

## Effectiveness of a Proposed Training Program to Reduce Shyness Among Pupils of the Fifth Year of Primary School

A field study at the Quadjlia Rabeh Primary School - Aïn M'lila-

فعالية برنامج تدريبي مقترح لخفض الخجل لدى تلاميذ لسنة الخامسة ابتدائي

دراسة ميدانية بابتدائية قواجلية رابح –عين مليلة-

Rayane Chabi \*

PhD Student University of Oum El Bouaghi- Algeria, [chabi.rayane@univ-ueb.dz](mailto:chabi.rayane@univ-ueb.dz)

Laboratory of ergonomics and applied research in psychology and educational sciences

Nora Laib

University of Oum El Bouaghi- Algeria, [laibnora04@gmail.com](mailto:laibnora04@gmail.com)

Laboratory of psychological and educational applications, University of Constantine 2, Abdelhamid Mehri

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### **Abstract:**

*The current study endeavours to identify the effectiveness of a proposed training program to reduce shyness among fifth-year primary school pupils. Accordingly the study sample consisted of (13 male and female pupils). In order to achieve the aim of the study, the researcher followed the quasi-experimental approach (one group design with measurement before and after the experiment). Besides, a shyness questionnaire was adopted, as well as a training program was built. Furthermore, the following statistical methods were also relied on: means, standard deviation, T-test for two related samples.*

*The results of the study showed the following:*

*There are statistically significant differences at the significance level ( $\alpha=0.05$ ) between the mean scores of the experimental group in the pre and post measurements on the shyness questionnaire due to the training program.*

**Keywords:** Effectiveness; Training program; Shyness; Fifth year Pupils; Primary school.

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\* Corresponding author

### **ملخص :**

تسعى الدراسة الحالية إلى معرفة فعالية برنامج تدريبي مقترح لخفض الخجل لدى تلاميذ السنة الخامسة ابتدائي، وعليه تكونت عينة الدراسة من (13 تلميذ وتلميذة)، ولتحقيق هدف الدراسة اتبعت الباحثة المنهج شبه التجريبي (تصميم المجموعة الواحدة بقياس قبل وبعد التجربة)، واعتمدت على استبيان الخجل، وتم بناء برنامج تدريبي. كما تم الاعتماد على الأساليب الإحصائية التالية: المتوسطات الحسابية، الانحراف المعياري، اختبار (ت) لعينتين مرتبطتين.

وقد أظهرت نتائج الدراسة ما يلي: توجد فروق ذات دلالة إحصائية عند مستوى الدلالة ( $\alpha=0.05$ ) بين متوسطات درجات المجموعة التجريبية في القياسين القبلي والبعدي على استبيان الخجل تعزى لصالح البرنامج التدريبي.

**الكلمات المفتاحية :** فعالية؛ البرنامج التدريبي؛ الخجل؛ تلاميذ السنة الخامسة؛ ابتدائية.

### **Introduction:**

“Childhood is considered as the most significant stage and the basis for the whole of human life. The more the child receives care and good education, the more his life will be happy and fruitful. Childhood is one of the most important stages of life and the main issue of concern for students and researchers in the psychology of growth. Clearly , this results from the belief that the seed is the basis, and that care must be from the beginning.

The way a child is raised in his early years has a profound impact on his psychological formation. As the method of education that raises fear, anxiety and insecurity in situations of social interaction, involves in the child’s exposure to psychological problems, behavioral disturbances, and delays in various aspects of development” (Shahbou , 2018, p 291).

Shyness is one of the disorders that lead to bad behavioral and cognitive results, for example, it results in the continuous reluctance to contact others, the failure to integrate with them, the inability to communicate with them, the inability to express opinions and feelings, the lack of attractiveness of speech, fear of negative evaluation, and the failure to confront situations. As a final result, all of this leads to avoidance of social situations altogether” (Al-Amrousi, 2014, p 115).

“Young children learning to the things they need to do does not happen automatically; They do not have experience interacting with others, and they also lack a full understanding of how to achieve their personal goals while being considerate of the needs of others in the same time. Social skills training needs significant support.

Training shy children to acquire social skills to communicate and interact with others, as well as teaching them sound and logical thinking patterns, while increasing their confidence in themselves and their abilities, is one of the best ways to treat shyness as a widespread social problem“ (Shahbou , 2018, p 291).

This prompted the researcher to build a training program to help shy pupils lead their lives normally.

### **1. The study problematic :**

“ Shyness is one of the variables that is controversial between researchers, which is measured by varying scales in judgment and content, as it has complicated the task of those working in psychological sciences with a view to reaching an acceptable theoretical conception of the phenomenon of shyness.

Shyness, as a psychological component, is one of the common psychological and social problems, it is a behavioral phenomenon and a complex personality feature , which leads to the inability to communicate or constructive social interaction with the environment surrounding the individual” (Al-Khaldi, 2007, p5), It is a social and psychological disease that controls the feelings and emotions of the individual since childhood, affects their energies and capabilities, disperses their creative abilities, leads to misbehavior and poor control of emotions, and the behaviors that the individual emits towards himself or society, which causes a problem in social behavior and in forming and shaping the personality.

Children exhibit emotional problems such as shyness, finding that approximately (10-15%) of children are born with a tendency and willingness to be abnormally shy, while the rest become shy either because they lack social skills, or fear of others and their exposure to ridicule, which indicates loss of self-confidence and self-esteem. Hence, it can be said that the phenomenon of

shyness is a pathological condition and a social problem that is widespread among children and adolescents. Therefore, shyness is the tendency to avoid social interaction while participating in social situations in an inappropriate manner, including feelings of anxiety and discomfort in confrontation, and withdrawal in social interaction situations (**Chaker, 2012, pg 2**).

Kely (1982) demonstrated that one of the main problems facing many shy people is their superior inability to communicate with others.

Zimbardo (1975) asserts that most shy people learn to avoid embarrassing situations. As a result they isolate themselves from others, and focus their attention on their perceptions rather than meeting and talking to them” (**Al-Khaldi, 2007, p 6**).

All these symptoms prompted the researcher to pay attention to the problem of shyness and study it, especially in the primary stage, because this problem appears more at this stage, which prompted the researcher to design a training program in order to alleviate this problem.

From this point of view, the problem of the study lies in answering main question represented in:

Are there statistically significant differences at the significance level ( $\alpha = 0.05$ ) between the mean scores of the experimental group in the pre and post measurements on the shyness questionnaire due to the benefit of the training program?

## **2. The Study hypothesis:**

There are statistically significant differences at the significance level ( $\alpha = 0.05$ ) between the mean scores of the experimental group in the pre and post measurements on the shyness questionnaire that are attributed to the training program.

## **3. The study objectives :**

- Identifying the level of shyness among the fifth year of primary school pupils.

- Revealing the effectiveness of the proposed training program to reduce shyness among the fifth year primary school pupils.

#### **4. The study importance:**

The importance of the study stems from the subject's significance, as the problem of shyness is serious if it hinders the individual from practicing his life normally. Besides, we find that the shy individual is open and friendly within his family, however in the school environment or society we find him introvert and isolated from others. Thus, the importance of the study lies in the following:

- The scarcity of studies that dealt with the subject of shyness in the primary stage.
- Paying attention to a significant age and school stage, which is childhood.
- This subject is considered as a scientific addition due to the scarcity of studies that dealt with the subject of shyness in the primary stage.
- The present study is useful in constructing a training program to reduce shyness and applying it to pupils who suffer from this problem.

#### **5. The study procedural concepts:**

- **The training program:** Is the one prepared by the researcher that includes a set of effective activities and strategies in alleviating shyness, which was applied to the carefully selected study sample.
- **Shyness:** Is an emotional psychological state that accompanies the behavior of the individual, which makes him in a state of tension, imbalance and lack of sense of comfort, as he loses his abilities and skills in the situations faced by him. Shyness in this study is the degree obtained by the individual (average score, high score), during his response to the expressions of the shyness scale.
- **The Fifth year primary school pupils:** are ranging in age from (10-12 years old), on whom the shyness scale has been applied.

## 6. Field Study Procedures:

6.1. -**The exploratory study:** This study endeavoured to verify the validity and reliability of the study questionnaire by applying it to a sample estimated at (93) female and male pupils from the primary education cycle.

### 6.1.1.-The exploratory study delimitations :

- **Human delimitations:** Fifth-Year Pupils.
- **Spatial delimitations:** The Primary School of the martyr Chibane Al-Sakni, The Primary School of Ben Belkacem Hemmiche, and The Primary School of Brakna Massaoud in the city of Aïn M'lila.
- **Time delimitations:** The questionnaire was conducted on Tuesday, November 16 th , 2021, until December 16 th , 2021.

### 6.1.2. - The exploratory study population and sample:

The study population was represented by all fifth-year primary school pupils in The Primary School of the martyr Chibane Al-Sakni, The Primary School of Ben Belkacem Hemmiche, and The Primary School of Brakna Massaoud in the city of Aïn M'lila. As for the study sample, a sample of the non-original population was selected for the basic study. Where the sample of the study was chosen in an intentional way in which some professors answered the pupils questionnaire, while others rejected. Thus, three schools were used (Chibane Al-Sakni School, Ben Belkacem Hemmiche School, and Brakna Massaoud School), in order to identify the appropriate sample number.

**Table (1) Represents the distribution of sample members in primary schools in which the questionnaire is applied**

<b>School name</b>	<b>Chibane Al Saguni School</b>	<b>Ben Belkacem Hemmiche School</b>	<b>Brakna Messaoud School</b>
<b>The number of students to whom the scale is applied from each school</b>	<b>54</b>	<b>28</b>	<b>11</b>

### 6.1.3. - Data collection tools:

- **The study tool Description:** The study tool was the shyness questionnaire, which was prepared by relying on the theoretical heritage and previous studies.
- **The questionnaire objective :** The researcher prepared this questionnaire for the purpose of using it to determine the level of shyness among pupils of the fifth year of primary school from the primary cycle, as it was used in the pre and post measurement of pupils.

**Table (2) shows the categories and levels of the shyness scale**

Shyness Scale	Categories	Levels
	From 32 to 75	Low
	From 76 to 117	Average
	From 118 to 160	High

- **Preparing a preliminary image of the shyness questionnaire:** The questionnaire was prepared in its initial form, which included (41) items, and the tool was presented to (09) arbitrators from specialized professors in education and psychology.
- **Preparing a final image of the shyness questionnaire:** After verifying its psychometric properties and making the appropriate adjustments as indicated by the arbitrators, at this stage the questionnaire was used in its final form so that the shyness questionnaire consisted of (32) items, it was applied in its final form to a sample consisting of ( 93) male and female pupils, whose ages range from (10-12 years), and who are completely similar to the original study population as a basic sample.
- **Correction key:** A special key was prepared for the correction of the questionnaire. We gave each of the responses a weight as follows: (5) points on the strongly agree choice, give (4) marks on the choice of agree, (3) marks on the neutral choice, (2 ) Two marks on the choice of disagree, giving (1) a degree on the choice of strongly disagree, except for the second and thirteenth

expressions, which are negative statements and their degrees were as follows: one degree on the choice of strongly agree, two marks on the choice of agree, (3) degrees on the choice of neutral, (4) Scores on the choice of disagree, (5) scores on the choice of strongly disagree.

- **Psychometric properties (validity and reliability) of the shyness scale:**
- **The questionnaire validity:** The validity of the shy questionnaire was inferred by relying on (03) methods of calculating validity, which are:
- **The arbitrators validity :** The validity of the questionnaire was inferred by calculating the validity of the arbitrators, which was obtained according to the equation proposed by Lushi:

$$CVR = \frac{ne - Ne/2}{Ne/2}$$

Considering that:

**CVR:** arbitrators' validity ratio.

**Ne:** The total number of arbitrators.

**ne:** The number of arbitrators who said the item measures.

**Table (3) shows the opinions of the arbitrators about the shyness questionnaire**

Item	Measured	Not measured	Value validity
01	09	00	1
02	08	01	0.77
03	07	02	0.55
04	05	04	0.11
05	07	02	0.55
06	08	01	0.77
07	08	01	0.77
08	06	03	0.33



09	09	0	1
10	04	05	-0.11
11	07	02	0.55
12	04	05	-0.11
13	08	01	0.77
14	07	02	0.55
15	07	02	0.55
16	04	05	-0.11
17	08	01	0.77
18	08	01	0.77
19	06	09	0.33
20	08	01	0.77
21	08	01	0.77
22	07	02	0.55
23	08	01	0.77
24	09	0	01
25	09	0	01
26	09	0	01
27	04	05	-0.11
28	09	0	01
29	08	01	0.77
30	04	05	-0.11
31	07	02	0.55
32	07	02	0.55

33	07	02	0.55
34	07	02	0.55
35	03	06	-0.33
36	08	01	0.77
37	08	01	0.77
38	08	01	0.77
39	07	02	0.55
40	08	01	0.77
41	07	02	0.55

Since most of the items obtained a validity rate of more than (0.60), we can consider the tool to be valid for what it was prepared to measure, except for some items that will be deleted and modified according to the opinions of the arbitrators.

- **Adjusting and modifying the shyness questionnaire:** After passing the questionnaire to the arbitrators, who were (09), the questionnaire was modified according to the following modifications:

Nine items were deleted from the questionnaire (item No. 08, 10, 12, 16, 19, 22, 27, 30, 35). The items represented in item No. (03, 05, 11, 14, 15, 22, 32, 33, 34, 39, 41) were modified.

- **Internal Consistency Validity :**

**Table (4) Shows the degree of correlation of the items with the degree of the questionnaire as a whole**

Items	Correlation with measure
Item 1	0.80**
Item 2	0.05

Item 3	0.73**
Item 4	0.68**
Item 5	0.54**
Item 6	0.60**
Item 7	0.63**
Item 8	0.69**
Item 9	0.42**
Item 10	0.34**
Item 11	0.75**
Item 12	0.42**
Item 13	0.32**
Item 14	0.45**
Item 15	0.66**
Item 16	0.56**
Item 17	0.69**
Item 18	0.64**
Item 19	0.66**
Item 20	0.61**
Item 21	0.33**
Item 22	0.57**
Item 23	0.64**
Item 24	0.70**
Item 25	0.68**
Item 26	0.67**

Item 27	0.76**
Item 28	0.75**
Item 29	0.70**
Item 30	0.57**
Item 31	0.77**
Item 32	0.04

**\*\* The statement is a function at level (0.01).**

It is clear from Table 4. that most of the expressions have a significant correlation at the level of significance (0.01), except for items (2, 32), which were not related to the scale as a whole and which were modified later, as the correlation of items ranged between (0.32-0.80) (which means that the questionnaire is characterized by Internal Consistency Validity).

- **Discriminant/divergent validity:**

The discriminative validity was calculated by extracting two thirds of the sample at both parts of the distribution (31 individuals in each category) as two groups in light of the total score of the scale. The first group represents the high category and the second group represents the low category. The difference between them is calculated using the T test and the results are as follows:

**Table (5) descriptive statistics for the two groups (the high category and the low category).**

Categories	Sample size	Mean	Standard deviation	Standard error
Low category	31	63.11	9.82	1.76
High category	31	16.25	16.31	2.93
Total	62			

Through the above table, we found by making a comparison between the two means for both groups, whether the high or low ones, that there is a

divergence between them (63.11, 16.25), as this indicates that there are differences according to this descriptive comparison. The following table ()shows the statistical significance of the **T test**.

**Table (6) Statistical significance of the T test**

<b>Value F</b>	<b>Statistical significance</b>	<b>Value T</b>	<b>Statistical significance</b>	<b>Value F</b>
4.59	0.03	-15.51	000	4.59

Through Table 6, we found that there are statistically significant differences between the scores of the two groups, the high and the low categories, where we note that the homogeneity of the variance F has a statistical significance of less than 0.05 where it reached (0.03), and a t-statistical significance of less than 0.01. Thus, we can say that the scale is characterized by discriminative validity.

- **Reliability:** The reliability of the scale was calculated using the two half-segmentation methods (the test halves) then the length correction by the Gutmann equation, as well as calculating the reliability of Cronbach's alpha, the following table shows that:

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**Table 7 shows the reliability of both the split-half and Cronbach's Alpha methods**

	<b>The hash-half correlation coefficient</b>	<b>Gutmann length correction</b>	<b>Alpha Cronbach's reliability coefficient</b>
The whole Questionnaire	0.88	0.93	0.93

We note from Table 7 a high reliability of the questionnaire, where the half-segmentation correlation coefficient was 0.88 and the Gutmann length correction was 0.93, while the reliability coefficient of Cronbach's alpha was

0.93, this gives reassurance of the direction of the study tool when applied in the basic study.

**6.2. - The basic study:** The study was conducted as follows:

**6.2.1. -The study delimitations:**

- **Time delimitations:** The study was conducted during the academic year (2021-2022) during the second semester from (January 05 th , 2022 to March 06 th , 2022).
- **Spatial delimitations:** The study was conducted at Quadjlia Rabeh Primary School in Aïn M'lila, Oum El Bouaghi State.
- **Human delimitations:** Fifth-Year Pupils.

**6.2.2. - The study methodology:**

Since this study endeavours to implement a proposed training program to reduce shyness among primary school pupils, the quasi-experimental approach was used as the appropriate one to the requirements of the current study. In this study, the design of a single group with a pre and post measurement was adopted , as the main characteristic of this type of designs is that the group is compared with itself. In this study, the researcher identifies the effectiveness of a training program (as an independent variable) for alleviating shyness (as a dependent variable) for the fifth year pupils of primary school. Therefore, the quasi-experimental design is as follows:

**Table 8 shows the experimental design used in the study**

<b>Experimental group</b>	<b>Pre measurement</b>	<b>Training program</b>	<b>Post measurement</b>
G	O1	X	O2

The experimental design is:

**G O1 X O2**

**G:** The experimental group.

**O1:** Pre measurement.

**X :** Treatment (the training program)” (Noura and Fadila, 2017, p 41).

**2O:** Post measurement.

**6.2.3. -The study sample:** After confirming the psychometric characteristics of the tool, it was applied to a sample of the fifth year primary pupils in the city of Aïn M'lila, which numbered (43) male and female pupils, Then, the pupils who suffer from shyness were extracted, numbering (13) male and female, (7 female and 6 male).

**6.2.4. - Study tools:**

- **Shyness Questionnaire:** It has been mentioned and described previously.
- **Suggested training program:** By reviewing the literature and previous studies related to the subject of the study in the field of program building, the researcher followed the following steps in building the program:
  - Clarity and measurability of objectives.
  - Appropriateness of the program for the selected age group.
  - The content of the program sessions is scientifically correct and endeavours to achieve the program's objectives.
  - Choosing educational strategies that contribute to achieving the program's objectives.
- ❖ **The program general objective:** This program aims to help students who suffer from the problem of shyness, as we seek through it to integrate the pupil into the educational environment, develop his personality and reduce his shyness.
- ❖ **Special objectives :** Presenting themselves comfortably without fear by wearing masks, removing the barrier of fear and shyness, the ability to speak in front of others, breaking the barrier of fear and stagnation, and building confidence. Recognizing the concept of shyness and its symptoms, making the student aware that the problems he faces need help. The student's sense of being the center of the attention of others, identifying the characteristics and traits of the pupil, and identifying the pupil's tendencies. Cooperation and

assistance , develop interaction and a spirit of participation, acquire communication skills with others, and raise motivation. Accepting the pupil as he is, helping others, sharing and interacting. Develop imagination and creativity, the ability to express, increase self-confidence and reduce shyness, break the barrier of fear and shyness, increase focus and observation, have fun, express opinion and the ability to speak in front of others, training to go to the blackboard. Developing the spirit of cooperation, breaking the barrier of fear among pupils, their sense of comfort, pleasure and entertainment, fun. Develop the imagination, the ability to express the ideas that come to him, express an opinion, participation and interaction . Increasing focus, accuracy in listening, ability to speak and share. To test the student standing in front of the audience. Develop motor skills and the ability to focus and pay attention. Acquire communication skills, patience and perseverance, strengthening intimacy among them. Listening to all the opinions of the group members, developing creativity, feeling for others, developing self-confidence, freedom of expression. Developing speaking skill, training him to solve problems, arousing his interest and desire to learn, developing critical thinking, the ability to express an opinion and speaking in front of others, giving them freedom.

❖ **Target group:** The target group of the program is represented by a sample of shy pupils, whose number is (13) male and female, their ages range from (10-15 years), who are studying in the fifth year of primary school.

❖ **Program content:** After defining the general and procedural objectives of the program to be achieved, the role of determining the content of the program that can be used to achieve these goals comes in. Besides, the content of the program includes (10) sessions, each session containing (3) activities except for the closing session, thus the program contained (27 ) Activity. Furthermore, the activities include stories and games, name and mask, cleaning and decorating the classroom, plays, role-playing, the content is flexible in all its parts in terms of training time, or the arrangement of its paragraphs by addition or deletion, with the opportunity for feedback. In addition to some homework that is presented to the pupil in some sessions, as two pupils who have the courage were called in the first session, and the last



was to be the stars of the first session, in order to be an example of the shy pupils.

❖ **The program duration:** The application of the program continued on the pupils of the experimental group for a period of (4) weeks, at a rate of (3) sessions per week, except for the closing session, which was applied alone. The training period was (120 mn ) and the training was conducted in the evening period, and the post-measurement was conducted in the closing session.

❖ **Tools used in the program:** A set of tools were used that fit the objectives and content of the program, they were: Didactic contract cards, animal masks, self-identification cards, pictures and balloons to decorate the department, adhesive tapes, computer, confidence board, class star card, geometric shapes cards, pictures and models of a group of animals, baskets, encouragement cards, season cards (winter, spring, summer, autumn), pictures of the Algerian national team players, and other tools.

❖ **Strategies used in the program:** Many strategies were used such as problem solving, six hats, role playing, cooperative learning, story, dialogue and discussion, star class, promotion, and homework.

Table (9) shows the strategies used in the training program

Strategy No.	The used strategies	Definition
01	Problem Solving	An educational method, which is done by asking questions about a specific topic in order to stimulate the pupil's mind and motivate him to analyze and construct and reach a solution to the questions raised.
02	The six hats	It is a creative learning style, which includes six basic colors (white, red, green, blue, black, yellow), with each color of the hats expressing a certain thinking pattern.
03	role play	An acting instructional method in which a group of

		<b>pupils imitate certain characters.</b>
04	<b>cooperative learning</b>	<b>A method or a way of learning and teaching that takes place among small groups of pupils whose abilities and knowledge vary from one individual to another, seeking to achieve one goal.</b>
05	<b>Story</b>	<b>An educational and entertaining method used by the teacher to convey certain events and characters to the pupils in order to stimulate their motivation and draw their attention.</b>
06	<b>Dialogueand discussion</b>	<b>An educational method in which opinions, ideas and information are exchanged between the researcher and the students in the classroom.</b>
07	<b>Session star</b>	<b>He is the person who is assigned to carry out the tasks required of him, such as scanning the board or distributing cards... he is appointed by the researcher.</b>
08	<b>Promotion</b>	<b>It is a material reward (such as giving gifts) or a moral reward (such as saying well done hero, excellent, you are smart), to the pupil based on a performance he has done well.</b>
09	<b>Homeworks</b>	<b>It is a set of tasks that are presented to the students to do at home.</b>

❖ **Evaluation of the program:** The effectiveness of the program is evaluated by its effect in reducing the level of shyness among the experimental group pupils, by comparing the mean scores of the experimental group pupils in the pre and post measurement on the shyness questionnaire.

❖ **Program arbitration:** After completing the preparation of the program, it was distributed to a group of arbitrators specialized in psychology and educational sciences, whose number reached (08) arbitrators, to express their opinions and observations, after that, the appropriate modifications were made to make the program in its final form workable.

## 7. Presentation and analysis of the study results:

7.1. -Presentation and analysis of the results of the main hypothesis which came as follows:

There are statistically significant differences at the significance level ( $\alpha=0.05$ ) between the mean scores of the sample members on the pre and post measurements of the shyness questionnaire due to the application of the training program. Number (10).

**Table (10) The results of the means and standard deviations of the experimental group members in the pre and post measurement.**

Experimental group	Sample 'N'	Mean	Standard deviation
Pre measurement	13	117.30	10.664
Post measurement	13	69.67	21.16

We note through Table (10), which shows the means and standard deviations of the experimental group members in the pre and post measurements, that there are apparent differences between the mean scores of the sample members on the pre and post measurements, where the mean of the experimental group in the pre measurement reached (117.30) degrees with a standard deviation of (10.66), while the post measurement of the experimental group came to a mean of (69.40) degrees with a standard deviation of.(21.16)

To verify the validity of this hypothesis, the T-value of the experimental group was calculated, this is shown in Table (11).

**Table (11) The results of the mean, standard deviation, and the calculated T-value for the experimental group members.**

Experimental group	Number	Mean	Standard deviation	Standard error	Calculated T	Freed om degree	Significance level
	13	47.69	14.33	3.97	11.99	12	0.000

We note from Table (11) that the T-value is equal to (11.99) at the significance level ( $\alpha=0.000$ ), which is smaller than the significance level

( $\alpha=0.05$ ), by referring to the mean of the experimental group in the pre-measurement (117.30), we find that it is greater than the mean of the experimental group in the post-measurement (69.67), which gives us the right to judge that the program has achieved effectiveness. Thus, the hypothesis that states **“there are statistically significant differences between the average scores of the sample members on the pre and post measurements of the shyness questionnaire due to the application of the training program”** is valid.

## 7.2. -Discussion and interpretation of the study results:

The main hypothesis of the study stated the following: There are statistically significant differences at the significance level ( $\alpha=0.05$ ) **between the mean scores of the sample members on the pre and post measurements of the shyness questionnaire due to the application of the training program.**

It can be said that this hypothesis is valid, because the means in the pre-measurement are high compared to the post-measurement, since the latter we noticed a decrease in the means, as the differences are due to the post-measurement; The reason for this can be explained in the application of the training program based on a set of organized activities, tools and methods aimed at providing services to a group of individuals who suffer from the problem of shyness, in order to enhance their self-confidence, modify their behavior and achieve normal growth. Which means that this program was effective in alleviating the severity of shyness, it can also be said that the tools and strategies used added an atmosphere of fun and pleasure, and stimulated their motivation and desire to participate and express their opinions. Furthermore, what increased

their desire is that they all share the same problem and the goal of their existence is to alleviate the problem of shyness to go to school life comfortably and without fear.

The study result is consistent with the ones of (Noura and Fadila, 2017), which found that good planning of the counseling program used and the effectiveness of the methods and techniques of the programs, and through the focus of the two students on the goals that they formulated in the counseling sessions related to alleviating shyness, is all due to the improvement of the

sample members in the post measurement, A study (Al-Amrouso, 2015), concluded that the psychological counseling program based on counseling and cognitive-behavioral therapy helped talented adolescent female students to modify their negative thoughts and irrational erroneous beliefs, as well as the feelings behind that make them shy, and teach them more appropriate ways and methods for positive logical thinking through the techniques that were used in the program. The study (Al Alouia, 2017) found that the counseling program is effective in reducing shyness, due to the fact that the experimental group in the pre measurement did not receive any kind of treatment, while after receiving the treatment (collective counseling program) it was sufficient to reduce the level of shyness among female students despite the short duration of the application, however, its impact appeared directly on the students through the results of the post measurement, and this is attributed to the activities and techniques included in the program that help the students in reducing their level of shyness. The study (Chahbou, 2018) also found that the training program is effective in reducing the rate of shyness in children. The strategies that were used in the current training program, were varied, including: telling stories, songs, group games, discussion and dialogue, in addition to using different software which had the effect of adding an atmosphere of fun, suspense and interest to the children of the experimental group.

### **Suggestions:**

- Application of training, counseling, and remedial programs to reduce shyness at various levels of education.
- Conducting more research and studies in other academic years to find out where the phenomenon is most common.
- Particular attention to the category of shy pupils more.
- Increasing the pupils' self-confidence by supporting and promoting them in the talents and abilities they possess.

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