

EFFECT OF SOCIAL LEARNING MODEL (SLM) ON SHYNESS

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ABSTRACT

This study examined the effect of the social learning model on Shyness in the Nsukka Education Zone of Enugu State. The study population comprised 200 children in the public primary school in Nsukka Education Zone of Enugu state. The sample was 45 school children (24 males and 21 females). The study adopted the non-equivalent pretest-posttest quasi-experimental research design. The instrument for data collection was the structured Child Behavior Scale (CBS) and Child Behavior Questionnaire (CBQ) to assess the children's behavior. The study was guided by two research questions and two hypotheses which were tested at a 0.05 level of significance. The instrument was validated by two experts from Guidance and Counselling Unity and one expert from Measurement and Evaluation, all from the Faculty of Education, University of Nigeria Nsukka. The reliability coefficient for the combined clusters is 0.89 for the computation. The data collected was analyzed using mean (\bar{x}) scores and standard deviation to answer the research questions, and the hypothesis was tested using ANCOVA with the SPSS package. The results showed no significant difference in the mean shyness scores of students taught using social learning and conventional models. In addition, there is no significant difference in the mean shyness score of male and female students. Based on the finding, recommendations were made: school counselors and teachers should sensitize school children on social learning theory.

Keywords: Child Behaviour, Counsellor, Guidance, Shyness, Social Learning Model

Introduction

Every person is a byproduct of social phenomena, which may manifest in personality, outlook, and behavior. Smoking, drinking, and Shyness are some behaviors that can cause issues in school-aged children. For example, some students found it challenging to learn at school because they were shy. The effects of Shyness on school-aged children include inhibition, withdrawal, avoidance, and flight from social situations. Shyness is primarily a social phenomenon that always manifests itself in connection to other people. Shyness has been referred to by various names, including stage fright, social retreat, anxiety y alone, audience anxiety, speech anxiety, social anxiety, social phobia, embarrassment, social inhibition, and reluctance. Shyness is inescapable because it is connected to many facets of human nature. Like many other emotional deficits, Shyness is an expected emotional deficit experienced when interacting with others (Roberts & Krueger, 2021).

Without a doubt, Shyness is a well-known idea and a familiar sensation for many people in society (mainly kids and teenagers). Even if the degree of experience varies from person to person, Shyness is so ingrained in human life that many people claim to have gone through it at some point in their lives (Carducci, 2017). When Shyness persists, it might be problematic. According to one definition, Shyness is a more advanced stage of individuation marked by an overly preoccupied ego and an excessive concern with social approval, which leads to inhibition, withdrawal, avoidance, and escape in the shy individual. As a result, there is a propensity to feel uncomfortable, anxious, or tense during social interactions, especially with strangers (Apprich, 2017).

A shy person is scared, apprehensive, cautious, and unwilling to engage in social interactions when there is uncertainty, novelty, and the possibility of absolute or imagined judgment from others (Philip & Bodang, 2021). Along with these psychological signs, Shyness can also cause physical symptoms like excessive perspiration and stomach problems (Zalk et al., 2011). Additionally, shy people's interactions with others are marked by an approach-avoidance conflict. Although scared people may yearn for social contact, their urge to approach is thwarted by social anxiety and fear. For the sake of this study, Shyness can be characterized as an excessive inward gaze or a fixation on one's thoughts, feelings, and emotions. Children, adolescents, and adults that are shy typically exhibit poor behavior. Shyness can be described experientially as discomfort and hesitation in social situations that prevent a person from achieving their personal or professional objectives (Ima-Osagie & Nwankwo, 2019). It is extreme inward concentration on one's thoughts, feelings, and bodily responses. Shyness is a psychological phrase that refers to the unease, lack of comfort, or embarrassment a person may feel when another person is close by or is making an approach, particularly in novel circumstances or around strangers (Tyng et al., 2017).

While some people struggle with Shyness by finding it difficult to know what to say in social settings, others experience devastating physical symptoms of unease. For most people, Shyness entails varying degrees of a combination of both signs. However, Shyness can have disastrous results in every scenario. Shyness is a behavior issue that affects kids who struggle with social interactions and feel uncomfortable speaking up in front of their peers or a classroom setting (Chen et al., 2018). These attitudes restrict students from regularly contributing to and participating in class activities, negatively impacting their academic achievement.

Shy people could be reluctant to speak up or take action because they feel insecure and aren't ready to be acknowledged. There are students with timidity in classes, according to evidence. The issue still exists despite the numerous efforts made by parents, teachers, and siblings to help such children overcome their Shyness. This suggests that the approach taken by these individuals was unsuccessful. Adverse severe impacts on the children's performance in school, social interactions with peers, instructors, parents, and siblings, and poor performance have all resulted from it.

Since they are unwilling to interact with others, shy children are difficult for teachers to involve in-class activities. Even though they have the answers, they choose to remain silent. Even when they know what to say, timid children find it challenging to share their opinions and facts during class presentations. They like to be alone, are introverted, averse to conversation, and uninterested in physical activities like sports. Additionally, many shy adolescents are so reserved that they do not get the support they require from teachers at school, which negatively impacts their academic achievement (Nyborg et al., 2022). Shy learners usually struggle to establish positive relationships with their peers and teachers.

Family is a significant predictor of Shyness. Children with worried parents, particularly mothers, are more likely to experience internalizing behavioral issues like Shyness and high anxiety levels. The atmosphere of the house is another familial factor in Shyness. Shy children are more likely to come from chaotic homes. Children will encounter unjustified rejection in various areas of their lives in addition to experiencing rejection within their family system (Philip & Bodang, 2021). Furthermore, it has been discovered that Shyness increases in kids whose moms exhibit high neuroticism and over-protectiveness (Rohner, 2021)

The numerous issues that Shyness can lead to, suggest that Shyness is an endemic sickness that has long tormented and disabled many pupils (Johnston, 2016). Shyness can remain through adolescence and into adulthood if not treated well and promptly, resulting in significant emotional issues later in life. Therefore, all areas of the helping professions must respond appropriately and right away. Shyness exacerbates serious, ongoing problems in these situations, including loneliness, despair, and unsatisfactory interpersonal relationships (Bayram Özdemir et al., 2017). Numerous scientific studies on Shyness have been conducted, with many results being published. These results led the researcher to choose the Bandura modeling technique to remedy the shyness issue.

The father of cognitive theory is Albert Bandura. He was born on December 4, 1925 in a small Canadian village in northern Alberta, some 50 miles from Edmonton (Nolen, 2022). In 1949, he graduated with a degree in psychology from the University of British Columbia. From the University of Iowa, he earned his Ph.D. in Clinical Psychology in 1952. Due to his well-known research and studies, Bandura was chosen as the American Psychological Association's president in 1974 after completing his Ph.D. All academics recognized Bandura as the originator of the Cognitive Theory (Nolen, 2022).

By utilizing past data, Social learning theory is being mentioned more and more as a crucial component in the management of natural resources sustainably and in promoting desired behavioral change (Muro & Jeffrey, 2008). This theory's foundation is that we gain knowledge from social interactions. Individually, people acquire similar behaviors through studying the behavior of others. People adopt and copy other people's behaviors after witnessing them, especially if those observations are rewarding or result in favorable experiences. Because it considers motivation, memory, and attention, this theory has frequently been referred to as a bridge between behaviorist and cognitive learning theories (Muro & Jeffrey, 2008). In this regard, Bandura thinks that direct reinforcement cannot fully explain all forms of learning.

General principles of SLT

It is believed that the fundamentals of social learning remain constant throughout life. First, learning by observation is possible at any age. It is always feasible to know anything new through the modeling process insofar as exposure to new, powerful models that influence resources may happen at any stage of life. People pick up knowledge from one another through observation, imitation, and modeling. Based on these fundamental ideas, learning can occur without a behavior change (Stone, 2017). In other words, behaviorists assert that a sustained behavior change must demonstrate knowledge. In contrast, social learning theorists contend that since people can learn via observation, learning must not always be shown through performance (Nolen, 2022).

Behaviors learned through modeling

Models are the persons being observed, and modeling is the act of learning. This assertion is backed by Newman & Newman (2007). If a person witnesses favorable, desirable outcomes in the first stage, the second and third stages of social learning, imitation, and behavior modeling, will take place, according to Bandura. An instructor is more likely to desire to teach a course in-world if, for instance, they attend and watch one in which they are entertained, informed, and satisfied with how the students behave. Previous research supported the idea that modeling can help people learn numerous behaviors, at least in part. Some instances that can be used to illustrate this point include seeing parents read, watching examples of math problems, or seeing.

Observational Learning

According to Bandura, this phenomenon is known as observational learning, and the components of efficient observational learning include motivation, attention, retention, and reciprocation. He provided evidence that kids pick up on and mimic actions they see in other people. He distinguished three fundamental theories of observational learning based on this procedure. A live model entails a natural person exhibiting or enacting a behavior; a model of verbal education that includes explanations and descriptions of action; a fictitious or actual character exhibiting certain behaviors in works of literature, film, television, or internet media. Modeling method: Bandura lists four prerequisites for the modeling process. An individual can successfully influence someone else's conduct by taking into account these stages.

Statement of problem

Several things affect school children, including parental communication, family communication, teacher competency, and Shyness, which have all been described in the literature. In addition, social issues hurt schoolchildren; they can obstruct learning and result in exclusion from the classroom. Therefore, teachers and other professionals must educate themselves on the link between Shyness and academic achievement in school-aged children. This study investigates how social learning theory affects Shyness in school children.

Purpose of the study

The primary purpose of this study is to investigate the effect of the social learning model on school shyness in the Nsukka Education Zone. Specifically, the study examines the following;

1. Effect of social learning model on school children's Shyness
2. Impact of social on school children's Shyness as moderates by gender

Research Questions

The following research question guided the study.

1. What is the effect of social learning theory on school children's Shyness?
2. What is the effect of social on school children's Shyness as moderates by gender?

Hypotheses

The following hypotheses were posed and tested at a 0.05 level of significance

H₀₁: There is no significant difference in the mean rating on shyness scores of schoolchildren taught using social learning and conventional models.

H₀₂: There is no significant difference in the mean shyness score as moderates by gender

Review of Literature

Assertiveness training technique was more effective on Shyness among the participants. In support of that Cordier et al. (2021) revealed that when such methods are used in a school-based setting and involve peers, the results could be effective in reducing the adverse effects of Shyness. Additionally, available literature has shown a significant link between Shyness, gender, and age

(Mills et al., 2010). In support of the gender difference among shy people, a study conducted by Zalk et al. (2011) showed that shyness levels differ significantly concerning gender. In addition, the expression of Shyness has been shown to vary across developmental stages. For example, younger children tend to display nervousness and fear when confronted with new people and situations.

In contrast, older children may become more embarrassed and self-conscious when they feel they are the center of attention (Crozier, 2001). Female students benefitted from modeling techniques that the male counterparts in a study that was carried out on truancy among secondary school students (Sahibul & Croll, 2006). The modeling technique effectively reduced Shyness among junior secondary school students (Ima-Osagie & Nwankwo, 2019).

Research Method

The study adopted the quasi-experimental research design. The study population comprised 200 schoolchildren in the public primary school in Nsukka Education Zone of Enugu state. The sample for the study was 45 schoolchildren in Nsukka Education Zone. The sample size consists of 24 male and 21 females primary school children from Nsukka Education Zone. The instrument for data collection was the structured Child Behavior Scale (CBS) and Child Behavior Questionnaire (CBQ) to assess the children's behavior.

The face validity of the instrument was done by three experts in the fields of Guidance Counselling and Measurement and Evaluation. Two experts are from Guidance Counselling, while one is from Measurement and Evaluation, all from the Faculty of Education, University of Nigeria, and Nsukka. The questionnaire on Child Behavior Scale (CBS) and Child Behavior Questionnaire (CBQ) were subjected to trial testing using 30 respondents Igbo-Eze, south local government. The reliability coefficient for the combined clusters is 0.89 for the computation. The data collected was analyzed using mean (\bar{x}) scores and standard deviation to answer the research questions, and the hypothesis was tested using ANOVA with the SPSS package.

RESULTS

Research Question One

What are the mean shyness scores of school children taught using the social learning model and conventional model?

Table 1: mean shyness scores of school children taught using the social learning model and conventional model

Therapy	Pretest		Posttest		Mean difference
	N	\bar{x}	S.D.	\bar{x}	
Social Learning model	25	63.32	15.22	37.52	3.40

Conventional model	20	60.60	10.55	55.60	10.55	5.00
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Key: N=Number of subjects/respondents, \bar{X} = Mean, SD = Standard Deviation.

Table 1 shows the mean shyness scores of students taught using social learning and conventional models. The result shows that students taught social learning theory (experimental group) had a pretest mean shyness score of 63.32 with a standard deviation of 15.22 and a posttest mean of 37.52 with a standard deviation of 3.40.

The mean difference between the pretest and posttest means was 25.80. Students taught using the conventional model (control group) had a pretest mean shyness score of 60.60 with a standard deviation of 10.55 and a posttest mean of 55.60 with a standard deviation of 10.55. The mean difference between the pretest and posttest means was 5.00. For the social learning model, the post-test means shyness scores of the students were less than the pretest mean scores. For the conventional model, the post-test means shyness scores of the students were more significant than the pretest mean scores. Therefore, it implies that social learning effectively decreases students' Shyness.

Hypothesis One

There is no significant difference in the mean shyness scores of students taught using the social learning model and the conventional model.

Table 2: Analysis of Covariance (ANCOVA) of the Significant Difference in the Mean Shyness Scores of Students taught Using the Social learning model and those with conventional.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial eta square	Deci
Corrected Model	4181.534 ^a	4	1045.384	22.682	.000	.694	
Intercept	1880.051	1	1880.051	40.791	.000	.505	
Preteshy	451.990	1	451.990	9.807	.003	.197	
Theory	3817.934	1	3817.934	82.838	.000	.674	S
Gender	48.335	1	48.335	1.049	.312	.026	NS
theory * gender	15.334	1	15.334	.333	.567	.008	NS
Error	1843.577	40	46.089		.000		
Total	99414.000	45					
Corrected Total	6025.111	44					

Note: S = Significant, NS = Not Significant, $\alpha = 0.05$

Table 2 shows that an F-ratio of 82.838 with an associated or exact probability value of 0.000 was obtained concerning the mean shyness scores of students taught using social learning and conventional models. Since the associated probability value of 0.000 when compared with 0.05 set as the significance level was found to be significant because it is less, the null hypothesis one (H01) was rejected. The inference was drawn that there was a substantial difference in the mean shyness scores of students taught using social learning and conventional models. Furthermore, the effect size value, symbolically represented as η_p^2 (or partial eta squared), was 0.674. This value indicates that social learning and conventional models accounted for about 67.4 percent of the students' Shyness.

Research Question Two

1. What is the effect of social on school children's Shyness as moderates by gender?

Table 3: Mean and Standard Deviation of the Influence of Gender on Students' Shyness

Variable Gender	N	Pretest		Post-test		Mean Difference
		\bar{X}	S.D.	\bar{X}	S.D.	
Male	27	61.44	14.34	44.59	11.78	16.85
Female	18	63.11	11.86	47.00	11.76	16.11

Key: Number of subjects/respondents N , \bar{X} = Mean, SD = Standard Deviation.

The result in Table 3 shows the pretest and posttest scores on the effect of gender on the mean shyness scores of students. The result indicates that male students' pretest means shyness score was 61.44 with a standard deviation of 14.34, while the posttest means 44.59 with a standard deviation of 11.78. The mean difference between the pretest and posttest means was 16.85. Meanwhile, the pretest means shyness score of female students had 63.11 with a standard deviation of 11.86, and the posttest means 47.00 with a standard deviation of 11.76. The mean difference between the pretest and posttest means was 16.11. For both male and female students, the posttest means the shyness scores of the students were less than the pretest scores, with male students having a higher mean difference than their female counterparts. This implies that male students' Shyness appears to reduce when taught using social learning theory more than female students.

Hypothesis Two

There is no significant difference in the mean shyness score of male and female students.

The result in Table 2 also showed that an F-ratio of 1.049 with an associated or exact probability value of 0.312 was obtained concerning the influence of gender on the mean shyness scores of students. Since the associated or same probability value of 0.312, when compared with

0.05 set as the significance level, was found not significant because it is greater, the null hypothesis three (H_{02}) was therefore not rejected. Also, the effect size value, symbolically represented as η_p^2 (or partial eta squared), was 0.026.

This value indicated that social learning theory and conventional accounted for about 2.6 percent of the students' shyness scores. Thus, the inference drawn was that there was no significant influence of gender on the mean shyness scores of students. Therefore, the observed difference in the research question was probably due to chance error.

Discussion of the Findings

Shyness scores of students taught using social learning theory and conventional approach

According to the study's findings, pupils taught using the social learning model in schools had lower mean Shyness levels than those taught using the conventional model. The study's findings indicate that for both the treatment and control groups, the pretest score for Shyness was more significant than the post-test scores for low Shyness. The analysis of covariance (ANCOVA), which highlights a significant difference between students taught using the social learning model and those taught using the conventional model, reinforced the mean shyness score. The results of this study corroborate those of Ima-Osagie & Nwankwo (2019), who found that modeling techniques had a substantial distinct impact on Shyness among junior secondary school pupils.

Influence of gender on the mean shyness scores of students in trigonometry.

The study's findings revealed that for each group (male and female), the mean Shyness of male students in the pretest was more significant than the posttest mean shyness scores. However, there is no significant difference in the mean shyness scores of male and female students taught using social learning theory and those taught using conventional.

Summary

This study examined the effect of the social learning model on school child shyness in the Nuskka Education Zone of Enugu State. An extensive literature review was undertaken to guide the researcher into what has already been carried out in the study area. Two research questions were posed, and two hypotheses were formulated and tested at a 0.05 level of significance to guide the study. The literature review was based on the following subheadings; Shyness, social learning theory, and teacher. In addition, one idea was reviewed, which was social learning theory.

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