Strategies of In Service and Pre Service Teachers for Coping with Shy Students at Elementary Level

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Abstract

The present study was designed to investigate about the strategies used by in service teachers and pre service teachers to cope with shy students in the class. A Questionnaire and semi structure interviews were used to collect data. A sample of 150 Pre service teachers and 80 in service teachers were randomly selected. The collected data was analyzed and reported in tables in the form of frequencies and percentages using descriptive statistics with SPSS 22. An independent t test and ANOVA was used to know the significant influence of demographic variables on the strategies used by in service teachers and pre service teachers to cope with shyness students. From results findings it is clear in service and pre service teachers preferred strategies that they allow the shy student to ask more questions and answer. They prefer shy students to seat them in front of the class. Encourage them to sit with best friends is helpful to involve them in-group discussion and class daily activities. Appreciate them because it is best strategy is to appreciate or praise shy students when they perform class task. Praise them when interact with other student. Results also showed the statistically significant difference reported in the strategies used by pre service and in service teachers to cope with shy students between different public schools.

Key Words: Shy Students, Elementary Level, In-service, Pre-Service, Teachers

1. Introduction

Considering the future of interpersonal evaluation, shyness includes the self-thinking, concentration and behavioral limitation in social interactions (Bruch et. al., 1999). It effects on the ability to function in a particular situation. Shyness and loneliness are experienced by everyone (Ashe & McCutcheon, 2001). It has many directions which include cognitive, affective, physiological and observable elements (Zimardo & hadrt, 1978). Most of the students' problems are recognized in the class during study. It helps to identify the behavior of those students whom are salient as well as unacceptable in the classroom. But there is distinction between normal and shy students because they may not even be recognized unless they show low performance or high level nervousness in class. Children differ in the mode in which they act in classroom situations, take part in

class activities, take after bearings, and interface with associates and teachers (Deng et al., 2017).

The social circumstances that a child takes part in amid the day happen with the two companions and grown-ups peers (Swenson, 2015).In new social situation a degree of shyness is normal because interpersonal or role requirements are new, but it can be started as a problem because it not only depends on situation but also the condition of environment. When shyness begins as problem then that child is started to be tagged as Shy. So, when child is connected with this tag, shyness begins and includes such other symptoms like hesitancy to get in the social situations. While shy child become reserved and self-concern in social situation. It creates highly negative social self-realization (Caspi et. al., 1988).

Shy children are not willing to do work, speak slowly and do not participate in classroom activities during period. They are obedient of the teacher, remains at their seats and not wandering in the class like the other students do. These students are not often selected for special tasks or events in this way they get minimum rewards or appreciations. They give less response as compared to normal child and feel confusion to call for help. While, they get low grades or show low performance in class. Thus, this type of children is identified as less intelligent by the teacher (Zimbardo, 1977).

Shy students are also labeled as "invisible" as they are those students who are less active in the classroom. They don't participate and are less attentive in the class discussion. They contribute in the discussion only because of the teacher called on them. They are not interested and have ability to resolve the task with interest (Brophy & Evertson, 1981).

To plan pre service instructors to work efficiently with assorted children in the classroom is an essential objective of elementary teacher education. Pre service teachers are college students who try to wind up instructors through formal instructor training programs, where they encounter a mix of substance courses, instructional method courses, and field understanding (Deng et al., 2017). Moreover provided more training to in service teachers in class management and adapting strategies dealing shy students.

Although due to large strength of children in class room teachers mostly ignore shy students because they don't questioning during discussion and become introvert. They have difficulty with small talk, are slow to share their feelings and usually do not respond when feelings are divulged by others. The focused of this research is on shy students. Therefore, through this study we intend to gain attention of teachers towards those students and those strategies which a teacher can adopt for dealing such students. Today, the scopes from those students whom are well adjusted and are working independently in their life, through those who are problematically shy in different level of degrees. Researcher focused on such students, those who show severe symptoms of shyness. Therefore, the purpose of this study is also that to examine the strategies of in service and pre service teacher for coping with shy students who are relatively inactive in the class.

2. Material and Methods

This study utilized a mix method approach. This research was about investigation of in service and pre service teachers strategies for coping with shy students at elementary level. Descriptive research is significant as surveys being utilized is a part of many instructive research as an investigative tool to collect data in sort to deliver educational questions

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how to adapt with shyness with help of various shyness coping strategies employments (Gay et al., 2006). Population of the study was all elementary level of In Service Teachers of Government schools and Pre Service Teachers of BS eight semester students who have done their teaching practicum. Sample of the study was 230 in service and pre service teachers. From Fourteen public sector universities only six universities run education department. From these 6 public universities researcher selected 3 universities by random sampling i.e. Punjab University, Lahore College for Women University and Education University. A sample of 150 pre service teachers of BS education final semester i.e. semester eight was selected from these public sector universities, with equal representation of 50 from each university. Researcher selected those pre service teachers who have done their teacher practicum. Likewise researcher was trying to access public schools by random sampling but it was not possible. Therefore convenient sampling was adopted to select the public schools. From the total number of public sector Eight elementary school make short listed in which males and females in service teachers were randomly selected. A sample of 80 in-service teachers was selected from 8 representative public schools. With equal representation ten in service teachers were selected from each school. Researcher selected equal representative participant from in service teachers of class 1 to 5 in each school. Questionnaire and interview technique was used as the research instrument of the study. Questionnaire was developed under the guidance of supervisor through consultation of the related literature review. Then the questionnaire was given to other two experts for content validation. A pilot study was conducted on 30 respondents. The purpose of the pilot study was to ensure that the participants clearly understand the questions and clarify any misunderstandings. It also served as a base line as to how to administer the questionnaire for the main study and determine the time frame required for its completion. It was ensured that the sample selected for the pilot study was representative. The entire questionnaire was designed at five point Likert scale. The collected data was analyzed by using the Statistical Package for Social Sciences (SPSS 22). The demographic data was analyzed by using the descriptive statistics include mean, standard deviation and frequency distribution. In inferential statistics t test and ANOVA was also used for the analysis of data.

3. Results and Discussions

Descriptive analysis of Background information provides information about the following independent variables, which influence choice of use strategies used by pre service and in service teachers to cope with shy students: age, gender, qualification, marital status, job scale.

Table 4.1 shows the gender wise distribution of the participants across public universities. According to the table, a higher percentage of the participants were female. There were 61.3% females in the public schools as compared to 38.8% males. There were 65.2% females in Public Sector University as compared to 0% males. The total number of participant stood at 230. It also indicates that the number of female respondents is higher in both, public school and public universities. The researcher observed that the in service teachers of public schools were strict about attendance issues, and more conscientious about their job. On the other hand pre service teachers are fresh graduate so they were not

strict about their attendance issue as compare to in service teacher.

Table 4.2 shows that participants varied in ages from 20 years to 60 years. The mean age of total number of participants of in service was M= 1.00, (SD = 0.00) and from the Pre service, M= 2.00 (SD = 0.00).

A look at the participants' qualification as found in Table 4.3 reveals that the majority of the pre service in public universities has reported as undergraduate, (65.2%). On the other hand majority of in service in public schools has reported as Masters (61.3%), (12.5) as graduate and (26.5%) as M.Phil/PhD.

As indicated in Table 4.4, in service teachers in public schools (Female =49, Male =31). The majority of female in service teacher reported on 9 scale (74.4) as compared to male (25.6). On the other hand majority of male in service teacher reported on 16 scale (75.0) as compare to female (25.0).It has also reported that female in service teacher on 14 scale (64.0) as compared to male (36.0). On the whole overall percentage of female in service teacher (61.3) is higher than male in service teacher (38.8).

Table 4.5 shows the marital status of in service and pre service teachers. It shows that majority of male in service teachers were reported as married (71.0%) as compared to female(43.5%). on the other hand majority of female pre service teachers were reported as unmarried (88.7%).

The information regarding the In Service and Pre Service Teachers strategies coping with shy students in the class shown above, as indicated in Table 4.6 shows that a majority of in service teachers 40% teachers duration of teaching 1 to 5 years, Out of 100 Only 17% of in service teachers teaching experience was 16 to 30 years. When asked from them how many times you apply shyness coping strategies in classroom, 39 % teachers

respondents we apply coping strategies on weekly basis, 34% teachers respondents we apply shyness coping strategies on daily basis, whereas, Only 2% apply shyness coping strategies on yearly basis. Out of 100 in service teachers 16.3 % were of view that shyness extremely decreases in class, 48.8% in service teachers answered shyness moderately decrease in class after apply shyness strategies but 10% of in service respondent in negative that after apply shyness coping strategies shyness doesn't decrease in class that need to be pointed out . 50% of in service teachers answered we do general discussions with shyness on weekly basis to help them in coping with shyness. 20% in service teachers discuss general topics with shyness students on daily basis so they can gain confidence and can perform well in daily activities. 18.8% said we do general discussion with shy students on monthly basis and 8.8% do general discussion on quarterly and 2.5% do general discussion on yearly basis with shy students to give them more confidence. Pre service teachers respondents on to which extent shyness decrease when you apply shyness coping strategies in class, 31.3% teachers respondent shyness decrease to very extent in class, 7.3% respondents shyness decrease to extremely extent when we apply shyness coping strategies in class, 36% pre service teachers answered it decrease moderately, 16% of pre service were of view that shyness slightly decreases. 9.3% of per service respondent shyness decrease not at all, whether they apply shyness coping strategies in class. From the above responses of in service and pre service, it is clear that shyness decrease to some extent. When in service and pre service teachers discuss general topics with shy students, these techniques give confidence to shy students to ask more questions from their teachers, also create a

friendly environment between teachers and shy students in the class.

Most frequent shyness coping strategies used by in service and pre service teachers have been ranked at first place. These five strategies falls under high strategies use by in service and pre service teachers for coping with shy students in the class. The results showed that in service and pre service teachers most used shyness coping strategies are "I allow the shy student to be more willing to open up and answer". "I often prefer to seat shy students in the front of the class", "I often encourage to shy student to sit with who is friendly and helpful to involve students into a little social interaction". "I appreciate / praise shy students when they are trying to perform any task". "I often Praise shy children when they interact in a positive way with another student". Table 4.7 reported five most used strategies, which are items CA2, CA3, CA1, PR2 and PR1are the most items. A large majority of the participants from in service teachers (93.8%) pre service teachers (82.6%) allow shy students to be more willing to open up answers. The results also showed that (92.6%) in service teachers and (80%) pre service teachers offered front seats to shy students. Moreover (93.8%) in service and (75.4%) pre service teachers often encourage shy student to sit with who is friendly and helpful to involve them into a little social interaction. (83.8%) in service and (72%), pre service teachers appreciate or praise shy students when they are trying to perform any task. Also, (77.5%) in service and (72%) pre service teachers often praise shy children when they interact in a positive way with another student in the class.

The least strategies used by in service and pre service teachers have been ranked in this research. Table 4.8 reported the first least strategies used by in service teachers (37.6%)

and pre service A teacher (48%) was "I go on pleasantly to the next student when the shy student does not give an answer". The second frequently used shyness coping strategies used by (50.3%) in service and (61.3%) pre service teachers was "I do not force the shy students to perform in front of their classmate but encourage them to do so". On third rank Item PS3 is the least strategy used by (66.3%) in service teachers and (65.4%) was "I often organize special activities for shy students with their peers", they arrange activities for special shy students to increase their confidence so they can perform well in class. Fourth most used strategies (66.3%) in service and (68%) pre service teachers was "I often use small group activities to involve all students". The fifth least strategies used by both, (48.8%) in service teachers and (55.3%) pre service teachers was "I suggest a counselor for shy students to teach them from different ways to relax in stressful situation". These strategies can be helpful for coping with shy students in the class but the data reported that in service and pre service teachers applied these strategies often. Most frequently used strategies by in service and pre service teachers are shown in Table 4.8, in which Item G3, G2, PS3, Ac4 and PRC2 were least used by both of teachers for coping with shy students in the class.

The individual strategies shyness scores reported by high score for both in service teachers and pre service teachers to cope with shy students, based on their responses on the Strategies scores is shown in Table 4.9. As mentioned earlier, high means are considered to be 3.5 and above, low means are 2.5 or less, whereas medium means scores falls between 2.5 and 3.5. Table 4.9 presents individual strategies items, which fall into the high use range. Items CA2, CA3, CA1, PR2, CEn1, CEn2, PR1 are highly preferred and most used strategies by in service teachers to

cope with shy students in the class. Among these strategies, first one is CA2, "I allow the shy student to be more willing to open up and answer", (M=4.41), Item CA3 is second most preferred strategies by in service teachers is CA3, "I often encourage to shy student to sit with who is friendly and helpful to involve students into a little social interaction", (M=4.35). Item CA1 is third rank strategies which is "I often prefer to seat shy students in the front of the class", (M=4.35), Item PR2 is most used strategies in coping with shy students which is "I appreciate or praise shy students when they are trying to perform any task", (M=4.14). It is only worth mentioning that all strategies is used by in service teachers except some Items G2, PRC2, G3, PRC3.

Whereas, First Four highly preferred strategies are Items CA2, CA1, CA3, PR2, and R1, PR1 are most used Strategies they used in coping with shyness of students in the class. Among the first three of them CA2 is the most preferred strategies used by pre service teachers which is "I allow the shy student to be more willing to open up and answer", (M=4.08). The second most used strategies by pre service teachers was CA1, "I often prefer to seat shy students in the front of the class", (M=4.01). On third rank of most used strategy is CA3, "I often encourage to shy student to sit with who is friendly and helpful to involve students into a little social interaction", (M=3.94). Furthermore, the next three most used strategies are PR2, "I

appreciate or praise shy students when they are trying to perform any task", (M=3.91). On second rank most used items is R1, "I often set the reward for a shy child", (M=3.89). It is worth mentioning that pre service teachers highly preferred all items except G3, which is not used by them as highly persuading strategy to cope with shy students in the class.

The individual shyness coping strategies by medium mean score for both in service teachers and pre service teachers is given below in table 4.10. As mentioned earlier, medium score usage are considered between 2.5 to 3.5 mean scores. The results indicates that G2, PRC2, G3, PRC3 Items medium use strategies of in service teachers. The first medium mean score by in service teachers was G2, "I do not force the shy students to perform in front of their classmate but encourage them to do so", (M=3.425). The second most used medium mean score was PRC2, "I appreciate or praise shy students when they are trying to perform any task", (M=3.38). On third number, medium mean score is G3, "I go on pleasantly to the next student when the shy student does not give an answer", (M=3.10). The fourth medium mean score is PRC3, "I promote confidence of shy students by displaying their good artwork or assignment for others to see", (M=3.06). Medium mean score used by pre service teachers was G3, "I go on pleasantly to the next student when the shy student does not give an answer", (M=3.32).

Table 4.1 *Gender Wise Distribution of Sample*

Gender	In service		Pre service		Total	
	N	%	N	%	N	%
Male	31	38.8	0	0	31	13.5
Female	49	61.3	150	65.2	199	86.5
Total	80	100	150	100	230	100

Total	230

Table 4.2 *Age of the Participants*

Age groups	In service		Pre service		Total	
	N	%	N	%	N	%
20 to 30	32	40	150	65.2	182	79.1
31 to 40	28	35	0	0	28	12.2
41 to 50	18	22.5	0	0	18	7.8
51 to 60	2					
Total	80	100	150	100	230	100

Table 4.3 *Teachers' Qualification*

Qualification	In service		Pre service		Total	
	N	%	N	%	N	%
Under Graduate	0	0	150	65.2	150	65.2
Graduate	10	12.5	0	0	10	12.5
Master	49	61.3	0	0	49	61.3
M.Phil/PhD	21	26.3	0	0	21	26.3
Total	80	100	150	100	230	100

Table 4.4 *Job Scale*

Job Scale	In Service					
	Female		Male		Total	
	N	%	N	%	N	%
9	29	74.4	10	25.6	39	100
14	16	64.0	9	36.0	25	100
16	4	25.0	12	75.0	16	100
Total	49	61.3	31	38.8	80	100

Table 4.5 *Marital Status*

Marital Status	In Service				Pre Service				Total	
	Female		Male		Female		Male			
	N	%	N	%	N	%	N	%	N	%
Married	30	43.5	22	71.0	17	11.3	0	0	91	100
Unmarried	18	11.3	9	29.0	133	88.7	0	0	169	100
Divorced	1	100	0	0	0	0	0	0	1	100
Total….	49	100	31	100	150	100	0	0	230	100

Table 4.6 *Detail of in service and pre service teachers' experience, applying coping strategies in class.*

Study variables	Percentages					
	1-5 years	6-10 years	11-15 years	16-20 years	21-30 years	Total
Q1.a. What is the duration of your teaching	40	18.8	20	10	11.3	100
	Daily	Weekly	Monthly	Quarterly	Yearly	Total
Q1.b.How many times do you apply your shyness coping strategies in your class?	33.8	38.8	17.5	7.5	2.5	100
	Extremely	Very	Moderate	Slightly	Not at all	Total
Q1. c. How frequently do you use Digital library?	15.9	22.7	29	14.2	18.2	100
	Daily	Weekly	Monthly	Quarterly	Yearly	Total
Q1.d. How many times you have general discussion other than academic with shy student?	20	50	18.8	8.8	2.5	100
Study variables	Extremely	Very	Moderate	Slightly	Not at all	Total
Q2.a.To what extent shyness decreases from the strategies you apply?	7.3	31.3	36	16	9.3	100
	Daily	Weekly	Monthly	Quarterly	Yearly	Total
Q2.b How many times you have general discussion other than academic with shy student?	10.2	8.5	23.9	38.1	19.3	100

Table 4.7 *Most Frequently coping Strategies with shy students used by in service and pre service teachers*

Items	Statement	In Service and Pre Service	1	2	3	4	5		
							Mostly	Mean	SD

Items	Statement	In Service / Pre Service						Mean	SD
CA2	I allow the shy student to be more willing to open up and answer.	In Service	0	2.5	3.8	43.8	50	4.41	0.688
		Pre Service	0	6	11.3	51.3	31.3	4.08	0.815
CA1	I often prefer to seat shy students in the front of the class.	In Service	1.3	1.3	5	46.3	46.3	4.35	0.748
		Pre Service	4.7	6	9.3	43.3	36.7	4.01	1.062
CA3	I often encourage to shy student to sit with who is friendly and helpful to involve students into a little social interaction.	In Service	0	2.5	3.8	50	43.8	4.35	0.677
		Pre Service	1.3	11.3	12	42.7	32.7	3.94	1.012
PR2	I appreciate / praise shy students when they are trying to perform any task.	In Service	5	3.8	7.5	40	43.8	4.14	1.052
		Pre Service	1.3	7.3	21.3	43.3	28.7	3.91	0.944
PR1	I often Praise shy children when they interact in a positive way with another student.	In Service	2.5	7.5	12.5	40	37.5	4.03	1.018
		Pre Service	1.3	5.3	21.3	49.3	22.7	3.87	0.872

Table 4.8 *Least frequent* coping strategies with shy students used *by in service and pre service teachers*

Items	Statement	In Service and Pre Service	1	2	3	4	5 Mostly	Mean	SD
G3	I go on pleasantly to the next student when the shy student does not give an answer.	In Service	5	28.8	28.8	26.3	11.3	3.1	1.098
		Pre Service	5.3	18	28.7	35.3	12.7	3.32	1.076
G2	I do not force the shy students to perform in front of their classmate but encourage them to do so.	In Service	0	23.8	25	36.3	15	3.43	1.016
		Pre Service	2	18.7	18	45.3	16	3.55	1.034
PS3	I often organize special activities for shy students with their peers.	In Service	2.5	10	21.3	50	16.3	3.68	0.952
		Pre Service	3.3	11.3	20	44.7	20.7	3.68	1.032
Ac4	I often use small group activities to involve all students.	In Service	2.5	12.5	18.8	48.8	17.5	3.66	0.993
		Pre Service	4	9.3	18.8	42.7	25.3	3.76	1.06

PRC2	I suggest a counselor for shy students to teach them from different ways to relax in stressful situation.	In Service	5	18.8	27.5	30	18.8	3.39	1.142
		Pre Service	6	12	26.7	33.3	22	3.53	1.139

Table 4.9 *High Usage Items by in service and Pre service teacher's (M ≥ 3.5 or above)*

In Service			Pre Service		
Item	Category	M	Item	Category	M
CA2	CA	4.41	CA2	CA	4.08
CA3	CA	4.35	CA1	CA	4.01
CA1	CA	4.35	CA3	CA	3.94
PR2	PR	4.14	PR2	PR	3.91
CEn1	CE	4.11	R1	R	3.89
CEn2	CE	4.05	PR1	PR	3.87
PR1	PR	4.03	PS2	PS	3.86
CEn3	CE	4.00	Ac3	ACI	3.83
CEn6	CE	4.00	PR3	PR	3.83
CEn5	CE	3.99	Ac2	ACI	3.81
Ac1	ACI	3.95	R2	R	3.79
PS1	PS	3.94	Ac4	ACI	3.76
PS2	PS	3.94	G1	G	3.75
CEn4	CE	3.93	CEn2	CE	3.73
PR3	PR	3.91	CEn4	CE	3.73
P1	P	3.86	PS1	P	3.73
P3	P	3.83	CEn1	CE	3.72
R1	R	3.80	CEn3	CE	3.72
R2	R	3.76	G4	G	3.69
P2	P	3.71	PS3	PS	3.68
Ac2	ACI	3.68	CEn6	CE	3.66
G4	G	3.68	Ac1	ACI	3.66
PS3	PS	3.68	PRC1	PRC	3.63
Ac4	ACI	3.66	P1	P	3.62
G1	G	3.63	CEn5	CE	3.58
Ac3	ACI	3.60	P2	P	3.57
PRC1	PRC	3.58	G2	G	3.55
			P3	P	3.54
			PRC2	PRC	3.53
			PRC3	PRC	3.53

Table 4.10 *Medium Usage Items by In Service And Pre Service* $(3.5 \leq M \geq 2.5)$

In Service			Pre Service		
Item	Category	M	Item	Category	M
G2	G	3.42	G3	G	3.32
PRC2	PRC	3.38			
G3	G	3.1			
PRC3	PRC	3.06			

The response of teachers on the statement "I allow the shy student to be more willing to open up and answer" is as mean score of in service teachers was 4.41 and pre service teachers was 4.08 in this regard support the statement. Both in service and pre service teachers give shy students more confidence to ask open questions.

The response on the statement "I often encourage to shy student to sit with who is friendly and helpful to involve students into a little social interaction" is as mean score of in service teachers was 4.35 and pre service teachers was 3.94. This is good practice of teachers to involve shy students in class in this regard our results similar in line with Asendorpf (1990) study.

The statement "I often prefer to seat shy students in the front of the class" with mean score of in service teachers was 4.35 and pre service teachers was 4.01. This is infect good tactics used by in service and pre service teachers to cope with shy students. Sitting in front give them confidence. The statement is also supported by Carducci and Clark (1994). The response statement "I appreciate or praise shy students when they are trying to perform any task" in service mean score was 4.14 and pre service mean score was 3.91. This approach directly influences shy students praising them when they perform give them trust and self believe in them.

The response statement "I create friendly classroom environment that does not make fun of shy students." In service mean score was 4.11 and pre service was 3.72. Friend classroom environment influence on shyness reduction. This statement is also supported by Caspi et al (1988) in which class environment directly influences shyness.

In statement "I consider the feelings of shy students" in our study the in service teachers mean was 4.05 and pre service teachers was 3.73. We support this statement because a teachers should know this class well. Our research similar with Pilkonis (1977).

For coping shy students teachers often Praise shy children when they interact in a positive way with another student with in service teachers mean was 4.07 and pre service was 3.87. Shy students can perform well if teachers praise him. We support this statement.

The response statement "I encourage discussion of daily activities with shy student" in service teachers mean score was 4.00 and pre service teachers were 3.72. By encouraging daily discussion is helpful for shy students to overcome their shyness. These results were supported by Daly and McCroskey (1984). The response statement "I use nonverbal communication method in class for developing confidence in shy students" in service teachers mean score was 4.00 and pre service teachers was 3.66. Teachers mostly used nonverbal communication method for developing confidence in shy students similar with a

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study (Dobbs & Arnold, 2009). The response statement "I give shy students responsibility by assigning them important tasks" in service teaches mean score was 3.99 and pre service was 3.58. By assigning shy students importance task is actually naming them leaders of the class that can help them in leading qualities in future. The same findings in research conducted by Kagan and Snidman (1999). The response statement "I often put students in pairs and lead them into an activity that requires interaction" in service mean score was 3.95 and pre service was 3.66. Teachers from both service groups put students in pairs to lead them into social interaction. The response statement "I often encourage contact with peers" in service teachers, mean scores was 3.94 and pre service was 3.73. Encouraging the shy students to contacting them with peers. The response statement "I often give a specific task to do with other students in group" in service mean score was 3.94 and pre service was 3.86. They often give assignments to shy students in other groups to reduce their shyness. The response statement "I allow shy students to observe in order to let them warm up to a new situation" in service teachers mean score was 3.93 and pre service teachers 3.73. By allowing shy students to observe more and give them warm welcome give them confidence. I promote confidence of shy students by displaying their good artwork or assignment for others to see in our study in service mean teachers was 3.91. In service teachers displayed shy students artworks to give them more confidence. The response statement "I often contact with the parents of shy student" in service teachers mean score was 3.86 and pre service was 3.62. Both service teachers contact with shy students to ask them what is the reason behind it. The response statement "I often discuss those concerns of shy students with their parents

who continue to be unhappy" in service mean score was 3.84 and pre service teacher mean score was 3.54. Teachers often disclose shy students' matters with their parents. The response statement "I often set the reward for a shy child" in service teacher mean score was 3.80 and pre service teacher mean score was 3.89. By giving them reward shy students perform well. "I often use positive reinforcement which encourage them and build their confidence" in our study in service teachers mean score was 3.76 and pre service was 3.79. Positive reinforcement increase and build shy students' confidence level. "I often Work out a consistent plan with parents about how to help child become more outgoing" in our study in service teacher mean score of this statement was 3.71 and pre service was 3.57. Discussion with parents can help in building great confidence of shy students. "I often ask students to study together" in our study this statement in service teachers mean was 3.68 and pre service was 3.81."I often give extra time to shy students when they face any difficulty" in our study the in service teacher mean score was 3.68 and pre service was 3.69. Giving shy students extra time is helpful in their difficulties time."I often organize special activities for shy students with their peers" in our study the in service teachers mean score was 3.68 and pre service was 3.68. Teachers organize special activities for shy students. "I often use small groups activities to involve all students" in our study in service teachers mean score was 3.66 and pre service was 3.76. The response statement "I often give shy children plenty of time to respond to questions or to speak to the class" in service teachers mean score was 3.63 and pre service was 3.75.The response statement "I often arrange group games to enhance their interaction with students" in service teachers was 3.60 and pre service teacher mean score

was 3.83. Shy students love games by introducing games can enhance shy students' interaction in the class. The response statement "I tell parents to provide counseling to their children" in service teachers mean score was 3.58 and pre service was 3.63. Both teachers provide counseling to shy students. These results line with researcher (Rubin et al., 1995).

4. Conclusion

This study is conducted in Lahore in schools and universities to investigate about the strategies used by in service teachers and pre service teachers to cope with shy students in the class. The major problems faced by teachers in coping with shy student's and also to explore the influence of background factors such as gender, qualification, marital status, job scale of in service and pre service teachers coping with shyness in the class. The percentage of female respondents is higher than male teachers. The age of the participants varied from 20 years to 60. Majority of the pre service in public universities has reported as undergraduate, (65.2%), in service teachers in public schools has reported as Masters (61.3%), (12.5) as graduate and (26.5%) as M.Phil /PhD. Most of male in service teachers were married (71.0%) as compared to female (43.5%) and Most of female pre service teachers were unmarried (88.7%).

The strategies are used to explore pre service and in service teachers to cope with shy students at elementary level is satisfactory because from the findings it is clear in service and pre service teachers preferred strategies that they allow the shy student to ask more questions and answer. They prefer shy students to seat them in front of the class. Encourage them to sit with best friends is helpful to involve them in-group discussion and class daily activities. Appreciate them

because it is best strategy is to appreciate or praise shy students when they perform class task. Praise them when interact with other student.

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