

Cognitive Shyness Among Preparatory School Students

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Abstract:-

The present study aims at identifying:

1. Cognitive shyness among Preparatory school students.
2. The statistically significant differences in cognitive shyness among preparatory school students according to the gender variable (males - females).

To achieve the objectives of the research, the research community was determined by preparatory school students in the six directorates of education in the Baghdad governorate, with its two sides, Karkh and Rusafa, whose number is (309284), where the researcher chose a sample from the research community in a simple random way amounting to (384) male and female students from secondary and preparatory schools in the city of Baghdad and from its six departments.

For the purpose of measuring the variables of the research, the researcher built two measures, namely the construction of the (cognitive shyness) measure, which consisted of (46) items in its final form and three components: (self-occupation, contradiction in perception, poor verbal fluency).

The research reached the results the following:

1. The research sample has a low level of cognitive shyness.
2. There is a difference in cognitive shyness according to the gender variable (males, females) and in favor of males.

Keywords: Cognitive shyness, Preparatory school students.

Chapter One

Introduction

Research Problem:

Shyness represents suffering for many students, and this psychological suffering controls and tyrannizes its owner to the extent that it paralyzes talents and makes

his social behavior of little production and weak effect (Sharara, 1996: 5).

Kaplan (Kaplan, 1988: 3) sees that the individual faces every day new situations that require him A high psychological ability to face challenges and adapt to the environmental changes that occur in his life, and the needs of the adolescent at this stage are varied, as some basic

psychological needs appear, such as the need for independence and self-assertion, and these needs if the adolescent cannot satisfy them in a normal and appropriate family environment that may be prepared. There are many psychological conflicts (Zahran, 1977), where their appearance is linked to specific methods in the upbringing of adolescents. Rejection may lead to a feeling of shame, and excessive pampering and protection lead to a feeling of irresponsibility, and strict discipline and conflict of opinions by parents leads to hesitation.

The inability to make decisions and the authoritarian and controlling style in raising children leads to a lack of initiative and a failure to adapt to the requirements of life (Zahran, 1977: 5) (Mahmoud , & Hashem, Abdul Abbas, 2021):. Therefore, shyness is considered a result of the wrong parenting methods that the individual suffers from, as he feels that he is useless and undesirable, and that he is treated harshly and hateful by parents and others, so he tends to loneliness, isolation, introversion, distrust and reassurance, which causes him setbacks that prevent him from communicating with The Others (Zahran, 1977: 51). (Al-Hajj & Mahmoud ,2009).

The student's success or academic failure is related to his degree of shyness, as the results of studies indicate that students who have a low degree of shyness have high academic achievement, and vice versa for students who have a high degree of shyness, and the latter does not only affect students' performance in the academic field. Rather, it extends to include his social world, which contributes greatly to an imbalance in the mental health of the student, so there is no agreement without the student enjoying good mental health, and no mental health without consent. (Mahmood , 2018).

The psychological aspect has an important role to push the student to learn and develop the desire and motivation for that to happen, and success calls for taking into consideration the psychological aspect and the environment and their important

role in increasing the motivation to learn and achieving educational goals and future aspirations. The school is the second institution in which the student spends most of his day, and is His acquisition of scientific knowledge, as well as helping him to get to know the outside world and enabling him to establish new relationships, and then to develop his personality after he was a child.

We note that some students do not have the ability to face challenges because of the state of shyness that afflicts them and may paralyze their abilities, talents and confidence and contribute directly to the low level of academic achievement, which is the main reason in some cases of academic delay (Al-Maleh, 1993: 8). itself causes other problems and has negative results, undesirable returns and unfavorable consequences, and this was confirmed by the study (Al-Shenawy, 1997), that the student who suffers from shyness lacks self-confidence and finds it difficult to integrate with his colleagues and lacks many life skills and new experiences that It can be acquired as a result of integration into social situations. (Mahmoud & Al-Shammari, 2021).

The effects of this are also reflected on the level of achievement, which is overcome by a feeling of failure and may be paralyzed in will and thinking, so we must avoid the student as much as we can from negative emotions, considering shyness is a fruit of fear and violence. (Al-Shennawi, 1997: 4). (Mahmoud & Mahmoud 2019).

Students who suffer from cognitive shyness tend to pay attention to social evaluation by others, which make them withdraw, avoid and escape from others and avoid participating in various activities. They have minimal eye contact, and shy students have a contradiction between what they see about themselves and what others see, and these contradictions may have an impact on the development of shyness into a chronic disease that may lead to a case of social phobia. (Henderson & Zimbardo, 2009: 17).

The surrounding situation of a shy student may hinder the achievement of goals or achievements, which may lead to a narrowing of his time perspective by focusing on the past and previous childhood experiences only, which leads to his feeling of frustration and isolation from others and avoiding participation in various activities. The problem can be formulated by the following question: Is there cognitive shyness among middle school students?

Research Importance:

The shy individual is convinced that others look at him with his shortcomings and weaknesses, so he is afraid of being evaluated in a negative way. It is useless and unwanted. The individual seeks to satisfy his needs and solve his problems in a way that reduces his tension in the light of the criteria he has acquired from his society. These are the methods that the individual resorts to to reduce his tension by consensus. Fehr and Westmaier (1979) indicated that shy females are characterized by a high level of anxiety, as a trait, as well as a low level of self-esteem as a condition (Al-Derini, 1980: 3).

The family can be an obstacle to the emergence of creativity that prevents the emergence of talents, and the nature of relationships between parents and their differing opinions in raising a child negatively affect the development of innovative thinking (Abdul Qadir, 2010: 24). (Mahmoud, 2016).

The Buss study (1948) also confirmed the existence of a positive and significant correlation between the degree of shyness and a sense of psychological loneliness in males and females, and that the shy who has a sense of psychological loneliness suffers from problems related to personal compatibility (Abu El-Nile, 2001:13). Researcher Magdy Habib (1992) the results of which showed that females are more shy than males. (Al-Nyal, 1999: 59) So shyness is considered among the psychological problems that the child suffers from because of its negative impact on his personality in the future, by curbing his ambitions and preventing him from

achieving it also affects his position as a member of society, and one of the most difficult consequences of this problem is the inability of the child to achieve his psychological compatibility, especially with regard to participating in school activities.

The redness and yellowing of the face for the slightest reason, which prevents them from adjusting properly with others, and that it may control the individual and affect his ability and creative potential and is linked to many personal variables that negatively affect the self-concept of a shy person. (Al-Nyal, 1999: 22).

Shyness is a natural experience that individuals may experience, whether they are males or females, when they are exposed to some situations, but its repetition to the extent that shyness becomes influential in the personality of the individual and to the extent that it can pose a danger on his psychological state and its negative impact on his social interaction, especially in the stage of adolescence, which Kongo (1986) describes as the most important and most difficult stage of life, as most physiological and social changes occur in it, and it is a transitional stage through which the individual moves from childhood to adulthood.

Belonging to the group, and in his expectations, hopes, and aspirations for the future that may make his life full of constant problems and conflicts between different attitudes, values, beliefs and other lifestyles, such as intense fear and acute anger and the related anxiety and confusion, and that shyness is one of the emotional states that may accompany fear when an individual fears the current situation. Shyness may arise from the feeling of distress in the meeting of shy people with people (Al-Sayyid, 1974: 303).

Shyness is one of the psychological factors that have a negative impact on the individual's ability to adapt. The new with others because it limits his ability to interact and thus reduces his opportunity to form friendships, enjoy and benefit from the various available experiences. Al-Samadouni (1994) points out that shyness

is one of the undesirable psychological and social characteristics, as it is linked to problems of personal and social compatibility and controls the individual's abilities, and feelings.

Since childhood, the dispersal of his productive and creative energy limits his behavior and behavior in social situations (Al-Samadouni, 1994: 135). Shyness is one of the most common causes of social withdrawal that prevents the individual from expressing his point of view, and also prevents him from talking about rights out loud, as it makes the individual refrain about meeting new people and making new friends (Yahya, 2000: 194).

Shyness may dominate the individual's abilities, paralyze his productive energy, and limit his social and psychological behavior as a result of the negative emotions that the individual gains from the family, the environment and the society in which he lives. It is noticeable that the shy individual is His behavioral life is turbulent, and that shyness is one of the personal psychological reasons that hinder the individual from satisfying his needs and from achieving successful compatibility, whether this interaction is verbal or Non verbal.

Research Objectives:- The current research aims to know

- 1-Cognitive shyness among middle school students.
- 2-The statistically significant differences in cognitive shyness among middle school students according to the gender variable (males – females).

Limitations of The Search: The current search is determined by

- 1- Students of the preparatory stage in secondary and middle schools in the city of Baghdad in the six directorates of education, males and females, and for the school stages (fourth middle school, fifth middle school, sixth middle school) for specializations (literary, scientific, applied science, biological science).

- 2- Academic year 2021/2022 AD.

- 3-Secondary and preparatory schools in the city of Baghdad through the six directorates of education (Al-Karkh First, Second and Third) and (Al-Rusafa First, Second and Third).

Defining Terms:

First: - Cognitive shyness defined by:

- 1-Henderson & Zimbardo, 2009) A rising state of singularity characterized by excessive self-preoccupation, poor verbal fluency, and inconsistent perceptions (Henderson & Zimbardo, 2009:1-33).

Theoretical definition of cognitive shyness: The researcher has adopted the theoretical definition (Henderson & Zimbardo, 2009) because it has adopted the theoretical framework for this view, and the theoretical framework has important characteristics and features that have proven its success in other societies across cultures.

Procedural definition of cognitive shyness: The overall score obtained by the respondent when answering the cognitive shyness scale that was prepared to measure this purpose.

- Second: The preparatory stage: defined by the Ministry of Education (1977): the stage that follows the intermediate stage or its equivalent and lasts for three years, provided that the student's age does not exceed twenty-one for boys and twenty-three for girls (Ministry of Education, 1977: 3).

Chapter Two

Theories explaining cognitive shyness:

Zimbardo Theory 1982;

This theory introduces the concept of shyness as an excessive state of individualism characterized by excessive preoccupation with oneself, anxiety and increased interest in the social calendar. In particular, to the social feedback related to the individual's performance to the biased trend towards the negative pole on the scale

of the calendar, and in the mind of the shy person, there is concern about rejection on the part of others, insecurity and loss of identity, and such fear and anxiety act as a cause or effect at the same time for the inability of the individual To accept himself as a person of value, likable, skilled, organized, and has an independent orientation. This centralized anxiety results in three types of fears: fear of lack of social fit, fear of failure, and fear of intimacy and integration.

Zimbardo pointed out that shyness leads to negative results, as shy individuals are considered less familiar and able to prove themselves in front of others, and society does not view them with the same negativity that shy people see themselves in. have others. It has been shown that mental wandering interferes more than anxiety in social interaction, and shy people underestimate their ability to cope with social situations, and shy university students are not expected to engage in self-affirming behaviors.

Self-deception that entails serious problems resulting from a lack of social interaction network, failure and disclosure of sensitive personal problems, as well as earning a little money because shy people are in unsuitable jobs because they avoid jobs that require tactful speaking and leadership skills. Age leads to social isolation (Abdul Wahed, 2002: 47-48).

So, Zimbardo considered shyness to be a multidimensional concept of different types of anxiety, the first of which may be real and is anxiety about realistic situations and stimuli, the second is illusory anxiety based on false perceptions of its owner, and the third is cognitive anxiety related to trivial or wrong information, as happens in cases of shyness and the most common type of anxiety is Social anxiety, such as anxiety during speech and anxiety about social contexts with members of the same or opposite sex.

Accordingly, Zimbardo defined shyness as “the tendency to avoid social situations, failure to participate appropriately in social encounters, and feelings of anxiety, turmoil and distress during social interactions.

Shyness, according to Zimbardo, consists of behavioral, physiological, emotional, and cognitive components, which he considered the most common reactions among students, and that shyness is In fact, it is higher in ego-oriented civilizations than group-oriented or community-focused civilizations, so Zimbardo presented two main reasons for shyness, which are cultural values and attributing shyness to themselves or to external factors. Zimbardo also presented a number of negative effects of shyness approved by the participants in his survey studies, which are:

1-Shyness creates some social problems, such as difficulty meeting new people, establishing new relationships, and enjoying good experiences.

2-It leads to negative evaluations by others.

3-It makes it difficult to confirm the identity of the person, express his opinion, and take appropriate opportunities.

4-It creates cognitive and expressive difficulties, suppresses the ability to think clearly, and creates unrealistic and false perceptions that cause anxiety and tension.

5- It increases the individual’s focus on himself and his preoccupation and excessive preoccupation with topics that have nothing to do with the real problems that cause or stand behind his feeling of shame and shame (Zimbardo, 1980: 334-335).

Zimbardo describes cognitive shyness (as a rising state of exclusivity characterized by excessive self-preoccupation, and the individual tends to pay attention to social evaluation by others because the emotionally shy person withdraws, avoids and flees from others in social situations and avoids important activities and goals. (Zimbardo, 1980: 6) It is characterized by negative thinking, which in turn contributes to arousing negative feelings, as shyness involves attention to cognitive evaluation by others, which leads to a misunderstanding of others' opinions about the individual, and shyness leads to a contradiction in perception between how the individual sees

himself and how others see him. It has an effect on the development of shyness to become chronic or lead to a state of social phobia, (Zimbardo, 1980; 17).

One of the characteristics of cognitive shyness in an individual is self-blame, negative beliefs about oneself, negative thoughts about others, lack of happiness, a decrease in positive feelings, and a weakness in verbal fluency, where they speak quickly and less and less revealing about themselves and their behavior is nonverbal and they put a distance between them and others. Others have minimal eye contact (Zimbardo, 1980: 23-22).

They laugh less, have a low voice, and their body movements are restricted in hand and arm gestures. Henderson & Zimbardo, (2009) stressed the need to pay attention to personal social fitness in a healthy social environment, because it is necessary in enhancing social support and communication with others in the emotionally shy individual (Henderson & Zimbardo, 2009: 1 – 330).

From this, the researcher extracted three dimensions of cognitive shyness from the theory of Henderson & Zimbardo, (2009: 1 - 3), as this theory addressed the three dimensions of cognitive shyness in their theory, which are:

1. Excessive preoccupation with oneself and its merits
2. Difficulty with verbal fluency and tendency to use hand, arm and gestures instead of continuous speech and tendency to long silence and mental wandering while being with others
3. A contradiction in perception between what the individual sees about himself and what the individual sees about him.

Previous Studies on Cognitive Shyness:

-Study of Abbas (2012) / Iraq

(Cognitive shyness and cognitive perception anxiety and the relationship between them among university teachers)

The current research aims to identify the level of cognitive shyness and the level of cognitive perception anxiety among university teachers, as well as to identify the significance of differences according to gender (male - female) and scientific title (teacher assistant - teacher), as well as the correlation between the two variables, and in order to verify this, the researcher built a cognitive shyness scale, as the number of its items in its final form reached (24) items, and he used the cognitive perception anxiety scale prepared by Flynn and others (Vlaeywn et al;1990).

The number of its paragraphs in its final form reached (30) paragraphs, and their psychometric properties were confirmed. The two tools were applied to a sample of (120) male and female teachers who were randomly selected from three colleges at the University of Baghdad, namely (College of Engineering, College of Science and College of Political Science) and three colleges in - Al-Mustansiriya University, which is (College of Science, College of Arts, and College of Education), for the academic year 2011-2012, and the results of the research showed the following-:

1. The research sample of university teachers do not have cognitive shyness.
2. There are no statistically significant differences between (males and females) in cognitive shyness.
3. There are statistically significant differences between (the assistant teacher and the teacher) in the cognitive shyness and in favor of the assistant teacher.
4. The research sample of university teachers have cognitive perception anxiety.
5. There are statistically significant differences between (males and females) in cognitive perception anxiety and in favor of females.
6. There are no statistically significant differences between (the assistant teacher and the teacher) in cognitive perception anxiety.

7. The results of the statistical analysis showed that there was no significant correlation between cognitive shyness and cognitive perception anxiety, according to the sample as a whole.

Chapter Three

Research Methodology and Procedures

First, the Research Method:

The researcher used the descriptive approach with (associative relations), which is one of the forms of organized scientific analysis and interpretation as describing a specific phenomenon or problem and quantifying it by collecting data and standardized information about the phenomenon or problem, classifying, analyzing and subjecting it to careful study (Fraenkle and Wallen, 1993: 269).

This helps to make a comparison and relationship to some phenomena and problems and evaluate them and determine what individuals do to solve problems and phenomena and benefit from their opinions and experiences in developing a vision and future plans and making appropriate decisions for similar situations in the future. (Melhem, 2000: 370).

Secondly, the Research Community:

Population means all individuals, things or people who constitute the subject of the research problem. It is all the elements related to the problem of the study that the researcher seeks to generalize about the results of the study (Abbas, Nofal and others, 2009: 217). The research community consists of students of the preparatory stage of the six directorates of education in the governorate of Baghdad, next to them are Karkh and Rusafa, whose number is (309284).

Third, the Research Sample:

It is a group that best represents the elements of society, so that the results of that sample can be generalized to the entire society and make inferences about the features of the society (Al-Nabhan, 2001:

187). The researcher chose a sample from the research community in a simple random way, as it reached (384) male and female students from secondary and middle schools in the city of Baghdad and from its six districts. For the purpose of determining the sample size representing the community and building it on a sound scientific basis, the researcher relied on to determine the sample size (Al-Ta'i, 2013:4).

The search tool will be reviewed as follows:

First: The cognitive shyness scale

I. Determining the main areas of the scale:

The domains of the cognitive shyness scale were determined based on the theory (Zimbardo; 1982), after the researcher adopted the theoretical definition of theorists.

Henderson & Zimbardo (2009:1-33)

Cognitive shyness (it is an escalating state of exclusivity characterized by excessive self-preoccupation, poor verbal fluency and inconsistency in cognition).

First: The first component / cognitive preoccupation

Second: The second component / weak verbal fluency

Third: The third component / contradiction in perception

2. Drafting paragraphs for each field;

The researcher formulated paragraphs for each of the three domains of the scale, which are as follows:

1-The field of cognitive preoccupation, consisting of (19) paragraphs

2-The domain of weak verbal fluency, which consists of (17) paragraphs

3-The field of contradiction in perception and it consists of (17) paragraphs

Thus, the number of items of the cognitive shyness scale in its initial form became (53) items

3-Formulation of alternatives

The researcher identified (5) alternatives to answer the cognitive shyness scale according to the five-point Likert scale, which was adopted because the sample of the research (middle school students) and they could answer with accuracy and knowledge, and the answer alternatives were

(Applies to me a lot, applies, applies to me sometimes, applies to me rarely, never applies to me) and with weights (1,2,3,4,5) for positive paragraphs and with weights (5,4,3,2,1)

For negative paragraphs

4-Checking the validity of the items of the cognitive shyness scale:

The paragraphs of the tool were presented to a group of (15) arbitrators specialized in (Psychology) to express their opinions on:

- The validity and integrity of the wording of the paragraphs of the tool.
- Extent of comprehensiveness of the tool
- Adding, modifying or deleting any paragraph of the tool.

In light of the arbitrators' opinions, (5) paragraphs were amended by the experts, and (53) paragraphs were retained that constitute the final version of the instrument, and it was relied on the criterion (80%) or more as the percentage of experts' agreement in keeping or amending the paragraphs. Accordingly, the paragraphs that obtained a percentage of the experts remained (80%) at the significance level (0.05) using the chi-square, and each paragraph was considered valid when the calculated chi-square value was significant at the (0.05) level.

The following becomes clear:

a. The experts' approval obtained the validity of (53) items in measuring what was set to be measured, distributed over the areas of the tool if the lowest value calculated for the chi-square is (7.5) a function at the level (0.05).

B. Some experts suggested making amendments to the wording of some paragraphs, and based on their opinions, these paragraphs were redrafted.

5.Scale correction;

The intended correction of the scale is to give a total score to the examinee. This degree expresses the availability of cognitive shyness among middle school students. The cognitive shyness scale form was corrected on the basis of (53) paragraphs divided into three areas for each paragraph, five alternatives to answer after the weights of the answer alternatives were determined.

6.Scale Instructions:

The scale instructions were determined in terms of choosing only one alternative from the number of five alternatives, as well as in terms of answering all the paragraphs of the scale without leaving any paragraph unanswered because in this case it will be neglected. Also, filling out the general information at the beginning of the scale in addition to leaving freedom for each student or Asking to enter the name is optional, or to leave this field blank.

7.The exploratory experiment of the cognitive shyness scale:

The researcher applied the scale to a sample consisting of (40) male and female students from the middle school for the purpose of identifying the extent of clarity of the instructions and paragraphs of the scale for the sample, and the time taken to answer was (10) minutes.

Statistical analysis of the items of the cognitive shyness scale:

The researcher analyzed the items statistically to reveal their validity or homogeneity in order to keep the good items and to reveal their accuracy in the

scale in measuring what they were set to measure and to prove their efficiency in achieving the principle of individual differences. Because the goal of this analysis is to keep the valid paragraphs in the scale and exclude the paragraphs or modify the invalid ones.

The researcher has followed two methods to conduct the analysis process, namely the method of the two extreme samples and the relationship of the paragraph degree with the total degree of the scale

1-The two extreme groups contrasted groups. The researcher adopted the same basic research sample of (384), and statistical analysis was applied to it. In order to analyze the paragraphs, the following was extracted: and by the following steps:

1. Correcting each of the (384) scale forms.
2. Collecting the scores to get the total scores of the paragraphs and for each of the scale forms.
3. Arrange the forms (384) from the highest score to the lowest score.
4. Sorting (27%) of the upper group of (104) forms, whose members got the highest degree of answering on the scale, and (27%) of the lower group of (104) forms, which are the ones whose members got the lowest score from the answer.
5. Using the t-test equation for two independent samples to test the significance of the differences between the means of the upper group and the lower group for each item of the cognitive shyness scale.
6. Balancing the calculated T-value for each paragraph of the scale with the tabular T-value of (1.96) at a significance level of (0.05) and with a degree of freedom (206). The results showed that all the calculated T-values are higher than the tabular value of (1, 96) at the level of significance (0.05) and the degree of freedom (206), which means that all paragraphs of the cognitive shyness scale are distinct and statistically significant.

2. Relationship of the degree of the paragraph with the total degree of the scale:-

(Anastasi;1976)) indicates that the correlation coefficient between the degree of the paragraph with the total degree is an indicator of the validity of the scale construction, in light of that, the researcher used the (Pearson) correlation coefficient to extract the correlation between the degrees of each paragraph and the total degree of the scale. And it turns out that there is a strong relationship between all the degrees of the paragraphs and the total degree of the scale that they represent at the level of significance (0.05) and the degree of freedom (382), as all the paragraphs are statistically significant because all the calculated values are higher than the tabular value of (0.098), and for this reason the paragraphs of the scale are true for what made to measure.

Scometric Characteristics of The Scale:

First: The validity of the scale:

Honesty is one of the important characteristics that must be available in the psychological scale before starting its application, and honesty is the ability of the scale or the tool to measure what it was developed for (Ebel, 1972: 34). And (Oppenheim, 1973) indicates that the concept of honesty refers to the measurement of paragraphs of what they are supposed to measure (Al-Zoba'i et al., 1980: 39). There are many ways and methods for calculating and estimating honesty, so in some cases we get a quantitative coefficient of honesty, while we get a qualitative coefficient of it in other cases. The researcher has extracted for the current scale indicators and types of honesty, which are (apparent honesty, construction validity and factor analysis validity) as follows:

1. Apparent honesty:

This type of honesty is based on the extent to which the scale represents the components, factors, or attribute that it measures, as well as the balance between

the importance of each factor, as it becomes logical that the content of the scale be true, provided that it represents the attribute that is to be measured (Abd al-Rahman, 1988: 158). This type was achieved by presenting it to a committee of experts, and this was mentioned previously.

2. The validity of the construction:

It is intended to analyze the degrees of the scale based on the psychological structure of the trait to be measured, meaning that it is the extent to which we can decide that the tool or scale measures a specific theoretical construct or a specific feature or characteristic (Anastasi, 1976: 151). As for (Cronbach, 1970) it is known Structural validity is an analysis of the meanings of test scores in psychological concepts based on the hypotheses of the theory that explained the measured trait (Cronbach, 1970: 157). Structural validity has several indicators:

A- Discriminatory power and it was verified within the statistical analysis procedures.

B - Internal consistency: which refers to the ability of the paragraph, consistent with all paragraphs, to perform its function by measuring part of the total behavioral range of the measured trait (Krool, 1960: 426). Internal consistency is extracted through.

A- The relationship of the degree of the field to the field of the scale:

The researcher used the (Pearson correlation coefficient to extract the correlation between the degree of the domain with the domain of the scale, and it was found that all the correlations are statistically significant since all the calculated values are higher than the tabular value of (0.098).

B- The total score for the field and the total score for the measurements:

The researcher used the Pearson correlation coefficient to extract the correlation between the total score of the field and the total score of the scale. Table (11) showed that there is a strong direct relationship at

the significance level (0.05) between the total score of the field and the total score of the scale, since all the calculated values are higher than the tabular value of (0.098).

Second: The stability of the scale: The researcher verified the stability of the cognitive shyness scale in two ways:

1. Method of retesting:

It is intended to apply the scale or test to a group of individuals and then re-apply it to them again in the same circumstances in which they were previously tested. The statistician numbered (85) male and female students, and the period between the two applications was (14) days, which is considered an appropriate period for re-application (Ferrickson, 1991: 527). Extracting the Pearson correlation coefficient (Person.Cor.Cofffection) between the first and second application degrees (Rotation, 1985: 133), if the reliability coefficient reached (0.994).

2. Alpha internal consistency coefficient (Cronbach's alpha).

This method is based on calculating the correlations between the degrees of paragraphs on the basis that each paragraph is a stand-alone scale (Al-Kubaisi, 2010: 297), and the researcher applied the stability to the research sample for each (384) and the stability coefficient reached (0.90), which is an indicator Good for the internal consistency of the cognitive shyness scale (Cronbach, 1970: 63) after deleting items (5,9,13,21,36,43,45).

The final image of the scale:

After verifying the availability of the psychometric properties of the scale through logical and statistical analysis, the scale is ready to be applied to the basic sample of (384) male and female students, and the scale consists of (46) items, so the highest degree obtained by the sample is (230) and the lowest score is (46), and a theoretical average (138).

Sixth: Statistical means:

The researcher made use of the statistical portfolio of psychological and social

Sig.	1.96	2.18	29.18	121.20	196	male	384
			28.92	114.73	188	female	

It is clear from Table (2) that there is a difference in cognitive shyness according to the gender variable (males, females) and in favor of males, because the calculated t-value is higher than the tabular t-value of (1.96) at the level (0.05) and the degree of freedom (382).

This means that male middle school students have cognitive shyness in terms of their interest in social evaluation by others, poor verbal fluency, non-disclosure of themselves, non-verbal expressive behavior, and they have a minimum level of eye contact than females, and this is because they are in adolescence, and this stage Males are more sensitive and emotional than females and are exposed to emotional contradictions during this stage and become fluctuating in their behavior, so this result appeared in this way.

Conclusions:

In light of the research findings, the following can be concluded:

- 1.The research sample has a low level of cognitive shyness.
- 2.There is a difference in cognitive shyness according to the gender variable (males, females) and in favor of males

Recommendations:

In light of the results that have been reached and to complement the current research, the researcher suggests the following:

1-Opening training courses and holding seminars by the extension units in the college to consolidate the students' self-confidence and direct them towards openness and enhance it for them, which is based on the exchange of opinions and free scientific discussion on social and scientific topics.

2-Directing attention to middle school students by involving them in social and scientific activities and activities with the

aim of taking care of open-mindedness and accustoming them to accepting others regardless of their attitudes.

3-The necessity of the family's interest in bringing up their children to reject shyness, especially knowledge shyness, and accustom them to openness through following the method of dialogue, discussion and the democratic method of dealing, as well as directing them towards caring for the present and the future and trying to overlook the past, including its problems.

Suggestions;

And to complement the aspects related to this research, it is possible to come up with proposals to conduct scientific studies such as-:

- 1.Conducting a study targeting the relationship between cognitive shyness and personality type (A) B.
- 2.Conducting a study targeting the relationship between cognitive shyness and optimism and pessimism.
- 3.Conducting a study targeting the relationship between cognitive shyness and social conformity.

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