

The Level of Social Shyness Among Female Students in the Faculty of Physical Education and Sport Sciences

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Abstract

Background. Social Shyness Among Females is one of the most issue that female students can face during the day especially when studying physical education. Objectives. to explore the level of social shyness among female students in the Faculty of Physical Education and Sport Sciences, and to identify the differences in the level of social shyness according to the study variables (academic level, specific major). Methods. The researchers employed a descriptive approach, distributing questionnaires to a sample of 180 randomly selected female students from the total study population of 680 female students. A social shyness tool comprising 18 items was developed, and its validity and reliability were tested. The data were then statistically processed using appropriate statistical tests. Results the level of social shyness among the female students was moderate. It also indicated no significant statistical differences in the level of social shyness attributable to the study variables (academic level, specific major). Conclusion The researchers recommend the establishment of educational and introductory courses for female students on the importance of self-confidence while maintaining an appropriate level of social shyness. Additionally, they suggest conducting further studies to compare the level of social shyness among female students from different faculties.

Keywords: Social Shyness, Sports Activities, Female Students.

Introduction

Social shyness is a prevalent phenomenon in daily interactions and ranges from mild to severe. Extreme shyness can significantly hinder an individual's effectiveness in social roles, indicating the presence of individual variation in experiencing social shyness. This condition can be transient for some, occurring only during certain life periods, whereas others may experience prolonged shyness. Consequently, a shy person's level of discomfort may vary across social situations, influenced by past experiences and self-confidence levels (Hussein, 2009).

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Hollander and Bakalar (2005) observed that social shyness is one of the most common attributes among female students at various life stages. Often regarded as a temporary phase, shyness is a natural part of an individual's development. However, when it becomes a lasting aspect of personality, it poses a significant issue that necessitates specialist intervention. Persistent shyness can lead to difficulties in forming friendships and social relationships, adversely affecting all areas of life.

Daily life presents individuals with new scenarios that demand strong psychological capabilities to adapt to societal change. Such situations can lead to either social integration or withdrawal (Al-Dulaimi et al. 2011).

Arafat (2009) identifies various causes of social shyness, including feelings of insecurity, a lack of social skills, excessive parental worry, overindulgence, overprotection, criticism, and threats. Khalifa (2001) notes symptoms such as avoidance of social interactions, feelings of jealousy, and envy. Al-Niyal (1999) added that shyness can manifest as facial blushing, impaired communication, withdrawal desires, tension, fear, low self-esteem, fear of criticism, and sometimes indifference.

Social shyness, with its potential to adversely affect an individual's life, can contribute to reduced participation in various aspects of life, including sports. This is particularly relevant because shy students often exhibit limited movement, reduced interaction with community members, and hesitation. Social shyness serves as a hindrance, preventing students from engaging in sports activities and potentially leading to psychological challenges (Al-Sharbini 2001).

Researchers have observed that many female students at the Faculty of Physical Education and Sports Sciences struggle to confront challenges due to the shyness they experience. This shyness can impede their abilities, talent, and self-confidence, resulting in a detrimental impact on their productivity and performance in both practical lectures and sports activities.

Thus, social shyness emerges as a psychological and social condition that significantly influences individuals' behaviors and attitudes. Consequently, researchers felt that it is important to investigate the relationship between social shyness and level of engagement in sports activities among female students at the Faculty of Physical Education and Sport Sciences.

Problem Statement

Researchers have noted a lower-than-expected participation rate in sports activities among female students at the Faculty of Physical Education and Sport Sciences, who make up approximately two-thirds of the faculty's enrollment. Symptoms like anxiety, confusion, fear, and hesitancy in engaging in faculty-organized sports events have been observed. Researchers speculate that social shyness, which impacts many female students in their daily lives, may contribute to this reluctance to participate.

This observation aligns with Ali's (2014) study, which found high levels of social shyness among female students at the faculties of physical education at Al Muthanna and Al Qadisiyah universities. Halaweh's (2013) research also supports this, revealing a negative impact of shyness on learning levels in mixed practical courses and sports activities at Jordanian universities. Moreover, Page & Zarco's (2001) study linked lower participation in high-intensity physical activities and team sports with increased levels of shyness among students. These findings have prompted researchers to further investigate social shyness among female students at the Faculty of Physical Education and Sport Sciences.

The significance of this study is twofold:

1. It addresses an essential demographic: the female students at the Faculty of Physical Education and Sport Sciences.

2. It offers insights that could aid decision-makers in developing mentoring and educational programs tailored to enhance the psychological well-being of female students majoring in physical education.

Study Objectives

This study aims to accomplish the following objectives:

1. Investigate the level of social shyness among female students in the Faculty of Physical Education and Sport Sciences.
2. Examine how social shyness varies among these female students in relation to specific factors, such as academic level and specific major.

Study Questions

This study is designed to address the following research questions:

1. What is the level of social shyness among female students at the Faculty of Physical Education and Sport Sciences?
2. Are there statistically significant differences, at a significant level of $\alpha \leq 0.05$, in the level of social shyness due to variables such as academic level and specific major?

Study Limitations

This study is defined by the following parameters:

1. Temporal Scope: The research is conducted during the first semester of the academic year 2023-2024.
2. Geographical scope: the study is limited to Hashemite University.
3. Participant Scope: The focus is exclusively on female students enrolled in the Faculty of Physical Education and Sport Sciences.

Methodology

For this study, a descriptive method with a survey-based approach was used, as it aligns well with the study's objectives and nature.

Study Population

The study population included 650 female students enrolled in the Faculty of Physical Education and Sport Sciences.

Study Sample

The study sample was selected using a stratified random sampling method and consisted of 180 students. This represented 28% of the study population. Table 1 provides a detailed description of the sample members, categorized according to their respective variables.

Table 1. Distribution of the Participants According to their Variables

Variable	Variable Categories	No.	Frequency
Academic Level	First Year	32	18%
	Second Year	45	25%
	Third Year	41	23%
	Fourth Year	62	34%
	Total	180	100%

Specific Major	Coaching and Sport Management	115	64%
	Sport Rehabilitation	65	36%
	Total	180	100%

Study Instrument

1. The researchers conducted a thorough review of the theoretical literature pertinent to the topic of the study, including notable studies by Al-Zoubi (2009) and Al-Momani (2006).
2. A preliminary version of the Social Shyness Scale, which initially contained 24 items, was created.
3. This scale was then validated by a panel of six experts.
4. Incorporating feedback from these experts, the final version of the Social Shyness Scale was refined to include 18 items.

Validity of the Study Instrument

The initial version of the tool was presented to a panel of experts to ensure the validity and suitability of the scale for its intended objectives. This group included professors from Jordanian universities, each with expertise in physical education, measurement, and evaluation. They were requested to evaluate the scale in various aspects, including the relevance of each item, linguistic clarity, and overall coherence. Experts were also invited to propose any additions, modifications, or deletions that they considered necessary. Taking their suggestions into account, the study's tool was revised and finalized, resulting in an 18-item scale.

Reliability of the Study Instrument

To ascertain the reliability of the study instrument, it was administered to a group of 15 female students from the study population, distinct from the main sample. Following data collection, the researchers statistically established the instrument's reliability by using Cronbach's alpha coefficient for internal consistency. This coefficient was calculated to be 0.88, which is considered acceptable for the current study. Responses to the scale's items were gathered using a five-point Likert scale structured as follows:

Always applies to me	Mostly applies to me	Sometimes applies to me	Rarely applies to me	Never applies to me
(5) points	(4) points	(3) points	(2) points	(1) point

Criteria for Assessing Items

The researchers established the following standards for describing social shyness under the guidance of the arbitrators' expert opinions:

Duration	Level
Less than 2.33	Low
From 2.33 lower or equal to 3.66	Medium
More than 3.66	High

Statistical Analysis

The researchers used the Statistical Package for the Social Sciences (SPSS) to perform statistical analyses. This process involved the calculation of the arithmetic mean values, standard deviations, percentages, and frequencies. Additionally, they conducted a multivariate analysis of covariance (MANCOVA).

Results and Discussion

First Question: What is the level of social shyness among the female students of the Faculty of Physical Education and Sport Sciences? To answer this question, we calculated the arithmetic mean and standard deviation for the level of social shyness. The results of the calculations are listed in Table 3.

Table 3. Arithmetic Mean and Standard Deviation of the Social Shyness Level

Item	Paragraph	Rank	Arithmetic Mean	Standard Deviation	Level
7	I am not shy about wearing sports attire in front of the opposite gender.	1	4.11	1.30	High
6	I don't care if I make mistakes in front of others.	2	3.55	1.45	Intermediate
10	I do not feel anxious when practicing sports in front of an audience.	3	3.41	1.44	Intermediate
16	I have the courage to play in front of everyone.	4	3.40	1.16	Intermediate
5	I can perform sports skills in front of an audience with high confidence.	5	3.36	1.30	Intermediate
1	I feel comfortable in the presence of other female students during activities.	6	3.15	1.09	Intermediate
13	I am not ashamed when the audience warns me about my mistake in performing a skill	7	3.09	0.88	Intermediate
17	I accept criticism from others.	8	3.07	1.23	Intermediate
18	I do not feel tense when engaging in sports activities.	9	2.98	1.19	Intermediate
12	I do not feel stomach pain when I know about the schedule of tournaments.	10	2.88	1.16	Intermediate
14	I dare to look at the audience from the opposite gender.	11	2.30	0.44	Low
3	I trust my capabilities during practicing sports activities.	12	2.21	0.87	Low
2	I do not tremble when the audience starts screaming.	13	2.12	0.98	Low

Item	Paragraph	Rank	Arithmetic Mean	Standard Deviation	Level
8	I do not feel fear when playing in front of everyone.	14	2.09	0.87	Low
4	I challenge my colleagues while playing.	15	2.05	0.76	Low
15	My heart rate does not increase when facing the audience.	16	1.52	0.09	Low
11	I like to be in places with many people.	17	1.50	0.72	Low
9	I trust my classmates' opinions.	18	1.43	0.86	Low
-	Total.	-	2.67	0.72	Intermediate

Table (3) reveals that the overall arithmetic means and standard deviation for the level of social shyness among female students at the Faculty of Physical Education and Sport Sciences indicate a moderate degree, with an arithmetic mean of 2.67 and a standard deviation of 0.72.

The researchers suggested that the moderate level of social shyness among these female students might stem from feelings of self-consciousness while performing sports skills and participating in various games, especially in the presence of an audience that may include members of the opposite gender. Furthermore, adherence to social customs and values that limit interactions with the opposite gender could contribute to this shyness. This aspect is particularly significant in sports activities that involve movements considered private for women.

Additionally, for female students, the nature of physical education major which includes practical skills, requires them to practice these activities beyond lecture hours as recreational or educational activities. This practice is crucial in acquiring and mastering motor skills. The lack of sufficient practice and application of these skills can adversely affect female students' performance in practical courses. This observation is consistent with Halaweh's (2013) findings, which demonstrate that social shyness negatively impacts education, particularly in practical courses that demand physical or skillful performance.

Second Question: Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the level of social shyness attributed to variables such as academic level and specific major?

To answer this question, researchers used Multivariate Analysis of Covariance (MANCOVA). The results of the calculations are listed in Table 4.

Table 4. MANCOVA Analysis of Social Shyness Differences by Academic Level and Specific Major

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F Value	Significance Level
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Academic Level	52.34	3	14.22	321.02	0.765
Specific Major	0.04	1	0.24	0.04	0.437
Error	3.114	112	0.01		
Total	124.21	321			

*Statistically significant at the significance level $\alpha \leq 0.05$

Table (4) reveals that there are no statistically significant differences at the $\alpha \leq 0.05$, significance level in social shyness among female students at the Faculty of Physical Education and Sport Sciences, related to academic level or specific major. The researchers suggested that the absence of notable differences in social shyness, due to academic level or specific major, may be attributed to the homogeneous social environment in which these female students reside. This environment, characterized by similar values, customs, and behaviors, results in a uniform level of shyness. As a result, the statistical analysis shows that the shared societal values and traditions of students' backgrounds influence their level of shyness.

Conclusions of the Study

Considering the study's objectives and the results obtained from the statistical analysis, the researchers concluded the following conclusions were drawn.

1. Female students in the Faculty of Physical Education and Sports Sciences displayed a moderate level of social shyness.
2. No statistically significant differences were found in the level of social shyness among female students when considering the academic level variable.
3. Similarly, there were no statistically significant differences in social shyness levels among these students attributable to the variable of specific major.

Recommendations

Based on their findings, the researchers recommend the following.

1. The need to organize educational, psychological, counseling and social workshops aimed at bolstering self-confidence among female students.
2. Undertaking similar studies to compare levels of social shyness across various faculties.

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