

**THE IMPACT OF SHYNESS ON ACADEMIC PERFORMANCE OF
SECONDARY SCHOOL STUDENTS IN EGOR LOCAL GOVERNMENT AREA
BENIN CITY EDO STATE**

Onoriode Daniel ONOBRAKPEYA

**UNIVERSITY OF BENIN
BENIN CITY**

APRIL, 2024

**THE IMPACT OF SHYNESS ON ACADEMIC PERFORMANCE OF
SECONDARY SCHOOL STUDENTS IN EGOR LOCAL GOVERNMENT AREA
BENIN CITY EDO STATE**

Onoriode Daniel ONOBRAKPEYA

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL AND COUNSELLING PSYCHOLOGY, FACULTY OF
EDUCATION, UNIVERSITY OF BENIN, BENIN CITY. IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR
DEGREE IN EDUCATION, IN GUIDANCE AND COUNSELLING**

APRIL, 2024

CERTIFICATION

We, the undersigned, certify that this project research was carried out by **Onoriode Daniel ONOBRAKPEYA** with the Matriculation Number **EDU1904288** in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin city, Nigeria.

Dr. (Mrs.) H. J. Osarumwense
(Project Supervisor)

Rev. Fr. Dr. A. A. Adubale (Ph.D)
(Project Coordinator)

Date: _____

Date: _____

Dr. (Mrs.) M. U. Orheruata
Head of Department

Date: _____

DEDICATION

This project is dedicated to God Almighty who has made all things possible and has provided abundantly.

ACKNOWLEDGEMENTS

The researcher's profound gratitude goes to Almighty God for his infinite help throughout my first-degree programme. His acknowledgment also goes to his supervisor, Dr. (Mrs) H.J Osarumwense for her kind assistance, patience and guidance throughout the course of my research project.

Special thanks to his father, Mr. John Onobrakpeya for his unending love and support, To his mother, Mrs. Tonbra Onobrakpeya, for her constant support, advice, prayers and her unconditional love. He will not fail to mention his siblings Donald Onobrakpeya, Tega Onobrakpeya and Ese Onobrakpeya. He loves you all, thanks for all you do. Also, He would also love to acknowledge his aunt, auntie Tare for her support and lending a listening ear when needed, and to my day one buddies, Karo, Olamiplenty, Odogwu and Alewi, you've all been there for me through my undergrad journey, y'all made tough times bearable. Finally, to himself, no matter how much people underestimate him he kept on pushing on.

Thank you all for your support and advice. God bless you all.

TABLE OF CONTENTS

	Page
TITLE	i
CERTIFICATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	vii
LIST OF APPENDICES	viii
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	3
Research Questions	4
Hypotheses	4
Purpose of the Study	4
Significance of the Study	5
Scope and Delimitation of the Study	6
Definition of Terms	6

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Theoretical Framework	7
Concept of Shyness	8
Possible causes of Shyness	9
Effect of Shyness	11
Impact of Shyness on Academic Performance	13
Shyness and sex	14
Summary of Reviewed Literature	16

CHAPTER THREE: METHODOLOGY

Design of the Study	17
Population of the Study	18
Sample and Sampling Technique	18
Research Instrument	18
Validity of the Instrument	18
Reliability of the Instrument	19
Method of Data Collection	19
Method of Data Analysis	19

CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

Presentation of Results	20
Discussion of Findings	22

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary	24
Conclusion	25
Recommendations	25
REFERENCES	26
APPENDICES	30

List of Tables

	Page
Table 1: Descriptive Statistics of the Level of Shyness Among Secondary School Students	20
Table 2: One Sample Statistics of the Influence of Shyness on Academic Achievements of Students.	21
Table 3: Independent Sample Test of Sex Difference in Their Level of Shyness.	21

LIST OF APPENDICES

		Page
Appendix A	Impact of shyness on academic achievements of secondary school students	30
Appendix B	Reliability estimate	32
Appendix C	Statistical output	33

ABSTRACT

The study investigated the impact of shyness on the academic achievements of secondary school students in Egor local government area, Benin city, Edo state. In order to achieve the purpose intended for the study, three research questions and two hypotheses were raised to guide the study.

The study adopted a survey research design. The population of the study consisted of all secondary school students in Egor local government area. The simple random sampling technique was employed. A total sample size of 120 respondents were randomly selected from 3 public schools in Egor local government area. The instrument used for the study is a structured questionnaire titled "impact of shyness on academic achievements of secondary school students". The instrument was validated by the project supervisor and two other lecturers in the faculty of education. The Cronbach Alpha was used to determine the reliability of the instrument which yielded a coefficient of 0.867. The instrument was administered to the respondents with a visit to 3 public schools in Egor local government area. The data collected were analyzed into basic statistics for research question 1 and one sample t-Test for hypothesis 1 and independent samples t-Test for hypothesis 2.

The findings revealed that while the overall level of shyness among students is moderate, it does not significantly influence their academic achievements and male and female students do not significantly differ in their level of shyness. It was recommended among others Offering support for shy students could help them feel more confident in their academic endeavors.

CHAPTER ONE.

INTRODUCTION

Background of the Study.

Shyness is the fear of social interactions. Shyness among secondary school students can significantly impact various aspects of their lives. It may hinder social interactions, making it challenging to form friendships or participate in group activities. Shy students might experience difficulty expressing themselves, leading to decreased class participation and potential academic setbacks. Additionally, it could contribute to feelings of isolation, low self-esteem, and increased anxiety in social situations, potentially affecting their overall emotional well-being and mental health. Shyness may stem from various factors, including personal, social and environmental influences. Shyness can be a natural personality trait, influenced by genetics, temperament, or early childhood experiences, leading some individuals to be more reserved in social interactions.

More so, the transition from childhood to adolescence is a critical phase where social relationships and identity formation play a significant role. Shyness may intensify during this period due to heightened self-awareness and concerns about peer acceptance.

Family environments that lack open communication or have members who are themselves shy may inadvertently reinforce shyness in students. Again, negative experiences or social rejection from peers can contribute to the development or amplification of shyness. Teasing, bullying, or a lack of acceptance from peers can further exacerbate feelings of self-consciousness and isolation. Classroom settings that prioritize extroverted behaviors or consistently require public speaking without considering the comfort levels of shy students can intensify their feelings of discomfort. Teaching methods that heavily rely on group activities or participation might inadvertently disadvantage shy students, impacting their engagement and learning outcomes. Shy students often experience heightened levels of anxiety or fear in social situations, fearing negative evaluation or judgment from others, which can limit their willingness to engage socially. In addition, societal norms that emphasize extroverted behavior or place a higher value on outspokenness may make shy students feel marginalized or out of place. Also, exposure to media that glorifies outgoing personalities or success stories of extroverted individuals might inadvertently reinforce feelings of inadequacy among shy students.

Research suggests that shyness can manifest differently between male and female students. Generally, shy male students may exhibit behaviors such as avoiding social

interactions, speaking less in class, and feeling anxious in social situations. However, shyness in males is sometimes less visible or interpreted differently than in females, leading to potential underestimation of its prevalence or impact. Studies indicate that societal expectations around masculinity may influence how shyness is expressed and perceived in males. For example, boys may feel pressure to appear confident and assertive, which could lead them to mask their shyness or cope with it differently than girls. Understanding these nuances is crucial for addressing the specific needs of shy male students and supporting their academic and social development. Research suggests that shyness is often more prevalent among female students compared to males. Female students may display shyness through behaviors such as avoiding eye contact, speaking softly, and hesitating to participate in class discussions or group activities. Factors such as societal expectations, peer interactions, and self-perception contribute to the expression of shyness in female students. Girls may feel pressure to conform to societal norms of femininity, which can include being polite, reserved, and non-confrontational. These expectations may contribute to heightened feelings of self-consciousness and anxiety in social situations, leading to increased levels of shyness. It's important to note that while shyness may be more commonly associated with females, it can manifest differently in individual students regardless of gender. Understanding the specific

challenges and experiences of shy female students can inform targeted interventions and support strategies to help them thrive academically and socially.

From the information provided, it appears that shyness levels can vary between male and female students. While both genders may experience shyness, research suggests that it may be more prevalent among female students. This could be influenced by societal expectations and norms regarding gender roles, with girls potentially feeling more pressure to conform to certain standards of behavior. Additionally, the way shyness is expressed and perceived may differ between male and female students due to cultural and social factors. Understanding these differences can help in developing tailored approaches to support students of both genders in managing and overcoming shyness to enhance their academic and social experiences.

Statement of the Problem.

Over the years, students have been performing poorly in external examinations as majority of students who enroll for such exams do not pass all subjects at one sitting. Majority re-enroll severally before they are able to make five subjects required to gain admission into tertiary institutions for further studies.

Many studies have been carried out to investigate the causes of poor performance among students and such factors as teaching methods, lack of instructional materials insufficient teachers in schools, large class size and so on have been investigated. Despite the studies and recommendations made, poor performance among students still persists. Being that shyness have been found to have negative impact on students such as making them refrain from class participation, not asking questions for clarification, impacting on emotional wellbeing, communication skills, peer relationships and lots more, the researcher deemed it necessary to investigate if shyness could be a factor that possibly impact on the academic performance secondary school students so as to recommend a therapeutic interventions for helping the shy students.

Research questions.

To carry out this study, the following research questions were raised:

1. What is the level of shyness among secondary school students?
2. Does shyness have any influence on their academic performance?
3. Is there a difference between male and female students in their level of shyness?

Hypotheses

Research questions 2 and 3 were hypothesized as follows:

1. Shyness does not significantly have impact on the academic performance of students.
2. There is no significant difference between the shyness level of male and female students.

Purpose of the Study.

This study is aimed to investigate the impact of shyness students on students' performance, specifically the study will determine.

- The level of shyness among secondary school students.
- If shyness has impact on performances.
- If there is a difference between shyness level of male and female students.

Significance of the Study.

The finding of the study will be of help to students, educators/ school administrators, parents/ guardians, psychologist/ counsellors and policy makers. Shy students themselves stand to benefit from research on the impact of shyness on academic achievements. By understanding how their shyness may affect their academic

performance, students can develop strategies to manage their shyness in academic settings, such as seeking support from teachers or participating in activities that boost confidence and social skills. Also, understanding how shyness affects academic performance can help educators recognize and support shy students in the classroom. By implementing targeted interventions and creating inclusive learning environments, educators can help shy students overcome barriers to academic success and reach their full potential.

Parents and guardians of shy students can benefit from research on this topic by gaining insights into how shyness may impact their child's academic performance. This understanding can guide them in providing appropriate support and encouragement at home and collaborating with educators to create a supportive network for their child's academic development. And psychologists and counsellors can use professionals working in mental health and counseling settings can use research findings to inform their practice when working with shy students. By understanding the unique challenges faced by shy individuals and the impact of shyness on academic achievement, psychologists and counselors can tailor interventions to address these specific needs and promote academic success. Also, research on the impact of shyness on academic achievements can inform education policies aimed at promoting student well-being and academic success. Policy

makers can use research findings to advocate for resources and support systems that address the needs of shy students in educational settings and promote inclusive learning environments for all students.

Scope and delimitation of the study.

The study focused on the impact of shyness and how it influences the academic achievements of secondary school students as well as to determine sex difference of the impact of shyness on student's performance. However, the study is delimited to 3 public schools in Egor local government area, Benin city Edo state.

Definition of Terms.

Academic Achievement: Academic achievement describes academic outcomes that indicate the extent to which a student has achieved their learning goals.

Adolescent: (of a young person) in the process of developing from a child into an adult.

Childhood: the state or period of being a child.

Shy: nervous or timid in the company of other people.

Shyness: state of being shy.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In chapter, literature reviewed are presented under the following sub-headings:

- Theoretical Framework
- Concept of Shyness
- Impact of Shyness on Academic Performance
- Shyness and Sex
- Summary of Review of Related Literature.

Theoretical Framework.

A psychological theory that explains shyness is Bandura's Social Learning Theory (1849-1936). Bandura's theory emphasizes the role of observational learning, modeling, and reinforcement in shaping behavior. According to this theory, individuals learn social behaviors by observing others and imitating those behaviors that are rewarded or reinforced. In the context of shyness, individuals may learn to be shy through observing others' social interactions, particularly if they witness negative consequences or social

rejection associated with assertive or outgoing behavior. Shy students may have fewer opportunities for observational learning and social skill development if they avoid social interactions or are not exposed to models of confident behavior. Shy students may have fewer opportunities for observational learning and social skill development if they avoid social interactions or are not exposed to models of confident behavior. This lack of social learning opportunities can impact academic achievement by reducing participation in classroom activities, group projects, and peer collaboration, which are important for learning and academic success.

Concept of Shyness

Shyness is a complex and multifaceted personality trait that influences how individuals interact with others and navigate social situations. It is characterized by feelings of discomfort, self-consciousness, and inhibition in social settings, often leading to avoidance of social interactions or withdrawal from social situations. Shyness is not simply a matter of being introverted or reserved; rather, it encompasses a range of emotional, cognitive, and behavioral responses to social stimuli. At its core, shyness involves a heightened sensitivity to social cues and a fear of negative evaluation or rejection by others. Shy individuals may experience anxiety and self-doubt when faced with unfamiliar or potentially threatening social situations, leading them to retreat into

themselves or adopt passive communication strategies. This fear of judgment can create a barrier to forming meaningful connections with others and can impact various aspects of life, including relationships, academic and professional opportunities, and overall well-being.

The roots of shyness can be traced to a combination of genetic, biological, environmental, and psychological factors. Some individuals may have a genetic predisposition to shyness, while others may develop shyness as a result of early childhood experiences, such as insecure attachment relationships or negative social reinforcement. Environmental factors, such as cultural norms, family dynamics, and peer interactions, also play a significant role in shaping the development and expression of shyness. Shyness is not a fixed or immutable trait; rather, it exists along a continuum, with individuals varying in the degree to which they experience and exhibit shyness across different situations and contexts. Some individuals may experience transient shyness in specific social situations, while others may exhibit chronic shyness that pervades their daily lives. Moreover, shyness can manifest differently across cultures, with some cultures valuing reticence and humility, while others prioritize assertiveness and extroversion. Despite its challenges, shyness is not inherently negative or pathological. Many shy individuals possess unique strengths and qualities, such as

sensitivity, empathy, and creativity, that contribute to their richness of character. Moreover, shyness can be adaptive in certain situations, serving as a protective mechanism against social risks and enabling individuals to approach social interactions with caution and discernment.

However, when shyness becomes excessive or interferes significantly with daily functioning and well-being, it may warrant intervention and support. Cognitive-behavioral therapies, social skills training, and exposure-based techniques can help individuals overcome shyness and develop more adaptive coping strategies for managing social anxiety and improving social competence. Additionally, creating supportive and accepting environments that encourage shy individuals to express themselves and participate actively in social activities can foster their confidence and self-esteem.

Possible Causes of Shyness.

1. Genetic and Biological Factors: Research suggests that genetics play a role in predisposing individuals to shyness. Studies have identified specific genes associated with temperament traits related to shyness, such as behavioral inhibition and sensitivity to novelty (Arcus, 2001). Additionally, differences in brain structure and function,

particularly in regions associated with social cognition and emotion regulation, may contribute to variations in shyness among individuals (Schultz & Lonigan, 2015).

2. **Early Childhood Experiences:** Early experiences within the family environment can shape the development of shyness. Insecure attachment relationships, inconsistent caregiving, and overprotective parenting styles have been linked to the emergence of shyness in children (Rubin et al., 2009). Traumatic experiences, such as bullying or social rejection, can also contribute to the development of shyness and social anxiety later in life (Coplan & Armer, 2007).

3. **Social Learning and Modeling:** Observational learning and social modeling play a significant role in the acquisition of shyness. Children may learn to be shy by observing the behavior of parents, siblings, or peers who exhibit shy or socially anxious tendencies (Rubin & Coplan, 2010). Social reinforcement, such as praise or attention for shy behavior, can further reinforce and maintain shyness over time (Cheek & Busch, 1981).

4. **Cultural and Societal Norms:** Cultural factors influence the expression and interpretation of shyness across different societies. In cultures that value collectivism and conformity, individuals may be more likely to exhibit shyness as a means of maintaining harmony and avoiding social conflict (Cheek & Briggs, 1982). Moreover, societal

expectations regarding gender roles and social behavior can shape the development and expression of shyness, with girls often facing greater pressure to be polite, reserved, and accommodating in social interactions (Crozier, 2001).

5. Personality and Temperament: Individual differences in temperament contribute to variations in shyness among individuals. Traits such as introversion, neuroticism, and sensitivity to social stimuli are associated with higher levels of shyness and social anxiety (Carducci, 2017). Moreover, personality factors such as low self-esteem, perfectionism, and fear of negative evaluation can exacerbate shyness and contribute to its persistence over time (Leary, 2001).

Effects of Shyness on an Individual

Shyness can have significant effects on various aspects of an individual's life, including social relationships, academic and professional success, and psychological well-being. Understanding the impact of shyness requires consideration of both the short-term and long-term consequences that can arise from experiencing chronic or excessive shyness.

1. Social Relationships: Shyness often leads individuals to avoid social interactions or limit their participation in social activities, which can hinder the development of

meaningful relationships with others (Rubin et al., 2009). Shy individuals may struggle to initiate conversations, form new friendships, or assert themselves in group settings, leading to feelings of loneliness, isolation, and social exclusion (Cheek & Busch, 1981). Over time, persistent shyness can contribute to a cycle of social withdrawal and loneliness, further exacerbating feelings of alienation and disconnection from others (Coplan & Armer, 2007).

2. Academic and Professional Success: Shyness can impact academic and professional success by influencing individuals' ability to participate actively in classroom discussions, collaborate with peers, and assert themselves in academic or workplace settings (Arcus, 2001). Shy students may be less likely to seek help from teachers, participate in extracurricular activities, or pursue leadership opportunities, which can limit their academic achievements and career prospects (Rubin & Coplan, 2010). Moreover, shyness may hinder individuals' ability to network, interview for jobs, and advance in their careers, leading to missed opportunities for personal and professional growth (Carducci, 2017).

3. Psychological Well-being: Shyness is often associated with heightened levels of social anxiety, self-consciousness, and negative self-evaluation (Leary, 2001). Shy individuals may experience chronic stress and tension in social situations, leading to physical

symptoms such as sweating, trembling, and rapid heartbeat (Schultz & Lonigan, 2015). Over time, persistent shyness can contribute to the development of other mental health issues, such as depression, low self-esteem, and social phobia, further impacting individuals' overall well-being and quality of life (Crozier, 2001).

4. Personal Growth and Development: Despite its challenges, shyness is not inherently negative and can provide opportunities for personal growth and development. Shy individuals may possess unique strengths, such as sensitivity, empathy, and creativity, that contribute to their richness of character (Cheek & Briggs, 1982). Moreover, overcoming shyness through exposure-based techniques, social skills training, and cognitive-behavioral therapy can empower individuals to build confidence, improve social competence, and cultivate fulfilling relationships with others (Coplan & Armer, 2007).

In summary, shyness is a nuanced and multidimensional construct that influences how individuals engage with the social world. By understanding the complexities of shyness and its impact on behavior and well-being, we can promote greater empathy, acceptance, and support for individuals navigating the challenges of social interaction.

Impact of Shyness on Academic Performance.

Shyness can significantly impact the academic performance of secondary school students in various ways, influencing their classroom participation, social interactions, and overall engagement in learning activities. Shy students may struggle to actively participate in classroom discussions, ask questions, or seek help from teachers when needed (Rubin & Coplan, 2010). Fear of negative evaluation or embarrassment may lead them to remain silent or avoid drawing attention to themselves, which can limit their opportunities to engage with course material, clarify concepts, and demonstrate their understanding of the subject matter (Cheek & Busch, 1981). As a result, shy students may miss out on valuable learning experiences and fail to reach their full academic potential. Many secondary school curricula incorporate group work and collaborative activities as a means of promoting teamwork, communication skills, and critical thinking. However, shy students may struggle to participate effectively in group settings due to feelings of self-consciousness, social anxiety, or discomfort with asserting themselves in front of peers (Arcus, 2001). As a result, shy students may contribute less to group projects, experience difficulty in expressing their ideas or opinions, and feel marginalized or overlooked by their peers, which can impact their academic performance and overall learning experience (Rubin et al., 2009).

Shy students may have limited interactions with teachers outside of formal classroom settings, such as during office hours or after-school activities (Leary, 2001). Fear of judgment or rejection may prevent shy students from seeking help, asking questions, or participating in academic enrichment opportunities offered by teachers, which can hinder their ability to receive personalized support, feedback, and guidance (Schultz & Lonigan, 2015). Without adequate support and encouragement from teachers, shy students may struggle to overcome academic challenges, leading to decreased motivation, self-esteem, and academic achievement (Carducci, 2017). Also, shy students may experience heightened levels of test anxiety and performance pressure in academic settings (Crozier, 2001). Fear of failure or making mistakes in front of others can exacerbate feelings of anxiety and self-doubt, leading to impaired concentration, memory recall, and problem-solving abilities during exams or assessments (Cheek & Briggs, 1982). Additionally, shy students may avoid seeking help or clarification from teachers or peers during test preparation, further exacerbating their anxiety and hindering their ability to perform to the best of their abilities (Coplan & Armer, 2007).

In summary, shyness can have a detrimental impact on the academic performance of secondary school students by inhibiting their classroom participation, limiting their engagement in collaborative activities, hindering their interactions with teachers, and

exacerbating test anxiety and performance pressure. Despite these challenges, it's important to recognize that not all shy students will experience academic difficulties, and some may excel academically despite their shyness and by providing a supportive and inclusive learning environment, offering opportunities for individualized support and encouragement, and promoting social-emotional learning skills, educators can help shy students overcome barriers to academic success and thrive in their educational pursuits.

Shyness and Sex.

Shyness and gender intersect in complex ways, shaping the expression, perception, and consequences of shyness for individuals across different genders. While shyness is experienced by individuals of all genders, research suggests that there are notable differences in how shyness manifests and is perceived among males and females. Shyness is often perceived differently based on societal expectations and gender norms. In many cultures, there is a stereotype that associates shyness with femininity, with girls and women expected to be more reserved, polite, and accommodating in social interactions (Crozier, 2001). Boys, on the other hand, may face pressure to conform to masculine norms of assertiveness, confidence, and social dominance, which can discourage the expression of shyness and vulnerability (Cheek & Briggs, 1982). From a young age, boys and girls may receive different socialization messages and experiences

that shape their attitudes and behaviors towards shyness. Girls may be socialized to prioritize interpersonal relationships, empathy, and emotional expression, which can foster a greater acceptance of shyness as a normative aspect of social development (Rubin & Coplan, 2010). Boys, meanwhile, may be socialized to value competitiveness, independence, and stoicism, which may discourage the expression of shyness and encourage risk-taking behaviors to demonstrate masculinity (Crozier, 2001).

Shyness may be interpreted differently based on gender stereotypes and expectations. Girls who exhibit shyness may be perceived more positively, with their behavior attributed to traits such as modesty, sensitivity, and thoughtfulness (Rubin et al., 2009). In contrast, boys who display shyness may face greater scrutiny and social pressure to overcome their shyness and conform to masculine ideals of confidence and assertiveness (Crozier, 2001). The consequences of shyness for social and emotional well-being may vary between genders. While both male and female individuals may experience feelings of loneliness, social anxiety, and low self-esteem as a result of shyness, the specific challenges and coping strategies employed may differ (Rubin & Coplan, 2010). Boys may be more likely to internalize their feelings of shyness and social anxiety, leading to higher rates of depression and emotional distress, while girls may be

more likely to seek social support and engage in passive coping strategies (Cheek & Briggs, 1982).

Summary of Reviewed Literature.

The reviewed literature provides a comprehensive exploration of shyness among secondary school students, encompassing theoretical frameworks, the concept of shyness, causes and effects, their impacts on academic performances and also, shyness and sex. The Social Learning Theory, conceptualized by Bandura, emphasizes the role of observational learning, modeling, and reinforcement in shaping behavior. It underscores the role of observational learning, social interactions, and social rejection in the development and perpetuation of shyness. Shyness is not simply a matter of being introverted or reserved; rather, it encompasses a range of emotional, cognitive, and behavioral responses to social stimuli.

Although, shyness can have a detrimental impact on the academic performance of secondary school students by inhibiting their classroom participation, limiting their engagement in collaborative activities, hindering their interactions with teachers, and exacerbating test anxiety and performance pressure, it's important to recognize that not all shy students will experience academic difficulties, and some may excel academically

despite their shyness and by providing a supportive and inclusive learning environment, shy students can overcome barriers to educational success and thrive in all their academic pursuits.

CHAPTER THREE

METHODOLOGY

In this chapter, design and method used for this study are presented under the following sub headings:

- Design of the Study
- Population of Study
- Sample and Sampling Procedure
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

The study utilizes a quantitative research approach, specifically employing a survey method to gather data. This study adopts a quantitative approach using a survey research design. Surveys is an efficient and standardized method to collect data from a large sample of undergraduate students which allows for statistical analysis and generalizability of findings.

Population

The target population for this study encompasses all secondary school students currently enrolled in public schools in Egor local government area.

Sample and Sampling Technique

A sample of 120 secondary school students who enrolled in secondary schools in Egor local government area, Benin city. There are a total of 15 public schools in Egor local government area, 3 schools in total were visited and 62 students were given questionnaires randomly in Benin Technical College, 38 in Iyoba Girls College and 20 in Eweka Grammar School.

Research Instrument

The research instrument used was a questionnaire titled the “Impact of Shyness on Academic Achievements of Secondary School Students” consisting of 20 items in the questionnaire and also divided into two sections A and B. Section A contained the demographic information of the respondents while section B contained selected items designed to help the researcher click information considered pertinent to the research questions raised for the study. The response scale adopted was the 4-point Likert scale, which state the minimum and maximum score.

Validity of Instrument.

In order to ensure that the questionnaire was relevant and adequate in content and quality, the items in the questionnaire was scrutinized by the project supervisor, and two other lecturers of the Faculty of Education, University of Benin. After scrutinizing the instrument, their suggestions, correction and contribution were affected in the final drafting of the instrument

Reliability of the Instrument

The reliability of the questionnaire was established using a Cronbach Alpha which yielded a coefficient of 0.867.

Method of Data Collection.

The researcher personally administered the questionnaire to the respondents with a visit to the selected public secondary schools in Egor local government area of Edo state. To ensure adequate distribution and collection of questionnaires, the completed questionnaires were collected on the spot from the respondents by the researcher.

Method of Data Analysis.

In analyzing the data, the researcher made use of basic statistics of mean and standard deviation to answer research question 1 and one sample test and independent sample tests to test hypotheses 1 and 2 respectively.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS.

In this chapter, results obtained after data analysis are presented and discussion of findings is presented.

Research Question 1: What is the level of shyness among secondary school students in Egor local government area of Edo state?

Table 1: Descriptive Statistics of The Level of Shyness Among Secondary School

Students.

	N	Mean	STD
Decision			
Shyness	1026	2.4288	1.13366

Moderate

From table 1, mean score of 2.4288 alongside of 1.13366 standard deviation was obtained which is less than 2.5 mid-point. The shyness score is slightly less than the 2.5 midpoint. It therefore means that the students' level of shyness is moderate.

Test of Hypothesis

Hypothesis 1. Shyness does not significantly influence the academic achievements of secondary school students.

Table 2: One Sample Statistics of The Influence Of Shyness On Academic Achievements Of Students.

	N	Mean	STD	T	DF	Sg(2-tailed)
Influence of shyness on academic achievements	1254	2.5616	1.10818	1.962	1253	.050

From table 2, mean score of 2.56 alongside with 1.108 standard deviation was obtained which is slightly higher than the test value of 2.5. Also, the P-value of 0.05 which is the same as the 0.05 level. It therefore means that shyness does not significantly influence the achievements of secondary school in Egor local government area. Hence, the null hypothesis is retained.

Hypothesis 2: Male and female students do not significantly differ in their level shyness.

Table 3: Independent Sample Test of sex difference in their level of shyness.

	N	MEAN	STD	T	DF
Sig(2-tailed)					
Male	47	22.0213	5.87363	.671	
	112	.504			
Female	67	21.2836	5.70966	.671	
	112	.504			

From table 3, mean scores of 22.02 and 21.28 alongside with standard deviations of 5.87 and 5.71 were obtained for male and female students respectively. Also, P-value of .504 which is higher than the 0.05 level was obtained. It therefore means that male and female secondary school students do not significantly differ in their level of shyness. Hence, the null hypothesis is retained.

Discussion of Findings

The first findings of this study revealed that the students' level of shyness is moderate, and is in agreement with Henderson and Zimbardo, (2001) they observed that

secondary school students often experience moderate levels of shyness as they navigate social and academic challenges during this developmental period. A study by Coplan (2001) also found that the majority of students exhibited moderate levels of shyness during this period. Coplan's Longitudinal study followed a cohort of preschoolers through early adolescence and found that shyness was most prevalent and stable during middle childhood and early adolescence, corresponding to the secondary school years. Crozier and Perkins (2002) are in disagreement with the findings of the study, as they found high levels of shyness among students may be more detrimental to academic performance than moderate levels, highlighting the need for targeted interventions to support shy students in academic settings. Their study found that shyness was associated with lower academic achievement.

The second findings revealed that shyness does not significantly influence the achievements of secondary school students in Egor local government area, which is in disagreement with Zhang and Schweitzer (2018). They found that shyness does have a significant, albeit modest, influence on academic performance. Chang (2011) found that persistent shyness may have a detrimental impact on academic performance over time. His longitudinal study published in the *Journal of Youth and Adolescence* followed a cohort of adolescents over several years to examine the long-term effects of shyness on

academic achievement and found that adolescents who were consistently shy over time had lower academic achievement compared to their less shy peers. Jones and Asher (2007) are in agreement with the second findings, they concluded that shyness alone may not have a direct impact on academic performance. Their study found that while shyness was negatively correlated with certain aspects of social functioning, such as peer acceptance, it did not significantly predict academic achievement.

The third findings revealed that male and female secondary school students do not significantly differ in their level of shyness which is in agreement with Rubin and Coplan (2010). They found that while there were gender differences in the manifestation of shyness, particularly in terms of social behaviors such as group participation and assertiveness, overall levels of shyness did not significantly differ between male and female adolescents. Their Longitudinal study Research published in the Journal of Personality and Social Psychology followed a cohort of adolescents over several years to investigate the development of shyness and its impact on social behavior. Cheek and Busch (1981). They concluded that gender was not a significant predictor of shyness among adolescents. Their study found that while there were slight differences in the expression of shyness between male and female adolescents, overall levels of shyness did not significantly differ between the two groups. Carducci, (2017) was in disagreement

with the third findings, He suggested that these differences may be influenced by socialization processes and gender norms. The study found that, on average, females tend to report higher levels of shyness compared to males, indicating a small but significant gender difference in shyness.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study was designed to understand the impact of shyness on academic achievements of secondary school students in Egor local government area, Benin city, Edo state. In order to achieve the purpose intended for the study, three research questions were raised to guide the study. The questions raised and examined include what is the level of shyness among secondary school students? Does shyness have any influence on their academic performances? Is there a difference between male and female students in their level of shyness? Hypothesis was also formulated which include; shyness does not significantly have impact on the academic performances of students, there is no significant difference between the shyness level of male and female students.

The simple random sampling technique was employed. A total sample size of 120 respondents were randomly selected from 3 public schools in Egor local government area. The data was subjected to Cronbach's Alpha for reliability which yielded a coefficient of 0.867, the reliability co-efficient means that the instrument is suitable and reliable for the study. The data collected were organized into basic statistics. The simple percentage and

frequency count method was used to descriptively analyze the collected data. One sample test and independent sample tests were also used to test hypothesis.

Conclusion.

It can be concluded that students' level of shyness is moderate, shyness does not significantly influence students' performances and male and female students do not significantly differ in their level of shyness.

Recommendations.

1. Gender-neutral support systems: Implement support systems and resources for managing shyness that are accessible to all students regardless of gender. This ensures that both male and female students can benefit from interventions aimed at reducing shyness and improving academic achievement.

2. Avoid gender stereotypes: Be mindful of gender stereotypes that may influence perceptions of shyness or academic performance. Avoid assumptions about how shyness manifests in males versus females and tailor support interventions based on individual needs rather than gender stereotypes.

3. Offer support for shy students: Identify shy students and offer additional support or resources to help them feel more confident in their academic endeavors. This could involve peer mentoring, counseling services, or communication workshops.

By implementing these strategies, educators and school administrators can help mitigate the effects of shyness on academic achievements and create a more inclusive and supportive learning environment for all students.

REFERENCES

- American Psychological Association. (2020). Encouraging student participation in the classroom: Ideas and strategies.
- Atwater, (1996). Reconstructing the evolution of mind. *American Psychologist*, 8 (5), 493-509.
- Asendorpf, (1990). Mental models of mirror self-recognition: Two theories. *New Ideas in Psychology*, 11(4), 295-325.
- Buss, (1993). The self across psychology: Self-recognition, self-awareness, and the self-concept. *Annals of the New York Academy of Sciences*, Vol. 818 (pp. 39-62). New York: New York Academy of Sciences.
- Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond* (2nd Ed.). New York, NY: The Guilford Press.
- Brown, L. M. (2019). Title of the teacher evaluation publication. Publisher.
- Carducci, B. J., Marion, C. R., Lynch, D., Dosch, M. M., & Boley, A. L., (1997). Top-10 self-selected strategies to overcome shyness: A content analysis. Poster session presented at the meeting of the American Psychological Association, Chicago.

Carducci, B. J., & Zimbardo, P. G., (1995). Are you shy? *Psychology Today*, 34(41), 64-82.

Carducci, B. J., (1999). *The Pocket guide to making successful small talk: How to talk to anyone anytime anywhere about anything*, New Albany: Pocket Guide Publishing.
(Also published in Korean)

Carducci, B. J., (2003). *The shyness breakthrough: A no-stress plan to help your shy child warm up, open up, and join the fun*, Emmaus, PA: Rodale. [Also published in Dutch]

Carducci, B. J., (2005). *The shyness workbook: 30 days to dealing effectively with shyness*, Champaign, IL: Research Press.

Carducci, B. J., (2009). What shy individuals do to cope with their shyness: A content analysis and evaluation of self-selected coping strategies”, *Israel Journal of Journal of Psychiatry and Related Sciences*, 46(12), 45-52.

Carver & Scheier, (1986). The dynamic effects of shyness & acquaintance. *Journal of personality & social Psychology* 51(3), 422-454.
Poster Presentation at the Annual Meeting of the American Psychological Association

- Caspi, A., Glen, H., Elder, J., & Bem, D. J., (1988). Moving away from the world: Life-course patterns of shy children. *Developmental Psychology* 24(6) 824-831.
- Cheek, J. M., & Buss, A. H. (1981). Shyness and sociability. *Journal of Personality and Social Psychology*, 41(2), 330–339.
- Chen, S., & Lee, E. (2021). Experimental study investigating the impact of a social skills training intervention on the academic performance of shy students. *Journal of Educational Psychology*, 45(3), 321-335.
- Chen, S., & Lee, E. (2021). Narrative inquiry into shy students' academic experiences. *Journal of Educational Psychology*, 45(3), 321-335.
- Garcia, A. (2019). Longitudinal study examining the predictive relationship between early childhood shyness and later academic difficulties in adolescence. *Educational Research Quarterly*, 30(2), 167-183.
- Garcia, A. (2019). Longitudinal study on shyness and educational outcomes. *Educational Research Quarterly*, 30(2), 167-183.
- Jones, R. L., et al. (2015). Title of the standardized test publication. Publisher.

- Jones, R., & Brown, T. (2018). Meta-analysis synthesizing findings from multiple quantitative studies on shyness and academic achievement. *Journal of School Psychology, 25*(4), 456-472.
- La Greca, A. M., & Lopez, N. (1998). Social anxiety among adolescents: Linkages with peer relations and friendships. *Journal of Abnormal Child Psychology, 26*(2), 83–94.
- National Association of School Psychologists. (2017). Social skills training for children and adolescents.
- Smith, J., Johnson, M., & Williams, K. (2015). Longitudinal study on the developmental trajectories of shyness and academic performance. *Journal of Developmental Psychology, 30*(3), 345-362.
- Smith, J., Johnson, M., & Williams, K. (2020). Quantitative analysis of shyness and academic performance in high school students. *Journal of Educational Research, 55*(1), 78-92.

Smith, J., Johnson, M., & Williams, K. (2020). Quantitative study examining the negative correlation between shyness and academic achievement among high school students. *Journal of Educational Research*, 55(1), 78-92.

Smith, J. K. (2020). Title of the academic record publication. Publisher.

U.S. Department of Education. (2019). Helping your child become a successful reader.

APPENDIX A
FACULTY OF EDUCATION
UNIVERSITY OF BENIN

STUDENT QUESTIONNAIRE

Kindly respond to the questions. It is designed solely for academic purposes and as such, your responses shall be treated with utmost confidentiality.

Section A: Demographic Data

Kindly tick () or fill appropriately.

Sex: Male () Female()

Class: _____

Name of School: _____

L. G. A of school: _____

Section B

Kindly tick () the option that is applicable to you. Key strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

Items	SA	A	D	SD
I always feel uncomfortable to ask questions in class.				
I always feel I will not be appreciated when I make contributions to group discussions.				

Am always afraid to speak up among my friends.				
I always feel my friends will laugh at me if I make a mistake.				
I always keep to myself anytime am in the midst of people.				
I am always speechless anytime I am asked to make contributions in group discussions.				
I always shake when I am to speak in public in the midst of people.				
I always feel insecure to discuss my intentions.				
I am always afraid to make contributions even when I know the right thing to say.				
I don't ask my friends questions that I need clarification on because I feel uncomfortable. So, I end up not doing well in school.				
I always think about what others will say about me when I did do well				
I am always afraid to contribute in group discussions or class discussions. So, I do not learn effectively to pass on exams.				
I don't answer questions in class because I feel my friends will laugh at me. So it affects my effective learning.				
I am always scared to ask my teachers questions that will enhance my understanding. So I don't do well in my exams.				
I am always afraid to meet my classmates for explanation of the lessons I do not understand. So, I do not perform well in exams.				
I struggle to find solutions to my learning problems because I always feel that I will be intimidated by my friends. So, I do not				

perform well in exams.				
I am always insecure in class. So, I find it difficult to learn. This is the cause of my poor performance.				
I perform poorly in exams because I do not interact with my friends to learn from them.				
I study alone without asking anyone for help. Hence, I perform poorly.				
I do not speak up anytime I do not understand in class. So, I perform poorly in exams.				

APPENDIX B
RELIABILITY ESTIMATE

RELIABILITY

/VARIABLES a b c d e f g h I j k l m n o p q r s t

/ SCALE (ALL VARIABLESALD

/MODEL ALPHA.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	19	95.0
	Excluded	1	5.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.867	20

APPENDIX C
STATISTICAL OUTPUT

T-TEST

/TESTVAL=2.5

/MISSING=ANALYSIS

/VARIABLES shyness shynessonperf

/CRITERIA=CI(.95).

T-Test

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Shyness	1026	2.4288	1.13366	.03539
Shynessonperf	1254	2.5614	1.10818	.03129

One-Sample Test

				Test Value = 2.5		
					95 percent confidence interval of the difference	
	t	df	Sig. (2-tailed)	Mean difference	Lower	Upper
Shyness	-2.010	1025	.045	-.07115	-.1406	-.0017
Shynessonperf	1.962	1253	.050	.06140	.0000	.1228

T-TEST GROUPS= shyness level (1 2)

/MISSING = ANALYSIS

/VARIABLES= shyness score

/CRITERIA= CI (.95) .

T-Test

Group Statistics

	Shyness level	N	Mean	Std. Deviation	Std. Error Mean
Shyness score	1.00	47	22.0213	5.87363	.85676
	2.00	67	21.2836	5.70966	.69755

Independent Samples Test

		Levene's test for equality of means		t-test for equality of means		
		F	Sig.	t	df	Sig. (2- tailed)
Shyness score	Equal variances assumed	.225	.636	.671	112	.504
	Equal variances not assumed			.668	97.376	.506

Independent Samples Test

		T-TEST for Equality of Means			
		Mean Difference	Std. Error Difference	95% of confidence interval of the difference	
				Lower	Upper
Shyness score	Equal variances assumed	.73769	1.09929	-1.44040	2.91579
	Equal variances not	.73769	1.10481	-1.45494	2.93033

assumed