a section of the population that is used to represent the complete population. It can also be described as a portion of the population that is selected to represent a full group. In this study, stratified sampling is employed, and the sample size is 235 male students and 114 female students from both types of schools in district Bagh, as per Krejci and Morgan's sampling table. The sample was chosen by the researchers so they could examine how shyness affected the academic performance of secondary school pupils.

A questionnaire is designed to calculate and produce information that can be obtained through the written answers of the subjects. Male and female secondary school students were approached in order to collect data. They were properly informed of the study's goals. They were given a questionnaire after receiving their unrestricted consent. They were expected to carefully read the statement of scale and provide their truthful and sincere replies. They were told that their relevant and calculated response will help for the research findings. Once the data was collected successfully, it was put in to an organized



sequence and was entered vigilantly in the software. For the current study, to analyze close ended questions, a software program (SPSS) was used. The response students' differing viewpoints were also examined using the regression test.

#### Data Analysis

**Table 1: Model Summary (Shyness)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.250 <sup>a</sup>	.062	.060	.51934

a. Predictors: (Constant), Shyness

According to Table 1, the R-square value is .062, meaning that our independent variable, shyness, changes the dependent variable, academic performance, by 6.2%.

**Table 2: ANOVA<sup>a</sup> (Shyness)**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.245	1	6.245	23.154	.000 <sup>b</sup>
	Residual	93.861	348	.270		
	Total	100.106	349			

a. Dependent Variable: Performance

b. Predictors: (Constant), Shyness

We may infer from Table 2 ANOVA findings that there is a significant correlation between shyness and academic performance because the p-value is .000, which is less than .05.

**Table 3: Coefficients<sup>a</sup> (Shyness)**

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
1	(Constant)	2.453	.193		12.731	.000
	Shyness	.310	.064	.250	4.812	.000

a. Dependent Variable: Performance

As shown in Table 3's coefficient results, the beta value is .250, meaning that a one-unit increase in shyness will result in a .250-unit increase in academic performance in the dependent variable. Additionally, a positive beta value suggests a favorable association between the independent and dependent variables.

**Table 4: Model Summary (Shyness gender wise)**

Gander	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Male	1	.261 <sup>a</sup>	.068	.064	.50551
female	1	.235 <sup>a</sup>	.055	.047	.54988

a. Predictors: (Constant), Shyness

The R-square value in Table 4 is .068, which suggests that the change in academic performance caused by our independent variable, male shyness, is 6.8%.

The R-square value in Table 4 is .055, which suggests that the change in academic performance caused by our independent variable, female shyness, is 5.5%.

**Table 5: ANOVA<sup>a</sup> (Shyness gender wise)**

Gander	Model		Sum of Squares	df	Mean Square	F	Sig.
Male	1	Regression	4.323	1	4.323	16.917	.000 <sup>b</sup>
		Residual	59.286	232	.256		
		Total	63.609	233			
female	1	Regression	2.011	1	2.011	6.650	.011 <sup>b</sup>
		Residual	34.470	114	.302		
		Total	36.481	115			





a. Dependent Variable: Performance

b. Predictors: (Constant), Shyness

We may infer from the findings of the ANOVA in Table 5 that there is a significant correlation between male shyness and academic success because the p-value is .000, which is less than .05.

We may conclude that there is a significant correlation between female shyness and academic achievement from Table 5 ANOVA findings because the p-value is less than .05.

**Table 6: Coefficients (Shyness gender wise)**

			Unstandardized Coefficients		Standardized Coefficients	
Gander	Model		B	Std. Error	Beta	t
Male	1	(Constant)	2.467	.221		11.166
		Shyness	.302	.073	.261	4.113
Female	1	(Constant)	2.382	.391		6.096
		Shyness	.342	.133	.235	2.579
						.000

a. Dependent Variable: Performance

As shown in Table 6 coefficient values, the beta value is .261, which suggests that a change in a man's shyness by one unit would result in a change in his academic performance by .261 units. Additionally, a positive beta value suggests a favourable association between the independent and dependent variables.

As shown in Table 6 coefficient values, the beta value is .235, which suggests that a one-unit change in a female's shyness, will result in a .235-unit change in the dependent variable's academic performance. Additionally, a positive beta value suggests a favourable association between the independent and dependent variables.

### Discussion

The current study is designed to investigate the effect of shyness on academic performance of students at secondary level. The results of the current study show that there is a significant relationship between shyness and academic performance of students. As accordance to previous research that indicate the shyness effects on academic performance of students (Ubah and Idieune, 2016). The shy person is afraid, anxious and reluctant to participate in relationship with others in circumstances that indicate uncertainty, creativity, and the real or implied judgment of others (Evans, 2010).

On the bases of gander the current study on shyness findings indicates that there is substantial correlation between male and female shyness and academic performance of students. As accordance to the previous researches there is a relationship between shyness, fear and academic performance. According to the evidence that is currently available, shyness and gander is significantly correlated (Arbeau, Lall, & Jaeger, 2011). The findings of the study by (Zalk, Karr, and Tilton 2011) that shyness varied considerably by gander lends evidence to the gander difference among shy persons (Mills, Arbeau, Lall, & Jaeger 2011).

### Findings

1. The findings regarding effect of shyness indicate that shyness and academic achievement are significantly correlated, with a p-value of .000, which is less than .05. The coefficient results show that the beta value is 0.250, which means that a one-unit increase in shyness will result in a 0.250-unit increase in academic performance as the dependent variable. Additionally, the beta value is positive, indicating a positive relationship between the independent and dependent variables.



2. The findings regarding male students indicate that the p-value is .000, which is less than .05, and we can thus conclude that there is a substantial correlation between male shyness and academic success. The coefficient results show a beta value of .261, meaning that a change in a man's shyness by one unit will result in a change in his academic performance by .261 units. The beta value is positive, indicating a positive relationship between the independent and dependent variables.
3. Since the p-value for female students findings is less than 0.05. This means that there is a substantial correlation between female shyness and academic success. The coefficient results show that beta value is .235, which means that a change in the independent variable female shyness by one unit will result in a change in the dependent variable academic performance by .235 units. Beta value is positive, indicating a positive correlation between the independent and dependent variables.

### Conclusion

From the outcomes of study, it is determined that there are certain issues and problem which are faced by students at district Bagh AJ&K. The result shows that shyness affect students' academic performance. Shyness affect student not only psychologically but physiologically. And it has long lasting effects on students' mind. On the basis of current study, it is concluded that situations vary for the students' bad performance academics performance.

### Recommendations

On the basis of these research results some recommendations are presented for the better performance of students at secondary level.

1. Parents should be cooperative towards the children and pay proper attention towards their problems to overcome shyness.
2. Separate campus for boys and girls can also help in elevating the shyness and fear.
3. Field trips with class mates also help in enhancement of the confidence in the students also to overcome their shyness.

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