

Parental Upbringing Methods And Its Relationship To Shyness: A Case Study Of Primary School Students At Jerusalem Governorate

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Abstract

The study aimed to highlight the role of parental upbringing methods in the growth and development of shyness among primary school students in the Jerusalem Governorate. The study approached the literature as a multi-dimensional phenomenon, which addressed both theoretical and applied research. The study adopted the descriptive quantitative research approach using the sampling survey method. The questionnaire is appropriate for the exploratory nature of the research. The study population consisted of students' parents at Al-Issawiya Elementary School for Boys whereby a sample of (100) participants were chosen from the study population using the stratified random sampling method. The study concluded that upbringing methods are dependent on the kinship variable and the role of the mother. This is explained by the evident cultural, societal and familial influences. Different cultural influences have different standards, values and expectations for raising children, which may affect parenting styles. Societal factors such as poverty, access to education and health care as well as exposure to different paternal and maternal styles can also influence parenting methods. Family structure, parenting methods and the availability of resources can also play a role in shaping parenting styles. The study recommends encouraging independency and self-expression for the child at an early age while providing a socio-psychological support and caring environment for the child, and reinforce children's behaviors by praising the child for his efforts, not just his achievements, to build self-esteem and confidence.

Keywords: Parental upbringing methods, shyness, primary school students, Jerusalem Governorate.

1. Introduction

Social shyness is an important psychological phenomenon in the field of personality studies. Despite the many research studies addressing this phenomenon in some of its aspects and in its relationship to behavior, many of its interactions still need more research and scrutiny, especially with the increasing complexity in the aspects of social life, human relations and issues of upbringing

and formation related to the human being. Social shyness can be an obstacle that prevents a person from realizing his talents. Feeling shy is when an individual feel that there is a psychological gap or chasm between him and others to the point that he/she feels unaccepted and unloved by others. This feeling consequently results in the inability to build fruitful relationships

with others, which contributes to increasing his feelings of shyness, introversion, and isolation, and his inability to participate in social events and occasions (Khattab, 2010). Shyness is often a natural state; children show some form of shyness and dependence on their parents when meeting others, whether it be relatives or strangers. If this phenomenon increases and continues for a long period of time – at least six months – then this shyness translates to an avoidance or escape disorder. A shy individual usually avoids others, becomes unable to deal easily with his peers at school and in society, lives withdrawn, away from others, tries to avoid social events, stutters and speaks in a low voice, and his face and ears become red, all while seemingly behaving normally and actively at home and among family (Shaaban, 2010).

Shyness is an important topic in our social interactions in all its forms and in its varying scope, including friendship, fellowship, family and work relationships. It may, therefore, affect the psychological and social compatibility of individuals and hinder constructive communication between them. If it becomes prominent, this will hinder the person from expressing himself in front of others, and will cause him to lose his self-confidence thereby increasing the negative feelings that accumulate within him (Cruzes, 2009).

The relationship between parents and their children plays a significant role in shaping an individual's behavior by means of the socialization methods used. Conflicts and disputes within the home can have a negative impact on children, as they would feel shy resulting in their becoming very cautious in

their relationships with others, even severely disturbing their future plans for learning and choosing the appropriate profession or job. This is in addition to some harms, academic failure in some cases as well as the inability to exploit opportunities in a way that brings them material benefit.

2. Background And Literature Review

Many studies have addressed the issue of shyness and its relationship to psychological matters. The study of Khoj (2002) addressed shyness and its relationship to both the feeling of psychological loneliness and parental treatment methods in a sample of 84 female secondary school students in the city of Mecca, which used the descriptive approach, relying on the shyness scale of Ladrini, the psychological loneliness scale of Al-Dasouki (1998), and the parental treatment methods scale of Al-Mai'e (1997). The aforementioned study aimed to identify the relationship between shyness, feelings of psychological loneliness, and parental treatment methods in addition to the differences in shyness and feelings of psychological loneliness as a result of chronological age differences. The study concluded that there was a positive, statistically significant correlation between shyness and feeling of psychological loneliness in a sample of female secondary school students in the city of Mecca. A positive correlation with statistical significance was also found between the father's punitive style and shyness in the total sample at a significance level at ($\alpha \leq 0.05$), between the mother's punitive style and shyness in the total sample, and between the father's and mother's style of withdrawing

love and shyness in the total sample (Alghribi, 2010).

The study of Tahoun and Khalil (1996) investigated shyness and its relationship to some psychological and social variables. This study aimed to reveal the relationship between shyness and some aspects of the individual's personality by observing psychological and social variables. The authors used the following tools: construction of a shyness scale, test of autonomy, scale of loneliness, test of social intelligence, scale of social relations exchange as well as the test of social relations exchange. The study was conducted on a sample of 146, randomly selected, university students, with an average age of 20.4 years old, and from different scientific specializations. The authors believe that shy individuals may display high levels of professional and public success, and that all of these studies are affected by the shyness associated with this age, and that it is difficult to consider shyness as one of the forms of pathological social behavior, or as an evidence of a lack of proper adaptation in social life especially when it comes to individuals of this era, whose close connection to intimate social relationships has become weak on the social plane. The result of this study, particularly with regards to the independence and autonomy variable, is considered supportive of what the authors set out to confirm, which consequently requires further research to monitor this social phenomenon.

As for Al-Anzi's study (2001), it addressed the sub-components of self-confidence and shyness (a factorial correlation study). This study aimed to reveal the sub-components of self-confidence and shyness. The research

sample consisted of a total of 342 students from the Public Authority for Applied Education and Training and the College of Basic Education, with 175 males and 167 females. The author used the self-confidence scale and the shyness scale. The study outcome showed that there were four sub-factors that made up self-confidence and three sub-factors that made up shyness; there was no statistically significant differences in self-confidence between both genders.

Further studies have addressed parental treatment methods. Namely, the study of Al-Duwaik (2008) entitled "Parental treatment methods and their relationship to intelligence and academic achievement among children in the late childhood stage in Gaza City", which calls for studying the degree of exposure of children to parental abuse, overprotection and domination (authoritarianism), and the impact on their general intelligence, emotional and social intelligence, as well as academic achievement. The sample population consisted of 20 primary school children. The author used the abuse and overprotection scale tools for normal children, the graphic intelligence test, the emotional intelligence test, and it relied on the descriptive analytical approach. Results showed statistically significant differences between the average scores of children most exposed to parental abuse, overprotection and domination (Mazouz, 2021).

The study of Badawi Masouda (2009) entitled "Parental Treatment Methods and Problems of Adolescent Children in Algiers" aimed to identify parental treatment methods and problems of adolescent children. The research sample consisted of 120 male and 120 female children, and used the descriptive

approach. The study tools consisted of a questionnaire on marital treatment directed at sons and mothers, and a questionnaire on the problems of adolescent sons and daughters. The study results showed an inverse relationship between the styles of cruelty and authoritarianism, and that of affection and overprotection that wives practice on their husbands as a function of their educational levels.

Moreover, other studies have dealt with shyness in particular, such as the study by Cousins (2004), which aimed to reveal the effect of poor parental treatment on the level of shyness, identity and introversion, whereby a sample of 50 boys and girls, whose families treated them badly and practiced violence against them, was selected. The study used the observation and monitoring method of parental treatment in those families. The study concluded that emotional abuse of children has significant negative effects. It makes them lose their positive, optimistic outlook on the future, weakens their ability to define their identity, and contributes to their isolation and withdrawal from their surroundings. Feng's study (2005) aimed to reveal the relationship between shyness and psychological adjustment in children in China. The study outcomes indicated that a new school environment affects both shy and non-shy children, and that shy children showed lower levels of social participation when compared to their counterparts.

To sum up, parental upbringing methods and past childhood events may cause shyness, which is considered a personality trait of an emotional nature, and which varies in depth from one individual to another, from one

situation to another, from one age to another, and from one culture to another. Its forms, types, and manifestations may vary, in addition to the multiplicity of its symptoms (Al-Nayal, 1999). It is worthy to note from the above-mentioned literature that shyness represents a problem that deserves further study, especially among children, due to its extremely dangerous effects on the outcomes of the methods used as well as the children's behaviors during various social situations.

2.1 Shyness Theories

Behavioral theory, which states that human behavior is nothing but a set of habits that an individual acquired during the stages of his growth. This theory considers that the feeling of shyness results from one of the following factors: failure to acquire or learn appropriate behavior, or learning unwanted behaviors. Behavioral theorists tend to associate shyness with an individual's failure to acquire or learn appropriate behavior or learn inappropriate behavior (Al-Awd, 2023).

Psychoanalytic theory, which explains shyness in light of the ego's preoccupation with itself, taking the form of narcissism, in addition to the fact that a shy person is often characterized by hostility and aggression. Psychoanalysts emphasize the importance of family experiences, especially in the first five years of a child's life (Al-Awd, 2023).

As for the social learning theory, which explains that shyness is due to social anxiety, which in turn triggers different patterns of social behavior. Although the natural result of withdrawal and avoidance is to reduce anxiety and therefore shyness, it prevents the learning of appropriate social skills (Al-Nayal and Abu Zaid, 1999).

2.2 Symptoms of Shyness

Researchers have indicated that shyness in children appears through a group of psychological, cognitive and behavioral symptoms, which are:

2.2.1 Behavioral symptoms

Hussein (2009) refers to the most important behavioral symptoms that accompany a shy child, which are represented by a group of behavioral practices that can be summarized as follows:

- 2.2.1.1 Tendency to isolation, especially in relationships with members of the opposite sex.
- 2.2.1.2 Silence, lack of speech, and inability to express an opinion.
- 2.2.1.3 No tendency to lead others.
- 2.2.1.4 Inability to express one's opinions and ideas, and positively defend one's rights.
- 2.2.1.5 Inability to speak in social situations or social occasions, and feeling extremely embarrassed and confused.
- 2.2.1.6 Difficulty meeting strangers or new people, making friends with others, or eating or drinking in front of others.

2.2.2 Cognitive Symptoms

Its manifestations include low self-esteem, fear of appearing stupid in front of others, negative evaluation, the spread of irrational beliefs with a psychological vision full of flaws, while considering them strengths in others, and a low self-concept (Al-Zou'bi, 2005).

2.2.3 Physiological Symptoms

The results of some studies have indicated that there are some physiological bases for shyness. When studying cases of inconsistency in brain activities and functions with anxiety, and narrowing of the pupil opening in early childhood in this category of

children and following them until they start school, we find that these qualities are characterized by stability. This indicates the existence of stable physiological patterns consistent with the child's expression of the trait of shyness (Rubin, Nelson, Hastings & Asenort, 1999).

The child's constant expression of motor arousal and his expression of negative emotions is a result of increased activity in some brain areas involved in the child's shyness response. Al-Qamsh and Al-Maaytah (2007) believe that the physiological manifestations of shyness include increased heart rate, sweating, trembling, dry mouth, feeling dizzy and nauseous, and fear of losing control (Khattab, 2010).

2.3 Types of Shyness

2.3.1 Specialized shyness: An individual may be affected by a strong factor of structural shyness, but only according to the acquired natural conditions and characteristics that we usually find in this type of shyness.

2.3.2 Situational shyness: This occurs when the objective cause of shyness becomes apparent at times when other causes are combined with it. For instance, some students are shy of the teacher inside the school, but not when meeting him in other places.

2.2.3 Sudden shyness: Some people are not described as shy because they do not usually show any symptoms, but sometimes this trait appears for another reason. This type requires a personal study for no person is immune from shyness (Khoj, 2002).

2.4 The Harmful Effects of Social Shyness

The most harmful effect of social shyness is that it makes a person:

- 2.4.1 Not have permanent friendships.
- 2.4.2 Avoid contact with others.

2.4.3 Keeps him from learning from life experiences.

2.4.4 Stay away from anyone who blames or criticizes him.

2.4.5 Unable to integrate into life with his colleagues.

2.4.6 Makes his behavior rigid in the midst of his environment.

2.4.7 Characterized by limited experience and study (Shishani, 2001).

3. Statement of the Problem

Researchers have long agreed on the importance of positive upbringing in a child's personality and the formation of its initial features, mainly due to its impact on his psychological, social and cognitive development. Healthy patterns of upbringing, such as tolerance, democracy, and non-cruelty, are associated with many positive characteristics of a child; growth, a sense of psychological security, self-confidence, and the ability to adapt to oneself on the one hand, and to social relationships on the other hand (Hammoud, 2010). On the other hand, abnormal upbringing patterns can lead to negative responses in children, personality disorders and distortions (Abdeen, 2010), and may also lead to a lack of assertive skills (Artoul and Al-Rawad, 2017).

The statement of the study lies in answering the following question: **What is the relationship between parental upbringing methods and shyness among primary school students in the Jerusalem Governorate?**

4. Significance

The theoretical importance of this study is highlighted by the scarcity of studies that have compared parental upbringing patterns. Its importance is accentuated by the fact that

it sheds light on the comparison in parental upbringing patterns among school students. While the practical importance of this study stems from what it can provide as an important database for researchers and decision makers on the subject of parental upbringing, its paths, and its determining factors, it will also help them take the necessary measures and build programs that will raise positive parental upbringing patterns among school students. Therefore, the current study provides scientific benefit in that it helps school workers provide the correct guidance for the student, and enriches knowledge in the Arab world with cross-cultural studies in the field of parenting. The importance of this applied study stems from its benefit to the parties concerned with the educational process, which may contribute to modifying the students' behavior in the subject. The applied importance appears as follows:

4.1 The study results may draw the attention of parents, educational counselors and teachers working in the school system to the necessity of taking into account sound upbringing methods in the Al-Issawiya area and to learn about parental upbringing methods and their psychological impact on children by practicing their proper role in the upbringing process, especially in the primary stages, to achieve healthy growth for children.

4.2 It is hoped that this research study will benefit counselors and social specialists in developing guidance and treatment programs for students with shyness in the primary stages, so that this problem can be overcome, as the author of the study develops a shyness scale for use in subsequent studies.

5. Hypotheses

The study proposed the following hypotheses:

- 5.1 There are no statistically significant differences at ($\alpha \leq 0.05$) in parental upbringing methods among primary school students in the Jerusalem Governorate according to the gender.
- 5.2 There are no statistically significant differences at ($\alpha \leq 0.05$) in parental upbringing methods among primary school students in the Jerusalem Governorate according to the kinship.
- 5.3 There are no statistically significant differences at ($\alpha \leq 0.05$) in parental upbringing methods among primary school students in the Jerusalem Governorate according to the educational level.
- 5.4 There are no statistically significant differences at ($\alpha \leq 0.05$) in parental upbringing methods among primary school students in the Jerusalem Governorate according to the parents' social status.
- 5.5 There are no statistically significant differences at ($\alpha \leq 0.05$) in parental upbringing methods among primary school students in the Jerusalem Governorate according to the number of family members.
- 5.6 There is no statistically significant correlation at ($\alpha \leq 0.05$) between parental upbringing methods and shyness among primary school students in the Jerusalem Governorate.

6. Limitations

- 6.1 Spatial frame: the current study is limited to a sample of primary school students

and their parents, students and teachers in the Jerusalem area.

- 6.2 Time frame: the current study is implemented in Al-Issawiya Elementary School for Boys, in a neighborhood in the city of Jerusalem (located in East Jerusalem) during the first semester of the 2022-2023 academic year.
- 6.3 Objective frame: the study is limited to parenting styles and shyness scales.
- 6.4 Human frame: the study is limited to students' parents in the primary school stage.

7. Definitions of Terms

7.1 Parental upbringing methods or parenting styles: are a group of psychological and social styles that parents practice in their dealings with their children. There are three styles: democratic, authoritarian, and lenient (Al-Shawareb, 2003). Operationally, it is defined as: the degree that the child obtains on the scale of parental treatment methods and the scale of shyness that were used.

7.2 Shyness: Al-Sharbiny (2001) defines shyness as "what we notice in children in kindergarten and the beginnings of elementary school, which pushes them to withdraw, avoid games, and not engage in most social activities".

7.3 Primary School Students: primary school is one of the compulsory education stages approved by the Ministry of Education in Palestine, which is represented by the primary education stage that extends from ages 6 to 11. This stage is considered the basic building block in acquiring knowledge and skills, and an important stage in building character and behavior (Reference

Framework Document for Developing National Curricula, 2016).

8. Methodology And Design

The study used a descriptive quantitative approach using a questionnaire that is appropriate to the exploratory nature of the research. As it perfectly fits the nature of this study. This approach does not depend only on collecting information, but rather links and analyzes the relationship between the research variables in order to reach the conclusions that are hoped to be achieved through this research.

9. Population

The study population consisted of students' parents of at Al-Issawiya Elementary School, in the Al-Issawiya area at Jerusalem Governorate. The questionnaires were distributed electronically to the study population, and 100 responses were collected. The maternal kinship of the respondents was 91%, of them had high academic qualifications (Bachelor's degree or above). A total of 81% of the parents had a family of 4-7 members and 91% of them lived in a normal family consisting of a husband and wife.

10. Sampling

The sample was composed of (100) students' parents at Al-Issawiya Boys' Elementary School, in Jerusalem Governorate stratifiedly selected.

11. Instrumentations

The researcher utilized two primary tools to fulfill the study's objective, which is to uncover the reality of parental upbringing methods and their relationship to shyness among primary school students in Al-Issawiya. The tools were constructed according to the following steps:

11.1 Parental Upbringing Scale

After reviewing the educational literature and specialized research related to upbringing methods, including studies such as Badawi's study (2009) and Cousins' study (2004), the researcher developed a scale, which consists of 36 paragraphs distributed over three domains listed below: The first domain: Authoritarianism–punishment, and it includes (12) paragraphs.

The second domain: Overprotection, and it includes (11) paragraphs.

The third domain: Proper social upbringing, and it includes (13) paragraphs.

A five-point Likert scale was employed to assess the responses, categorized as follows: always (5), often (4), sometimes (3), rarely (2), and never (1), based on an operational definition for each sub-domain.

11.1.1 Scale Validity

The scale was presented to a group of (5) experts specialised in the field of education and family relations. Their feedback was thoroughly considered, leading to modifications of the questionnaire based on 85% of their recommendations. The statistical validity of the scale was assessed to determine the extent of consistency of each paragraph of the questionnaire with the domain to which it belongs, and the total score. All findings deemed significant according to the Pearson test.

11.1.2 Scale Reliability

To reveal the reliability of the questionnaire domains and the questionnaire, Cronbach's Alpha Formula was used. The findings indicating excellent reliability and consistency of the scale and its various domains, as detailed: (authoritarianism-

punishment 0.95, overprotection 0.92, normal parental upbringing 0.98, and the total score 0.97).

11.2 Shyness Scale

After reviewing the literature and the research related to shyness, including Hanan Khoja's study in 2002, the researcher developed a scale, which consisted of 30 paragraphs, distributed over the following sub-domains, which are:

The first domain: Social shyness, which includes (11) paragraphs.

The second domain: Shyness at school, which includes (11) paragraphs.

The third domain: Shyness within the family, which includes (11) paragraphs.

11.2.1 Scale Validity

The scale was presented to a group of (5) arbitrators specializing in educational, psychological and social sciences. Their feedback was thoroughly considered, leading to modifications of the questionnaire based on 85% of their recommendations. A five-point Likert scale was employed to assess the responses, categorized as follows: always (5), often (4), sometimes (3), rarely (2), and never (1), according to a procedural description of each sub-domain. The statistical validity of the scale was examined to reveal the extent of consistency of each paragraph of the questionnaire with the domain to which it belongs, and the total score. All findings deemed significant according to the Pearson test.

11.2.2 Scale Reliability

To reveal the reliability of the questionnaire domains and the questionnaire, Cronbach's Alpha Formula was used. The findings indicating excellent reliability and

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12. Statistical Analysis

Following the data collection phase, the researcher conducted a thorough review before the data entry process into the statistical package for social sciences (SPSS) for analysis. This included calculating arithmetic means and standard deviations, performing a three-way ANOVA, and applying Pearson's correlation coefficient, and Cronbach Alpha Formula. The researcher then interpreted the results, engaged in analyzing and discussing the findings, and formulated the study's recommendations.

13. Findings

The findings of the study indicated that the level of parenting styles among primary school students in Al-Issawiya scored high, with a relative weight of 71.54%. It was discovered that the domain of proper social upbringing ranked first, with a notably high spoken degree and a relative weight of 89.15%. Then came the domain of overprotection with a high spoken degree and a relative weight of 78.33%, and finally the domain of authoritarianism-punishment with a medium spoken degree and a relative weight of 47.13%.

The findings also demonstrated that the level of shyness among primary school students in Al-Issawiya scored medium with a relative weight of 44.02%. It also became clear that the field of social shyness came in first place with a medium spoken score and a relative weight of 46.18%. Next was the domain of shyness in school, which

had a moderate spoken degree and a relative weight of 43.26%. Lastly, there was the domain of shyness within the family, also with a moderate spoken degree but a slightly lower relative weight of 42.62%. The findings of the study also indicated the existence of a statistically significant positive correlation ($\alpha \leq 0.05$) between parental upbringing patterns and shyness among primary school students in Jerusalem Governorate, such that the higher the level of authoritarianism-punishment, the higher the level of shyness among students, while an inverse correlation with the level of normal social upbringing was observed, such that the higher the level of normal social upbringing, the lower the level of shyness among the sampled population.

14. Discussion

Parenting upbringing depends on the kinship variable and the mother's benefit. The researcher explains that they are formed from cultural, societal and family influences. With regards to cultural influences: Different cultures have different standards, values and expectations for raising children, which may affect parenting styles. As for societal influences: societal factors – such as poverty, for example – can affect the quality of access to education and health care, and exposure to different parenting styles may also affect the upbringing styles.

As for family influences: Family structure, parenting styles, and the availability of resources can also play a role in shaping parenting styles. It is true that parenting styles are not necessarily related, meaning that a parent may use the same parenting

style regardless of whether the child is his or her biological offspring. To explain, an adoptive parent may use the same parenting style as a biological parent. In addition, parenting styles can vary within families, and different family members may use different parenting styles with the same child. It is also important to note that every child is different, and what may be used with one child may not be used with another, regardless of kinship.

The higher the level of authoritarianism-punishment, the higher the level of shame, i.e. there is a direct relationship here. The researcher attributes this to the fact that there is a direct relationship between the level of authoritarianism and punishment, and the level of shame; because when the child is punished for authoritarianism he may feel guilty and ashamed of his actions. Punishment for bullying can also lead to feelings of shame, because the child may feel that he is being labeled a "bully" and may worry about how others perceive him. In addition, the child may feel that he has let down his parents or caregivers, who may have taught him not to bully others.

The higher the level of proper socialization, the lower the level of shyness, in this case there is an inverse relationship. The researcher attributes this to the fact that there is an inverse relationship between the level of appropriate socialization and the level of shyness; since socialization helps individuals develop the skills and confidence necessary to interact with others. When children are exposed to a variety of social interactions and experiences, they learn how to navigate social situations, understand social cues,

and develop communication skills. This can help them become more comfortable and confident in social settings, and can reduce feelings of shyness.

15. Recommendations

There is evidence that some parenting styles, such as overly permissive or authoritarian parenting, may contribute to the development of shyness in children, on the one hand. On the other hand, parents who provide a supportive and nurturing environment and encourage independence and social interactions may help prevent shyness. It's important to recognize that shyness can be affected by various genetic and environmental factors.

If a student in school is experiencing shyness, it may be helpful for him to seek support from a counselor or therapist who can work with him to build his social skills and self-confidence. In addition, it may also be helpful to encourage students to participate in extracurricular activities, or join clubs, where they can meet and interact with others who share similar interests.

Based on the aforementioned, the researcher recommends the following:

- 15.1 Encouraging independency and self-expression for the child at an early age.
- 15.2 Providing a socio-psychological support and caring environment for the child.
- 15.3 Avoid overprotection or over-control in parenting upbringing methods.
- 15.4 Encourage the child to participate in extracurricular activities or join clubs where he can meet and interact with others who share the same interests.
- 15.5 Reinforce children's behaviors by praising the child for his efforts, not just

his achievements, to build self-esteem and confidence.

- 15.6 Talk openly and honestly with the child about shyness, as a normal phenomenon, and the ways to overcome it.

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