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# **SHYNESS IN THE LIGHT OF SOME ACADEMIC VARIABLES AMONG THE FEMALE STUDENTS OF THE FACULTY OF SCIENCE AND ARTS**

**Dr. NAWAL HAMID MOHAMMED HAMID**

DEPARTMENT OF EDUCATION, NORTHERN BORDER UNIVERSITY, KSA

[nawal.kerra@gmail.com](mailto:nawal.kerra@gmail.com)

## **Abstract**

The aim of this research is to investigate the relationship between the shyness and the academic achievement among the female students of the faculty of Science and Arts in Rafha, and identify the differences among the students in shyness according to variables of the academic level and the department. It also intends to examine whether there is interaction between the variables of the research. The researcher applied a descriptive method, prepared a preliminary data form and used a shyness diagnosis scale by Shukair & Al-Kurda (2012) to collect data. The sample size was (163) female students. The results showed that there was a statistically significant inverse correlation between the dimension of symptoms, cognitive features of shyness and the academic achievement, while there was no statistically significant correlation between the values of the other dimensions of shyness, the overall score and the academic achievement. There were no statistically significant differences in all the dimensions of shyness and its overall score according to academic levels. Also, there were no statically significant differences in the overall score of shyness and in its entire dimensions except for the dimension of symptoms and personal features according to the variable of the department, whereas



there were statistically significant differences in the dimension of symptoms and the personal features of shyness between the students of the Departments of Mathematics and Home Economics in favor of the latter department. Finally, the results confirmed that there were no statistically significant interactions between the research variables.

**Key words:** shyness, academic achievement, academic level, department.

#### ملخص البحث:

هدف البحث إلى الكشف عن العلاقة بين الخجل والتحصيل الدراسي لدى طالبات كلية العلوم والآداب برفحاء، والتعرف على الفروق بين الطالبات في الخجل وفقاً لمتغيري المستوى الدراسي والقسم العلمي وما إذا كان هناك تفاعل بين متغيرات البحث. لتحقيق أهداف البحث، تم تطبيق المنهج الوصفي، كما تم تطبيق نموذج بيانات أولية من إعداد الباحثة ومقياس تشخيص الخجل إعداد (شقيير والكردي، 2012). بلغ حجم العينة (163) طالبة، وأظهرت النتائج وجود علاقة ارتباطية عكسية دالة إحصائياً بين بُعد الأعراض والمظاهر المعرفية للخجل والتحصيل الدراسي، بينما لا توجد علاقة ارتباطية دالة إحصائياً بين بقية قيم أبعاد الخجل والدرجة الكلية له والتحصيل الدراسي. لا توجد فروق دالة إحصائياً في جميع أبعاد الخجل ودرجته الكلية تبعاً للمستويات الدراسية. كما لا توجد فروق دالة إحصائياً في الدرجة الكلية للخجل وفي جميع أبعاده عدا بُعد الأعراض والمظاهر الشخصية للخجل تبعاً لمتغير القسم العلمي، بينما توجد فروق دالة إحصائياً في بُعد الأعراض والمظاهر الشخصية للخجل بين طالبات قسم الرياضيات وقسم الاقتصاد المنزلي لصالح المجموعة الأخيرة. لا يوجد تفاعل دال إحصائياً بين متغيرات البحث.

**الكلمات المفتاحية:** الخجل، التحصيل الدراسي، المستوى الدراسي، القسم العلمي.



## **1. Introduction**

Shyness is a psychosocial problem that impedes an individual to communicate with others, deal with others, prevent him/her gaining experiences from others and hinder others benefiting from his/her experiences. Thus, communication plays a vital role in the educational process and professional life of the individuals.

Social skills are considered as academic enablers in that they are attitudes and skills that help students benefit from academic instruction. Reversely, problem behaviors are perceived as academic disablers, because they vie with the acquisition and performance of academic and social skills (Gresham, Robichaux, York & O’Leary, 2012). Shyness has a negative impact on an individual’s personality despite his/her cognitive and behavioral abilities that aid him/her progress and coexist positively with others (Shukair & Al-Kurda, 2012). Okaz newspaper (2018) pointed out that the current global career requires another type of experience that depends on human skills such as personality traits, communication and cognitive skills. This argument is actually based on a report issued by LinkedIn website, and it was found that the number of occupations that witnessed the largest increase in employment during the past five years, are mainly dependent on the human mind, and it has been emphasized that human skills are on the rise among the strongest growing jobs around the globe.

### **1.2. Statement of the Research Problem**

The research problem stems from the researcher's observation of many female students in the classroom in sense that when she asks them to present a topic before their classmates,



many of them refuse to respond positively. The research problem can be formulated in one main question: What is the relationship between the shyness and the academic achievement among the female students, and are there differences among the female students in shyness due to the variables of the academic level and the department?

### **1.3. Research Hypotheses**

1-There is a significant negative relationship between the shyness and the academic achievement among the female students.

2-There are significant differences among the female students in shyness due to the academic level.

3-There are no significant differences among the female students in shyness due to the department (Home Economics/ Languages and Translation/ Education / Biology/ Chemistry/ Mathematics).

4- There is a statistically significant interaction between the levels of the academic achievement, the academic level and the department for the total score of shyness among the female students.

### **1.4. Research Objectives**

The research aims to investigate:

1- The relationship between the shyness and the academic achievement among the female students of the Faculty of Science and Arts in Rafha.

2- Whether there are differences among the female students in shyness due to the academic level.

3- Whether there are differences among the female students in shyness due to the department (Home Economics, Languages and Translation, Education, Biology, Chemistry and Mathematics).



4- Whether there is an interaction between the research variables.

### **1.5. Research Significance**

This research acquires its significance from the importance of its subject. Generally speaking, higher education plays a prominent role in training and qualification of human cadres, especially in light of the urgent challenges and requirements of the current era (era of globalization), which need availability of competitive quality of skilled workers.

### **1.6. Definition of the Research Terms**

*1.6.1. Shyness:* it is defined as a tendency to be withdrawn, anxious or uncomfortable in instances involving interpersonal contact, such as conversations, meeting new people and making small talks (Antony,2004). Practically, the researcher defines it as the score which the student obtains on the basis of her response to the scale of shyness used in the current research.

*1.6.2. The academic variables include:*

*1.6.2.1. Academic Achievement:* it is the ability of the student to study and recall information and being able to communicate his knowledge orally or in a written form even in an examination condition (Kpolovie, Joe & Okoto,2014). Practically, the researcher defines it as the GPA of the previous semester obtained from a preliminary data form.

*1.6.2.2. Academic level:* it refers to the students' level per semester, which means that the first and second semesters stand for the first academic year, while the third and fourth semesters stand for the second academic year. Also, the fifth and sixth semesters are meant to stand for the third academic year, whereas the seventh and eighth semesters stand for the fourth academic year.

*1.6.2.3. Department:* the department to which the students belong, therefore, it refers to the departments of Home Economics, Languages and Translation, Education, Biology,  
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Chemistry and Mathematics in the Faculty of Science and Arts, Rafha campus, Northern Border University.

## **1.7. Research Limits**

*1.7.1. Population:* They were students in the Faculty of Science and Arts.

*1.7.2. spatial limits:* Faculty of Science and Arts, Rafha, Northern Border University, KSA.

*1.7.3. Time limits:* the second semester of the academic year 2018-2019.

## **2. Theoretical Framework and the Previous Studies**

### **2.1. Theoretical Framework**

Jones, Schulkin & Schmidt (2014, p.249) state that "shyness is a concept that is related, but not identical to introversion ". Shyness has become an unhealthy state of mind for people living in contemporary Western societies. It has also been defined as a problem for which people can, and should, be treated (Scott, 2006). Selim (2011) referred to what Khoj stated that the symptoms of shyness and its features differ from one individual to another; and these symptoms do not happen all at once, but some of them would occur, which include Physiological, Social, Emotional and Cognitive symptoms. According to Henderson, Zimbardo & Carducci (1999, p.3) " Severe shyness that continues into the later years of life can result in chronic social isolation that leads to increasingly severe loneliness and related psychopathology". In addition, some researchers think that individuals who suffer from high levels of shyness have an exaggerated sensitivity towards self as well as how others view them. Apparently, such a focus on the inner self, feelings of deficiency and confusion that occurs to them in the presence of others or when dealing with others, makes them lose the ability to care and concentrate on others and feel the feelings of others, and thus social isolation is increased (Selim, 2011). Shyness is a social and psychological disease, which captures the feelings and emotions of the persons



since childhood, thereby affects their energies and potentials, and weakens their creative abilities causing poor control of emotions and behaviors (Asi, 2016). According to Oflaz, (2019), the brain spontaneously links emotions and thoughts resulting in formation of patterns. Furthermore, it has been argued that chemicals are released in the brain which increase remembering of any activity, especially the activity being associated with a feeling. Moreover, Shyness is the inclination to pull out from social situations or in front of others, and it is found in many people in varying proportions (Selim, 2011). Jonathan & Ngozi (2017), add that a shy student may be unwilling to ask questions in the class to enhance a better understanding of the lesson, and this may result in a low academic achievement as well as the shy student may suffer peer rejection due to his timid nature. Higher education is a stage of specialization and preparation for occupations, and hence it seeks to provide students with opportunities to participate through discussion, asking questions and team work activities.

## **2.2. Previous Studies**

Oğuz-Duran & Demirbatır (2020) investigated shyness as a potential mediator in the relationship between the academic satisfaction and flourishing among Turkish music teacher education students. The results indicated that higher academic satisfaction was associated with increased flourishing, while higher shyness was associated with decreased flourishing. Chishti, Amin, & Yousaf, (2018) conducted a study aimed at examining the relationship between the shyness and the academic achievement among



adolescents. The results showed that there was a significant negative relationship between shyness and the academic achievement. Lambani, Nengome (2017) conducted research entitled “Group Work Impact on academic Communication: Female English Student Teachers’ Views.” The results indicated that all the students who did well in discussions, class exercises, tests, assignments and examinations, were members of specific study groups. The research confirmed that the students’ good communication and improved academic performance, was greatly dependent on knowledge gained from the discussions held within the groups. The aim of the study conducted by Muyan - Yilik, Sancak - Aydin & Demir (2017) was to explain how well shyness and gender predict loneliness levels of university students. The results revealed that the regression model containing shyness and gender explained 33% of the total variance in loneliness. While shyness was found to significantly and positively predict loneliness, male students were found to have higher loneliness levels than female counterparts. SEVİNÇ & GİZİR (2014) carried out a study aimed to investigate the most common factors that negatively affect adjustment to university and coping strategies used by first-year university students in the adaptation process from the viewpoint of first-year university students. The results confirmed significant factors that negatively affect the academic, social, personal-emotional, and institutional adjustment of first-year university students. The students’ academic adjustment was negatively affected by relationships with faculty and teaching quality, while social adjustment was negatively affected by friendship relations, participation in recreational activities, and leisure-time management. Moreover, individual factors, such as shyness, fear of failure/disapproval, loneliness, and homesickness; and institutional factors, such as sense of identity and belonging to a university, were considered as main factors affecting students’ adjustment. The results also showed that these students mostly





used avoidance coping to deal with challenges in the university adjustment process.

The study of Al- Shraifin & Al- Shraifin (2013) intended to investigate the influencing factors that affect shyness among the Jordanian university students. The findings indicated that the shyness level among the students was low. Moreover, the Correlation Coefficients between shyness and each of gender, parenting styles, Faculty, academic level, academic achievement, physical handicap, religiosity and height, were generally low, but statistically significant. All predictors contributed significantly in interpreting the variance in shyness. Faculty factor showed 6.5% of variance, which was the highest contribution, whereas the parenting styles factor indicated 0.9%, which was the lowest contribution. The aim of Al-Dulaimi and Al-Ezzi study (2011) was to identify the level of social shyness among the students of the Institute for the Preparation of Female Teachers in Diyala. The study also aimed at identifying the correlation between social shyness and academic achievement. The results showed that students have social shyness, and there is a significant correlation between social shyness and academic achievement.

#### *2.2.1. Comment on the previous studies*

Most samples of the previous studies were represented by both male and female students. Also, there was no research that tried to investigate the variations in shyness due to the department, whereas there was no research that intended to study the interaction between the variables of the current research.

### **3. Research Procedures**

#### **3.1. Research Methodology**

A descriptive approach was used, which aims to collect data in order to test assumptions or answer questions related to the current status of the research subjects (Mataoua, Al-Califa & Atefa, 2014).



### 3.2. Research Population

The research population was represented by the female students of the Faculty of Science and Arts in Rafha, Northern Border University in the second semester of the academic year 2018-2019, (n=1245 female students).

### 3.3. Research Sample

The sample of the research consisted of (163) female students. First and second level students (first year) were excluded, because there were no female students in these two levels in some departments. The sample was chosen by using a random stratified method.

Table No: (1) Characteristics of female students in the research sample according to some academic variables

Description variables	Gradual	Frequency	Percentage
Academic level	Third & forth (Second Year)	40	24.5
	Fifth & sixth (Third year)	58	35.6
	Seventh & eight (Fourth year)	65	39.9
	Total	163	100.0
Department	Home Economics	63	38.7
	Languages and Translation	27	16.6
	Education	42	25.8
	Biology	13	8.0
	Chemistry	8	4.9
	Mathematics	10	6.1
	Total	163	100.0
GPA	(2.00) - ( 2.50 )	26	16.0
	(2.50) - ( 3.00 )	23	14.1
	(3.00) - ( 3.50 )	29	17.8
	(3.50) - ( 4.00 )	35	21.5
	More than (4.00)	50	30.7
	Total	163	100.0



### **3.4. Research Instruments**

#### **3.4.1. Preliminary Data Form**

To achieve the goals of the research, the researcher prepared a preliminary data form consisting of the department, the academic level and the GPA.

#### **3.4.2. Shyness Diagnosis Scale**

The researcher used a Shyness Diagnosis Scale, which has been prepared and standardized in Saudi and Egyptian settings by Shukair & Al-Kurda (2012). The number of paragraphs of the scale consists of (40) items distributed on five axes, and they are answered by choosing one of three answers.

##### *3.4.2.1. Validity and reliability of a shyness scale in the current research*

The researcher has modified the wording of some phrases to suit the current research population. To examine the validity of the scale, it has been presented to arbitrators: eleven faculty members in Saudi and Sudanese universities to express their views on the appropriateness of the scale's statements and the clarity of formulation. The vast majority of them unanimously agreed on the appropriateness of the items and the clarity of the formulation. Moreover, a shyness scale was applied to sample of (32) female students.

##### *3.4.2.1.1. Validity of the internal consistency of the items*

To know the validity of the consistency of items in the scale of shyness with the total scores for the sub-dimensions under which these items fall, Pearson correlation coefficients were calculated between the scores of each item with the total score of the sub-dimension, and the table below shows the results of this procedure.



Table No: (2) Pearson's correlation coefficients between items with the overall scores of the sub-dimensions on the scale of shyness when applied to female students in the current research population (n = 32)

symptoms and Physiological features		symptoms and Cognitive Features		symptoms and Emotional Features		symptoms and Personal Features		Personal symptoms and Personal Features	
Item	Correlation	Item	Correlation	Item	correlation	Item	Correlation	Item	Correlation
1	.460	9	.679	17	.526	25	.450	33	.628
2	.686	10	.620	18	.513	26	.459	34	.544
3	.692	11	.635	19	.394	27	.692	35	.419
4	.811	12	.560	20	.349	28	.351	36	.338
5	.636	13	.404	21	.325	29	.339	37	.527
6	.659	14	.468	22	.438	30	.522	38	.643
7	.446	15	.579	23	.576	31	.477	39	.500
8	.608	16	.421	24	.680	32	.517	40	.677

The above table shows that all correlation coefficients for all items are positive and statistically significant at the level of (0.05) as well as the value of any of them is greater than (0.297). These results confirm that all these items have good internal consistency.

3.4.2.1.2. Reliability coefficients for overall scores.

To know the reliability of the total scores for each of the sub-dimensions of a shyness scale and the total scores for the scale as a whole, the Alpha Cronbach and Spearman-Brown equations were applied to the pilot study data.

Table No: (3) Results of the reliability coefficients for the total scores of the sub-dimensions in a shyness scale and for the total score of the scale as a whole when applied to the female students in the current research population (n = 32)



Sub- dimensions of shyness	Number of items	Reliability coefficients	
		Alpha Kronbach	Spearman-Brown
symptoms and Physiological features	8	.868	.832
symptoms and Cognitive features	8	.816	.804
symptoms and Emotional features	8	.767	.777
symptoms and Personal features	8	.766	.835
symptoms and Social features	8	.807	.891
The total score of shyness	40	.950	.941

The result of the above table shows that all the reliability coefficients of all the total scores of the sub-dimensions of the scale range between (0.767) and (0.891) and for the total score of the scale as a whole is greater than (.940).

#### 4. Results and Discussion

##### 4.1. Results of the First Hypothesis

To verify the validity of the first hypothesis which states: "There is a significant negative relationship between the shyness and the academic achievement among the female students," Pearson correlation coefficients between each dimension of shyness and the overall score have been calculated with the cumulative average of the academic achievement: for each academic level separately, and for all academic levels (second, third and fourth academic years together).



Table No: (4) Pearson's correlation coefficients between the shyness and the academic achievement for the female students, according to the academic levels

Academic level	Statement	Physiological	Cognitive	Emotional	Personal	Social	The total score of shyness
Second year (n=40)	Coefficient	.025	-.041	-.026	.005	.020	-.007
	Sig.	.440	.401	.436	.489	.452	.483
	The conclusion	The correlation is not significant	The correlation is not significant	The correlation is not significant	The correlation is not significant	The correlation is not significant	The correlation is not significant
Third year (n=58)	Coefficient	.005	-.033	.025	.108	-.091	.002
	Sig.	.486	.402	.425	.211	.249	.494
	The conclusion	The correlation is not significant	The correlation is not significant	The correlation is not significant	The correlation is not significant	The correlation is not significant	The correlation is not significant
Fourth year (n=65)	Coefficient	-.339	-.300	-.269	-.238	-.156	-.304
	Sig.	.003	.008	.015	.028	.107	.007
	The conclusion	Reverse correlation	Reverse correlation	Reverse correlation	Reverse correlation	The correlation is not significant	Reverse correlation
All years (n=163)	Coefficient	-.119	-.138	-.079	-.043	-.076	-.115
	Sig.	.065	.039	.159	.293	.169	.072
	The conclusion	The correlation is not significant	Reverse correlation	The correlation is not significant	The correlation is not significant	The correlation is not significant	The correlation is not significant

It can be noticed from the above table that for the second and the third years, values of all correlation coefficients are statistically insignificant at the level of significance (0.05). For the fourth year group, the value of the correlation coefficient between the symptoms and the social features of shyness and the academic achievement is not statistically significant at the level of significance (0.05), while the values of the rest of the correlation



coefficients for the rest of the dimensions of shyness and the total score, were negative and statistically significant at the level of significance (0.05). For all the years of study starting from the second to the fourth year, the value of the correlation coefficient between the symptoms and cognitive features of shyness and the academic achievement is negative and statistically significant at the level of significance (0.05), while the rest of the correlation coefficient values for the rest of the dimensions of shyness and the total score are not statistically significant at the level of significance (0.05). The result of first hypothesis is consistent with a study conducted by Al-Dulaimi and Al-Ezzi (2011) and a study by Chishti, Amin & Yousaf (2018). Therefore, the result of the first hypothesis is logical, as shyness hampers the student from interacting with the others and benefiting from their experiences. Similarly, a study by Lambani & Nengome (2017) showed that the students' good communication and improved academic performance is largely dependent on the knowledge gained from the discussions held within the groups. On the other hand, the researcher thinks that a low academic achievement may make students feel shy and try to get away from others. While this finding is different from the study carried out by Al- Shraifin & Al- Shraifin (2013), the researcher assumes that this difference may be due to the nature of the samples.

#### **4.2. Results of the Second Hypothesis**

To verify the validity of the second hypothesis which states: "There are significant differences among the female students in shyness due to the academic level," an one-way analysis of variance test was performed.



Table No: (5) Result of the one-way analysis of variance to know the significance of the differences among the female students in shyness according to the variable of the academic level (n = 163)

Shyness dimensions	Source of variation	Sum of squares	Df	Mean squares	F	Sig.	Conclusion
Physiological	Between groups	16.738	2	8.369	1.198	.305	All differences are not significant
	Within groups	1118.048	160	6.988			
	Total	1134.785	162				
Cognitive	Between groups	1.062	2	.531	.059	.943	All differences are not significant
	Within groups	1447.956	160	9.050			
	Total	1449.018	162				
Emotional	Between groups	17.257	2	8.629	1.420	.245	All differences are not significant
	Within groups	972.019	160	6.075			
	Total	989.276	162				
Personal	Between groups	3.241	2	1.621	.196	.822	All differences are not significant
	Within groups	1321.507	160	8.259			
	Total	1324.748	162				
Social	Between groups	6.726	2	3.363	.406	.667	All differences are not significant
	Within groups	1326.881	160	8.293			
	Total	1333.607	162				
Total score	Between groups	167.999	2	84.000	.691	.503	All differences are not significant
	Within groups	19455.179	160	121.595			
	Total	19623.178	162				

The above table shows that all values of the percentage ratio for all the dimensions and the total score of shyness as a whole are not statistically significant at the level (0.05).

This result was consistent with the study by Al-Shraifin & Al-Shraifin (2013).





The researcher thinks that the subjects of the current research have more than one year at the university and consequently they have been acclimatized to the university life. Chęć’s study (2019) reports that shyness is perceived a relatively stable personality trait, also Poole, Saigal, Van Lieshout & Schmidt (2019) mention that Shyness has early developmental origins and little research has examined the influence of prenatal exposures on the developmental trajectory of shyness. Thus, the researcher believes that it is necessary to take care of a childhood stage in order to address the problem early.

### 4.3. Results of the Third Hypothesis

To verify the validity of the third hypothesis of the current research, which states: "There are no significant differences among the female students in shyness due to the department", an one-way analysis of variance test was performed.

Table No: (6) shows the result of the one-way analysis of variance test to know the significance of the differences among the female students in shyness according to the variable of the department (n = 163)

Shyness dimensions	Source of variation	Sum of squares	Df	Mean squares	F	Sig.	Conclusion
Physiological	Between groups	24.500	5	4.900	.693	.630	All differences are not significant
	Within groups	1110.285	157	7.072			
	Total	1134.785	162				
Cognitive	Between groups	25.475	5	5.095	.562	.729	All differences are not significant
	Within groups	1423.543	157	9.067			
	Total	1449.018	162				
Emotional	Between groups	34.860	5	6.972	1.147	.338	All differences are not significant
	Within groups	954.416	157	6.079			
	Total	989.276	162				
Personal	Between groups	95.381	5	19.076	2.436	.037	All six averages are not equal
	Within groups	1229.367	157	7.830			



	Total	1324.748	162				
Social	Between groups	56.167	5	11.233	1.381	.234	All differences are not significant
	Within groups	1277.440	157	8.137			
	Total	1333.607	162				
Total score	Between groups	773.540	5	154.708	1.289	.272	All differences are not significant
	Within groups	18849.638	157	120.061			
	Total	19623.178	162				

The above table shows that the value of the percentage for the dimension of the symptoms and the personal features of shyness are statistically significant at the level of (0.05), while it is found that all the values of the percentage of the remaining ratio for the rest of the dimensions of shyness and the total score are not statistically significant at the level (0.05). To know where statistically significant differences exist Duncan test was performed, which showed that the difference is significant only when comparing the average of female students of the Department of Mathematics (lowest average = 10.80) with that of female students in the Department of Home Economics (highest average = 13.13), and that all the differences in all the other bilateral comparisons are not statistically significant at Level (0.05). The researcher thinks that this result may be due to the fact that the students of the Department of Mathematics enjoy high self-confidence. It is worth mentioning that there is no study that attempted to investigate the differences among the female students in shyness according to the department, and this would make this research sounds unique.



#### 4.4. Results of the Fourth Hypothesis

To verify the validity of the fourth hypothesis of the current research, which states: "There is a statistically significant interaction between the levels of the academic achievement, the academic level and the department for the total score of shyness among the female students", the Multiple variance analysis (triple) was conducted.

Table No:(7) shows the result of the analysis of multiple variance (triple) to know the significance of the interaction between the levels of the academic achievement, the academic level and the department for the total score of shyness among the female students (n = 163)

Source of variation	Sum of squares	Df	Mean squares	F	Sig.	Conclusion of the interaction indication
(1) Academic achievement	900.491	4	225.123	1.931	.111	
(2) Academic level	85.812	2	42.906	.368	.693	
(3) Department	675.981	5	135.196	1.160	.334	
(1) * (2)	480.032	8	60.004	.515	.843	Not significant
(1) * (3)	2740.999	18	152.278	1.306	.200	Not significant
(2) * (3)	1083.400	10	108.340	.929	.510	Not significant
(1) * (2) * (3)	1315.132	13	101.164	.868	.589	Not significant
The error	11891.129	102	116.580			
Total	19623.178	162				

It is noted from the above table that all the values of the percentage of all bilateral and triple interactions between the academic achievement levels, the academic levels and the department are not statistically significant at the level of (0.05). The result of fourth hypothesis showed that there are no interactions between the research variables. Once again, there are no previous studies that examined the interactions between the current research variables, which also reflects the importance of this research.



## **5. Conclusion**

According to the results, the researcher provides some recommendations and proposals for further research studies.

### **5.1. Recommendations**

Based on the research results, some recommendations have been made as follows:

- 1- Educating parents, in all educational stages, on the importance of developing children's communication skills through community service programs.
- 2- Providing more training courses to furnish students with communication skills.
- 3- Implementing psychological counseling programs for the shy female students.

### **5.2. Proposals**

In the light of the research findings, the researcher proposes the following points:

1. Conducting research to reveal the level of shyness among the female students in the Faculty of Science and Arts, Rafha.
2. Conducting a research study to find out the reasons behind shyness among the female university students.
3. Carrying out a similar research study in the other colleges of the university.



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