



## Relation Exploration between Shyness and Academic Performance Among College Students

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**ABSTRACT:** College students are the future leaders, innovators, and change-makers of our society. As they navigate the challenges of higher education, they have the opportunity to develop essential skills, knowledge, and values that will serve them well throughout their lives. Shyness can have a profound impact on academic performance, particularly among college students. This study investigates the relationship between shyness and academic performance among college students using survey method. The sample consisted of 100 college students aged between 18-23 years were chosen using simple random sampling technique. Tools used in the study were shyness scale (SS) developed by Richmond and Croskey (1998) and academic performance scale developed by Carson Birchmeier, et.al., The result indicates that there is no relationship between shyness and academic performance among college students. Further, the study indicated moderate level of shyness and academic performance of college students. The study highlighted that the college students are so bold to stand for their rights and able to tackle challenges boldly. Their academic performance is also moderate to excel in their future career.

**KEYWORDS:** Shyness, Academic performance, college students.

### I. INTRODUCTION

College students are a diverse group, encompassing individuals from various backgrounds, cultures, and life experiences, all coming together in an academic environment with the common goal of pursuing higher education. This population comprises both traditional students, who are typically between the ages of 18 – 24 and nontraditional students, who may be older and have additional responsibilities, such as employment or family obligations. College students are building their identities, learning vital skills, and setting the

groundwork for their future jobs and personal lives while pursuing higher education. Overall, college students are a distinct and dynamic population defined by their diversity, perseverance, and goals. College students face a wide range of academic, social and emotional problems when they begin their higher education journey.

Shyness is one of the issues that students frequently face, and it can have a big influence on their academic and personal lives. Shyness is defined by feelings of trepidation, self-, and dread of negative feedback in social circumstances. Being shy is the propensity to experience discomfort, anxiety, or tension in interactions with others, especially when communicating with strangers. People who are extremely shy may experience bodily symptoms such as blushing, perspiration, a racing heart, or an upset stomach; they may also have negative self-perceptions, anxiety about other people's opinions of them, and a propensity to avoid social situations (APA).

Academic performance describes how well a student does in academics achieves their academic goals, as measured by grades, test scores and other indicators of academic achievement (APA).

As college students face new academic obligations such as social interactions, and extracurricular possibilities, their shyness can limit their capacity to fully participate in these experiences. Despite its prevalence, shyness is a relatively understudied topic in higher education. The relationship between shyness and academic performance remains relatively understudied highlighting the need for more focused research to better understand and address these challenges.



## II. REVIEW OF LITERATURE

Most of the studies were reviewed related to shyness and academic performance. Majority of the studies were found using shyness correlated with other variable and also academic performance correlated with another variable. Here some studies are mentioned to understand the relationship between shyness and academic performance. The relationship between shyness, self-esteem, coping skills and academic performance in the Offinso College of education conducted by **Adjei, (2018)**, the shy students were purposefully selected from level 100 and 200 teacher-trainees, and the sample consisted of 35 males and 29 girls. The study using survey methods and the tools used were the Cheek and buss shyness scale (R-CBSS), The Rosenberg self-esteem scale and The coping inventory for stressful situations (CISS) and Academic performance measured using GPA or exam scores from official records. There was no significant association between academic performance and self-esteem, however the study did find a positive significant relationship between shyness and academic performance and a negative significant correlation between shyness and self-esteem. The study suggested that school counselors should collaborate with teachers to help students identify and solve psychological learning problems, provide educational, psychological guidance and implement other measures to help students with shyness.

**Li. et.al, (2022)** explored shyness and self-disclosure among college students: the mediating role of psychological security and its gender difference. In this study, 1025 college students answered confidential questions about psychological security, self-disclosure, and shyness. Study using survey method to collect data and tools used were shyness questionnaire by cheek & buss in 1981, self-disclosure scale (Jourard, 1971) and psychological security scale (Kashdan & ciarochi, 2013). The findings showed that self-disclosure and shyness were negatively correlated; psychological security mediated this relationship, and psychological security's mediating function in the relationship between shyness and self-disclosure was significant in the female sample but not in the male. These results showed how psychological security influenced shy students, self-disclosure and gave an empirical foundation for related interventions aimed at encouraging self-disclosure among college students.

**Xiao.et.al, (2023)** examined shyness, extracurricular activity engagement, and internalizing problems among emerging adults in university. The study

aimed to explore the relationship between shyness and extracurricular activities. The sample was 890 undergraduate students in eastern Ontario, Canada. Study employed survey method and tools used were shyness questionnaire it's developed by Cheek and Buss (1981), Extracurricular Activity Engagement Scale it was developed by Hill (2015), Internalizing Problems Scale it's developed by Derogates (1993). Results showed Sports and physical activities were less popular among shy students. The association between shyness and internalizing issues was mediated by psychological involvement and the perceived benefits of activities, underscoring the significance of activity engagement in the emotional adjustment of emerging adults.

**Sun et.al, (2024)** examined shyness and academic procrastination among Chinese adolescents: a moderated mediation model of self-regulation and self-focused attention. This study investigated the relationship between academic procrastination and shyness, moreover the underlying mechanisms of self-regulation and self-centered emphasis, as determined by a survey questionnaire completed by 1,279 Chinese middle school students. The tools used were revised Cheek and Buss shyness scale (1983), self-focused attention scale developed by Kilmidis (2006), Adolescents self-regulation questionnaire developed by GAO (2011), academic procrastination inventory developed by Aitken (1982). Results showed the association between academic procrastination and shyness was mediation process. Academic procrastination was strongly predicted by shyness.

**Favour & Aderanti (2023)** examined shyness and body dysmorphism as determinates of internet addiction among undergraduates in Christopher University. This study looks into the effects of shyness and body dysmorphism on internet addiction among freshmen at Christopher University. The digital age has provided unparalleled connectivity over the internet, but it has also created concerns about internet addiction, particularly among young individuals. The study consists of 171 undergraduate students in Christopher University. This study using survey method to collect data and tools used were shyness scale (SS) developed by Richmond and McCroskey (1998), Internet Addiction Test (IAT) developed by Young in 1957, and Dysmorphic Concern Questionnaire developed by Oosthuizen, Lambert and Castle (1998). Results showed that a strong positive correlation between shyness and internet addiction and a positive correlation between body dysmorphism and internet addiction among undergraduates.



**Raza, S et.al (2024)** examined Association of Breakfast Skipping with Academic Performance among Undergraduate Students. The purpose of this study is to assess the relationship between undergraduate students' academic performance and missing breakfast. This study employed a comparative cross-sectional study design. A 345n sample size was employed. The method used was stratified random sampling. In addition to the student's cumulative grade point average (CGPA) and the Academic performance Scale (APS), which was created by christopher McGregor, Sarah Hornbacher, Emily Grattan, and Carson Birchmier. and Breakfast skipping was measured using questions about breakfast eating like "Do you eat breakfast", for breakfast skipping participants. The results of the current investigation showed a strong correlation between academic performance and missing breakfast. Students who ate breakfast on a daily basis performed better academically. Breakfast skipping, however, had no discernible impact on cumulative GPA, suggesting that although eating breakfast every day may improve academic engagement, it may not be the only factor influencing long-term academic results.

After reviewed many studies, majority of the study were used the tools Shyness scale (SS) developed by Richmond and McCroskey (1998) for measuring shyness and Academic performance Scale developed by Carson Birchmeier, Emily Grattan, Sarah Hornbacher, and Christopher McGregor for measuring academic performance.

#### **Operational definition Shyness**

Shyness is excessive self-focus characterized by a poor self-evaluation that hinders one's ability to pursue their interpersonal or professional goals and causes discomfort and inhibition in social situations (D'Souza, L., Ramaswamy, C., & Babu, R. (2008)).

Shyness is operationally defined as a behavioral and emotional reaction identified by discomfort and limitation in social situations, especially when interacting with new people or groups.

#### **Academic performance**

Academic performance is defined as a student's ability to complete academic assignments, and it is assed using objective criteria such as final course grades and grading point average (Carroll, & Garavalia, 2004; Naser, & Hamzah, 2018; Olivier et al., 2019).

Academic performance refers operationally defined as the degree which a student succeeds in

their academic efforts. It is commonly assessed using numbers like grade point average, test scores and assignment grades.

#### **Objectives:**

To identify the level of shyness among college students.

To identify the level of academic performance among college students.

To find out the relationship between the shyness and academic performance among college students.

#### **Hypotheses:**

There is no difference in the level of shyness among college students.

There is no difference in the level of academic performance among college students.

There is no significant relationship between shyness and academic performance among college students.

### **III. METHODOLOGY**

#### **Research design:**

The present study involves the survey method.

#### **Sample:**

The study targeted to collect sample from college students aged 18 to 23 years. A simple random sampling technique was used to select the participants.

#### **Tools used in this study:**

##### **Shyness scale (SS)**

The McCroskey Shyness Scale (SS) is another name for the Shyness Scale. It was created in order to gather people's self-reports on their shy behavior. This scale distinguishes between shy conduct and interactive nervousness, in contrast to many other measures of shyness that have been created in the psychology profession. Although these two designs are extremely different, an uninterruptible score can be obtained by adding pieces from both. Fear and/or anxiety related to communication are associated with communication apprehension. High alpha reliability estimates ( $>.90$ ) and good face validity have been produced by this metric. It also has excellent predictive validity, according to research, which sets it apart from measures of communication fear or readiness to communicate.

##### **Academic performance Scale**

Academic performance scale for the total score, an internal consistency of .89 and a test-retest reliability of .85. The APS consisted of (8) 5-point scale items. This 5-point scale assessment was



carried out by Carson Birchmeier, Emily Grattan, Sarah Hornbacher, and Christopher Gregory of Saginaw Valley State University. For researchers who have a particular interest in academic performance among students, the APS promises to be a useful tool. Scale scores showed adequate internal consistency, 2-week test-retest reliability, and satisfactory concurrent validity.

**Procedure:**

Using the survey method, 100 college students were involved in the current study. A consent form has been created and distributed to the participants in this study. With the participant's consent, the data is gathered and is followed by demographic information and two questionnaires. These individuals were chosen through the use of the simple random sampling technique. Data collection and analysis were done. Calculations are done to determine the mean and standard deviation for the variable's shyness and academic performance. Next, each variable's level is computed. It is carried out to examine how these variables relate to one another. Then, in order to ascertain the importance of the relationship, the statistics for the correlation between the two variables were examined.

**IV. Results and discussion:**

**Table 1- The mean, median, mode and standard deviation of shyness and academic performance among college students**

Variables	Total	Mean	Median	Mode	S D	Skewness	kurtosis
Shyness	100	42.01	42	42	6.64	0.54	1.77
Academic performance	100	28.06	29	30	4.73	-0.21	0.14

**Table 1** provides the descriptive data of the present study. For shyness the calculations of mean, median, mode and standard deviation are 42.01, 42, 42, and 6.64 respectively. The skewness value of shyness is 0.54 which indicates a positively skewed and the kurtosis is 1.77 which represents leptokurtic. The academic performance calculations such as mean, median, mode and standard deviation 28.06, 29, 30, and 4.73 respectively. The skewness value of academic performance is -0.21 which indicates negatively skewed and the kurtosis is 0.14 represents mesokurtic. The descriptive statistics adherence to allow the normal distribution for continues this study.

**Table 2 Level of shyness and academic performance among college students**

Variables	Total	High	Moderate	Low
Shyness	100	12	76	12
Academic performance		13	73	14

The data regarding the shyness and academic performance among college students is displayed in Table 2. The levels were calculated using the Mean ± SD of shyness and academic performance respectively.

In shyness participants with scores 49 & above were categorized as having a high level of shyness. Meanwhile those with scores 35 & below were classified as having a low level of shyness. Participants who have scored ranges between 34 to 48 were classified under the moderate level of shyness. The finding indicates that 12 students had a high level of shyness, 76 had a moderate level, and 12 had a low level. Hence the stated hypothesis "There is no difference in the level of shyness among college students" is rejected. To sum up there is a significant difference in the level of shyness among college students is accepted.

In academic performance participants with scores 28 & above were categorized as having high level, meanwhile those with scores 23 & below were classified as having a low level. Participants who have scored ranges between 22 to 27 were classified under the moderate level of academic performance. The finding indicates that 13 participants had high level of academic performance, 73 participants had moderate level academic performance, and 14 participants had low level academic performance. Hence the stated hypothesis "There is no difference in the level of academic performance among college students" is rejected. To sum up there is a significant difference in the level of academic performance among college students is accepted.

Most of the Participant falls under the moderate level of shyness and academic performance. Because majority of the college students exhibit a balanced level of shyness, neither introverted nor extroverted, this moderately impacts their academic performance. Also educational and social environments help students manage their shyness preventing extreme effects on studies.



**Table 3 Correlation between shyness and academic performance among college students**

Variables	r value
Shyness	r = -0.041**
Academic performance	

**\*\*not significant at 0.01 level**

**Table 3** shows the data of the correlation between shyness and academic performance among college students. From the above table we can conclude that ( $r = -0.041^{**}$ ) which implies it is not significant at 0.01 level. The results showed that there is no relationship between shyness and academic performance among college students. Hence the stated hypothesis "There is no significant relationship in shyness and academic performance among college students" is accepted. The lack of correlation between shyness and academic performance suggests that other factors, such as intelligence, motivation, and study habits play a more significant role in determining academic success.

## V. CONCLUSION

The findings conclude that shyness does not significantly correlate academic performance among college students. This finding suggests that shyness in itself may not be a determining student academic success. The absence of a correlation between shyness and academic performance implies that shy students are just as capable of achieving academic success as their more outgoing peers. Both shy and outgoing students can perform equally well by adapting learning strategies that suit their personalities.

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