Dr. Víctor Soriano
In Memoriam

ORIGINAL

Psychopedagogical intervention strategy to address shyness in adolescents

Karem Kadeesi Barrionuevo Alvarado[1], Yisell Vigoa Escobedo[1]

[1]Universidad Técnica Estatal de Quevedo, Facultad de Ciencias de la Educación, Carrera de Psicopedagogía. Ecuador.

ABSTRACT

Introduction: socioemotional development is a crucial social need in school learning because it helps students establish healthy relationships and achieve academic and professional success.

Objective: to determine the importance of a psychopedagogical intervention strategy to address shyness in adolescents.

Method: an observational, descriptive, and cross-sectional study was conducted. Twenty students were selected through purposive sampling because they met the criteria for a direct relationship. Similarly, four teachers from the 9th Grade EBG (Bachelor's College of Education) and the parents of the students included in the sample were surveyed.

Results: the data obtained indicate that low self-esteem, a lack of social skills, and the influence of the immediate environment are key elements in the development of this behavior. Teaching methodology and classroom dynamics have a significant impact on the manifestation of shyness. Many students with high levels of shyness come from homes where overprotection or a lack of positive reinforcement predominates.

Conclusions: it is necessary to implement strategies that help boost self-esteem, the development of social skills, and the academic performance of shy adolescents.

Keywords: Shyness; Adolescence; Psychopedagogical Intervention; Social Skills; Self-esteem; School Environment.

INTRODUCTION

During middle childhood, self-esteem improves, self-concept becomes more complex, and social skills develop. To achieve this, children must evolve in all areas of this stage, which is why adequate communication with the people who are part of their family and school environment is essential. This poses problems for shy young people, as they struggle to communicate and socialize with most of the people around them.[1]

Emotional intelligence is a combination of cognitive and emotional skills that allows individuals to manage the demands and pressures of their environment effectively. Emotional intelligence has five key components: emotional self-awareness, emotional self-regulation, motivation, empathy, and social skills. This theory has been hugely influential, especially in the fields of education, organization, and personal development.[2]

Adolescence is a stage in which young people are particularly focused on developing self-esteem, often comparing themselves to their peers to define their social status, appearance, and level of ability. In this process, their self-perception can be affected, either positively or negatively, as the need for acceptance and fear of social rejection can make adolescents particularly vulnerable to criticism, influencing and affecting their self-esteem based on the approval or rejection of others.[3]

Preventing childhood shyness would be the best way to overcome it. This prevention can be achieved by training children in social skills, ensuring that their self-esteem develops properly, and providing them with opportunities to make social connections. It is important to note that the family plays a crucial role in preventing shyness, as it is there that social bonds are fostered and the child's personality is consolidated.[4]

Social-emotional development is a crucial aspect of school learning because it helps students establish healthy relationships, achieve academic and professional success, and prevent problematic behaviors. It is essential for educators and the educational community to recognize the importance of developing social-emotional skills in students and to work together to support their growth and development. When students possess well-developed social-emotional skills, they are better equipped to cope with academic challenges, collaborate effectively in teams, resolve conflicts, and make informed and responsible decisions.[5]

Today's world enables teenagers to establish channels of communication, not only in person but also through technological tools; however, care must be taken with the use of social networks, as virtual channels of interaction cannot replace the tangible, face-to-face interactions between individuals. Face-to-face communication is vital for improving the skills of shy people and gradually breaking down the communication barriers they perceive.[6]

Psychopedagogy is a discipline that combines contributions from the sciences of education, psychology, and other fields that are currently booming. Its application helps design interventions for school problems, such as shyness. A psychopedagogical approach

was chosen because, through educational solutions tailored to the context's characteristics and the student's needs, it aims to enhance their abilities, academic quality, and psychological well-being, among other objectives.[1]

The psychopedagogical intervention approach is based on identifying the individual needs and characteristics of the student to offer a tailored response that enhances their learning and improves their performance in different areas, as well as detecting early on any problems that may arise during the educational process and providing support before they become serious barriers through activities and methods that connect with the interests and needs of the students. The intervention focuses on the students' strengths, rather than their weaknesses, so that they can develop their full potential, which boosts their self-esteem and motivation to learn.[7]

Well-structured psycho-pedagogical intervention adapted to the needs of adolescents can generate greater interaction during the teaching-learning process, improving the educational and social quality of life of adolescents.[8]

Based on the above, the objective of this article is to determine the importance of a psycho-pedagogical intervention strategy to address shyness in adolescents.

METHOD

An observational, descriptive, cross-sectional study was conducted to determine the importance of a psycho-pedagogical intervention strategy in addressing shyness in adolescents.

Twenty students were selected through intentional sampling because they met the criteria of being directly related to the study and because they are the ones who require attention to improve and change the existing reality. Similarly, four teachers from the 9th EBG were considered, and the parents of the students in the sample were surveyed. Additionally, an interview was conducted with the tutor teacher and DECE staff, allowing them to elaborate on their opinions regarding this issue in more detail.

To ensure the validity of the instruments used in this research, it was essential to generate an evaluation process by professionals with experience and knowledge in the subject. All criteria associated with research ethics were met.

RESULTS

Table 1 shows ethe open Coding of the Results Obtained from the Teacher Survey

Table 1. Open Coding of the Results Obtained from the Teacher Survey		
Initial categories	**Questions**	**Coded responses**
Social factor	Q.1	Limits communication and social development. Hinders social advancement. Makes interaction difficult. Low academic performance.
	Q.3	Stress over grades. Family pressure affects emotions. Comparison with others causes anxiety. Fear of failure.
	Q.6	Inclusion reinforces self-esteem. The classroom must be a safe space. Respect and support. Student autonomy.
Pedagogical factor	Q.2	Limited participation. Impact on the educational process. Group difficulties. Isolation.
	Q.5	Integrative group activities. Adaptations to overcome shyness Guided questions. Observation.
	Q.8	Empathy and communication. Social interaction strengthens confidence. Collaborative work skills. Strength, autonomy, and communicative confidence.
	Q.9	Positive reinforcement. Motivation and dialogue. Autonomy and safe environment. Confidence in interaction.
Emotional factor	Q.4	Insecurity, poor concentration. Stress limits participation. Isolation impacts academic performance.
Psychosocial aspect	Q.7	Authoritarian parenting limits social development. Lack of family communication. Overprotection limits independence. Family environment shapes expression.
Intervention strategy	Q.10	Activities strengthen confidence. Strategies enhance skills. Participation reduces inhibition.

Table 2. Open coding of results obtained from the representative survey

Categories	Questions	Coded responses
Social factor	Q.1	Isolation. Prefers to work alone. Limited communication. Difficulty initiating or maintaining conversations
	Q.3	Preference for individual activities. Discomfort in large groups. Difficulty with group work. Need for affinity to interact.
	Q.6	Fear of judgment or criticism. Anxiety about expectations. Concern about the opinions of others. Avoidance of participation.
Pedagogical factor	Q.2	Impact on performance. Difficulty asking questions or presenting. Limitation in activities. Inhibition in oral participation.
	Q.5	Need for specific strategies. Empathy. Creation of a safe environment. Individualized attention.
	Q.8	Progressive adaptation. Working in pairs or small groups. Recognition of achievements. Fostering self-confidence.
	Q.9	Facilitator of trust. Attentive observer. Promoter of participation.
Emotional factor	Q.4	Guide in social skills. Insecurity. Shame. Fear of making mistakes. Need for support.
Psychosocial aspect	Q.7	Recess, social events. Unfamiliar situations. Holidays, group activities. Importance of the school climate.
Intervention strategy	Q.10	Open communication. Motivation. Support at home. Information for parents.

Table 3. Open coding of the results obtained from the interview with the tutor

Categories	Questions	Coded responses
Emotional factor	Q.1	Negative self-image influenced by family environment.
	Q.4	Comfort zone limits adaptation.
Psychosocial factor	Q.2	Formative correction in class, feedback limited by time.
Pedagogical factor	Q.3	Constructivism for autonomy Behaviorism for classroom control.
Social factor	Q.5	Significant family involvement.

Table 4. Open coding of results obtained from the DECE interview

Categories	Questions	Coded responses
Emotional factor	Q.1	Introversion, social difficulties.
	Q.4	Restorative circles, empathy, emotional support.
Psychosocial factor	Q.2	Inter-institutional collaboration.
Pedagogical factor	Q.3	Prevention, personalization of strategies.
Social factor	Q.5	School-family programs.

Table 5. Emerging categories from the study on psycho-educational intervention strategies to address shyness in adolescents (Interviews)

Reasons (categories produced)	Frequency of mention
Influence of a negative family environment. (e.g., negative self-image, limitations at home)	2
Social-emotional difficulties. (e.g., shyness, introversion, social difficulties, emotional istress)	4
Limitations and formative feedback.	1
Intervention strategy	1
Family intervention.	2

Table 6. Emerging categories from the study on psycho-educational intervention strategies for addressing shyness in adolescents (Survey)

Reasons (categories produced)	Frequency of mention
Difficulty in social interaction.	7
Pressure and stress	6
Supportive school environment	4
Negative academic impact	5
Teaching strategy for shyness.	5
Motivation and confidence.	2
Emotional difficulties.	3
Influence of the family environment.	4
Intervention strategy to overcome shyness.	3

Table 7. Axial Coding of Analyzed Data to Obtain Emerging Categories Interview

Emerging categories	Reasons produced
Impact and management of shyness.	Social-emotional difficulties.
Influence of environment and self-esteem.	Influence of a negative family environment.
Pedagogical adaptations and support.	Limitations in formative feedback. Intervention strategy.

Table 8. Axial coding of the data analyzed to obtain emerging categories (survey)

Emerging categories	Reasons given
Inclusion and sense of belonging.	Inclusive school environment. Intervention strategy.
Importance of self-confidence and self-esteem.	Fostering confidence and social skills.
Role of communication and emotional support.	Emotional difficulties.
Need for pedagogical adaptations.	Educational strategy.
Family impact and social-emotional development.	Influence of the environment. Pressure and stress.

DISCUSSION

Internationally, it has been shown that where shyness manifests itself as an emotional reaction or personality trait that will influence behavior, environmental factors (family dynamics) are also considered to be responsible for its late manifestation. In addition, it proposes a one-dimensional model based on three criteria: the affective component (the physiological aspect of shyness, reflected in anxiety), the behavioral component (expressions of behavioral inhibition), and the environmental component (specific situations that trigger shyness).[9]

An intervention strategy is a planned set of actions or methods that are designed to prevent, address, or resolve a specific problem or need, with the sole objective of improving people's well-being, learning, and development. Additionally, strategies may involve individual and group activities, modifications to the educational environment, family support, and collaboration with other professionals. Intervention strategies aimed at these purposes should be built on collaborative work between teachers, administrative staff, families, and communities. The ecological model, as an analytical approach, recognizes the existence of various environmental systems that influence people's development. It also suggests that the interconnections between these systems can enhance their capacity to provide support and strengthen overall well-being.[10]

Studies reporting evaluations of their interventions agree that changes are gradual and require consistent application. Evaluation through systematic observations (pre- and post-intervention), checklists, and validated scales to measure self-esteem and social anxiety is essential for documenting progress.[3]

The data obtained indicate that low self-esteem, lack of social skills, and the influence the immediate environment is a key factor in the development of this behavior. Key elements in the development of this behavior. These findings coincide with the studies by Alfaro J et al.[11], who emphasize that self-esteem plays a decisive role in a student's ability to integrate and participate actively in the classroom.

The integration of theoretical models, such as Erikson's Psychosocial Development, Bandura's Self-Efficacy, and Goleman's Emotional Intelligence, provides a solid foundation for designing effective programs. The implementation of empirically validated interventions and teacher training for the early detection and treatment of this phenomenon is recommended.[12]

A solid foundation in theories such as those of Erikson, Vygotsky, Bandura, and Goleman provides a robust framework for designing, implementing, and evaluating these interventions. Long-term success depends on integrating these approaches into school culture and providing ongoing training to educational actors.

Adolescence is a critical stage of human development, characterized by profound biological, psychological, and social transformations. During this period, individuals face the fundamental task of constructing a coherent identity and establishing meaningful interpersonal relationships outside the family nucleus.[11]

The results show that teaching methodology and classroom dynamics have a significant impact on the manifestation of shyness. It was found that in classrooms where cooperative and participatory learning is promoted, levels of shyness tend to decrease. This is in line with the studies by Gonzáles S.10, which highlight that collaborative learning strategies can facilitate integration among students, improving their confidence and reducing social inhibition.

The impact of shyness in education is particularly relevant. Shy adolescents tend to participate less in the classroom, have difficulty integrating into peer groups, and often perform below their true potential due to fear of making mistakes or negative evaluation.[8]

The importance of developing emotional intelligence at an early age is emphasized to facilitate the expression of feelings and thoughts in social and academic settings. It is therefore essential to implement strategies that strengthen students' emotional regulation, as this could significantly reduce social anxiety and improve their participation in school activities.

In our country, shyness is a prevalent issue in most educational institutions, and teachers strive to address this reality through various group work strategies, aiming to ensure that children do not encounter significant difficulties in later stages of their education.[4]

The first aspect highlights that shyness is a behavior that can manifest through actions that do not necessarily indicate a person's shyness. The second refers to the fact that shyness can be understood both as an emotional state or feeling that we experience at certain moments in our lives, as well as a lasting personality trait that influences the way we are and act.[13]

Shyness in adolescence is a complex and multifaceted construct. Far from being a simple personality trait, it is understood as the interaction of biological factors (innate temperament, genetic), family factors (overprotective parenting styles, lack of emotional support), educational factors (school climate, interactions with teachers and peers), and social factors (cultural norms, experiences of rejection).[9]

The three conditions of shyness, introversion, and social anxiety are related to behavior and emotions in social situations, but they have key differences. Shyness is a temporary emotional or behavioral reaction to new or unfamiliar social conditions that can improve with practice or over time, manifesting as a feeling of discomfort or embarrassment when a person interacts with their peers or social circle.[14]

It was observed that many students with high levels of shyness come from homes where overprotection or a lack of

positive reinforcement predominates. This finding is consistent with the research of Rojas A et al.[13], who explain that the family environment influences the development of adolescents' personal security, thus affecting their ability to cope with social situations. Likewise, this study highlights the importance of involving parents in family counseling programs to promote parenting strategies that foster students' autonomy and confidence.

However, it does not prevent interaction and a desire to connect with others. Introversion, on the other hand, is a personality trait that describes people who prefer to spend time alone or in quieter, less stimulating environments. These individuals typically prefer minimal social interaction and feel more recharged when they are in their own space. Finally, social anxiety is a more serious emotional disorder that involves an intense and persistent fear of being negatively evaluated by others in social situations. This fear can be so overwhelming that it interferes with daily life and personal relationships, with symptoms including palpitations, sweating, trembling, and physical discomfort in social situations.[14]

The results also align with Bandura's social learning theory, which argues that students can modify their behavior through observational learning. Therefore, the proposed strategy incorporates the modeling of appropriate behaviors in vicarious learning, an approach supported by the studies of Núñez A[15], who emphasizes the importance of having positive role models in the classroom to foster social skills in shy students.

The literature consulted reveals that the most robust interventions are based on established theoretical frameworks. Erikson's Theory of Psychosocial Development justifies interventions that help adolescents explore their identity safely, overcoming role confusion. From Vygotsky's perspective, interventions should create "scaffolding" in the zone of proximal social development through cooperative work and guidance from peers or more competent adults.[16]

Psycho-pedagogical strategies for adolescents are planned interventions that seek to optimize young people's overall development and learning process, taking into account their emotional, cognitive, and social needs. These strategies include active methodologies that encourage participation in academic and recreational activities, fostering social skills, and strengthening self-esteem. Likewise, psycho-pedagogical intervention focuses on evaluating, diagnosing, and implementing measures tailored to individual or group needs within the educational setting to improve emotional well-being and prevent learning difficulties.[12]

Shyness in the educational setting represents a significant challenge because it not only affects academic performance but also influences group dynamics. It makes them feel scared, uncomfortable, self-conscious, insecure, or nervous around others. As a result, they may blush, tremble, stutter, or not know what to say.[2]

Psychopedagogy has become a fundamental discipline in the educational field, especially in the learning process of elementary school students. The recognition that learning is not only a cognitive process but also influenced by emotional, social, and motivational factors has led to the need to integrate knowledge from psychology and pedagogy to understand and support students' academic development effectively.[7]

Research indicates that a combination of emotional, familial, and educational factors influences this behavior. Based on these findings, it is clear that a well-structured psycho-pedagogical

intervention can significantly improve students' socialization and participation, thereby promoting a more inclusive and motivating learning environment.

It is reaffirmed that shyness in adolescents has multifactorial causes and requires a comprehensive approach. The combination of emotional regulation strategies, positive reinforcement, and participatory methodologies represents an effective alternative for improving the socialization and learning of students with this problem.

CONCLUSIONS

It is necessary to implement strategies that help raise self-esteem, develop social skills, and improve academic performance in shy adolescents, because this is a problem that negatively affects their self-esteem. Undoubtedly, many institutions still use traditional teaching methods, which are not always appropriate and can generate greater insecurity in adolescents.

FUNDING

The authors did not receive funding for the development of this research.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

AUTHOR CONTRIBUTION

Conceptualization: Karem Kadeesi Barrionuevo Alvarado, Yisell Vigoa Escobedo.

Data curation: Karem Kadeesi Barrionuevo Alvarado, Yisell Vigoa Escobedo.

Formal analysis: Karem Kadeesi Barrionuevo Alvarado, Yisell Vigoa Escobedo.

Research: Karem Kadeesi Barrionuevo Alvarado, Yisell Vigoa Escobedo.

Methodology: Karem Kadeesi Barrionuevo Alvarado, Yisell Vigoa Escobedo.

Project management: Karem Kadeesi Barrionuevo Alvarado, Yisell Vigoa Escobedo.

Resources: Karem Kadeesi Barrionuevo Alvarado, Yisell Vigoa Escobedo.

Software: Karem Kadeesi Barrionuevo Alvarado, Yisell Vigoa Escobedo.

Supervision: Karem Kadeesi Barrionuevo Alvarado, Yisell Vigoa Escobedo.

Validation: Karem Kadeesi Barrionuevo Alvarado, Yisell Vigoa Escobedo.

Visualization: Karem Kadeesi Barrionuevo Alvarado, Yisell Vigoa Escobedo.

Writing – original draft: Karem Kadeesi Barrionuevo Alvarado, Yisell Vigoa Escobedo.

Writing – review and editing: Karem Kadeesi Barrionuevo Alvarado, Yisell Vigoa Escobedo.

REFERENCES

1. Ventura Mendez W. ABORDAJE PSICOPEDAGÓGICO EN NIÑOS CON TIMIDEZ DE 10 A 12 AÑOS DE LA ESCUELA PRIMARIA CASA CENTRAL. Repositorio USAC 2013. http://www.repositorio.usac.edu.gt/9801/1/T13%20%282474%29%29.pdf.

2. Santa Cruz C. Estrategia de acción tutorial basada en la teoría de la inteligencia emocional de Daniel Goleman para las relaciones interpersonales de estudiantes del 4° de educación secundaria IE "Enrique López Albújar". Repositorio Unprg 2025. https://repositorio.unprg.edu.pe/handle/20.500.12893/14158.

3. Guaman J. Plan de mejora del autoconcepto y autoestima en adolescentes de una Unidad Educativa de Guaranda. Repositorio Puce 2021. https://repositorio.puce.edu.ec/server/api/core/bitstreams/24d2456f-2f2f-4cc1-9bd2-9ffbd6777981/content.

4. Arteaga J. La timidez y su incidencia en el desarrollo de la inteligencia social de los niños y niña de inicial I de LA.El Carmen- Manabí. Repositorio Uleam 2019. https://repositorio.uleam.edu.ec/handle/123456789/2123.

5. Carrasco Guerra P, Piguave Alvarado I, Martínez Isaac R. La educación socioemocional en el proceso de enseñanza-aprendizaje del tercer año de la educación básica. Maestro y Sociedad 2024. https://maestroysociedad.uo.edu.cu.

6. Villalpando Muñoz PG, Cornelio Landero R. El aprendizaje en idiomas y su influencia en la timidez: estudio de caso. dilemas 2023. https://doi.org/10.46377/dilemas.v10i3.3636.

7. Briones S. Importancia de la Psicopedagogía en el proceso de aprendizaje de los estudiantes de educación básica. Repositorio UPSE 2023. https://repositorio.upse.edu.ec/bitstream/46000/9863/1/UPSE-MSP-2023-0003.pdf.

8. Peña M. La timidez en el ámbito educativo y social. Universidad de Zaragoza. Zaguan 2021. https://zaguan.unizar.es/record/108838/files/TAZ-TFG-2021-3886.pdf?version=1.

9. Olivas L, Cipriani C. Escala de timidez revisada (ETR-13): propiedades psicométricas en adolescentes peruanos. SCIELO 2022;28. http://www.scielo.org.pe/pdf/liber/v28n1/1729-4827-liber-28-01-e506.pdf.

10. González S. Intervención educativa preventiva de la timidez en Educación Infantil. Uvadoc 2024. https://uvadoc.uva.es/bitstream/handle/10324/72274/TFG-G7097.pdf?sequence=1&isAllowed=y.

11. Alfaro J, Alfaro L. Timidez y adicción a las redes sociales en estudiantes de un instituto Tecnológico de Bagua. Repositorio USS 2022. https://repositorio.uss.edu.pe/bitstream/handle/20.500.12802/11286/Alfaro%20Flores%20Janneth%20%26%20Alfaro%20Flores%20Luz.pdf?sequence=12&isAllowed=y.

12. Gómez L, Valdovinos M. Orientación educativa: estrategias psicopedagógicas para el desarrollo de la autoestima en el estudiante. Ciencia Latina 2021;5:5366-82. https://doi.org/10.37811/cl_rcm.v5i4.695.

13. Rojas A, Domínguez Y, Torres L, Perez M. El proceso de intervención psicopedagógica en el ámbito educativo. Revista Metropolitana de Ciencias 2020. https://remca.umet.edu.ec/index.php/REMCA/article/view/169/170.

14. Readi Varillas R. Estudio de caso: Timidez en la adolescencia. avpsicol 2021;29:101-16. https://doi.org/10.33539/avpsicol.2021.v29n1.2353.

15. Núñez A. Teoría del aprendizaje desde las perspectivas de Albert Bandura y Burrhus Frederic Skinner: vinculación con aprendizaje organizacional de Peter Senge. UceCiencia 2022. https://uceciencia.edu.do/index.php/OJS/article/view/295/270.

16. Magallanes Y, Donayre J, Gallegos W, Maldonado M. El lenguaje en el contexto socio cultural, desde la perspectiva de Lev Vygotsky. Revista Arbitrada Del Centro De Investigación Y Estudios Gerenciales 2021. https://revista.grupocieg.org/wp-content/uploads/2021/11/Ed.5125-35-Magallanes-Veronica-et-al.pdf.