



ALLAMA IQBAL OPEN UNIVERSITY  
MANUAL  
RESEARCH PROJECT SOLVED  
B.Ed. (1.5 Year / 2.5 Year)  
Course Code: 8613

Roll Number: [www.pediastic.com](http://www.pediastic.com)

**MANUAL**  
**RESEARCH PROJECT**  
**B.Ed (1.5 Year / 2.5 Year)**

**Course Code: 8613**

Name: \_\_\_\_\_

Roll No. \_\_\_\_\_

Registration No. \_\_\_\_\_

Semester: Spring 2022

Region: Cujatanwala

Theme: Personality development of Students

Sub-theme: "Removing shyness"

Topic: "Removing shyness through Presentation

Technique among 7<sup>th</sup> Grade Students"

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Name of the School (where the action research was conducted):

Govt. Girls' Model Primary School, \_\_\_\_\_

Overall background of the participants of the project; area / school: (socio-economic status, occupation / profession – earning trends of majority of the parents, literacy rate, academic quality, and any other special trait of the community where the school is situated) (10

marks)

## Background of Participants:-

The participants of this project belong to Govt. Girls' Model School. They are seventh grade students and belong to a group of teenagers. The school is located in a rural area, which is known by the name "\_\_\_\_\_". These students live nearby village. A very small number of students were involved in this project.

## Socio-Economic status:-

The parents and families of the participants of this project belong to diverse socio-economic status. Their socio-economic status ranges from lower to middle class. Most of the students have lower-middle-class families. While others belong to the poor families.

## Occupation/Profession:-

As the participants belong to the rural area, majority of their parents have profession related to agriculture, small business, and daily wages.

Only one mother of a participant belong to government job.

## Earning trends:-

The earning trend varies from family to family. Some of the parents of these participants earn by labor. Majority of them have small business while others earn by agricultural means. All the families have only one income source. Only some of them have more than one income source, as they use to live in joint families.

## Literacy rate:-

Literacy rate of the area is less than 50%. Male and female's literacy rate is almost equal. Because males are not much interested in education and females cannot avail higher education facilities. Almost 80% of the parents have attended primary

School. 15% have passed matriculation and only 5% of them have master degree.

### **Academic quality :-**

Academic quality of the area is average. There are two government schools. One of them is recently upgraded to middle school and one is still primary.

### **Special trait of the community :-**

The most prominent trait of this village (Puryala Wazaich) is that most of the females do regular labor and a number of males do not like to work at all. Because of this busy routine they cannot pay much attention to their children. Another thing is that many of the families do not allow the girls to go for higher education because there are no education facilities nearby.

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Theme: "Personality development of students"

Sub-theme: "Removing shyness"

Topic: "Removing shyness through presentation technique among grade 7<sup>th</sup> students."

1. Why did you select this specific sub-theme and topic? Relate it to your experience / problem in your classroom / institution. (10 marks)

(Give the background and rationale of the study)

Reason for selecting  
"Removing shyness"  
as subtheme:-

I selected "Removing shyness" as sub-theme for this action research because I have observed many students facing the problem of shyness in different institutions.

I have observed that there are always some shy students in each class. Such students do not ask questions during lecture and do not participate in class discussions. Because of which understanding their lesson becomes difficult most of the time. Which results in low performance as compared to their fellows. I was willing to see if I can solve this problem

using presentation technique.

## Reason for selecting this topic:-

After the selection of sub-theme "Removing Shyness" for this action research, I tried to figure out for a technique to remove shyness. The trickiest thing was to select a technique that can be applicable within the classroom and during the class duration along with being appropriate for all students. So, I chose presentation technique because I thought it has all the required qualities.

After designing the topic, I sent it to my supervisor and she checked and approved it.

## My experience as a reason:-

I observed many students during my student life and during my teaching experience. I noticed that the students those are not shy are more participative, and communicative. They easily share if they are facing any problem in understanding the lecture. While the shy students do not ask

anything which leads to misconceptions.  
**Problem in my classroom  
as a reason:-**

In my classroom, I experienced that some hardworking and diligent students are sometimes confused and because of this they are not able to perform well. Whenever, they misunderstand the lecture they do not try to clear it by asking to their teacher and this misconception leads to low performance.

2. What was your discussion with your colleague / friend / senior teacher or supervisor regarding the problem? (05 marks)

(Provide your discussion with your colleague or supervisor for better understanding of the problem and alternate solutions)

**Discussion regarding**



## Problem:-

I discussed the problem with my supervisor, colleague, and friends. All of them consider shyness as a serious matter. They agree that shyness among students can be solved by presentation technique.

My friends shared their experience that students those can come in front of all and present something, are not shy. They also shared from their experience that the students those are always willing to write on the board in front of their fellows are not shy at all. So, if shy students will be encouraged to present, then we might can remove shyness among those students. They also implied that shy students do not ask question to clear their concepts because they hesitate to stand in front of whole class.

My supervisor suggested that presentation technique will have positive impact on removing shyness.

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They stated that those students who willingly participate in presentation activity accounted for low level of shyness and low level of shyness leads to more active learning and good academic performance.

3. What did you find about the problem in the existing literature (books / articles / websites)? (10 marks)

(Explore books and online resources to know what and how has been already done regarding this problem)

### Literature review:-

In arguing for a categorical view, Kagan (1994) claimed that

roughly 15% of children show a "shy", timid, fearful pole" (p. 265). He argued further that this category is biological in origin, appearing early in life and remaining stable with age. Kagan's (1994) conclusions were based on his findings that categorical analysis (i.e., t-tests and ANOVAs) yielded clear and consistent differences between shy and non-shy groups.

Although some commentators have worried that shyness is phenomenological variable that might not show convergence across methods (Harolds, 1984; Ozer, 1989), the major shyness scales have been firmly validated with a combination of peer-ratings and behavioral criteria (Cheek & Briggs, 1990; Jones & Carpenter, 1986; Leary, 1991; Paulhus & Morgan, 1997).

Teacher and parent ratings and questionnaires, and students' questionnaires, reports that shy students tend to have academic and social difficulties in school (Kalutskaya et al., 2015).

Jones and Georg (1994) reported

that 'silent' sixth-grade students initiated fewer interactions, responded less often to direct questions and questions directed at the class as a whole.

Coplan et al. (2011) examined elementary-school teachers' reports of the likelihood of using a preselected set of strategies for hypothetical shy, quiet children as described in vignettes.

In another study, based on vignettes and hypothetical students, Deng et al. (2017) included social learning strategies items in a broader study of pre-service elementary school teachers. Items referred to promotion of social skills, involving a classmate in problem solving; praising the student for appropriate behaviors; encouraging the student to join activities. Participants reported greater likelihood of using these approaches with shy students than with average and exuberant students. Conversely, participants were less likely to use 'high-powered' (punishment, direct

intervention) Strategies with shy students. Bosacki, Rose-Krasnor, and Coplan (2014) applied qualitative methodology, conducting guided conversation-<sup>al</sup> semi-structured interviews with five elementary school teachers. The interviewees referred to encouragement of collaboration with peers but there was greater emphasis relative to quantitative studies on understanding the reasons for the child's quietness, teacher's sensitivity, and issues of trust and emotional comfort.

The teachers were no doubt right in focusing on anxiety reduction through calibrated exposure and time to prepare in areas of activity, which involved speaking in the public arena of whole class (the first two areas of activity). However, we suggest that strategies that focus solely on the psychosocial are necessary, but arguably need to be augmented by a concern with cognitive challenge if these students

are to fully participate 'in a learning community' (Nind and Wearnmouth 2006, 122).

4. What were the major variables / construct of your project? Give definitions / description from literature. (05 marks)

(What are the key terms in your topic or study? what do you mean of these terms?)

What particular meaning you will attach to the term when used in this project?)

Shyness (Independent variable):-

"Shyness" means different things to different people; for some it is the reserved manner of introvert, for others it connests modesty and diffidence. It can shade from bashfulness through timidity to chronic fear of people. But at the other extreme, Shyness becomes a form of imprisonment, in which the person plays both the role of guard who

constantly enforces restrictive rules and the role of prisoner who sheepishly follows them. (Zimbardo et al., 1975).

### Presentation (Dependent variable):-

A presentation conveys information from a speaker to audience. Presentations are typically demonstrations, introduction, lecture, or speech meant to inform, persuade, inspire, motivate, build goodwill, or present a new idea/product.

A presentation is means of communication that can be adapted to various speaking situations, such as talking to a group, addressing meeting or briefing something.

5. What did you want to achieve in this research project? (05 marks)

(Objective / purpose of the study; what was the critical question that was tried to be answered in this project)

### Objective / Purpose of study:-

This action research describes the role of presentation skills and the positive impact it can have on students of all kinds ranging from the above average students to the students that are on the brink of dropping out of school. The objective of this research was to investigate

the psychological effect of presentation technique on the level of shyness. The purpose of this project was to remove shyness among students to improve their studies.

6. Who were the participants in your project? (05 marks)

(Give details of the individuals or groups who were focused in this project e.g. the early-grade students whose handwriting in Urdu was not good or the students of class VIII who did not have good communication skills)

### Participants of the project:-

The participants of this project (Removing shyness through presentation technique among 7th grade students) were the students of Government Girls' Model Elementary Primary school, Ruryala Wazirich, GRW. These students were enrolled in seven-th (7) grade. They belong to the teenage group. Only a small number of students those were shy were



selected for this project.

7. How did you try to solve the problem? (10 marks)

(Narrate the process step-wise. Procedure of intervention and data collection)

**Procedure:-**

**Finding shy students:-**

To find the shy students for this research McCroskey Shyness Scale was applied on whole 7<sup>th</sup> grade. Then each test was scored and the students those scored higher than 35 were selected as participants.

**Collecting background info:-**

All the selected participants were interviewed to collect their background information.

**Questionnaire:** The participants were asked to fill the questionnaires by choosing yes or no from given options.

The questionnaire was to know about their interest and their prior experience about presentation activity.

**Application of technique:-**

All the participants were assigned

topics and were asked to present the same topic in front of their class fellows daily, for almost fourteen days. At the start they were very nervous and even some was showing crying faces. They were supported by their fellows and it helped them a lot. As a result of this activity, they slowly started to present with less shy behaviors.

### Testing shyness level:-

After the decided time period their shyness level was again checked by applying McCroskey Shyness Scale. Then their scores, prior to presentation activity and after that were compared.

### Data Collection and analysis

Data collected from McCroskey Shyness Scale was arranged in a tabular form. Then data was fed into SPSS software to know about any significance result.

To find out the difference in the level of shyness of students

due to application of presentation technique the paired t-test was applied. The calculated t-statistics (-7.21) was greater and the value of p was significant ( $p=0.00009$ ). So, statistically, presentation activity was proved as an effective technique to remove shyness.

8. What kind of instrument was used to collect the data? How was the instrument developed? (05 marks)

(For example: observation, rating scale, interview, student work, portfolio, test, etc.)

To collect the data for this action research following instruments were used:  
**McCroskey Shyness scale:**

To find the shy students of the class, McCroskey Shyness Scale was used. It consists of 14 items. These items are actually the statements that shy people and others often make about themselves. These statements can be answered as strongly disagree, disagree, neutral, agree, and/or agree strongly. Each choice is then scored e.g., Strongly disagree = 1 and Disagree = 2 and so on, which are counted to calculate shyness level.

The scores should be between 14 and 20. The students those scored 35 and more were selected as participants.

**Interview:** After selection of participants of this research, interview was conducted. Its purpose was to collect data about their background, socio-economic status, profession of their parents and their educational background.

### **Questionnaire:-**

After collection of background info. through conducting interview, questionnaire were distributed among participants. Which included some questions to know about their participation in presentation activity. Such as,

- have you ever participated in presentation activity before?

- Do you think that you can present in front of your class without any hesitation?
- Have you ever participated in shyner presentation activity.

9. What were the findings and conclusion? (Provide instruments and analysis as appendix) (10 marks)

## Findings and conclusion:-

The already available re-search and this action research indicates that participation is co-related with shyness level. Willingness to present in front of class is also associated with improved academic ability and grades.

Pre-existing personality and social differences between participants may also account for co-relation. The students who spend time on standing in front of the class, have low level of shyness as compared to the students who spend less time on presentation. Participation in presentation activity leads to the development of new skills to develop or strengthen the particular attitude. Which in return leads to low level of shyness and self-worth.

## Appendix Instrument:-

## McCroskey Phyness scale:-

It was developed to obtain individual's self-report of their shy behavior. This measure has generated high alpha reliability estimates ( $>.90$ ) and has excellent face validity. Research has indicated that it also has high predictive validity - distinct from either CA or WTC measures. Following is the scale:-

Sr. no.	Statements	Strongly disagree	Neutral	Agree	Strongly Agree
1.	I am a shy person.				
2.	Other people think I talk a lot.				
3.	I am a very talkative person.				
4.	Other people think I am shy.				
5.	I talk a lot.				
6.	I tend to be very quiet in class.				
7.	I don't talk much.				
8.	I talk more than most people.				
9.	I am a quiet person.				
10.	I talk more in a small				

11.	Most people talk more than I do.					
12.	Other people think I am very quiet.					
13.	I talk more in class than most people do.					
14.	Most people are more shy than I am.					

### Scoring :-

Scoring disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly agree = 5

**Step 1:** Add the scores for items 1, 4, 6, 7, 9, 11, and 12.

**Step 2:** Add the scores for items 2, 3, 5, 8, 10, 13 and 14.

**Step 3:** Shyness =  $42 + \text{Total of Step 1} + \text{Total of Step 2}$   
Scores should be between 14 and 20.

Scores above 52 indicate a high level of shyness. Scores below 32 indicate low level of shyness. Scores between 32 and 52 indicate a moderate level of shyness.

### Data and its analysis:-

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Treatment 1	Treatment 2	Diff (T <sub>2</sub> -T <sub>1</sub> )	Dev (Diff- $\mu$ )	Sq. Dev
55	45	-10	-3.12	9.77
53	47	-6	0.88	0.77
61	58	-3	3.88	15.02
46	41	-5	1.88	3.52
52	43	-9	-2.12	4.52
62	58	-4	2.88	8.27
50	41	-9	-2.12	4.52
59	50	-9	-2.12	4.52
		$M = -6.88$		8.50.88

$$\alpha = 0.05$$

$$\text{Mean} = -6.88$$

$$P \text{ is } < .05$$

$$\mu = 0$$

P is Significant

$$S^2 = SS/df = 50.88/8-1 = 7.27$$

$$S_M^2 = S^2/N = 7.27/8 = 0.91$$

$$S_M = \sqrt{S_M^2} = \sqrt{0.91} = 0.95$$

$$t = (M - \mu) / S_M = (-6.88 - 0) / 0.95 = -7.21$$

$$t = -7.212976, P = 0.00009 \text{ which is } < .05$$

#### 10. Summary of the Project (05 marks)

(What and how was the research conducted – main objective, process and findings)

**Main Objective:-**

The main objective of this action research was to remove shyness among students using presentation activity. Furthermore, this project



was also to find the positive impacts of presentation activity on students' academic performance and personality development.

### Process:-

At first shy 7<sup>th</sup> graders were found by McCroskey shyness scale and were selected as participants. After interviewing about their family background a questionnaire related to their presentation experience was distributed. Then they were assigned topic to present regularly in class. After a fortnight, their shyness level was again calculated using the aforementioned McCroskey Shyness Scale.

The scores collected before applying presentation technique and the scores after that were compared with the help of t-test and the p-value was significant which showed that presentation can remove and/or reduce shyness among students.

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11. How do you feel about this practice? What have you learnt? (self-reflection) (10

marks)

**My feelings:-**

This practice of action research has provided me a structured process for estimating research findings, enabling me to address specific questions, concerns or problems within my classroom as well as in my institute. My experience regarding current research was informative. I had mixed feelings. I was a bit nervous and somewhat curious to learn at the start. But later I felt confident and excited about the research.

**What have I learnt?**

I have learnt a great deal about action research. The first challenge for me was the collection of data and developing of instruments for data collection. I learnt to collect data through different methods. I also learnt to arrange

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the data into a tabular form and its analysis for findings and conclusions. I also learnt the overall format of action research and the method or way to conduct it.

I also learnt to cite the author's work. Finally, I learnt that presentation technique has a positive impact in reducing and removing shyness.

12. What has it added to your professional skills as a teacher? (05 marks)

This action research project has strengthened my professional skills as a teacher. It has taught me the ways to extend my professional knowledge. This action research project has provided me an opportunity to examine my own skills and practices. In addition to this, I have identified the criteria and standards which I can use to judge my own work.

Through this action research, I have learnt about the way to conduct a research and the method to solve a problem in classroom. It has connected me with other sources of information. It helped me find solution to a particular problem arising in the classroom.

Furthermore, this project has taught me the purpose, process and priorities of introducing a change in class activities and pre-

-sentation activity. It has improved my understanding of professional and policy context, organizationally, locally and nationally. It enabled be me to teach more effectively and strategically.

This small project motivated me to conduct research in the field of education. This research has taught me to identify the problem, gather information and data and the way to find results and concludes.

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13. List the works you cited in your project (follow the APA manual – 6<sup>th</sup> Edition). (05 marks)

Examples of format are available on websites.

Briggs, S.R. (1989). The optimal level of measurement for personality constructs. In D.M. Buss & N. Cantor (Eds.), *Personality psychology: Recent trends and emerging directions*. New York: Springer-Verlag.

Cheek, J.M., & Briggs, S.R. (1990). Shyness as a personality trait. In W.R. Crozier (Ed.), *Shyness and embarrassment: Perspectives from social psychology*. Cambridge Univ. Press, Cambridge, U.K.

Comrey, R.J. and Tomison, K. (1966). Verification of six personality factors. *Education and Psychological Measurement*, 26, 945-953.

Coplan, R.J. and K.M. Rudasill (2016). *Quiet at school: An Educator's Guide to shy children*. New York: Teachers College Press.

Harris P.R. (1984). Shyness and psychological imperialism: On the dang-

-ess of ignoring the ordinary language roots of the terms we deal with. *European Journal of Social Psychology*, 14, 169-181.

Jones, M.G., and T.M. Cheek (1994). "Silent Sixth Grade Students: Characteristics, Achievement, and Teachers Expectations". *The Elementary School Journal* 95(2): 169-182.

Jones, W.H., & Carpenter, B.N. (1986). Shyness, social behavior and relations. In W.H. Jones, T.M. Cheek, & S.R. Briggs (Eds.), *Shyness: Perspectives on research and treatment* (pp. 227-238).

Kagan, J. (1994). *Galen's prophecy: Temperament in human nature*. New York: Basic Books.

Kalutskaya, I.N., K.A. Archbell, K. Moritz and R.J. Coplan, (2015). "Shy children in Classroom: From Research to Educational Practice." *Translational issues in Psychological science* 1(2): 149-157

Ozer, D.J. (1989). Construct validity in personality assessment. In D.M. Buss & N. Cantor (Eds.), *Personality psychology*. New York: Springer-Verlag.