

The Relationship between Classroom Psychosocial Climate and Shyness with Academic Performance among Students

Hamideh Rahimpour
MA Student of Educational Psychology
Semnan University

Masomeh Khosravi, Ph.D. *
Department of Educational Psychology
Semnan University

Mohammad Ali Mohammadyfar, Ph.D.
Department of Educational Psychology
Semnan University

Objectives: The aim of current research was the investigation of the role of classroom social psychosocial climate and shyness with academic performance of students. **Method:** For this purpose, 370 students of third grade high schools of Sabzevar city in Iran, selected by clustering random sampling, and all of them filled the timidness and class social psychosocial climate questionnaires. **Results:** Findings showed that social psychic environment of class and shyness of students had negative relationship with their academic performance. Also, the social-psychic environment had the highest role in predicting of academic performance. **Discussion:** It can be said, teachers' support and students' participation in class can create a favorable atmosphere in class; and increase students' satisfaction and fulfillment and it will improve academic performance.

Keywords: Class Social Psychosocial Climate, shyness, Academic Performance

A classroom as a social group is composed of different individuals in terms of experience, a particular culture (subcultures), size and variety of other characters. The interaction of elements related to school climate, largely influenced by the school's rulings (Merrell, 2007; Maurer, Brackett, & Plain, 2004; Getzels, & Thelen, 1960, Keeves, 1972). Therefore, understanding the psychological and social atmosphere of the classroom, and teachers can provide valuable feedback, because it has playing important role in dropout, absence of school, sadness and depression, the resistance of students against teachers, lack of camaraderie between students in classroom, lack of satisfaction and interest in teaching and learning (Ansari, 1385). Ever Moorish (1975) believes that education experts, sociologists, social institutions, including the fields of education necessary for their members in order to interact with people provide the right environment. Students should know as members of a society in which they live and how they can play its role efficiently.

Fraser, Giddings, and McRobbie (1995) describe four structures in the mental atmosphere, considering of social class. To believe him, the psychological atmosphere- social atmosphere, full of integrity, or both can dominate the class depends on (dependency classes and other students) Climate of discipline and task-oriented (the extent that timely and regular

students are doing their homework), The high spatial and high-friction (disharmony and behaviors of students), The atmosphere is full of innovation and competitiveness (the amount of time and compete with students). Psychosocial Classroom climate can be unpleasant and negative and undesirable results, such as increased aggression and bullying and is incompatible with social and emotional (Somersalo, Solantaus, and Almqvist, 2002; Ghazal, 2006; quoted by Evans, Shin Hari, Bakli, and Yane, M. (2009). But a positive classroom atmosphere for students of social behavior, including bullying and conflict reduction, coupled with greater cooperation and social competence (Miller, Brickman, 2004, Wilson et al 2007; Dylala, Mulynus, 2008 quoted by Evans et al., 2009).

Another variables that can be effective in academic performance, are personality characteristics of students such as shyness. A large number of sociologists and psychologists and psychiatrists have tried to experience a sense of shyness. Their views about the cause of shyness have led to different responses. Trait theorists believe that shyness is a trait that is transferred through inheritance. Behaviorists have focused on shyness and believe it is necessary to learn social skills for fruitful communication with others. In contrast, sociologists and social psychologists have focused on social impact and social glue. Despite the

*Corresponding author: Masomeh Khosravi
Department of Educational Psychology, Semnan University,
Semnan, Iran.
Email: khsravi913@yahoo.com

ability of a person that is shy, shyness, less able to flourish due to their talents and take advantage of their capacity and capabilities, and willingly her academic performance is also affected by their shyness. Shyness has important affect on the academic performance and classroom atmosphere. There are many intelligent and creative students in schools and universities that only because of shyness and social disability earn fewer score in terms of academic achievement (Afrouz, 1382).

Research findings have been inconsistent on the relationship between shyness and academic achievement (Keith, 2007; Roger, 2002; lizgic, Akyuz, Kugu, 2004), some have shown that shyness is associated with low academic achievement, but the result of some other studies (Furnham, Chamorro-Premuzic, and Mc. Dougall, 2003), showed a positive correlation between shyness and academic achievement. Psychosocial climate of classroom is effective on students' behavior. In an environment where students feel that other students in their classroom are not supportive and friendly to others, they may be seen more shyness, because they feel their behavior would have a negative judgment (Ryan, pintrich and Midgley, 2001).

This study examines the relationship between shyness and Psychosocial climate of class based on academic performance.

Method

Research design, population and sample

The research design was correlational which is categorized as descriptive research design. Population was 10,000 (4500 males and 5500 females) boys and girls junior high school students in 1389-1390, who

Results

The descriptive statistics of studied variables is mentioned in following table.

Table1:

descriptive statistics of studied variables

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Academic Performance	370	11.13	19.93	16.67	1.83
Psychosocial	370	16.00	32.00	23.93	3.89
Friction	370	1.00	10.00	5.56	2.04
Solidarity	370	2.00	19.93	6.80	1.87
Discipline	370	2.00	9.00	5.89	1.70
Competition	370	1.00	9.00	5.67	1.72
Shyness	370	56.00	136.00	96.11	12.75

The correlation matrix of studied variables reported in table2.

Table2:

were studying in the Sabzevar city schools. By cluster random sampling 370 (167 boys and 203 girls) students were selected of 9 girls and 7 boys schools.

Research Tools

1. Psychosocial climate of class Questionnaire: This questionnaire developed by Fraser and his colleagues (1989) to examine the psychosocial climate of classroom. The three option Likert spectrum used for answering to the questions "never" "sometimes" and "always". Reliability of questionnaire was examined by Madad (1380). Test-retest reliability with two weeks interval for the total scale was reported 0.77, for friction subscale 0.86, integrated subscale 0.65, race subscale 0.64, and discipline subscale 0.57. Chary (1382) reported sufficient reliability by Cronbach's alpha for the entire test 0.87, friction 0.81, integrated 0.79, and discipline subscales 0.79. To check the validity of this scale the results of factor analysis (principal component analysis) was showed the four factors (Madad, 1380).

2. Shyness Questionnaire: Shyness Questionnaire was developed by Samvy (1382) in Isfahan. The questionnaire contains 44 items with responses in five options Likert spectrum namely: never, rarely, sometimes, often or always. Reliability by Cronbach's alpha, Split-half, and test-retest by 3 weeks interval reported 0.83, 0.70 and 0.97, respectively. For examining of convergent validity the correlation of questionnaire scores and scores of interview was calculated which reported 0.30.

Correlation matrix of studied variables

Variables	1	2	3	4	5	6
1.Academic Performance	1	-	-	-	-	-
2.Psychosocial	0.11*	1	-	-	-	-
3.Friction	-0.19**	0.49**	1	-	-	-
4.Solidarity	0.29**	0.48**	-0.32**	1	-	-
5.Discipline	0.18**	0.66**	0.02	0.37**	1	-
6.Competition	-0.03	0.56**	0.25**	-0.08	0.07	1
7.Shyness	0.21**	-0.04	-0.17**	0.07	0.08	-0.04

For regression of academic performance on the basis of psychosocial climate components and shyness regression analysis is run. In first step solidarity is entered in equation and explained 9% of academic performance. In second step shyness is entered in

equation and two variables explained 12% of academic performance totally. The table3 is showed the coefficients of regression of academic performance on the basis of psychosocial climate of class components and shyness.

Table3:

Regression coefficients of academic performance on the basis of psychosocial climate of class components and shyness in last step

Predictors	B	Std. Error	β	t	P value
Constant	12.215	0.73	-	16.610	0.0005
Solidarity	0.273	0.05	0.280	5.700	0.0005
Shyness	0.027	0.01	0.188	3.835	0.0005

Discussion

The goal of this research study was the investigation of the relationship between Classroom Psychosocial Climate and Shyness with Academic Performance among students. Results showed Shyness has a significant positive relationship with academic performance. This finding was compatible with a number of previous studies (e.g. Furnham, Chamorro-premuzic, Mc Dougall 2003; Brophy 1981). That is if students could demonstrate their competence in the classroom, it can lead to high academic performance. But some finding studies was opposed to this result (e.g. Keith, 2007; Roger, 2002; Lizgic, Akyuz, Dogan, Kugu 2004; Afruz, 1386; Goldberg, Schmidt, 2001, Schmidt, Santesso, 2004, Zimbardo, 2001;). Possible reasons for this discrepancy could be the cultural structure of sabzevar city. May, Classroom is run by teachers who do not pay attention enough to the class and school activities, and they encourage Students who are quiet and shy.

Also, results of this study showed that psychosocial climate has a significant positive relationship with academic performance. This result was compatible with previous findings (e.g. Miller, Brickman, 2004; Somersalo et al., 2002; Leif al., 2003, Gazal, 2006, quoted by Evans et al., 2009; Chen, 2002; Wilson et al., 2007; Delilsh, Mullineaux, 2008, quoted by Evans and et al., 2009). Students' perceptions of classroom atmosphere are in different levels. In the healthy climate classroom, students tend to raise motivation and cooperation. The classroom

atmosphere can be kept in mind that students have an enjoyable place to have consistency and students are excited by environment of their academic.

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