

**CORRELATES OF SHYNESS AND ITS IMPACT ON
CLASSROOM PERFORMANCE**



TH: 6394
-
DATA ENTERED

By

**SAEED ANWAR
25-FSS/MSEDU/F07**

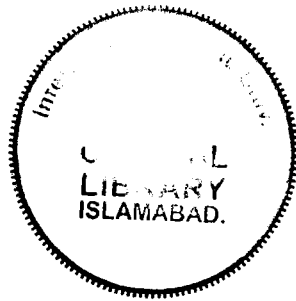
**DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY,
ISLAMABAD
2009**

15-7-2016

MS
370.158
SAC

DATA ENTERED

@
14/5/2012



Accession No. TH-6394 17

Achievements tests - Design and
Construction

Examinations - Design and construction
classroom environment - Psychological
aspects

critical Pedagogy

**CORRELATES OF SHYNESS AND ITS IMPACT ON
CLASSROOM PERFORMANCE**



Researcher
Saeed Anwar
Reg. No. 25-FSS/MSEDU/F07

Supervisor
Prof. Dr. Saeed-Ul-Hasan Chishti

**DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY,
ISLAMABAD
2009**

CORRELATES OF SHYNESS AND ITS IMPACT ON CLASSROOM PERFORMANCE



Saeed Anwar
25-FSS/MSEDU/F07

Submitted in partial fulfilment of the requirements for
MS in Education at the Faculty of Social Sciences,
International Islamic University,
Islamabad

**DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY,
ISLAMABAD
2009**

DEDICATION

I would like to dedicate this thesis to

My Affectionate **Parents**

&

My loving and caring **Sisters** and **Brother**

For their Endless Love, Prayers, moral support

and encouragement throughout my entire

academic career.

May

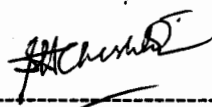
THEY LIVE LONG (AMIN)

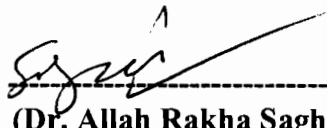
CORRELATES OF SHYNESS AND ITS IMPACT ON CLASSROOM PERFORMANCE

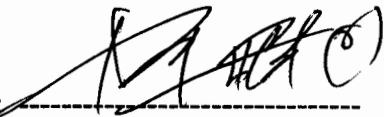
By

Saeed Anwar
25-FSS/MSEDU/F07

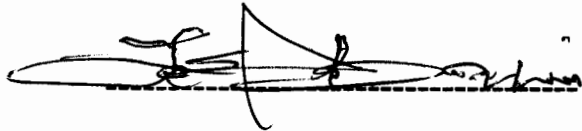
Accepted by the Department of Education, Faculty of Social Sciences, International Islamic University, Islamabad as partial fulfilment of the requirements of the degree of
MS IN EDUCATION

Supervisor: 
(Dr. Saeed-ul Hasan Chishti)

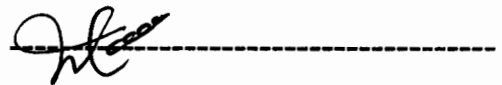
Internal Examiner: 
(Dr. Allah Rakha Saghir)

External Examiner: 
(Lt.Col ® Dr. Manzoor Arif)

Dated: 10-10-2009



Head,
Department of Education,
International Islamic University,
Islamabad



Dean.
Faculty of Social Sciences,
International Islamic University,
Islamabad

ABSTRACT

The major purpose of the study was to investigate the correlates of shyness and its impact on classroom performance at B.com level in Indus College of Commerce Rawalpindi. It was a correlation study. The objectives of the research were (1) to investigate the correlates of shyness of students; (2) to rank the correlates of shyness in descending order; and (3) to probe the relationship between shyness and classroom performance. A total of 252 students of four B.com classes were the population of the study of which 42 students were selected as sample for the study. The researcher obtained relevant data through personal visits to the college as well as collected the results of Matriculation, Intermediate, B.com I, first term and second term examination and monthly tests of B.Com II. The researcher used shyness questionnaire which was developed by Crozier (1995) for measuring shyness. Another instrument was a self developed and pilot tested questionnaire to know the correlates of shyness. Correlation and chi-square techniques were used for data analysis. The findings clearly rejected the null hypotheses that there was no significant relationship between shyness and classroom performance. There was a significant high inverse relationship between shyness and classroom performance. The term examinations and monthly tests results showed that less shy students performed better as compared to the more shy students. The research findings indicated that those who were shy students had exhibited adverse effect on their academic performance revealing that shyness was a hindrance in achieving high grades in educational career. Those students, who felt hesitation, probably did not ask questions and participate in class discussion. It seemed natural that when information

and knowledge was less, the students could not be confident and bold. The research findings indicated that as shyness increased, classroom performance decreased and as shyness decreased, classroom performance increased. The results of the study showed that shyness depended upon socio-economic status, schooling and residential locality. Other correlates of shyness were parental education and family structure. The ranking of the correlates of shyness was followed: (1) residential locality (2) parental education (3) schooling (4) family structure (5) socio-economic status. In order to remove the problem of shyness some suggestions could be made: Children may not be castigated, censured and criticized in the presence of their class fellows; teachers may encourage and motivate the children and students who are shy, because such students need moral support and assistance from their teachers; shyness should be removed with the help of social interaction because it helps in better public and social dealings; students should try to get rid of shyness otherwise it could affect their career and education; parents and community workers should be educated so that they may play their role in order to remove shyness of children; shy students should be given a chance of presentation in class and their fellows may appreciate their performance; school, college, and university fellows and peers may assist their fellows to remove the shyness of shy students. It is a professional responsibility and an obligation of a teacher to assist and encourage such students who are shy because it is a barrier in success. Further studies may be conducted in order to know correlates of shyness in Pakistan and its valid solution should be suggested. This area of study needs exploration in Pakistan. Psychologists and educationists may play their vital role in the solution of this problem.

ACKNOWLEDGEMENT

The researcher is thankful to Almighty Allah, the Sovereign and Beneficent who enabled him to accomplish his research work. The researcher is indebted to Dr. Saeed-ul-Hasan Chishti, whose guidance was great asset for him due to which, he was able to complete his task. The researcher is thankful to Dr.Khalid Hussan Bukhar Head of Education Department, Dr A.R.Saghir, Dr. Muhammad Munir Kayani, Dr Asad Rizwi and other faculty members of International Islamic University Islamabad, for their kind cooperation. The researcher is extremely thankful to Dr.Javed Iqbal, Department of Psychology IIUI who assisted the researcher. The researcher is thankful to all employs of Indus College of Commerce, administration, teaching staff and workers who helped him in data collection. The researcher is thankful and grateful to CEO Sir Ali Imran and Principal of Organization Sir Ahmad Nawaz, who extended their favour and cooperation to his research work. He is very thankful to Sir Baqir Ismail, Mr. Aftab sb, Mr. Wasim Abbas, Mr. M. Nawaz Mr. Usman Tariq, Mr. Umair, Mr. Khalid, Mr. Zeeshan, Mr. Asif CH and all faculty members of Indus College including female teachers Madam Huma, Madam Tayyaba, Madam Ayesha, and Madam Hira who played their positive role in this work. He is thankful to Shah Muhammad and Muhammad Saeed who prayed for his success. All students of Indus College who cooperated in this study, they deserve appreciations and regards. Ali Kamran, Mohsin,Faisal, Bilal,Omer Sharif, Husnain, and their fellows supported in this task. Asad Nisar, Alam Khan, Bilal, Nasir, Zafer and Asghar encouraged and supported the researcher morally. Thanks to all relevant people for their positive role in completion of this research work.

SAEED ANWAR MALIK

TABLE OF CONTENTS

Chapter	Title	Page No.
CHAPTER 1	INTRODUCTION	1
1.1	Statement of the Problem	4
1.2	Objectives of the Study	4
1.3	Significance of the Study	4
1.4	Delimitations of the Study	5
1.5	Hypotheses of the Research	5
1.6	Method of the Study	7
	1.6.1 Population	7
	1.6.2 Sample	8
	1.6.3 Instruments	8
	1.6.4 Data Collection	8
	1.6.5 Data Analysis	9
1.7	Definitions of Key Terms	9
CHAPTER 2	REVIEW OF LITERATURE	10
2.1	Shyness and related Concept	10
	2.1.1 Social withdrawal is shyness	13
	2.1.2 Withdrawn behaviour is considered shyness	13
	2.1.3 Differences between shy and less shy	13
	2.1.4 Social phobia is conjectured shyness	13
	2.1.5 Social phobia and shyness	14
	2.1.6 The behavioural component of shyness	15
	2.1.7 Shyness reactions	15
	2.1.8 Symptoms of shyness	16
	2.1.9 Belief in self incapability of socializing	16
	2.1.10 Self-consciousness and shyness	16
	2.1.11 Shyness and introversion	17

TABLE OF CONTENTS

Chapter	Title	Page No.
	2.1.12 Shyness and Self-Esteem	18
	1.1.13 Self-consciousness, self-presentation and shyness	19
	2.1.14 Disparity in shyness and sociability	19
	2.1.15 Lancy D'Souza views about Shyness	20
2.2	The Consequences of Shyness	20
	2.2.1 Positive and negative effects of shyness	20
	2.2.2 Shyness is devastation	21
	2.2.3 Complexes and wrong perceptions of shy people	22
	2.2.4 Shy children are less competent at initiating play	22
	2.2.5 The positive side of shyness	23
2.3	Origins & Development of Shyness	24
	2.3.1 Encounters with unfamiliar people and situations	24
	2.3.2 Thinking about self and social world	24
2.4	Are there Different Types of Shyness?	25
	2.4.1 A child's relationship and its impact on his personality	26
	2.4.2 Buss presented two types of shyness	26
2.5	Factors Causing Shyness in children	27
	2.5.1 Cultural background and family environment	28
	2.5.2 Role of hereditary in shyness	28
	2.5.3 Poor social skills	29
	2.5.4 Self-consciousness and fear of negative evaluation	30
2.6	Shyness and its impact on practical life	30
	2.6.1 Marriage and career of shy people	31
2.7	Shyness Symptoms	31
	2.7.1 Thinking about self and social world	32
	2.7.2 Blushing	32
	2.7.3 Blushing and social anxiety	33
	2.7.4 A situation that elicit a blush	33

TABLE OF CONTENTS

Chapter	Title	Page No.
	2.7.5 The blush as signal	34
2.8	Shyness and use of Internet	34
	2.8.1 Communication through internet	35
	2.8.2 The effects of using net	35
	2.8.3 Difficulties in social relations in spite of using net	36
2.9	Different Cases of Children	36
	2.9.1 Shy children underestimate themselves	37
	2.9.2 Shyness and developmental stages	37
	2.9.3 Factors causing shyness in children	38
	2.9.4 Conscience development of children	38
	2.9.5 Childhood shyness	38
	2.9.6 Origin of shyness in children	39
	2.9.7 The role of amygdale	39
	2.9.8 Hypothesis of Kagan, Schmidt and Fox	40
	2.9.9 Parents are concerned about shyness of children	41
	2.9.10 Peers interactions	41
	2.9.11 Peer relations	42
	2.9.12 Infancy and early childhood 'shyness'	43
2.10	Shyness and University life	43
	2.10.1 Shyness and the transition to university	44
	2.10.2 Unfamiliar situations breed shyness	44
	2.10.3 Loneliness in University	45
2.11	Self-Consciousness Theories	45
	2.11.1 Self-Awareness versus Self-Consciousness	46
	2.11.2 Buss's Approach: Self-Consciousness Theory	46
	2.11.3 Private Self-Aspects	47
	2.11.4 Public Self-Aspects	51
2.12.	Self-presentational theory	55
	2.12.1 The need for social acceptance	56

TABLE OF CONTENTS

Chapter	Title	Page No.
	2.12.2 Social anxiety	57
	2.12.3 Social provisions for shy people	58
	2.12.4 Interpersonal style	59
	2.12.5 Shy people speak less about themselves	59
	2.12.6 Impressions	60
	2.12.7 Strong desire for social acceptance	60
	2.12.8 The interpersonal implications	62
	2.12.9 Strategic aspects of shyness	62
	2.12.10 Self-presentational style	63
	2.12.11 Protective self-presentational style	64
2.13	Shyness and its Solution	64
	2.13.1 The effects and actions of drugs	66
	2.13.2 Social phobia has overlapping features	66
	2.13.3 Cognitive behavioural treatment	66
	2.13.4 Cognitive behavioural therapy	67
	2.13.5 Social phobia and its treatment	68
	2.13.6 The neuropsychology of fear	68
	2.13.7 Treatments for social phobia	69
2.14	Performance Assessment	69
CHAPTER 3 METHODS AND PROCEDURES		74
3.1	Population of the Study	74
3.2	Sample of the Study	74
3.3	Instruments of the Study	75
	3.3.1 Shyness Questionnaire	75
	3.3.2 Correlates of Shyness Questionnaire	75
3.3	Data Collection	76
3.4	Data Analysis	76

TABLE OF CONTENTS

Chapter	Title	Page No.
CHAPTER 4	ANALYSIS OF DATA AND DISCUSSION	77
CHAPTER 5	SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	102
5.1	Summary	102
5.2	Findings	103
5.3	Conclusions	104
5.4	Recommendations	104
REFERENCES		106
	Annexure I Definitions of Psychological terms	127
	Annexure II Self Developed Questionnaire about correlates of Shyness	131
	Annexure III 28 items Shyness scale Questionnaire by Crozier	132

LIST OF TABLES

Table No.	Title	Page No.
1:	Shyness scores and socio-economic status	78
2:	Shyness scores and Residential Locality	80
3:	Shyness scores and family structure	82
4	Shyness scores and parental education	84
5:	Shyness scores and schooling	86
6:	Shyness scores and Matric exams scores	89
7:	Shyness scores and Intermediate exams scores	90
8:	Shyness scores and B.Com I exams scores	92
9:	Shyness scores and First term exams scores	94
10:	Shyness scores and second term exams scores	96
11:	Shyness scores and Monthly tests scores	98

CHAPTER 1

INTRODUCTION

There are different kinds of student's i.e. intelligent, bold, hard working, rational, obedient, diligent, diffident, timid, coward, frightened, but some students are very confident and some students are very shy. Confidence and shyness affect and influence the class room performance of the students. There are various correlates and causes of shyness,

Shyness is compared to participation in social and academic groups and levels. It was believed that because of shyness, the individual would not participate in any social activity. Marshal Social anxiety has four types called embarrassment, shame, audience anxiety, and shyness. Shyness is discomfort and inhibition in the presence of others (Buss, 1986). Shyness is revealed in a classroom by taking a seat far from the lecturer, and in small conversational group by remaining on the fringe of the group and listening rather than talking (Buss, 1986). Some shy people are less easily identified. Their behaviours change after talking. They seem to shrink and begin avoiding eye contact. They may appear to others that they are extroverts but their surface appearance is "not really" manifesting that (Marshal, 1980). Heart rate is the most commonly used physiological measure in assessing social phobia (Buss, 1980).

Marshal (1994) claims that shy people choose educational paths and eventually careers solely in terms of their social anxiety. One researcher studying shy students determined that his subjects took a distinctly passive approach to their own educational development and failed to use available resources such as academic advisors or counsellors because of their fear of authorities. The avoidance led to discouragement and

if they managed to enter higher education, they selected a career with least social interaction such as computer-related work, accounting and various types of research. Many people with this social anxiety dropped out of school early and some of them got their graduate equivalency degree. Bruch (1989) suggested that if children do not have opportunities to learn social skills they might learn to fear new situations because they are unsure how to interact properly.

Shyness is interpreted in different ways by different people. Generally speaking, socio-economic background influences the bent of mind, attitude and behaviour. The social settings, parental education, locality, schooling, family structure, norms, customs, traditions and conventions are responsible for shyness. Shyness is an emotion that affects the feelings, attitude and behaviour. Different authors have defined shyness in different ways.

According to Zimbardo (1977), Shyness is a fuzzy concept; the closer we look, the more varieties of shyness we discover. The authentic definition of shyness is “The person, who is timid, frightened, and uncomfortable in the presence of others, is called shy.”

According to Eastwood Atwater and Karen Grover Duffy (1999) shyness is “The tendency to avoid contact or familiarity with other people is shyness.”

According to Ramesh Chopra (1996), in his dictionary Academic Dictionary of Psychology shyness is an individual’s discomfort and inhibition in interpersonal situations that interferes with pursuing interpersonal or professional goals. (5th edition)

According to Oxford Advance Learners dictionary shy person is nervous or embarrassed about meeting and speaking to other people. Another meaning is the person

who is easily frightened and not willing to come near people is called shy. The Oxford English dictionary tells us that the words earliest recorded use was in an Anglo Saxon poem written around 1000 A.D, in which it meant “easily frightened”. “To be shy” is to be “difficult of approach, owing to timidity, caution or distrust.”(pp 1241)

Difference in human beings is a natural phenomenon. All human beings have their specific characteristics, qualities and personality traits. Some people are very social, extrovert; philanthropist and some people are introvert, antisocial, misanthropist and they like loneliness and seclusion.

As far as learning and educational process is concerned, it is observed that there are different types of students. During learning students behave and react in different ways, according to their perception and bent of mind. This variation and difference in nature, attitude and approach is noticeable for teachers, educational practitioners and administrators.

Generally teachers are of the view that some students are confident, bold, and blunt and they feel comfortable in a classroom situation. Such students participate in all activities of the class. Some students remain passive in the class and they are not actively participant in class room activities. These students are considered diffident, shy and frightened who are reluctant to ask questions. They feel uneasy at the time of participation in class. Students conjecture that silence is golden tool to avoid embarrassment. If they are given chance to express their views, they show strange expressions like speechlessness, breathlessness, shivering, perspiration, blushing, shaky and stammering. They feel anxiety and it is very difficult for them to express their views and opinions.

1.1 STATEMENT OF THE PROBLEM

The problem to be investigated was the correlates of shyness and its impact on classroom performance of B.Com students. The population of the study was students of Indus College of Commerce Rawalpindi. The students came from different social backgrounds and status with different attitudes and behaviours. Some students were shy and some of them were confident. It was interesting for the researcher to study correlates of shyness and its impact on class room performance.

1.2 OBJECTIVES OF THE STUDY

The main objectives of the study were

1. To find out the correlates of shyness of students.
2. To rank the correlates of shyness in descending order.
3. To probe the relationship between shyness and classroom performance.

1.3 SIGNIFICANCE OF THE STUDY

It was a very significant study, because it could help a lot of teachers, parents, students and education planners, and it might facilitate teaching learning process. School, college, and university environment might be improved by keeping in view the results of the study that shyness was a barrier in success; Guidance and counselling might be used keeping in view the results of the study. This study could be very fruitful and beneficial for all educational practitioners. Students suffer from many educational, emotional, psychological and ethical problems; it is professional and moral responsibility of teachers and institutions to assist the students to remove these problems. Students may take assistance from this study. According to many Western Writers, shyness was a hindrance in the way of success in education. After removing this problem, student can attain their

educational objectives and make their career bright. It may also lead to further research in this vital area.

1.4 DELIMITATIONS OF THE STUDY

Due to the limited time and resources available to the researcher, the study was delimited to B.Com, students of Indus College of Commerce situated in Rawalpindi. It was a correlation study.

1.5 HYPOTHESES OF THE RESEARCH

The following were the hypotheses of the study.

Hypothesis-1:

H_0 There is no significant relationship between shyness scores and socio-economics status.

H_1 There is significant relationship between shyness scores and socio-economics status.

Hypothesis-2:

H_0 There is no significant relationship between shyness scores and residential locality.

H_1 There is significant relationship between shyness scores and residential locality.

Hypothesis-3:

H_0 There is no significant relationship between shyness scores and family structure.

H_1 There is significant relationship between shyness scores and family structure.

Hypothesis-4:

H_0 There is no significant relationship between shyness scores and parental education.

H_1 There is significant relationship between shyness scores and parental education.

Hypothesis-5:

H_0 There is no significant relationship between shyness scores and schooling.

H_1 There is significant relationship between shyness scores and schooling.

Hypothesis-6:

H_0 There is no significant relationship between shyness scores and Matric exams performance scores.

H_1 There is significant relationship between shyness scores and Matric exams performance scores.

Hypothesis-7:

H_0 There is no significant relationship between shyness scores and Intermediate exams performance scores.

H_1 There is significant relationship between shyness scores and Intermediate exams performance scores.

Hypothesis-8:

H_0 There is no significant relationship between shyness scores and B.Com I exams performance scores.

H_1 There is significant relationship between shyness scores and B.Com I exams performance scores.

Hypothesis-9:

H_0 There is no significant relationship between shyness scores and 1st term exams performance score.

H_1 : There is significant relationship between shyness scores and 1st term exams performance score.

Hypothesis-10:

H_0 There is no significant relationship between shyness scores and 2nd term exams performance scores.

H_1 There is significant relationship between shyness scores and 2nd term exams performance scores.

Hypothesis-11:

H_0 There is no significant relationship between shyness scores and monthly tests performance scores.

H_1 There is significant relationship between shyness scores and monthly tests performance scores.

1.6 METHOD OF THE STUDY**1.6.1 Population**

The population of the study was all students of Indus College of Commerce Rawalpindi who took admission in B.Com in 2007. 252 students took admission in that session. The students belonged to different social back grounds and status. They had different attitudes and behaviours. Some students were shy and some of them were confident.

1.6.2 Sample

42 students were selected as a sample; Sample was taken with a purpose to know the correlates of shyness and its impact on classroom performance.

1.6.3 Instruments

Two instruments were used for data collection. First of all 28 items questionnaire was used for measuring shyness which was developed by Crozier in 1995. Moreover second instrument was a self developed questionnaire. It was used to find out the correlates of shyness as socio- economic status, schooling, family structure, parental education and residential locality.

1.6.4 Data Collection

The data were collected through personal visits to the College as detailed mark sheets of Matriculation, intermediate and B.Com part one. Moreover internal results of two terms and results of five monthly tests were collected through personal visits from teachers and administration. The students were contacted in Indus College of Commerce Rawalpindi. Confidentiality was ensured to the students and the outcomes of the study were explained to them. Subjects were individually interviewed and tested at relatively free place in the college. After that two tools of data collection were used. First of all 28 items questionnaire was used for measuring shyness which was developed by Crozier in 1995. Moreover second instrument was a self developed questionnaire which was used to find out the correlates of shyness as socio- economic status, schooling, family structure, parental education and residential locality.

1.6.5 Data Analysis

Data were tabulated and analyzed by various statistical treatments. Correlation was used to find out the relationship between shyness and class room performance and chi-Square test of independence was used for data analysis of correlates of shyness.

1.7 DEFINITIONS OF KEY TERMS

The key terms are operationally defined as below:

Shyness

Shyness is indicated by the score obtained by the students on the shyness questionnaire which was developed by Crozier (1995).

Classroom Performance

Classroom performance is indicated by the scores obtained by the students on various annual examinations as B.Com I, Intermediate, and Matriculation. Moreover monthly tests scores, first term and second term examination scores of B.Com II are also part of classroom performance.

CHAPTER 2

REVIEW OF LITERATURE

Shyness is a phenomenon which has motivated and persuaded many authors to write about it. The most basic finding of the research establishes that shyness is common, widespread, and universal. More than 80 percent of those questioned reported that they were shy at some point in their lives, either now; in the past, or always (Zimbardo, 1981).

2.1 SHYNESS AND RELATED CONCEPTS

Shyness is not a precise term. It refers to feeling awkward or uncertain in social situations. It is associated with self-consciousness, excessive monitoring of behaviour and over-rehearsal of potential utterances. The shy person feels anxious and often (though not invariably) appears anxious to others. Shyness takes the form of hesitation in making spontaneous utterances, reluctance to express opinions and making responses to the overtures of others that reduce the likelihood of further interaction.

People typically draw upon such beliefs, somatic symptoms and behaviour in attributing shyness to themselves although research shows that there are individual differences in the weight that they attach to any of these (Pilkonis, 1997; Cheek and Watson, 1989).

Psychological approaches are different as far as shyness is concerned. Thus Leary (1986:29) argues that 'shyness' should be restricted to a particular syndrome, the concurrent experience of anxiety and inhibited behaviour (hesitation, awkwardness).

According to this usage social anxiety is therefore not synonymous with shyness but is a broader concept. On the other hand, attribution theorists such as Zimbardo and trait researchers (e.g. Cheek and Krasnoperova, 1999) argue that the cognitive component is central to understanding shyness and that for some shy people at least, somatic symptoms or problems with behaviour play a minor role in their shyness.

According to Eastwood Atwater and Karen Grover Duffy (1999) shyness means different things for different people and covers a wide range of feelings and behaviours. Shyness also creates many problems for them: feeling lonely, being overly self-conscious and unassertive, having difficulty making friends (Bruch, Hamer & Heimberg, 1995), being unable to think clearly in the presence of others, or freezing up in the middle of a conversation (Carducci & Zimbardo, 1995). Shy people are also often misunderstood by others. They are apt to be regarded as aloof, condescending, emotionally “cold,” and egocentric.

Shyness involves the tendency to feel worried, Awkward or tense when in the presence of others due to the prospect of interpersonal evaluation (Buss, 1980; Cheek Melchior & Carpentieri,1968.) developmental psychologists have argued that shyness may be a behavioural manifestation, of earlier childhood inhibition to novelty (Kaghan, Reznick & Snidman, 1988) Cheek and Melchoir (1990) conceptualized shyness symptoms to be multidimensional, including behavioural, somatic and cognitive components.

Shyness and inhibition are partially overlapping concepts in the views of some people. Inhibition is thought to be the more general concept, since it describes behavioural tendencies relevant for both social and non-social encounters, while shyness

is only applicable to social situations (Jones, Briggs and Smith, 1986). Kegan, Reznick, Clarke, Snidman and Garcia Coll (1984) initially defined behavioural inhibition as a tendency to show reluctance, withdrawal, and fearfulness especially when encountering novel situations, objects or people. In their study of selected highly inhibited toddlers, Kagan, Reznick, Snidman, Gibbons and Johnson (1988) found that many of those became shy and isolated school children. It may be, however, that inhibition and shyness show different long-term developmental trajectories, since specific and different coping mechanisms could be effective in dealing with different situations. For example, Asendorpf (1990) found situation-specific effects on the development of inhibition during childhood in assessing reactions to strangers and familiar people in different settings, and he postulated that shyness is the common final pathway of two different forms of inhibition, one temperamental and one a result of repeated negative experiences in social settings (Asendorpf, 1989). Other researchers such as Anderson (1999) maintain that inhibition towards objects and towards people remains comparable.

It remains unclear whether inhibition should be viewed as a distinct reaction tendency (Kegan, Reznick and Snidman, 1989) or whether tendencies to withdraw from novel stimuli are best viewed as part of a broader array of temperamental characteristics. Little is currently known about the relation between approach-withdrawal and other aspects of infant emotionality, although negative and positive emotionality appear to be relatively independent of one another (Belsky, Hsieh, and Crnic, 1996; Haynie and Lamb, 1995). Tendencies to approach or withdraw from novel stimuli, situations, or people can be viewed as indices of negative emotionality, so significant correlations with behavioural inhibition appear likely.

On a behavioural level, van den Boom (1989) has identified irritability as a dimension of temperament that is associated with subsequent fear of novelty. According to van den Boom, irritability influences that infant's arousal system and activates the fear component of that system more often than the exploratory component.

2.1.1 Social withdrawal is shyness

Rubin and Asendorpf (1993) distinguish it from social isolation and from sociometric measures of neglect (children who receive few peer nominations, positive or negative) or rejection (children who receive negative nominations, e.g. are disliked).

2.1.2 Withdrawn behaviour is considered shyness

Withdrawn behaviour is often attributed to shyness. To pick up on the example of the convicted serial murderer mentioned in the Foreword by Zimbardo and Henderson, Kaczinsky was described by those who knew him as shy, withdrawn, and a loner (Ferguson, 1997).

2.1.3 Differences between shy and less shy

The most consistent differences in observed behaviour between shy and less shy individuals are obtained on measures of verbal performance, specifically the timing and frequency of speech acts. In comparison with their less shy peers, shy adults take longer to produce their first utterance in conversation with an unfamiliar person, are slower to break a silence in conversation and speak for a smaller proportion of the time (Pilkonis, 1977; Cheek and Buss, 1981; Bruch et al. 1989).

2.1.4 Social phobia is conjectured shyness

Social phobia is also relevant to the definition of shyness. The relationship between shyness and social phobia is controversial. Beidel and Turner (1999:205) offer a

summary of similarities and differences. They claim that the constructs have a number of features in common. Both involve elevated levels of physiological reactivity.

2.1.5 Social phobia and shyness

The defining feature of social phobia is the pathological experience of extreme social anxiety. Social anxiety is often defined in terms of the accelerated heart rate, sweating, a preoccupation with fear of negative evaluation or embarrassment or and avoidance of (or a desire to avoid) the social situation. For example extreme withdrawal from different social situations, feelings of worthlessness in different situations, low self-esteem, etc. (Oakman, 2001).

The nature of the relationship between shyness and social phobia can be clarified by assessing rates of social phobia in highly shy and normative samples. In a study by Chavira, Stein, & Malcarne, (n.d.), 2002 participants were screened and categorized on a shyness scale as highly shy (90th percentile) or “normatively” shy (40-60th percentile). Findings suggest that shyness and social phobia (especially the generalized type) are related constructs but not completely synonymous; an individual can be extremely shy yet not have a social phobia diagnosis.

It is not true that shyness always results in developing social phobia. If a person doesn't try to overcome his shyness, than it will be result in social phobia (Nader & LeDoux, 1999).

A systems approach emphasizes the patterning or organization of behaviours. 'In the study of behaviour as well as neuroscience the investigator must typically deal with interlocking networks of organizational processes, rather than being satisfied with simple linear conceptualizations' (Fentress, 1991:78, cited by Stevenson-Hinde).

Shyness seems best understood in terms of systems designed to cope with threat. Research is beginning to identify brain structures and processes underlying these systems (Kagan, Schmidt and Tasker, Oakman ET). While acknowledging the impressive evidence gathered in these endeavors, my own position is that shyness also involves self-consciousness, which is associated with shame and embarrassment. The author suggests that blushing is an output of a 'shame system'. Gilbert and McGuire (1998) have attempted to understand shame within an evolutionary framework and Schore (1998) has studied its physiology.

2.1.6. The behavioural component of shyness

The behavioural component of shyness is manifested as behavioural inhibition during social interactions. Thus as compared to less shy individuals, shy people are typically characterized as talking less, making less eye contact, and sitting further away from others (Cheek and Buss, 1981; Leary, 1983, Pilkonis, 1977). In terms of somatic symptoms, shy individuals may experience what is commonly referred to as the 'stress response'. That is, they may experience changes in autonomic nervous system activity and increase in cortisol levels (Schmidt, 1997; Schmidt & Shulkin, 1999). Interestingly, these physiological indices are also characteristic of the fear response seen in animals and humans (Nader & LeDoux, 1999).

2.1.7. Shyness reactions

Shyness reactions can occur at any or at all levels, for example, cognitive (negative thoughts about the self, the situation, and others, worry and rumination, perfectionism, self-blaming attributions, particularly after social interactions) affective (Embarrassment and painful self-consciousness, shame, low self-esteem) physiological

(accelerated heart rate, trembling or shaking, sweating) and behavioural (inhibition and passivity, avoidance of feared situations. Low speaking voice) and may be triggered by a wide variety of arousal cues.

2.1.8 Symptoms of shyness

The basic feeling of shyness is universal, and may have evolved as an adaptive mechanism used to help individuals cope with novel social stimuli. Shyness is felt as a mix of emotions, including fear and interest, tension and pleasantness. Increase in heart rate and blood pressure may occur. An observer recognizes shyness by an averted, downward gaze and physical and verbal reticence. The shy person's speech is often soft, tremulous, or hesitant. Younger children may suck their thumbs: some act coy, alternately smiling and pulling away (Izard and Hyson, 1968).

2.1.9 Belief in self incapability of socializing

Belief in incapability of socializing keeps shy individuals from overcoming their shyness. To understand how self-beliefs shape social behaviour, research needs to focus on perceived control and individual differences in personal characteristic. If a shy individual looks at socializing as a learning experience, success and achievement of goals are more likely because he and she sees his or her shyness from a positive perspective (Beer, 2002)

2.1.10 Self-consciousness and shyness

Self-consciousness is central to the experience of shyness. This claim is sported by research evidence going back to the original Stanford Shyness Survey, where 85 % of respondents referred to self-consciousness in shyness (Zimbardo, 1974) Creed and Funder (1998) report that socially anxious individuals are all to self-consciously aware of

their own lack of verbal fluency, social presence and ambition and it is this self-awareness that inevitably lead to a fear of negative interpersonal evaluation, a major factor in trait social anxiety. The self-conscious emotions' (Tangney & Fischer, 1995) are characterized by a shift of perspective where the individual views his or her own behaviour as if through the eyes of another.

A distinction is commonly made between early developing (fearful) shyness and later developing (self-conscious) shyness. Fearful shyness is thought by many to be based on infant stranger fears, whereas self-conscious shyness is thought to develop later as the child begins to "see oneself through the eyes of another." Cheek uses the two types of Buss and Plomin as a starting place and elaborates a more complex "four types" model of shyness (Buss & Plomin, 1984)

2.1.11 Shyness and introversion

Shyness seemed to occupy an ambiguous position in Hans Eysenck's seminal theory of personality; sometimes it was assigned to introversion, sometimes to neuroticism. Eysenck offered a resolution of this by arguing for two forms of shyness. The first is introverted shyness, where the individual 'does not care for people, would rather be alone, but if needed can effectively take part in social situations' (Eysenck, 1956:121). The second is neurotic shyness, where the individual is 'troubled about being self-conscious, experiencing feelings of loneliness, troubled with feelings of inferiority and self-conscious with superiors, worrying over humiliating experiences' (Eysenck, 1969:27). Factor analysis subsequently established that shyness items and sociability items load on separate factors (Cheek and Buss, 1981), providing support for Eysenck's claim that shyness and lack of sociability represent distinct traits.

2.1.12 Shyness and Self-Esteem

A sizable body of researches has been carried out that has aimed at exploring the relationship between shyness and self esteem. In different studies, people explored the relationship of shyness with different constructs. For example D'Souza (2003) conducted a research that focused on influence of shyness on anxiety and academic achievement in high school children, D'Souza and Gururaj (2001) conducted a research that aimed at explain in effects of shyness on the adjustment among high school students.

Results from researches have consistently indicated negative relation between shyness and self –esteem (e.g., Cheek & Melchior, 1990; Crozier, 1981; Lawrence & Bennett, 1992; Lazarus, 1982; Miller, 1995). For example, Crozier (1995) reported that shyness was significantly negatively correlated with scholastic competence, social competence and global self-worth in a sample of young adolescents.

Different researchers hypothesized that shy individuals have low self-esteem. Shy people had difficulty shifting attention, regulating their emotions, and using coping strategies. It has been shown that shy individuals had difficulty regulating their emotions and were preoccupied; shy individuals may be prone to noticing their faults and being rejected by others. Experiencing rejection and noticing their faults may lead to a decrease in their self-esteem. Shy individuals also are more likely to mask their emotions (Eisenberg, Fabes, & Murphy 1995).

Even though shy individuals may have low self-esteem, it may not be noticeable. For example, shy individuals may smile when they really feel insecure. It is also very important to note that the social failures and negative feelings of shy individuals result in social anxiety, further withdrawal, and peer rejection (Eisenberg, Fabes & Murphy,

1995). Other past researchers showed that depressed youth reported higher levels of negative emotions, and one of those emotions was shyness (Carey, Carey and Finch, 1991). Negative correlation between shyness and self-esteem affects the whole development of children (Betz & Smith, 2002). Low self-esteem is a depressive symptom. In unsupported and shy individuals, a higher risk of depressive symptoms existed (Joiner, 1997).

1.1.13 Self-consciousness, self-presentation and shyness

The initial impetus to psychological research into shyness in adulthood was provided by the Stanford Shyness Survey (Zimbardo et al., 1975) and this revealed very clearly that shyness was a core aspect of many people's self-concept.

2.1.14 Disparity in shyness and sociability

Schmidt, 1999; & Schmidt and Fox, 1994) examined the extent to which shyness and sociability were distinguishable on automatic and cortical measures. Using a design similar to that reported by Cheek and Buss (1981), they attempted to distinguish shyness and sociability on cortical and autonomic measures collected during baseline and during a social stressor. We chose these measures collected during a social stressor. We chose these measures because the autonomic activity style. We found that high shy/high social undergraduates exhibited a significantly faster and more stable heart rate compared with high shy/high social and the high shy/low social undergraduates exhibited a pattern of greater relative right frontal EEG activity during baseline. However, the two subtypes were distinguishable based upon the pattern of activity in the left, but not right, frontal area. High shy/high social subjects exhibited significantly greater activity in the left frontal EEG lead than high shy/low social subjects. These sets of findings taken together

suggest that different types of shyness are distinguishable on a behavioural, cortical, and autonomic level.

2.1.15 Lancy D'Souza views about Shyness

Research related to shyness was conducted by Lancy D'Souza Department of Psychology Maharaja's College University of Mysore Mysore, India. The reports of the study show the influence of shyness on anxiety and academic achievement among high school students. A total of 160 (82 boys and 78 girls) high school students were selected through stratified random sampling from VI/I, IX, and X grades, from three high schools of Mysore City, India. The students were assessed using Crozier's (1995) Shyness Questionnaire and Taylor's Manifest Anxiety Scale (Nataraj & Nataraj), 1993). Results revealed that high levels of anxiety and contradictorily shyness influenced the academic achievement of the students. Boys and girls were found to have equal level of shyness. Remedial measures for reducing shyness have been suggested.

2.2 THE CONSEQUENCES OF SHYNESS

Some researchers state in their studies that there are always painful consequences of shyness. For example, in an excellent article Carducci and Zimbardo (1985) say that there are always painful consequences of shyness. There are social problems, such as difficulty meeting people and making new friends, which may leave the shy woefully isolated and subject to loneliness and depression. Shy people want very much to be with others but lack the social skills and self-esteem.

2.2.1 Positive and negative effects of shyness

Shy children have been found to be less competent at initiating play with peers. School-age children who rate themselves as shy tend to like themselves less and consider

them less friendly and more passive than their non-shy peers. Such factors negatively affect other's perceptions (Zimbardo & Radl, 1981). Children who exhibit extreme shyness, which is neither context-specific nor transient, may be at some risk. Such children may lack social skills or have poor self-images (Sarafinio, 1968).

2.2.2 Shyness is devastation

Shyness in children can lead to problems with self-esteem, emotional and physical health and discomfort in classroom, if steps aren't taken to help children feel more at ease. It is also very important to identify shy children and the problems which they are facing in their lives because of shyness. Meyer (2003) found that about a third of children who rated themselves as shy were not characterized as shy by their parents. These children also tended to have lower self-esteem than children whose shyness was recognized. The timid children also show more brain wave activity in the right frontal lobe, in contrast to normally reactive children who display more left side activity. Other research has shown that the right side of the brain is involved in anxiety (Henderson & Zimbardo, 1996).

A reactive temperament may need to be aggravated by environmental triggers, such as inconsistent or unreliable parenting, insecurity of attachment in the form of difficult relationships with parents, family conflict or chaos, frequent criticism, a dominating older sibling, or a stressful school environment. Furthermore, many children overcome shyness themselves, some through altruism, other through an association with younger children that promotes leadership behaviours, still others contact with sociable peers (Henderson & Zimbardo, 1996).

2.2.3 Complexes and wrong perceptions of shy people

Shy people have queer and strange perceptions regarding their own self. Shy individuals see themselves as less physically attractive, although research indicates that shyness is uncorrelated with observers' ratings of attractiveness. Mostly shy individuals also lack basic social skills. Objective ratings have shown that some shy individual talk less, initiate fewer topics of conversation, avert their gazes more often, touch themselves nervously, and show fewer facial expressions . Traditionally, shyness is viewed as an intrapersonal problem, arising within certain individual as a result of characteristics such as excessive self-consciousness, low self-esteem and anticipation of rejection (Carducci, 1996).

Shy individuals agree more often than not, however, with non-shies about what constitutes appropriate social behaviour. Their lowered likelihood of enacting social behaviour appears to be related to their lowered confidence in their ability to carry out the required behaviours, to their lack of self-efficacy beliefs. But as it has been stated earlier that frequent exposure to particular situations or different situations make them confident. But if they avoid contact with people, children of their age or exposure to different situations than shyness can create different problems for them (Henderson & Zimbardo. 1996).

2.2.4 Shy children are less competent at initiating play

Shy children have been found to be less competent at initiating play with peers. School-age children who rate themselves as shy tend to like themselves less and consider

them less friendly and more passive than their non-shy peers (Zimbardo & Radl, 1981). Such efforts negatively affect others' perception.

Shy students do not think assertive behaviours in job interviews, and shy male students do not think assertive behaviours will receive a favourable response by potential employers. Shy extroverts perform well socially, but experience painful thoughts and feelings. (Henderson & Zimbardo, 1996). Generally, as children gain experience with unfamiliar people, shyness wanes. In the absence of other difficulties, shy children have not been found to be significantly at-risk for psychiatric or behaviour problems (Honig, 1987). In contrast, children who exhibit extreme shyness, which is neither context-specific nor transient, may be at some risk. Such children may lack social skills or have poor self-images (Sarafino, 1986).

2.2.5 The positive side of shyness

A particularly interesting positive outcome of being shy is the anonymity and protection it provided. Shyness itself can serve as a mask to keep a person from being noticed, from standing out in the crowd. Under conditions of anonymity, people often feel liberated from the restraints of what they "ought" and "should" do. Behaviour is freed from the limitations usually imposed by social convention (Zimbardo).

In a survey parents pointed out these advantages of being shy, as, non-impulsive, keen listeners, diligent, kind, compliant, dress conservatively, and always well-behaved. Parents also pointed out these disadvantages as moody, aloof; lack self confidence and object of bullying (Louis A Schmidt and Susan L.Tasker).

2.3 ORIGINS & DEVELOPMENT OF SHYNESS

Shyness has been identified as a basic temperament (e.g. Buss and Plomin, 1984) and is similar to categories of the 'slow to warm up' child (Chess and Thomas, 1986) and the 'inhibited' child (Caspi, 2000).

2.3.1 Encounters with unfamiliar people and situations

Encounters with unfamiliar adults are relatively rare for the youngest participants in these research studies but more frequent for older children (although Asendorph and Meier, 1993 have evidence to show that such encounters are relatively infrequent at any age). When children begin school, they enter a larger and more complex social world and are in the company of large numbers of children as well as of adults. Furthermore, these adults will be evaluating them, expressing praise or criticism and comparing them with their peers. These changes are relevant to the issue of the appropriateness of the measurements taken at different ages and the nature of assessments of inhibition has to change in order to take this into account. Asendorph (1993:287) argues that the influence of inhibition on behaviour is strongest when people enter novel settings, therefore its effects should be most pronounced at life transition points, for example, starting university.

2.3.2 Thinking about self and social world

There are developments in the children's thinking about the social world and about the self. Both cognitive development and changes in the environment may be associated with the distinction between early-appearing fearful shyness and later-appearing fearful shyness and later appearing self-conscious shyness first made by Buss (1980, 1986). It

remains to be seen whether these two forms of shyness characterize different children. For example, inhibited children might develop the fearful form whereas a cohort of children who were not previously inhibited might be predisposed to develop the self-conscious form. This would take place when they are about 4 to 5 years of age following necessary cognitive developments. This process would produce distinct groups' children. Alternatively, inhibited children might be predisposed to develop the self-conscious form so that the underlying temperament is expressed in different ways at different ages.

2.4 ARE THERE DIFFERENT TYPES OF SHYNESS?

The notion that there may be different types of shyness is not new (Cheek and Krasnoperova, 1999). This idea stems from empirical work derived from the adult personality literature nearly two decades ago (cheek and Buss, 1981) as well as theoretical nearly three decades ago (cheek and Buss, 1981) as well as theoretical work by Buss (1989) almost 15 years ago. Check and Buss (1981) described at least two types of shyness in undergraduates: individual who are shy and low in sociability and individual who are shy and high in sociability. Interestingly, cheek and buss (1981) were able to distinguish these two subtypes on behavioural measures.

Debate continues over whether shyness is a unitary trait or whether it can be divided into two, three, or more sub-types (Cheek and Krasnoperova, 1999). When different measures of shyness are administered, they turn out to be inter-correlated to a substantial degree and seem to be measuring a common factor (Briggs and Smith, 1986). On the other hand, Cheek and Krasnoperova (1999) have demonstrated that alternative forms of analysis show that it is meaningful to distinguish between forms of shyness.

2.4.1 A child's relationship and its impact on his personality

A child's relationship with his or her primary caregivers has long been thought to exert a powerful influence on personality development. The psychoanalyst John Bowlby drew upon ethological and psychoanalytical concepts in devising attachment theory, and this theory has instigated a substantial body of empirical research. The research owes to much the effectiveness of the "strange situation" as a measure of different categories of attachment (Ainsworth et al, 1978).

2.4.2 Buss presented two types of shyness

Buss (1989) presented a theory in which he argued that there may be at least two types of shyness:

- An early developing fearful shyness that is linked to stranger fear and wariness (perhaps analogous to the children described by Kagan,)
- Later developing self-conscious shyness that is linked to concerns with self-presentation.

Little empirical research, however, has been done to substantiate Buss's theoretical model. Two studies that do exist in the literature have found support for Buss's claim in young adults. For example Bruch, Giordano and Pearl (1986) noted that fearfully and self-consciously shy undergraduates in background and current adjustment. Bruch et al (1986) noted that fearfully shy adults exhibited significantly lower scores on a test measuring how to deal with hypothetical problematic social situations compared with their non-shy and self-consciously shy counterparts; the non-shy and self-consciously shy groups were not distinguishable. Schmidt and Robinson (1992) found differences in self-

esteem between the two shyness subtypes; the fearfully shy group reported significantly lower self-esteem compared with the self-consciously and non-shy groups.

We have used an approach-avoidance paradigm analogous to Cheek and Buss (1981) to conceptualize different types of shyness. Asendorpf and Meier (1993) have used a similar approach to conceptualize different types of shyness in children. As mentioned earlier Cheek and Buss (1981) examined the relation between shyness and sociability. They argued that people avoid social gatherings for different reasons. Some people avoid social situations because they experience fear and anxiety in such situations (i.e., they are shy); others avoid social situations because they prefer to be alone rather than with others (i.e. they are introverted). Cheek and Buss noted that if shyness is nothing more than low sociability, then the two traits should be highly related and to be high on one trait means to be low on the other. The extent to which they might be orthogonal was an empirical question. Cheek and Buss noted that the two traits were only modestly related and they were able to distinguish them on a behavioural level. High shy/high social undergraduates exhibited significantly more behavioural signs of anxiety compared with undergraduates reporting other combinations of shyness and sociability.

2.5 FACTORS CAUSING SHYNESS IN CHILDREN

The causes of shyness have not been demonstrated adequately to justify any firm statements on the issue. However, shyness experts identify as possible causes (a) genes predisposing a person to shyness, (b) a less than firm attachment bond between parent and child, (c) poor acquisition of social skills, or (d) parents, siblings, or others harshly and frequently teasing or criticizing a child (Asendorpf, 1993; Sanson, Pedlam, Cann, Prior, & Oberklaid, 1996). Some children are dispositional shy: they are more likely than

other children to react to new social situations with shy behaviour. Even these children, however, may show shyness only in certain kinds of social encounters. Researchers have implicated both nurture and nature in these individual differences. Schooling, socio-economic status, family structure, parental education and residential locality are correlates of shyness.

2.5.1 Cultural background and family environment

Some aspects of shyness are learned. Children's cultural background and family environment offer models of social behaviour. Chinese children in day care have been found to be more socially reticent than Caucasians, and Swedish children report more social discomfort than Americans. Some parents, by labelling their children as shy, appear to encourage a self-fulfilling prophecy; Adults may encourage shy behaviour in social interaction, thus reinforcing shy behaviour (Zimbardo & Radl, 1981).

2.5.2 Role of hereditary in shyness

There is growing evidence of a hereditary or temperamental basis for some variations of dispositional shyness. In fact, heredity may play a larger part in shyness than in any other personality trait (Daniels & Plomin, 1985). Adoption studies can predict shyness in adopted children from the biological mother's sociability. Extremely inhibited children show physiological differences from uninhibited children, including higher and more stable heart rates. From ages 2 to 5, the most inhibited children continue to show reticent behaviour with new peers and adults (Reznick et al., 1986). Patterns of social passivity or inhibition are remarkably consistent in longitudinal studies of personality development.

Despite this evidence, most researchers emphasize that genetic influences probably account for only a small proportion of self-labelled shyness. Even hereditary predispositions can be modified. Adopted children do acquire some of the adoptive parents' social styles (Daniels & Plomin, 1985), and extremely inhibited toddlers sometimes become more socially comfortable through their parents' efforts (Reznick et al., 1986).

Sever shyness is a complex mix of biology, upbringing, traumatic experiences and negative self-talk. Severe shyness can co-exist with other debilitating psychological conditions such as low self-esteem, perfectionism, depression and anxiety. (Real, 2005).

2.5.3 Poor social skills

TH-6394
Shy individuals exhibit poor social skills because as they grow up, they do not engage in social interactions, which teach social skills. Past research showed that due to their poor social skills, shy individuals become increasingly unlikely to engage in social interactions; therefore, they isolate themselves from others (Bem, Caspi, & Elder, 1988). Rejection by others is common. Feelings of inadequacy emerge due to repeated rejection from others, which probably intensifies their shyness. Peer acceptance of individuals who are shy differs between cultures; therefore, generalizing might be a problem. For example, one study showed that in Shanghai peers accept shy, Chinese children, but in Western literature, peer rejection exists for shy individuals (Chen, Li, & Rubin, 1995).

When one specifies that shy individuals experience peer rejection, it is important to specify the culture that the researcher will study. Shy individuals also tend to avoid others. Their tendency to avoid others might explain why shy individuals lack

assertiveness. Instead, shy individuals are passive, which increases the likelihood that others do not hear them (Bem, Caspi, & Elder, 1988).

2.5.4 Self-consciousness and fear of negative evaluation

One of these principal findings was that intense mental activity accompanied shyness. This included self-consciousness and fear of negative evaluation by others. These aspects have received further attention from two influential models of social anxiety. The first, set out by Buss (1980), regards shyness, shame, audience anxiety and embarrassment as distinctive forms of social anxiety and assigns a central role in these forms to self-attention processes. The second elaborated by Schlenker and Leary (1982), relates anxiety to self-presentation processes. Its premise, that social anxiety is produced by a combination of the motivation to create a desired impression in others and doubts that one is able to do so, has had a significant influence on shyness research.

2.6 SHYNESS AND ITS IMPACT ON PRACTICAL LIFE

Shy men have been found to marry and have children later than their peers, to have less stable marriages when they do marry, to delay establishing careers, and to achieve less, although shyness and grade-point average is uncorrelated in both men and women. Shy college students are less likely to utilize resources for information and guidance in career planning and more likely to experience loneliness. They are more likely to forget information presented to them when they believe that they are being evaluated, but not when they think they are evaluating the speaker. Shy students do not think assertive behaviours in job interviews, and shy male students do not think assertive behaviours will receive a favourable response by potential employers. Shy extroverts

perform well socially, but experience painful thoughts and feelings. (Henderson & Zimbardo, 1996).

2.6.1 Marriage and career of shy people

There is evidence (reviewed by Kerr) that childhood shyness affects important life transitions in adulthood (e.g. timing of marriage or entry into stable career). However, she points out that little is known in detail about the long-term effects of shyness, because the evidence has not been collected. Nor, she argues, has research taken into account different forms of shyness. Her prediction is that self-conscious shyness will have more effect on later adjustment than early form despite existing evidence that stable inhibition is associated with a higher incidence of anxiety disorders (Hirshfeld et al., 1992).

2.7 SHYNESS SYMPTOMS

The behavioural component of shyness is manifested as behavioural inhibition during social interactions. Thus as compared to less shy individuals, shy people are typically characterized as talking less, making less eye contact, and sitting further away from others (Cheek and Buss, 1981; Leary, 1983; Pilkonis, 1977). In terms of somatic symptoms, shy individuals may experience what is commonly referred to as the 'stress response'. That is, they may experience changes in autonomic nervous system activity and increase in cortisol levels (Schmidt, 1997; Schmidt & Shulkin, 1999). Interestingly, these physiological indices are also characteristic of the fear response seen in animals and humans (Nader & LeDoux, 1999).

2.7.1 Thinking about self and social world

There are developments in the children's thinking about the social world and about the self. Both cognitive development and changes in the environment may be associated with the distinction between early-appearing fearful shyness and later-appearing fearful shyness and later appearing self-conscious shyness first made by Buss (1980, 1986). It remains to be seen whether these two forms of shyness characterize different children. For example, inhibited children might develop the fearful form whereas a cohort of children who were not previously inhibited might be predisposed to develop the self-conscious form. This would take place when they are about 4 to 5 years of age following necessary cognitive developments. This process would produce distinct groups' children. Alternatively, inhibited children might be predisposed to develop the self-conscious form so that the underlying temperament is expressed in different ways at different ages.

2.7.2 Blushing

The self-presentation model has been applied to blushing. This is a puzzling phenomenon at both psychological and physiological levels of explanation. People tend to blush when they are embarrassed, and Buss (1980:129) regards blushing as the 'hallmark of embarrassment'. However, people do not always blush when embarrassed and they sometimes blush when they experience shame or when they are shy (as illustrated in the recollections of shyness quoted above).

There is a debate about the extent of overlap between these traits (Bruch et al., 1989) but it does seem useful to maintain the distinction. For example, Schmidt and Tasker review psycho physiological evidence that suggests that inter-individual variation in these traits is associated with differences on autonomic and cortical measures (heart

rate and frontal EEG activity measures). They offer an explanation of this pattern of findings in terms of a model of individual differences in reactivity to threat that involves an interaction among environmental factors, the frontal cortex, and the HPA (hypothalamic-pituitary-adrenocortical) and serotonergic systems.

2.7.3 Blushing and social anxiety

In surveys 53 percent of shy individuals reported that they blush when they are shy (Zimbardo et al., 1974), and 58 percent of an unselected Sample reported that they blush when embarrassed (Parrot and Smith, 1991). Blushing is an expression of shame (Keltner and Harker, 1998) and a presenting problem in social phobia (Schooling and Emmelkamp, 1993). It is ubiquitous but it is difficult to understand in psychological or psycho physiological terms.

A welcome increase in research in recent years has been stimulated and facilitated by significant theoretical and methodological developments. Particularly important are the extension of the self-presentation model of social anxiety to the analysis of blushing (Leary et al., 1992), the construction of a reliable self-report scale to assess individual differences in blushing propensity (Leary and Meadows, 1991), and advances in measuring the blush and associated physiological changes. These measurements include skin blood flow (Drummond, 1997), facial temperature, and colour changes in the cheeks and ears by means of photoelectric probes (Shearn et al., 1990; Mulkens et al., 1997)

2.7.4 A situation that elicit a blush

A review by Leary et al., (1992) concludes that blushing is elicited by four classes of situation: threats to public identity; praise and positive attention; scrutiny; accusations of blushing.

2.7.5 The blush as signal

Blushing has been analyzed in terms of its function as an ‘acknowledgement, a confession, and an apology’ (Castelfranchi and Poggi, 1990:240) and as an appeasement display (Keltner and Harker, 1998). It inhibits others from responding aggressively to the violation of a rule. It is also regarded as serving a remediation function, the restoration of social relationships (Halberstadt and Green, 1993). There is an empirical support for the hypothesis that display of embarrassment can reflect negative evaluation (Semin and Manstead, 1982). Leary et al., (1996) report that a blush can serve as a remedial device but only if it is noticed by others and interpreted as blush and not as blushing of the face due to, say physical exercise or alcohol. There is no doubt that a blush can serve valuable social functions by signalling that the person is appropriately embarrassed. For example, Harre(1990:195) has argued that when people’s appearance breaches standards of modesty it is not sufficient to take remedial action, they have to show embarrassment as well. If they fail to do both they risk being thought shameless. A blush is a particularly effective way of showing embarrassment because it is involuntary and hence likely to be interpreted as sincere (indeed, unblushing is given in Roget’s Thesaurus as a synonym of shameless and brazen).

Shy individuals believe that they lack the qualities required to interact effectively, at least in some situations. This is the approach to shyness taken by Goffman (1972:107):

2.8 SHYNESS AND USE OF INTERNET

Over the past three decades the prevalence of shyness in young adults in western societies has risen from 40 percent .This increase has been attributed to social, economic and technological presses reducing the need for face-to-face contact between individuals

between everyday life, and limiting the opportunities to develop and practice social skills and form intimate relationships (Carducci, 1999, Carducci and Zimbardo, 1995; Hinderson and Zimbardo, 1998). Indeed, Carducci and Zimbardo(1995:82) describe technology as 'ushering in a culture of shyness' where technology is changing or replacing personal communication.

2.8.1 Communication through internet

Socio-emotional communication has been widely reported in text-based virtual environments accessible via the internet. High rates of self-disclosure, emotional, social support, and sense of community have been reported in newsgroups (Baym, 1998; Mckenna and Bargh; 1998; Salem, Bogat and Reid, 1997; Walther and Boyd, in press; Winzelberg, (1997), discussion groups (Sharf, 1997), MUDs (Reid, 1994; Ryan 1995) and IRC (Reid, 1991). Acquaintanceships, friendships, romantic and sexual relationships frequently develop in newsgroups (Parks and Floyd, 1996) and MUDs (Parks and Roberts, 1998). In some instances the interpersonal bonding of members in computer-mediated groups surpasses that of comparable face-to-face groups, a phenomenon called 'hyper personal' communication. (Walther, 1996).

2.8.2 The effects of using net

However, while socio-emotional communication on-line may flourish, the effect of on-line involvement on off-line life is less than clear. Some psychologists (e.g. Griffiths, 1998; Young, 1998) warn of the dangers of long period of time spent online and the potential for 'internet addiction'. In the first published longitudinal survey of Internet use, Kraut, Patterson, Lundmark and Kiesler (1998) reported that increased internet use was associated with reduced communication with family members, reduced

social circles and increased depression and loneliness. While concluding that internet had a negative effect on social involvement and psychological well-being, they noted that for the socially isolated, internet use may increase social participation and psychological well-being. They noted that for the socially isolated internet may increase social participation and psychological well-being. Consistent with this, McKenna and Bargh (1998) reported that individuals with stigmatized identities benefited from the opportunity to belong to online groups. Self-disclosure and support online resulted in over half of those surveyed self-disclosing embarrassing problems to others in their offline lives.

2.8.3 Difficulties in social relations in spite of using net

Those who are shy but also have a high need for sociability have the most difficulties in social situations (Arkin and Grove, 1990; Cheek and Buss, 1981).

However, increased social competence online did not always result in a reduction in shyness offline. There is the potential for shy individuals to become stuck in cyberspace, preferring virtual interaction to face-to-face interaction (Turkle, 1995; Young et al., 1999). Even where social behaviours do not transfer to offline life, the experience of successful social interactions and the development of friendships online may be beneficial to individuals who have a poor, or non-existent social life offline.

2.9 DIFFERENT CASES OF CHILDREN

Some children become overly shy. This happens because the children are afraid of people and the real world because they were never given the chance to interact and develop their people skills. This is only the case some of the time. "Some kids are just born more shy. It also depends on how the parents act. If the

parents are more shy then there is a chance that the child is just taking after his or her parents." Reason for being shy are often because they were overprotected so they lack confidence to make their own decisions and they are insecure.(M.D, 2008)

2.9.1 Shy children underestimate themselves

Shy children underestimate their own ability to cope with social situations and are pessimistic about social situations in general, failing to expect favourable responses even when they believe that they are able to perform appropriately and efficaciously. Shyness thus becomes a self-handicapping strategy—a reason or excuse for anticipated social failure that overtime becomes crutch, “I can’t do it because I am shy.” Crozier (1995) conducted a research. The relationship between shyness and self-esteem was assessed for two samples of children aged 9 to 12 years. Shyness was significantly correlated with measures of global self-esteem, with external focus of control and with perceived competence across different domains of the self. Girls were shyer than boys.

2.9.2 Shyness and developmental stages

Children may be vulnerable to shyness at particular developmental points. Fearful shyness in response to new adults emerges in infancy. Cognitive advances in self-awareness bring greater social sensitivity in the second year. Self-conscious shyness- the possibility of embarrassment-appears at ages of 4 or 5. Early adolescence ushers in a peak of self-consciousness (Buss, 1986). New social encounters are the most frequent causes of shyness, especially if the shy person feels himself to be the focus of attention. An “epidemic of shyness” (Zimbardo & Radl, 1981) has been attributed to the rapidly

changing social environment and competitive pressures of school and work with which 1980s children and adults must cope.

2.9.3 Factors causing shyness in children

The causes of shyness have not been demonstrated adequately to justify any firm statements on the issue. However, shyness experts identify as possible causes (a) genes predisposing a person to shyness, (b) a less than firm attachment bond between parent and child, (c) poor acquisition of social skills, or (d) parents, siblings, or others harshly and frequently teasing or criticizing a child (Asendorpf, 1993; Sanson, Pedlam, Cann, Prior, & Oberklaid, 1996). Some children are dispositional shy: they are more likely than other children to react to new social situations with shy behaviour. Even these children, however, may show shyness only in certain kinds of social encounters.

2.9.4 Conscience development of children

Some chronically depressed persons are likely to belong to a group that interprets the difference in body tone as due to a violation of a personal standard. This group was the target of Robert Burton's (1621) classic book, *Anatomy of melancholy*, written almost 400 years ago.

2.9.5 Childhood shyness

Although some degree of shyness is experienced by most children during development, small percentages (10-15 per cent) of children are consistently anxious, quiet, and behaviourally inhibited during social situations. Many of these children are characterized by a distinct pattern of psychological responses during resting conditions and in response to social challenge (Kagan, Reznick and Snidman, 1987.1988; Schmidt, fox, Sternberg Gold, Smith and Schulkin,1999; Schmidt, fox, Schulkin and Gold, 1999;

Schmidt, Polak and Spooner) and some of them may be at risk for anxiety and internalizing-related problems (e.g., depression, social withdrawal) during early development (see e.g., Hirshfeld *et al.*, 1992; Rubin, Stewart and Coplan, 1995) and adjustment problems in later years (Bell *et al.*, 1993; Capsi, Elder and Bem, 1988; Schmidt and Fox, 1995; Zimbardo, 1977).

2.9.6 Origin of shyness in children

Some researchers have tried to research on basis of childhood shyness and identifying early infant predictors of shyness using a multi-measure, multi-method approach (Schmidt and Schulkin, 1999). Much of this research programmed was spawned by the work of Jerome Kagan and his colleagues at Harvard. Kagan (1994, 1999; Kagan and Snidman, 1991) argued that the origins of extreme shyness in children maybe linked to early infant temperament. He and his colleagues found that infants who exhibited a high degree of motor activity and distress to the presentation of novel auditory and visual stimuli at 4 months of age were more likely to display fear and wariness to unfamiliar social and non-social stimuli when they became toddlers compared with infants who were less reactive at 4 months. These findings have been independently replicated by Fox and his colleagues (Calkins, Fox and Marshall, 1996). Kagan (1994, 1999) further speculated that individual differences in infant reactivity to novelty may be linked to sensitivity in forebrain circuits involved in the processing and regulation of emotion.

2.9.7 The role of amygdale

The amygdale (particularly the central nucleus) plays an important role in the automatic and behavioural aspects of conditioned fear (LeDoux, Iwata, Cicchetti and

Ries, 1988; LeDoux, 1996; Nader and LeDoux, 1999; Rosen and Schulkin McEwan and Gold, 1994 for substantive reviews). Stimulation of the central nucleus by electrical current facilitates fear-potentiated startle responses (Rosen and Davis 1988); lesioning the amygdale and the central nucleus disrupt conditioned fear (Ggallagher, Graham and Holland, 1990; Hitchcock and Davis, 1986; Kapp, frynsinger, Gallagher and Haselton, 1979; Ledoux sakaguchi, Iwata and Ries, 1986); and electrically kindling the amygdale, but not the dorsal hippocampus, facilitates fear responses in rats (Rosen, Hamerman ,sitcoske,glowa and Schulkin,1996). The amygdale also to be involved in the attention aspects related to the recognition of changes in negative valence environment stimuli (Gallagher and Holland, 1994). As well the amygdale is known to be more reactive in defensive rather than non-defensive acts (Adamec, 1999)

2.9.8 Hypothesis of Kagan, Schmidt and Fox

Schmidt and Fox (1998) tested Kagan's hypothesis: infants who are highly reactive should have a lower threshold for arousal in forebrain areas. They used a fear potentiated startle paradigm to test that predication. They measured startle eye blink responses at 9 month of age in a group of infants, some of whom exhibited a high degree of motor activity and distress to novel auditory and visual stimuli at age 4 month. Infants were presented with a 95dB burst of white noise for 50 ms during a baseline condition and when a stranger approached. Startle electromyography (EMG) responses were measured from two miniature electrodes placed around the infant's right eye. We chose to measure startle response because the neural substrates of potentiated startle are well mapped (Davis,Hitchcock and Rosen,1987; Hitchcock and Davis,1986)and invoice the forebrain areas because the neural substrates of potentiated startle are well mapped

(Davis, Hitchcock and davis,1986) and involve the forebrain areas implicated by Kagan (1994). Furthermore, the startle response is known to vary during emotional processing. For example, Lang and his colleagues (see Lang, Bradley and Cuthbert, 1990) consistently found that the startle eye link was exaggerated during the processing of highly engaging and negatively valenced affective stimuli and attentive stimuli.

Schmidt and Fow (1998) found that infants who exhibited a high degree of motor activity and distress to novel auditory and visual stimuli at age 4 months exhibited significantly greater startle amplitude to an approaching stranger at 9 months compared with relatively less reactive infants at 4 months. The high reactive infants were also more likely to exhibited greater relative right frontal electroencephalogram (EEG) activity at 9 months (Calkins et al., 1996) and to be reported by their mothers as contemporaneously shy at age 4 compared with other infants (Schmidt et al., 1997).

2.9.9 Parents are concerned about shyness of children

In most western cultures, parents are concerned about children who seem to be shy. They worry about the child's social adjustment, and the implications that the child's shyness might have for the future. Develop mentalists, as well, consider interactions with peers necessary to normal social development, and they usually consider shy or socially withdrawn behaviour an obstacle to normal development (Dodge, 1986; Rubin and Rose-Krasnor, 1992; Rubin and Stewart, 1996; Rubin, Stewart and Coplan, 1995; Selman, 1985).

2.9.10 Peers interactions

The idea that peer interactions are important has a long history in developmental theory. Decades ago, theorists such as Jean Piaget, George Herbert Mead, and Harry

stack Sullivan suggested, in one way or another, that peer interactions of necessary mechanism through which young children can learn to take another's point of view, to understand other people's feelings, to negotiate, and to anticipate the consequences of their actions (Mead, 1934; Piaget, 1926; Sullivan, 1953). Experimentally, peer interactions have been found to improve children's abilities to understand another's point of view (Damon, 1977; Doise, Mugny and Perret-Clermont, 1975), which seems to be important because the lack of understanding of different aspects of interpersonal relationships has been linked to maladaptive social behavior (e.g., Dodge, 1986; Rubin and Rose-Kransor, 1992; Selman, 1985). These studies and others have led to the suggestion that social development will be disrupted if, for whatever reason, children do not interact with peers as much as others their age fellows do (Rubin and Stewart, 1996). Shyness is one reason why they would not.

2.9.11 Peer relations

Peer relations are also considered to be vitally important in adolescence and shyness could interfere with developing a close peer network then, as well. Adolescent peer relationships continue the process of making children sensitive to others' perspectives and feelings (Berndt, 1992; Sullivan, 1953), and they tend to last longer than younger children's friendships (Cairns and Cairns, 1994). Thus adolescent friendships should help to prepare people to form lasting friendships and intimate relationships in the future.

According to Buss (1986), the shyness that emerges after children have started to think of themselves as social objects is rooted in self-consciousness rather than fear. This argument has been developed more fully by others. For instance, it has been suggested

that the pubertal changes that occur in early adolescence might spur the development of self-consciousness and shyness (Cheek et al., 1985), and that adolescent shyness is rooted in intense self-consciousness that is experienced during middle childhood and early adolescence (Bruch, 1989). Cross-sectional studies seem to bear this out because from middle childhood onward, shyness is related to low self-esteem, low social self-confidence, and low social skills (Cheek and Melchior, 1990; Crozier, 1981, 1995; Jones and Russell, 1982; Lawrence and Bennett, 1992; Miller, 1995). It is seldom, however, that researchers are able to examine early and later shyness in the same individuals.

2.9.12 Infancy and early childhood ‘shyness’

In infancy and early childhood ‘shyness’ may be viewed as one aspect of the widely studied concept of ‘behavioural –inhibition’-defined as a child’s initial withdrawal to unfamiliar or challenging events (e.g. Kagan, 1989; 1994) an aspect in which the events are restricted to social stimuli. With the passage of time, the term ‘shyness’ has been applied to observe behaviour, and also to inner feelings. For example, Jones, Briggs and Smith (1986:630) define shyness as ‘ a tendency to respond with heightened anxiety, self-consciousness, and reticence in a variety of social contexts.

2.10 SHYNESS AND UNIVERSITY LIFE

The transition to university is a life transition (Elder, 1985) that is particularly suited for the study of shyness in adulthood. The new social world that university offers freshmen many opportunities for socializing with peers, making friends, dating, falling in love, and finding a partner. Therefore the university is for more students not only an academic environment but also an attractive social setting. Consequently, the contact with and the importance of parents and siblings are expected to decrease after a short phase

when they may be used as a source of support for coping with this life transition. Thus, in general, the life transition is expected to enlarge the students, social worker, particularly with regard to peers, and to change their relationship with family members.

2.10.1 Shyness and the transition to university

For shy first year students, the social world of university is a setting that frequently makes them actually shy for two reasons. First, the university is initially an unfamiliar social setting where they meet strangers and have to act in large, unfamiliar groups; both kinds of situation are known to be key elicitors of shyness (Russell , Cutrona and Jones 1986; zimbaro 1977) second the university is continuously a social evaluative setting where student are evaluated for intellectual social and sexual attractiveness by their peers and for intellectual competence by their teachers; social evaluation situation are also known to potent elicitors of shyness (Schlenker and leary 1982)

2.10.2 Unfamiliar situations breed shyness

Asendorpf (1989) experimentally varied both the unfamiliar and the social evaluated content of dyadic interactions between students in a waiting rooms paradigm and found that both the unfamiliarity of the interaction partner and the prospect of social evaluation made the student shy. According to Asendorpf common pathway model, acute state shyness is final common pathway in two different kinds on inhibitory processes. Inhibition to the unfamiliar and inhibition due to fear of being ignore or rejected by others. This view is consistent with Gray; s (1982, 1987) model of behavioural inhibition is aroused by novel stimuli and by the conditioned cues for frustration, no reward and punishment. Experientially shy people have often experienced in social neglect and reaction in the past and therefore have their higher expectations of becoming ignored or

rejected by others, including strangers and unfamiliar groups (Ascendropf and Meier 1993) and Ascendropn and Aken 1994 for evidence for these two types of shyness in childhood) in both situation the stable disposition of reacting in a shy manner in both unfamiliar and evaluative situation, thus theoretical consideration and empirical findings strongly suggest that the first month at the university are a period that maximizes the differences between shy and non-shy students.

2.10.3 Loneliness in University

Cutrona (1982) repeatedly assessed loneliness in UCLA freshman. Most students tended to report loneliness in the first term but had recovered at the end of the freshman year. Unfortunately Cutrona(1982) did not assess shyness , but it is not a far-fetched assumption that her chronically lonely students were shy , given a strong correlation between trait shyness and trait loneliness (the enduring trait to feel lonely; e.g., Jones, Freeman and Goswick, 1981)

2.11 SELF-CONSCIOUSNESS THEORIES

Self-consciousness is central to the experience of shyness. This claim is sported by research evidence going back to the original Stanford Shyness Survey, where 85 % of respondents referred to self-consciousness in shyness (Zimbardo, 1974) Creed and Funder (1998) report that socially anxious individuals are all to self-consciously aware of heir own lack of verbal fluency, social presence and ambition and it is this self-awareness that inevitably lead to a fear of negative interpersonal evaluation, a major factor in trait social anxiety. The self conscious emotions' (Tangney & Fischer, 1995) are characterized by a shift perspective where the individual views his or her own behaviour as if through the eyes of another.

A distinction is commonly made between early developing (fearful) shyness and later developing (self-conscious) shyness. Fearful shyness is thought by many to be based on infant stranger fears, whereas self-conscious shyness is thought to develop later as the child begins to “see oneself through the eyes of another.” Cheek uses the two types of Buss and Plomin as a starting place and elaborates a more complex “four types” model of shyness (Buss & Plomin, 1984)

2.11.1 Self-Awareness versus Self-Consciousness

The term self-awareness refers to the actual psychological state of being attentive to oneself. Our earlier distinction between private self-awareness and public self-awareness remains in effect.

Regarding self-consciousness, it is personality trait that refers to a relatively permanent tendency on the part of the individual to spend more or less time in the state of self-awareness. Again, the private-public distinction is relevant. Private self-consciousness is the dispositional tendency to engage in private self-awareness, whereas public self-consciousness is the dispositional tendency to engage in public self-awareness.

2.11.2 Buss’s Approach: Self-Consciousness Theory:

One important difference is the strong emphasis that Buss places on distinguishing between private self-awareness or self-consciousness and public self-awareness or self-consciousness, a distinction that Duval and Wicklund ignore. Another difference is that Buss’s theory essentially makes no use of the concept of an ideal self, or behavioural standard, or behavioural standard, which is the canter-piece of Duval and Wicklund’s approach. Instead, Buss conceptualized the processes of private and public

self-awareness in a way that pays little attention to such ideals, because the foundation of Buss's self-consciousness theory is the distinction between private and public self-aspect.

2.11.3 Private Self-Aspects

Buss holds that when attention is focused on private aspects of the self, two processes result: 1) intensification of affect and 2) clarification of knowledge. Intensification of affect means that any positive or negative feelings present during the private self-awareness are intensified. To illustrate this process, consider your feelings of anger after being insulted. In this negatively charged effective event, focusing attention serves to intensify your feelings of anger. Similarly, your feelings of happiness after doing well on an exam are affectively (positive) and will be intensified by a private self-awareness. In contrast, your memory of what your elementary school looked like is probably an affectively neutral event because it does not produce any emotional reaction. As a result, there can be no intensification of affect regarding that memory.

However, the second consequence of private self-awareness does apply to neutral private events. Clarification of knowledge means, which in the private self-aware state all private events, whether effectively charged or not, become clearer and more distinct. In addition Buss claims that paying attention to the private self leads us to have more clearer and more accurate knowledge about it. Private self-awareness will make us more clearly aware of an aching muscle, will let us more accurately know our attitudes, and will bring our memories or fantasies more sharply into focus.

What would cause someone to focus attention on private self-aspects? Buss argued that keeping a diary is one activity that should focus attention on the private self,

because it forces us to think about our feelings, motives, and reasons for acting—all things that are private. In addition Buss, held that a certain type of mirror will also induce private self-awareness: a small mirror of the type found on bathroom cabinets, one that provides an image of the head and shoulders. Small mirrors, but not large ones, are said to produce this private self-focus because the image they provide us with is so familiar. After literally thousands of exposures to our images in bathroom mirrors, these reflections eventually tell us nothing especially new about how we look to others. As a result, the ability of small mirrors to make us publicly self-aware is usually quite weak. Instead, small mirrors direct our attention back towards ourselves and eventually produce in us an attention to our private, unseen aspects. Larger mirrors provide us with less familiar images of ourselves and have a different effect.

Finally, Buss made quite explicit the difference between self-awareness and self-consciousness. When some stimulus in the environment, like a diary or a mirror, focuses our attention on the private self, that focus is only temporary. In addition to this transient state of private self-awareness, people differ in their tendency to engage in private self-awareness, which we previously identified as the personality trait of private self-consciousness. However, the effect of engaging in private self-awareness, whether caused by dispositions or inducers, is the same: It leads to intensification of affect and clarification of knowledge.

What evidence is there for Buss's theory concerning attention to private self aspects? One body of evidence supports his prediction that private self-awareness leads to intensification of affect. Numerous studies have found that people who score high on the private self-consciousness scale attend to private aspects. Additional research indicates

that high private self-consciousness (PRSC) persons react more intensely to stimuli that produce an affective response. For example, Scheier and Carver (1977) exposed college men to enjoyable slides more positively (photographs of beautiful nude women) and unpleasant slides (such as photographs of dead bodies). High-PRSC rated the enjoyable slides more positively and the unpleasant slides more negatively than did low-PRSC men. Thus, the feelings produced by slides, both positive and negative, were intensified by a disposition to focus on the private self. In that same investigation, viewing the slides in front of a small mirror led to similar intensification of affect, just as Buss's theory would predict.

More recent studies largely support the intensification hypothesis. For example, in one study (Lyubomirsky, Caldwell, & Nolen-Hoekseman, 1998), mildly depressed and non-depressed participants were instructed either to think about their current level of energy, their feelings, their character, and why they turned out the way they had (self-focused condition), or to think about clouds in the sky, what a well-known painting looked like, and the look of a shiny trumpet (distraction condition). Results indicated that although the self-focus /distraction manipulations had no effect on the non-depressed individuals, the depressed individuals in the self-focus condition reported being more depressed than those in the distraction condition. In other words, inducing self-awareness led to intensification only when there was an emotion to intensify. There is also evidence to support the prediction that private self-awareness leads to clearer and more distinct self-knowledge (Kemmelmeier, 2001; Macrae, Bodenhausen, & Milne, 1998). For example, research indicates that self-reports of high-PRSC individuals are more accurate than the self reports of low private PRSC persons (Hjelle & Bernard, 1994; Nasby, 1989).

Although reliability of self-reports does not necessarily indicate their validity, researchers have found that self-reports of high PRSC individuals are indeed more valid than those of their less self-conscious counterparts, in one such study, Scheier, Buss, and Buss(1978) asked high- and low-PRSC college students a number of questions concerning how frequently they had aggressive thoughts or engaged in aggressive behaviour. Several weeks later they took part in an experiment in which they were given an opportunity to deliver (so they thought) painful electric shocks to another student. The intensity of the shocks administered by students was the primary dependent variable.

From the standpoint of Buss's theory, what should be the pattern of results? High-PRSC persons should have had clearer self-knowledge and thus have reported more accurately about their aggressive tendencies earlier in the semester. Consequently, when they later had a chance to display their aggressive tendencies through actual behaviour, that behaviour should have corresponded closely to their earlier self-reports. In contrast, low-PRSC individuals should have been less accurate in their early self-descriptions and thus should have later acted in ways that might not have corresponded very closely to their relatively inaccurate self-reports. This is exactly what the researchers found. Thus it appears that people high in private self-consciousness do possess clearer and more accurate self- knowledge. Very similar findings were also reported when the initial questionnaire was completed with the participant either in front of a small mirror or without the mirror; correlations between self-reports were much higher when those self-reports were made in front of a mirror, apparently because of persons greater private self-awareness during self-report (Pryor, Gibbons, Wicklund, Fazio, & Hood, 1977, Experiment 1).

2.11.4 Public Self-Aspects

Those aspects which make publically self-aware are as 1) groups of people, and especially strangers 2) recording device such as a still camera, tape recorder, or video camera 3) observation. According to Buss, What things can make us aware of our public selves? First, according to Buss, it is other people who make us publicly self-aware, particularly groups of people, and especially strangers. Thus, to find a group of strangers staring at us is a very powerful inducer of public self-attention and leads us to question whether our appearance and behaviour are appropriate. It is also possible, as Buss notes, for a lack of attention from others to induce public self-awareness. If your friends suddenly ignore your presence, this will trigger an intense awareness of your public self.

Another kind of inducer of public self-awareness that has similar effect is a recording device such as a still camera, tape recorder, or video camera. Such devices in effect are mechanical substitutes for live audiences and thus make us aware of ourselves in the same way as live audiences do. What both of these classes of inducers have in common is that in each one the individual is being observed, either by a live audience or by a mechanical substitute. As a result, both of these classes of inducers will have similar effects on the individual.

There is, however, another class of inducers that provide actual perceptual feedback to targets. Unlike cameras or audiences, that simply makes us aware that we are being observed, this kind of inducer presents us with information about how we are actually perceived by others. Examples would be photographs or videotapes, audiotapes of our voices, or the sight of us in three-piece, full length mirrors like those found in clothing stores. In each case we are faced with an image of ourselves to which we are not

accustomed, and this makes us publicly self-aware, then, because the image they provide us is novel and unusual

According to this theory, public self-awareness leads to different effects, depending on whether it is induced by observation from others or from perceptual feedback. Buss describes the effects of being observed as uneasiness and discomfort; when other people (or mechanical substitutes) are watching us, we become uncomfortably aware of ourselves. According to Buss, we learn through painful experience that scrutiny from others (such as teachers, parents, and peers) usually means that we are doing something unusual or wrong. Thus, when we become aware that others are observing us, our immediate reaction is to become vaguely uncomfortable and wonder what aspect of our appearance is causing this unwanted attention.

The effect of perceptual feedback is slightly different. When we suddenly come across a photograph or recording of ourselves or see ourselves in a full length clothing mirror, we see aspects of ourselves in a way that is novel and unexpected. Quite literally, we become self-aware about some specific feature of our public image that the perceptual feedback presents to us. For example, people are typically surprised when they hear a recording of their voices because the sound is so different from what they are used to hearing. Seeing ourselves in a full-length mirror also presents us with a view that we rarely see, although other people see that view all the time. Thus, we suddenly become aware of an aspect of ourselves (voice, hair, weight) in the way that other people are aware of it. Buss also assumes that this new awareness is almost always less flattering; voices sound tinny, figures look less attractive, hairlines recede alarmingly. As a result of perceptual feedback, then, we become aware of a discrepancy between our imagined

public self and the actual public self; this awareness will lead to a temporary loss of self-esteem.

Just as Buss made distinction between the state of private self-awareness and the trait of private self-consciousness, he makes a similar distinction with regard to the public self. As previously noted, the dispositional tendency to engage in public self-awareness is referred to as public self-consciousness. Buss also points out that most of the times even those high in public self-consciousness (PUSC) will not focus attention on the public self without some kind of inducer. What distinguishes high-PUSC people from low-PUSC people is their reaction to inducers; high PUSCs react more strongly to an audience, whereas low PUSCs are much less likely to become self-aware in such situations.

Over the past 30 years, a number of studies have examined Buss's predictions concerning the effects of situation ally induced and habitual attention to public self-awareness (Bushman, 1993; Chang, Hau, & Guo, 2001; Culos-Reed, Brawley, Martin, & Leary, 2002; Fenigstein & Abrams, 1993; Ryckman et al., 1991). Allan Fenigstein (1979), for example directly compared the reactions of low- and high-PUSC individuals in a social situation. In that experiment, three college women waited in a room for an experiment to begin. Unknown to the third woman, the other two were confederates acted in a normal and friendly manner, while in the "shunning condition" they deliberately shunned the real participant by ignoring her and speaking only to each other. If she spoke to them directly, they responded as briefly as possible and seemed quite uninterested in what she said.

What effect should this have on the targeted participant? According to Buss, this obvious lack of attention from others should produce public self-awareness similar to

confederates' openly staring at her. Thus, the woman individual should be especially uneasy because of her greater sensitivity to inducers such as audiences. To measure this discomfort, Fenigstein separated the three women and told them that in the experiment itself they would have choice to continue with the same two women they had shared the waiting room with or continuing with a new pair of participants. Fenigstein found that for high-PUSC women shunning made a big difference. If they were not shunned, 75% chose to keep the original partners, but if they were shunned only 15% did so. In contrast, shunning had a little impact on the low-PUSC women: 50% of the shunned women chose to stay with the same two women, as did 70% of the non-shunned women. Thus, high PUSCs showed the predicted strong reaction to an inducer of public self-awareness.

Much of the research dealing with public self-consciousness has also simultaneously investigated private self-consciousness (Carver & Humphries, 1981; Carver & Scheier, 1981). This is because in many situations private and public self-awareness should lead to different, and sometimes opposite, behaviours. In particular, private self-attention should lead us to act in keeping with our private beliefs. According to this logic people who are high in private self-consciousness and low in public self-consciousness should most likely act in accord with their attitudes, because they know their attitudes better (clarification) and they are relatively unconcerned about others' scrutiny. The other combinations of private and public self-consciousness should show much less consistency between private attitudes and public behaviour. Low-PRSC individuals would not have the clear knowledge of their attitudes necessary to act consistently with them, whereas a high-PRSC person who is also high in public self-consciousness would

have the necessary knowledge but might not act consistently because of a concern about the judgment of others.

In a direct test of this idea, Michael Scheier (1980) first measured students' private attitudes toward the use of physical punishment as a learning technique. Several months later some of these same people came to the laboratory in groups of two, three, or four. They were told that they would be writing an essay on the use of punishment in child rearing and that they would later publicly discuss their views with the other group members. Independent raters later evaluated the essays that how favourable they were toward the use of punishment. How consistent were the students' previous privately expressed attitudes with their later public expressions? As expected, those high in private and low in public self-consciousness showed a very strong correlation ($r=.64$) between their initial attitudes and later essay, whereas those with any other combination of private and public self-focus, being simultaneously high in public self-consciousness can lead to behaviour that does not reflect that self-knowledge, because the concern over evaluation by others is too strong.

2.12. Self-presentational theory

The self-presentational theory of anxiety was an effort to offer an overriding perspective that shyness to people's concerns with others' perceptions and evaluations. According to the theory, people tend to become shy- that is, experience social anxiety and display behavioural inhibition-when they are motivated to make desired impressions on other people but doubt that they will successfully make those impressions (Leary and Schlenker, 1981; Schlenker and Leary,1982). Thus, self-presentation theory's answer to the question, 'What are shy people afraid of?' is that they are afraid of making undesired

impressions because doing so typically leads to unpleasant outcomes. The theory's answer to the second question, 'Why are shy people so inhibited?' is that quiet, inhibited behaviour is a reasonable response to situations in which one is afraid of making an undesired impression.

Empirical research has generally supported the self-presentational approach to social anxiety. As the theory predicts, the situation variables that evoke shyness appear to heighten self-presentational concerns by increasing the motivation to impression-manage or creating doubts in one's self-presentational efficacy. Furthermore, the personality variables that predict shyness likewise seem to be related to impression motivation and self-presentational doubt. (Leary and Schlenker, 1981; Leary and Kowalski, 1995; Schlenker and Leary, 1982). In addition to accounting for the known causes and correlates of shyness, self-presentational theory also subsumes other popular models of shyness (such as those involving poor social skills and negative self-evaluations).

2.12.1 The need for social acceptance

The universal human propensity to seek the company of other people and to establish a variety of relationships with them is likely to stem from the fact that human beings need one another for survival to a greater extent than many other animals. Lacking both ferocity and speed, our pre-human ancestors were able to survive and reproduce only by living in social groups (Tooby and Cosmides, 1992). As a result, natural selection favoured individuals who sought the company of other people.

In fact, a great deal of human behaviour can be conceptualized as efforts to foster and maintain a minimum degree of social acceptance and to avoid rejection and ostracism (Baumeister and Leary, 1995). This is not to say that all human behaviour is motivated by

the desire to be accepted, but rather that the motive to seek acceptance and avoid rejection is a pervasive influence.

2.12.2 Social anxiety

At one end of the continuum, some people are rarely nervous and inhibited in social encounters; on the other hand some are so troubled by shyness that they meet psychiatric criteria for the diagnosis of social phobia (Turner, Beidel and Townsley, 1990). Shy (and socially anxious) people have fewer social interactions and spend less time per day, on average, interacting with other people. They have fewer friends, and their friendships take longer to develop (Asendorpf and Wilpers, 1998). In the romantic arena, shy people date less frequently, have fewer sexual experiences, and are less likely to be romantically involved at any point in time (Asendorpf and Wilpers, 1998; Jones and Carpenter, 1986; Leary and Dobbins, 1983; Prisbell, 1991; Zimbardo, 1977).

Of course, the sheer number of people's interactions and relationships may bear little relationship to the quality of their lives, and some people who are low in sociability or extraversion are quite content with relatively few social contacts and relationships (Cheek and Buss, 1981). However shy people are not as satisfied with their interpersonal lives as non-shy people. Shyness correlates highly (typically around 50) with feelings of loneliness (Cheek and Busch, 1981; Jones, Freemon and Goswick, 1981; Neto, 1992), reflecting a perceived deficiency in the number or closeness of their social relationships. Importantly, shyness is related to loneliness vis-à-vis all types of relationships-with friends, romantic and sexual partners, group and community memberships, and family relationships (Jones and Carpenter, 1986).

2.12.3 Social provisions for shy people

Shy people also indicate that they receive fewer social provisions (e.g., nurturance, reassurance, support) from their relationships (Jones and Carpenter, 1986), and report being more dissatisfied with their social lives (Neto, 1993). Furthermore shy people tend to believe that they are less liked and accepted by other people than people who are not shy (Jones and Carpenter, 1986; Leary, Kowalski, and Cambell, 1988; Prozo, Carver, Wellens and Scheier, 1991).

First shyness lowers people's opportunities to develop relationships with other people. When people feel shy, they tend to avoid social encounters, thus limiting their contact with potential friends and romantic partners. As noted earlier, people who score high on measures of shyness and social anxiety have fewer social interactions per day, attend fewer social events, and date less frequently than those who are low in shyness. Furthermore, when shy people do venture into social gatherings, they are less likely to initiate conversations with other people and they spend less time at the event. (Asendorpf and Wilpers, 1998)

Research on communication apprehension- a close cousin of shyness (communication apprehension and shyness correlate .60; McCroskey and Richmond, 1982)- shows that college students who are high in communication apprehension choose living arrangements in places that require less interaction with other people than less apprehensive students (McCroskey and Leppard, 1975). Given that one's proximity and sheer exposure to other people is an important influence on the development of friendships, shy students may thus set themselves up for fewer friendships (Festinger, Schachter and Back, 1950; Monge and Kirste, 1980).

2.12.4 Interpersonal style

Second, even when shy people interact with other people, their characteristic interpersonal style may work against forming friendships and other relationships. A large number of studies show that, compared to less shy individuals, shy people speak a lower percentage of the time in conversations, take longer to respond to what others say, have more difficulty in articulating their thoughts, allow more silences to develop, are less likely to break silences that occur, and are simply more inhibited (Asendorpf, 1989; Borkovec, Fleischmann and Caputo, 1973; Cheek and Buss, 1981; Mandel and Shraugher,, 1980; Natale, Entin and Jaffe, 1979; Pilkonis, 1977a; Prisbell. 1991). This shy interpersonal style may thwart efforts to be accepted because merely talking with other people promotes liking (Insko and Wilson, 1977). People find it difficult to like people who don't talk to them.

2.12.5 Shy people speak less about themselves

In addition, shy people have particular difficulty in talking about themselves. Not only do they disclose less about themselves than people who are not shy (which, in itself, is not always a bad thing), but the information they reveal tends to be more superficial (DePaulo, Epstein and LeMay, 1990; Leary, Knight and Johnson, 1987; Snell, 1989). Because a certain amount of self-disclosure is prerequisite to the formation of interpersonal relationships, shy people's relationships may not move along as quickly as those of less shy people. If the depth of disclosure is not that appropriate to the interaction and does not escalate appropriately over time, relationships are unlikely to develop (Altman and Taylor, 1973; Archer and Cook, 1986).

2.12.6 Impressions

Evidence suggests that shy people have somewhat poorer interpersonal skills than less shy people. For example, they are less skilled at initiating and guiding conversations, and have more difficulty conveying their feelings and attitudes to other people (Bruch, Rivet, Heimberg, Hunt and McIntosh, 1999; Miller, 1995). Shy individuals also have difficulty in showing warmth and empathy with other people and view themselves as having poorer interaction management skills (Prisbell, 1991). Even among children, those who are quiet, inhibited, and less talkative are perceived by their peers as less socially competent and less desirable as friends (Evans, 1993). Importantly, however, this effect may be confined to cultures that value extraverted interpersonal styles (cf. Chen, Rubin and Boshu, 1995).

2.12.7 Strong desire for social acceptance

One of the strongest predictors of shyness (and social anxiety) is a high desire of social approval and fear of disapproval. Scores on measures of shyness and social anxiety correlate highly with both approval motivation and fear of negative evaluation (Jackson, Towson and Narduzzi, 1997; Jones, Briggs and Smith, 1986; Leary and Kowalski, 1993; Pilkonis, 1977b; Watson and Friend, 1969). Shyness also correlates with the degree to which people desire social acceptance and fear rejection (Leary, Kelly, Cottrell and Schreindorfer, 2000; Miller, 1995).

In our view, a high desire for social acceptance predicts shyness because real, imagined and potential rejection naturally causes anxiety (Baumeister and Tice, 1990), and more one desires to be accepted, the more one is threatened by potential rejection. Human beings appear to be equipped with mechanisms that monitor the social

environment for cues that indicate potential rejection, and these mechanisms induce negative affect when such cues are detected (Leary, Koch and Hechenbleikner, in press). These negative feelings alert the individual to the potential threat and motivate behaviours to avoid or eliminate it (Baumeister and Tice, 1990; Leary, in press).

According to self presentation theory, people experience social anxiety when they are motivated to make certain desired impressions on other individuals, but hold a low subjective probability of being able to do so (Schlenker and Leary, 1982).

One of the primary reasons why people desire to convey certain impressions of themselves to other people is that they wish to be accepted or to avoid rejection (Leary, 1995; Leary, in press). By showing themselves to be a certain kind of person with particular attributes, motives, attitudes, feelings, and so on, people hope to increase the degree to which other people will value having relationships with them. As a result, people who are motivated to be accepted try to be perceived and evaluated in particular ways. Thus, people who have a high need for social acceptance tend to have a greater fear of negative evaluation and greater desire to be perceived positively (Leary, Kelly, Cottrell and Schreindorfer, 2000).

Occasional opportunities for self-presentation arise, as when people find that they have done something to lead others to form undesired impressions of them, but typically self-presentational concerns are minimal in long-term, stable groups (Moreland and Levine, 1989).

2.12.8 The interpersonal implications

The interpersonal implications of shyness are likely to vary as a function of cultural norms and values. In American society, lively, extraverted, gregarious styles of interaction are often preferred over subdued, introverted, inhibited styles, but such is not the case in all cultures. In China, for example, quiet unassertive behaviour is valued more highly (Pearson, 1991; Shenkar and Ronen, 1987). Along these lines, it is informative that Chinese children who were very shy and inhibited were more accepted by their peers than children who were average in shyness. Furthermore, the shy-inhibited children were more likely to be considered for roles of honour and leadership (Chen et al., 1995).

2.12.9 Strategic aspects of shyness

Several theorists have maintained that that the quiet, inhibited, unassuming behaviour of people who are shy is partly an interpersonal strategy that helps them to make the best out of a difficult social situation. Most often this strategy has been characterized as a 'protective self-presentational style' (Arkin, 1981).

When people feel reasonably confident that an interpersonal encounter will go well and that others will form minimally acceptable impressions of them, they tend to adopt an acquisitive self-presentational style that seems designed to foster and maintain relatively positive impressions in other people's eyes (Arkin, 1981). The most robust finding in the self-presentation literature is that, except in unusual circumstances, people generally desire to make favourable impressions on other people (Jones and Pittman, 1982; Leary, 1995). By being quiet, unassuming, and un-disclosing, people may not make a particularly favourable impression, but they are unlikely to make blatantly negative impression either (Leary and Kowalski, 1995).

2.12.10 Self-presentational style

Many pieces of evidence support the idea that that people do, in fact, adopt a protective self-presentational style when they feel socially anxious and that dispositionally shy people tend to use such a style much of the time (for reviews see Arkin, 1981; Arkin, Lake and Baumgardner, 1986; Leary and Kowalski, 1995; Schlenker and Leary, 1985; Shepperd and Arkin, 1990).

This perspective is buttressed even further by the fact that people with relatively low self-esteem-who, likely shy people, doubt that others accept them as much as they wish-also seem to behave in ways that avoid disapproval (Baumeister, Tice and Hutton, 1989).

Gilbert and Trower (1990) have proposed that the inhibited behaviour that characterizes shy and socially anxious people sometimes arises from concerns with social dominance rather than acceptance. In their view, withdrawn, submissive, conciliatory behaviour is often a defensive reaction against the possibility of incurring the hostility of superior or higher-ranking individuals. The deferential, non-assertive behaviours of shy people serve the same function as the submissive, appeasing behaviours seen among the lower status members of many other primate species. Although we agree with Gilbert and Trower's (1990) analysis in many respects, the inhibited behaviour associated with concerns with social acceptance and the deferential behaviour associated with being of low rank are likely to have evolved for different reasons (a point with which Gilbert and Trower concur) and are likely to be controlled by different systems (Toboy and Cosmides, 1992).

2.12.11 Protective self-presentational style

Research showing that shy people rely heavily on a protective self-presentational style suggests that their predominant concern involves avoiding rejection rather than seeking acceptance. Although these motives are admittedly difficult to disentangle, the evidence strongly suggests that concerns with rejection dominate shy people's interpersonal perspectives (Arkin, 1981; Leary and Kowalski, 1995). Importantly people who are oriented towards avoiding rejection feel and behave in a decidedly different fashion from those who are focused on being accepted (Arkin, 1981; Baumeister et al., 1989), and somewhat paradoxically, they may end up making a worse impression than people who are trying to be accepted (Schreindorfer and Leary, 1996). Such is the plight of shy people who, though worried about being rejected, may undermine their own cause by being excessively careful in their approach to social encounters.

2.13 SHYNESS AND ITS SOLUTION

Within the last 30 years, the contemporary literature on shyness represents a steady progression characterized by an increasing level of theoretical, methodological, and clinical sophistication. Early investigations in the study of shyness took a clinical approach by emphasizing psychoanalytical explanations of shyness (cf. Hampton, 1927; Lewinsky, 1941). The impetus for a more empirical and systematic study of shyness was provided in the mid-1970s by Zimbardo and his colleagues with the development of the Stanford Survey on shyness as part of the Stanford Shyness Project (cf. Zimbardo 1986). Zimbardo and his colleagues investigated the self-reported degree of and personal experiences with, shyness using the survey method primarily with adult samples (cf. Zimbardo, 1977, 1986; Zimbardo, Pilkonis and Norwood, 1974, 1975).

Early experimental research attempting to investigate the construct validity of shyness as conceptualized by Zimbardo, his colleagues, and others used specific questions from the Stanford Survey on Shyness (Zimbardo, Pilkonis and Norwood, 1974) or Shyness scale (Cheek and Buss, 1981) to select group of individuals who were then exposed to various experimental conditions. These early experimental studies provided evidence supporting the construct validity of shyness by utilizing actual or anticipated interactions with other individuals and the assessment of various verbal and non-verbal responses and behavioural and cognitive measures in controlled laboratory settings (Brodt and Zimbardo, 1981; Pilkonis, 1977a, 1977b).

Since these initial surveys and laboratory studies, the systematic study of shyness has developed a substantial body of research that has expanded our knowledge with regard to such general issues as clarifying the definition of shyness (cf. Cheek and Melchoir, 1990; Bruch, Gorsky, Collins and Berger, 1989; Leary and Kowalski, 1995), the nature of the behavioural, affective, and cognitive components of shyness, and the relationship of shyness to other personality concepts and processes (cf. Carducci, 1999a, 2000; Carducci and Zimbardo, 1995; Cheek, 1989; Cheek and Buss, 1981; Cheek and Krasnoperova, 1999; Cheek and Melchior, 1990; Henderson and Zimbardo, 1998; Jones, Cheek and Briggs and Smith, 1986). In addition to these general developments in the study of shyness, more specific developments have occurred in such areas as the identification and validity of strategies for measuring shyness (cf. Briggs and Smith, 1986; Jones, Briggs and Smith, 1986; Leary 1990), the developmental aspects of shyness (cf. Beidel and Turner, 1998; Rubin and Asendorpf, 1993), the biological basis of

shyness (cf. Kagan, 1994; Reznick 1989) and the implementation and assessment of therapeutic techniques for the treatment of shyness (cf. Henderson and Zimbardo, 1998).

2.13.1 The effects and actions of drugs

The systematic investigation of the influence on social phobia of the administration of drugs that are known to have effects on neurotransmitters such as nor epinephrine and serotonin is of obvious clinical benefit. It also has theoretical relevance since some theories of shyness have suggested a key role of individual difference in levels of neurotransmitters (e.g. Hagan 1994;) nevertheless there remains the huge gap in understanding between establishing the effectiveness of pharmacological intervention (particularly if they are not universally effective) and explaining how these neurotransmitters or variations in their levels effect their anxiety or behaviour. As cooper bloom and Roth (1991:4) point out, at the molecular level, an explanation is sometimes possible; but at a behavioural level, our ignorance is abysmal.

2.13.2 Social phobia has overlapping features

Social phobia has overlapping features with avoidant personality disorder as defined in DSM-III-R and DSM-IV. The overlap is particularly evident with generalized sub-types of social phobia. Holt, Heimberg and Hope (1992) have suggested that avoidant personality is severe generalized social phobia.

2.13.3 Cognitive behavioural treatment

Treatment approaches to social phobia have consisted of anxiety management therapies (Butler et al., 1984, social skills training (e.g., Marzillier, Lambert and Kellet, 1976; Trower, Yardley, Bryant and Shaw, 1978), exposure (e.g., Emmelkamp, Mersch, Vissia and van der Helm, 1985) and combined treatment involving exposure and

cognitive therapy. Cognitive therapy has been based on Rational Emotive Therapy (e.g., Emmelkamp et al., 1985) or cognitive therapy based on Beck's general schema theory (e.g., DiGiuseppe, McGowan, Sutton-Simon and Gardner, 1990). Cognitive behavioural treatments have used combinations of techniques that teach individuals coping skills, restructure negative thoughts, and introduce exposure-based exercises, on an individual or group treatment basis. Heimberg and colleagues have developed and evaluated a cognitive behavioural group therapy of social phobia (Heimberg and Juster, 1994; Heimberg, Saltzman, Holt and Blendell, 1993; Heimberg, Liebowitz, Hope et al., 1998).

In a meta-analysis of 42 treatment outcome trials of cognitive behavioural treatments for social phobia, Taylor (1996) demonstrated that only cognitive therapy plus exposure yielded a significantly larger effect-size than placebo. Exposure alone, social skills training, and cognitive restructuring alone, did not show a significantly larger effect size than placebo. In each instance of treatment research sizes increased from post-treatment to three-month follow-up. However, there is emerging evidence that gains increase or are maintained over longer-term follow-up evaluations. In particular, Heimberg, Saltzman, Holt and Blendell (1993) report that patients receiving cognitive behavioural group therapy continue to do well at 4.5 to 6.25 years follow-up.

2.13.4 Cognitive behavioural therapy

The weak effect of treatment on negative cognitions such as Fear of Negative Evaluation (FNE) is likely to result from an underdeveloped understanding of cognitive mechanisms underlying social phobia. There is a need to develop treatments that modify the underlying mechanisms that contribute to maintenance of distorted cognitions in social phobia. Recently, Clark and Wells (1995) have advanced such a model.

In developing their model of social phobia, Clark and Wells have drawn on clinical experience, cognitive theory (e.g., Beck, 1976; Heimberg and Barlow, 1988) and on recent theoretical developments in conceptualization information processing in emotional disorder that emphasize self-referent processing (Wells and Matthews, 1994;1996).

2.13.5 Social phobia and its treatment

Social phobia or social anxiety disorder is distinct from other anxiety disorders, including agoraphobia and specific phobias. As described in the DSM-IV (American Psychiatric Association, 1994), persons with social phobia avoid a wide variety of social and performance situations in which they are exposed to unfamiliar persons or to possible scrutiny by others. The individual with social phobia fears that he or she will do something or will show anxiety symptoms that will result in humiliation or embarrassment.

Although cognitive-behavioural treatment for social phobia can be very effective (Heimberg and Juster, 1995; Taylor, 1996), it is unfortunately unavailable to many patients except in large urban areas or academic centres. As a result, pharmacotherapy is often the most practical treatment option for most patients with social phobia.

2.13.6 The neuropsychology of fear

According to LeDoux (1996, 1998) the 'fear circuit' prominently involves the transmission to the amygdale of fear-relevant information via four main routes, three of which are of special relevance. The first route proceeds from the sensory thalamus to the amygdale. The existence of a route which bypasses the neo-cortex suggests that fear can be learned (and fear responses initiated) without the involvement of higher processing

systems in the brain thought to be the seat of thinking and reasoning. The thalamic route is 'faster' than the cortical route, but is capable of less fine distinctions. Lesions in the thalamic route interfere with fear conditioning (associating a stimulus with aversive consequences). The second route to the amygdale is from the hippocampus to the amygdale, and allows for the instantiation of fear on the basis of context, and the consideration of context when processing fear cues. Finally, LeDoux (1996) argues that the medial prefrontal cortex connects to the amygdale allowing for the process of extinction through prefrontal inhibition of the amygdale.

2.13.7 Treatments for social phobia

Cognitive processes in the social phobia can be investigated using method have been developed in the laboratory. These include priming method the Stroop paradigm and performance of tasks that make varying demands on the working memory system by requiring different amount of central executive and storage process (Clark, 1999)

2.14 PERFORMANCE ASSESSMENT

Performance assessment requires that pupils be put in a situation where they can show well they can process or skill that was taught. The teacher observes the pupil completing the tasks and judges the pupils performance. Recital is a useful example that captures a sense of performance assessment. Regardless of whether one things of a piano, accordion, ballet, baton twirling, singing, poetry or tap-dancing recital, the process is the same: individuals perform a behaviour they have been taught and have practiced so that observers can judge (formally or informally) the quality of their performance. Like a recital, performance assessment has four distinguishing characteristics (Stiggins, backland and bridge-ford, 1985)

- Pupils are asked to demonstrate a process they have been taught.
- The process to be demonstrated is specified in advance.
- The process to be demonstrated is directly observable.
- Performance is rated according to an identified standard of adequacy.

2.15 RESEARCH STUDIES

Julie A. Hillenbrand conducted a study to check the effects of shyness on group participation, grade point averages, and achievement scores. The researcher tried to examining the students and their participation in a class called communication 104. A 13-item scale designed by M.A. Buss determined the shyness. The group participation and achievement scores are asked in the study. It was important to find out if shyness would affect the level of group participation and achievement scores. The hypothesis was that the higher the subject rated for shyness, the less they would participate in academic and/or social groups. The achievement scores would be lower because of the fear of eye contact, social interaction with authoritative figures, such as the professor. The data were collected and a Pearson Correlation was used to determine significance. The findings concluded that there was a negative correlation between shyness and academic groups and a negative correlation between shyness and achievement scores. There was no significant correlation between shyness and GPA, social groups and if they took a communication 104 class. The hypothesis of academic group participation, achievement, scores and shyness supported by significance found with a .05 2-tailed significance level. This research shows that if students will not participate and feel shy then they cannot get good marks.

Research related to shyness was conducted by Lancy D'Souza Department of Psychology Maharaja's College University of Mysore Mysore, India. The reports of the study show the influence of shyness on anxiety and academic achievement among high school students. A total of 160 (82 boys and 78 girls) high school students were selected through stratified random sampling from VI/I, IX, and X grades, from three high schools of Mysore City, India. The students were assessed using Crozier's (1995) Shyness Questionnaire and Taylor's Manifest Anxiety Scale (Nataraj & Nataraj), 1993). Results revealed that high levels of anxiety and contradictorily shyness influenced the academic achievement of the students. Boys and girls were found to have equal level of shyness. Remedial measures for reducing shyness have been suggested.

Nargis Asad from Institute of Clinical Psychology University of Karachi and Saiqa Khan from Aga Khan University Hospital Karachi conducted a research. The study aimed to understand whether organizational support and individual's creativity will moderate effects of job stress and burnout, so an inverse relationship between organizational support, creativity, and burnout was predicted to occur. Sample of the study comprised of 70 individuals employed with private corporate firms and private banks. A linear regression model was applied on all variables. The resulting model was found to be significant. $R = .523$, $F(2, 67) = 12.622$, $p < .0001$, with job stress as the dependent variable. Job stress and burnout were inversely related to organizational support; however individual's creativity level did not affect either the level of stress or burnout. Results are discussed in the light of present findings and their implications for creating organizational environment conducive for better productivity and performance.

Another study was conducted by Farhana Jahangir & Farah Naz Qasmi from Department of Psychology University of Peshawar, Pakistan. The study was designed to identify the mental state of psychotics, neurotics, and normalcy through facial expressions. Independent variable was facial expression shown in photographs. Dependent variable was the number of correct judgments made under three different conditions. Subjects (N = 30) were shown 15 photographs of psychotics, neurotics, and normal individuals in random order. To see the difference between the groups, t-test was applied. The number of correct judgments made by the subjects about the facial expressions, under three different conditions were not significantly different. Facial expressions of a person, irrespective of whether he/she is normal or abnormal, therefore, may be an indicator of his mental health.

Md. Ekramul Hoque and Md. Mayenul Islam School of business Bangladesh Open University Gazipur had conducted a research to identify the impact of some behavioral and social factors on absenteeism of manufacturing workers in Bangladesh. It also examined the association of the demographic variables of the workers on absenteeism. The sample of the study was selected by using random number table consisted of 400 workers from four textile and four jute mills situated at Dhaka and Khulna divisions of Bangladesh. The study showed that: (i) absenteeism has significant positive correlation with job stress and negative correlation with job satisfaction and mental health; and (ii) non significant association was found between absenteeism and demographic variables except for the variables of wage and experience.

William B. Seiter and Heather Seiter Missouri Western State University
Psychology, conduct a research that the schooled children might have less social anxiety than home schooled children. A closer look, however, points out that social anxiety could possibly be more easily tied to the home environment than the school environment. While the traditional school environment would appear to aid in social interaction.

CHAPTER 3

METHODS AND PROCEDURES

This chapter describes methods and procedures adopted for conducting this study. This correlation study was about students of Indus College of Commerce Rawalpindi campus of B.Com Final year. All teachers of B.Com class unanimously agreed that the attitude and behaviour of students were differentiating them from their class fellows on the basis of their observed shyness and class room performance. This is a quantitative cum qualitative study.

3.1 POPULATION OF THE STUDY

The population of the study consisted of 252 students of B.Com of Indus College of Commerce Rawalpindi Campus who were enrolled in 2007. 80 students were selected with mutual consensus on their shy attitude by 7 class teachers. Consent letters were given to all selected students and 65 students gave their consent and offered themselves for research voluntarily. They belonged to different social back grounds and status. They had different attitudes and behaviours. Some students were shy and some of them were confident.

3.2 SAMPLE OF THE STUDY

According to Best and Khan (1996) “the sample should represent the population. There is no fixed number or percentage of subjects that determines the size of an adequate sample.” Consequently among 252 populations, 42 students were

taken for correlation study in research. This research includes qualitative and quantitative data.

3.3 INSTRUMENTS OF THE STUDY

Following instruments were used for data collection.

1. A 28 items questionnaire was used for measuring shyness which was developed by Crozier in 1995.
2. Specially designed questionnaire was used to know about correlates of shyness as socio- economic status, schooling, family structure, parental education, and residential locality.

3.3.1 Shyness Questionnaire

The shyness questionnaire was developed by Crozier (1995), University College of Cardiff. It consisted of 28 items and requires the subjects to indicate his responses by ticking, Yes, No, or Do not know. The values given to the responses are 10 to yes and 0 to 'No' or 'do not know.' The items of the questionnaire were based on situations or interactions like performing in front of the class, being made fun of, being told of, etc. The original shyness scale was translated and adopted by the researcher for the present study. The translated and adopted shyness questionnaire consists of 28 items.

3.3.2 Correlates of Shyness Questionnaire

Another instrument was specially designed questionnaire which was used to know about correlates of shyness as socio- economic status, schooling, family

structure, parental education, and residential locality. In this questionnaire two or three options were given to the respondents to answer the questions.

3.4 DATA COLLECTION

The data were collected through personal visits to the College as detailed mark sheets of Matriculation, intermediate and B.Com part one. Moreover internal results of two terms and results of five monthly tests were collected through personal visits from teachers and administration. The sample of the research study was contacted in Indus College of commerce Rawalpindi. Individual consent was taken prior to administering the demographic data sheet and different scales. The purpose and outcome of the study was explained to them. Subjects were individually interviewed and tested at relatively free place in the college. The assessment process was divided into two phases. In the first phase 28 items questionnaire was used for measuring shyness which was developed by Crozier in 1995. After that a specially designed questionnaire was used to know about socio- economic status, schooling, family structure, parental education, residential locality of the subjects.

3.5 DATA ANALYSIS

Data were tabulated and analyzed by various statistical treatments. In order to achieve the objectives of research, statistical analysis were carried out. Correlation was used to find out the relationship between shyness and class room performance and chi-square test of independence was used for data analysis of correlates of shyness.

CHAPTER 4

ANALYSIS OF DATA AND DISCUSSION

This chapter deals with the analysis and interpretation of data. All possible efforts were made to present the results in comprehensive manner. In order to achieve the objectives of research, statistical analysis was done. The out comes of the study are presented in different sections to enhance understanding. Correlation was used to check the relationship between shyness and classroom performance. Chi-square test of independence was also used to check the association between correlates of shyness and shyness.

ANALYSIS OF CORRELATES OF SHYNESS

A self developed questionnaire was given to the students to know about their residential locality, schooling, socio-economic status, parental education and family structure. After collecting data, the correlates of shyness were checked and their association was checked with shyness by using chi-square test of independence.

Hypothesis-1:

H_0 : **There is no significant relationship between shyness and socio-economics status.**

H_1 : **There is significant relationship between shyness and socio-economics status.**

Table 1 Shyness scores and socio-economic status

Student S. No	Shyness Score (Out of 280)	Upper Class	Middle Class	Lower Class
1	160			Yes
2	280			Yes
3	150			Yes
4	120	Yes		
5	100	Yes		
6	140		yes	
7	160	Yes		
8	260			Yes
9	280			Yes
10	120	Yes		
11	100	Yes		
12	120	Yes		
13	150	Yes		
14	230	Yes		
15	270			Yes
16	280			Yes
17	150			Yes
18	120	Yes		
19	110		yes	
20	100	Yes		
21	140			Yes
22	250		yes	
23	280			Yes
24	100	Yes		
25	110	Yes		
26	150			Yes
27	240		yes	
28	280			Yes
29	110	Yes		
30	100	Yes		
31	150			Yes
32	150		yes	
33	270			Yes
34	110	Yes		
35	150			Yes
36	150			Yes
37	270		yes	
38	100	Yes		
39	100	Yes		
40	130			Yes
41	100	Yes		
42	110	Yes		

Socio-economic status depends on income and amenities of life; it contributes in attitude of shyness. The above mentioned table shows the respondents belonging to upper class had less symptoms of shyness and those who belonging to lower class had higher score of shyness. It shows that shyness depends on socio-economic status and there is association between shyness and socio-economic status.

Contingency table: Comparison of Shyness status and Socio-economic Status

Shyness	Upper Class	Middle Class	Lower Class	Total
High shyness	2	3	9	14
Low shyness	17	3	8	28
Total	19	6	17	42

df = 2

χ^2 at 0.05 = 5.99

$$\chi^2 (r - 1)(c - 1)\alpha = \chi^2 (2 - 1)(3 - 1)0.05 = \chi^2 2(0.05) = 5.99$$

$$\chi^2_{cal} = \sum \left[\frac{f_o^2}{fe} \right] - N$$

$$= 8.01$$

Since χ^2_{cal} is greater than χ^2_{tab} so the null hypothesis is rejected and concluded that there is an association between shyness and socio economic status.

Hypothesis-2:

H_0 There is no significant relationship between shyness and residential locality.

H_1 There is significant relationship between shyness and residential locality.

Table 2 Shyness scores and Residential Locality

Student S. No	Shyness Score (Out of 280)	Developed	Average Developed	Under Developed
1	160			Yes
2	280	Yes		
3	150			Yes
4	120	Yes		
5	100	Yes		
6	140		Yes	
7	160			Yes
8	260			Yes
9	280		Yes	
10	120	Yes		
11	100	Yes		
12	120	Yes		
13	150	Yes		
14	230			Yes
15	270			Yes
16	280			Yes
17	150	Yes		
18	120	Yes		
19	110	Yes		
20	100	Yes		
21	140	Yes		
22	250			Yes
23	280			Yes
24	100	Yes		
25	110	Yes		
26	150	Yes		
27	240			Yes
28	280			Yes
29	110	Yes		
30	100	Yes		
31	150	Yes		
32	150		Yes	
33	270			Yes
34	110	Yes		

35	150		Yes	
36	150	Yes		
37	270			Yes
38	100	Yes		
39	100	Yes		
40	130	Yes		
41	100	Yes		
42	110	Yes		

Above mentioned table shows that the respondents belonging to average developed or under developed residential areas were shy as compared to those residing in developed locality. If students belong to upper class, living in good locality and enjoying all privileges and facilities of life then they would be confident but those who are deprived from basic requirements and needs, they would be diffident and shy. It shows that shyness depends on residential locality and there is an association between shyness and parental education.

Contingency table: Comparison of Shyness and RESIDENTIAL LOCALITY

Shyness	Developed	Average Developed	Under Developed	Total
High shyness	1	1	12	14
Low shyness	24	3	1	28
Total	25	4	13	42

$$df = 2$$

$$\chi^2 \text{ at } 0.05 = 5.99$$

$$\chi^2 (r-1)(c-1)\alpha = \chi^2 (2-1)(3-1)0.05 = \chi^2 2(0.05) = 5.99$$

$$\chi^2_{cal} = \sum \left[\frac{f_o^2}{f_e} \right] - N$$

$$= 30.315$$

Since χ^2_{Cal} is greater than χ^2_{tab} so the null hypothesis is rejected and concluded that there is an association between shyness and locality.

Hypothesis-3:

H_0 There is no significant relationship between shyness and family structure.

H_1 There is significant relationship between shyness and family structure.

Table 3 Shyness scores and Family Structure

Student S. No	Shyness Score (Out of 280)	Extended	Joint	Nuclear
1	160	Yes		
2	280	Yes		
3	150			Yes
4	120	Yes		
5	100	Yes		
6	140			Yes
7	160			Yes
8	260		Yes	
9	280			Yes
10	120		Yes	
11	100	Yes		
12	120	Yes		
13	150	Yes		
14	230			Yes
15	270		Yes	
16	280			Yes
17	150	Yes		
18	120	Yes		
19	110		Yes	
20	100	Yes		
21	140	Yes		
22	250			Yes
23	280			Yes
24	100			Yes
25	110	Yes		
26	150			Yes
27	240			Yes
28	280	Yes		
29	110			Yes
30	100	Yes		

31	150			Yes
32	150	Yes		
33	270			Yes
34	110	Yes		
35	150			Yes
36	150	Yes		
37	270		Yes	
38	100			Yes
39	100	Yes		
40	130			Yes
41	100	Yes		
42	110		Yes	

The family structure is also one of the correlates and causes of shyness. As the above mentioned table shows that the bigger structure of family has good impact on personality of the student and he will get many chances of social interaction consequently he will be less shy. If the family structure is smaller then due to less social interactions and dealings, the student will be shyer. It shows that shyness depends on family structure and there is an association between shyness and family structure.

Contingency table: Comparison of Shyness and Family structure

Shyness	Extended	Joint	Nuclear	Total
High shyness	2	3	9	14
Low shyness	17	3	8	28
Total	19	6	17	42

$$df = 2$$

$$\chi^2 \text{ at } 0.05 = 5.99$$

$$\chi^2 (r-1)(c-1)\alpha = \chi^2 (2-1)(3-1)0.05 = \chi^2 2(0.05) = 5.99$$

$$\chi^2_{cal} = \sum \left[\frac{f_o^2}{f_e} \right] - N$$

$$= 8.01$$

Since χ^2_{Cal} is greater than χ^2_{tab} so the null hypothesis is rejected and concluded that there is an association between shyness and family structure.

Hypothesis-4:

H_0 : There is no significant relationship between shyness and parental education.

H_1 : There is significant relationship between shyness and parental education.

Table 4 Shyness scores and Parental education

Student S. No	Shyness Score (Out of 280)	M.A/B.A	F.A/Matric	Under Matric
1	160			Yes
2	280	Yes		
3	150		Yes	
4	120	Yes		
5	100	Yes		
6	140	Yes		
7	160			Yes
8	260		Yes	
9	280			Yes
10	120	Yes		
11	100	Yes		
12	120	Yes		
13	150	Yes		
14	230			Yes
15	270			Yes
16	280		Yes	
17	150			Yes
18	120	Yes		
19	110	Yes		
20	100	Yes		
21	140		Yes	
22	250			Yes
23	280			Yes
24	100	Yes		
25	110	Yes		
26	150		Yes	
27	240			Yes
28	280			Yes
29	110	Yes		
30	100	Yes		

31	150		Yes	
32	150	Yes		
33	270			Yes
34	110	Yes		
35	150		Yes	
36	150			Yes
37	270			Yes
38	100	Yes		
39	100	Yes		
40	130		Yes	
41	100	Yes		
42	110	Yes		

Parental education has also an impact on children shyness. This table shows that if the parents are highly qualified, their children will be less shy but if parents are illiterate or uneducated, and then students would be shy. It shows that shyness depends on parental education and there is an association between shyness and parental education.

Contingency table: Comparison of Shyness and Parental education

Shyness	M.A/B.A	F.A/Matric	Under Matric	Total
High shyness	1	2	11	14
Low shyness	20	6	2	28
Total	21	8	13	42

$$df = 2$$

$$\chi^2 \text{ at } 0.05 = 5.99$$

$$\chi^2 (r-1)(c-1)\alpha = \chi^2 (2-1)(3-1)0.05 = \chi^2 2(0.05) = 5.99$$

$$\chi_{cal}^2 = \sum \left[\frac{f_o^2}{fe} \right] - N$$

$$= 23.584$$

Since χ_{cal}^2 is greater than χ_{tab}^2 so the null hypothesis is rejected and concluded that there is an association between shyness and parental education.

Hypothesis-5:

H_0 There is no significant relationship between shyness and Schooling.

H_1 There is significant relationship between shyness and Schooling.

Table 5 Shyness scores and Schooling

Student S. No	Shyness Score (Out of 280)	Govt	Private
1	160		Yes
2	280	Yes	
3	150		Yes
4	120		Yes
5	100		Yes
6	140	Yes	
7	160		Yes
8	260	Yes	
9	280	Yes	
10	120		Yes
11	100		Yes
12	120		Yes
13	150	Yes	
14	230		Yes
15	270	Yes	
16	280	Yes	
17	150		Yes
18	120		Yes
19	110		Yes
20	100		Yes
21	140	Yes	
22	250		Yes
23	280	Yes	
24	100		Yes
25	110		Yes
26	150		Yes
27	240	Yes	
28	280	Yes	
29	110		Yes
30	100		Yes
31	150	Yes	
32	150		Yes

33	270	Yes	
34	110		Yes
35	150	Yes	
36	150		Yes
37	270	Yes	
38	100		Yes
39	100		Yes
40	130	Yes	
41	100		Yes
42	110		Yes

The schooling plays an important role in child's formation. The above mentioned table shows that the respondents having schooling from government schools were shy as compared to respondents graduating from private schools. In private school, students get more attention, reverence and affection as compared to government school. It shows that shyness depends on schooling and there is an association between shyness and schooling.

Contingency table: Comparison of Shyness and schooling

Shyness	Govt Schooling	Private Schooling	Total
High shyness	10	4	14
Low shyness	6	22	28
Total	16	26	42

df = 1

χ^2 at 0.05 = 3.84

$\chi^2 (r - 1)(c - 1)\alpha = \chi^2 (2 - 1)(2 - 1)0.05 = \chi^2 1(0.05) = 3.84$

$$\chi^2_{Cal} = \sum \left[\frac{f_o^2}{f_e} \right] - N$$

= 10.7

Since χ^2_{Cal} is greater than χ^2_{tab} so the null hypothesis is rejected and concluded that there is an association between shyness and schooling.

After using chi-square test of independence, the researcher came to know about the ranking of correlates of shyness. Keeping in view the results of chi-square test of

Independence, it was the order of ranking of correlates of shyness as residential locality, parental education schooling, socio-economic status, and family structure. The values of chi-square test of independence were given as residential locality was 30.315, parental education was 23.584, schooling is 10.7, socio-economic status was 8.01, and family structure value was also 8.01. The ranking of the correlates of shyness is as (1) residential locality (2) parental education (3) schooling (4) family structure (5) socio-economic status. Shyness depends upon above mentioned correlates.

IMPACT OF SHYNESS ON CLASSROOM PERFORMANCE

The researcher had collected the data about shyness from students by using questionnaire of Crozier (1995) and got results of Matriculation, Intermediate, B.Com I, and First term of B.Com II, Second term of B.Com II and Monthly tests result of B.Com II from administration and respected teachers. After getting scores of shyness and scores of different results, correlation was used to check the relationship between shyness and classroom performance. The analysis is given below.

Hypothesis-6:

H_0 **There is no significant relationship between shyness scores and Matric exams performance scores.**

H_1 **There is significant relationship between shyness scores and Matric exams performance scores.**

Table 6 Shyness scores and Matric exams scores

Student S. No	Shyness Score (Out of 280)	Matric Result (Marks out of 760)
1	160	510
2	280	345
3	150	489
4	120	512
5	100	524
6	140	483
7	160	498
8	260	370
9	280	478
10	120	567
11	100	583
12	120	554
13	150	489
14	230	458
15	270	405
16	280	333
17	150	440
18	120	622
19	110	539
20	100	548
21	140	466
22	250	408
23	280	367
24	100	573
25	110	500
26	150	530
27	240	509
28	280	372
29	110	509
30	100	567
31	150	483
32	150	489
33	270	484
34	110	523
35	150	464
36	150	487
37	270	388
38	100	587
39	100	521
40	130	398
41	100	560
42	110	500

CORRELATION BETWEEN SHYNESS SCORE AND MATRIC EXAMS SCORE

N	r	PEr	Range of Population r
42	-0.792	0.0388	-0.8308 to -0.7532

This table shows that obtained value of correlation coefficient $r = -.792$ ranged between -0.8308 to -0.7532 when the true correlation coefficient was calculated. As the lower limit of the population correlation is -0.8308 , this indicates that there is strong inverse relationship between shyness scores and intermediate examination scores. Hence null hypothesis is rejected and concluded that there is relationship between shyness scores and intermediate examination scores. As shyness increases, classroom performance decreases and as shyness decreases, classroom performance increases

Hypothesis-7:

H_0 **There is no significant relationship between shyness scores and Intermediate exams performance scores.**

H_1 **There is significant relationship between shyness scores and Intermediate exams performance scores.**

Table 7 Shyness scores and Intermediate exams scores

Student S. No	Shyness Score (Out of 280)	Intermediate Result (Marks out of 1100)
1	160	537
2	280	354
3	150	550
4	120	513
5	100	678

6	140	582
7	160	543
8	260	445
9	280	476
10	120	413
11	100	769
12	120	543
13	150	550
14	230	557
15	270	416
16	280	398
17	150	437
18	120	502
19	110	612
20	100	687
21	140	604
22	250	558
23	280	368
24	100	763
25	110	643
26	150	527
27	240	501
28	280	398
29	110	654
30	100	687
31	150	566
32	150	509
33	270	483
34	110	634
35	150	459
36	150	478
37	270	467
38	100	700
39	100	689
40	130	680
41	100	655
42	110	632

CORRELATION BETWEEN SHYNESS SCORES AND INTERMEDIATE

EXAMS SCORES

N	r	PEr	Range of Population r
42	-0.753	0.0455	-0.7985 to -0.7075

This table shows that obtained value of correlation coefficient $r = -0.753$ ranged between -0.7985 to -0.7075 when the true correlation coefficient was calculated. As the lower limit of the population correlation is -0.7985 , this indicates that there is strong inverse relationship between shyness scores and intermediate examination scores. Hence null hypothesis is rejected and concluded that there is relationship between shyness scores and intermediate examination scores. As shyness increases, classroom performance decreases and as shyness decreases, classroom performance increases.

Hypothesis-8:

H_0 There is no significant relationship between shyness scores and B.Com I exams performance scores.

H_1 There is significant relationship between shyness scores and B.Com I exams performance scores.

Table 8 Shyness scores and B.Com I exams scores

Student S. No	Shyness Score (Out of 280)	B.Com I Result (Marks out of 740)
1	160	405
2	280	350
3	150	511
4	120	453
5	100	567
6	140	478
7	160	478
8	260	340
9	280	461
10	120	409
11	100	430
12	120	550
13	150	511

14	230	355
15	270	412
16	280	332
17	150	432
18	120	411
19	110	422
20	100	589
21	140	409
22	250	345
23	280	350
24	100	556
25	110	465
26	150	523
27	240	368
28	280	387
29	110	564
30	100	587
31	150	407
32	150	500
33	270	500
34	110	534
35	150	468
36	150	480
37	270	365
38	100	567
39	100	598
40	130	410
41	100	578
42	110	564

CORRELATION BETWEEN SHYNESS SCORES AND B.COM I EXAMS

SCORES

N	r	PEr	Range of Population r
42	-0.705	0.0523	-0.7573 to -0.6527

This table shows that obtained value of correlation coefficient $r = -0.705$ ranged between -0.7573 to -0.6527 when the true correlation coefficient was calculated. As the lower limit of the population correlation is -0.7573 , this indicates that there is strong inverse

relationship between shyness scores and intermediate examination scores. Hence null hypothesis is rejected and concluded that there is relationship between shyness scores and intermediate examination scores. As shyness increases, classroom performance decreases and as shyness decreases, classroom performance increases

Hypothesis-9:

H_0 There is no significant relationship between shyness scores and 1st term exams performance scores.

H_1 : There is significant relationship between shyness scores and 1st term exams performance scores.

Table 9 Shyness scores and First Term exams scores

Student S. No	Shyness Score (Out of 280)	1st Term Result (Marks out of 760)
1	160	529
2	280	357
3	150	498
4	120	500
5	100	515
6	140	460
7	160	450
8	260	362
9	280	455
10	120	413
11	100	560
12	120	535
13	150	498
14	230	360
15	270	412

16	280	341
17	150	435
18	120	520
19	110	548
20	100	482
21	140	562
22	250	373
23	280	362
24	100	480
25	110	493
26	150	500
27	240	352
28	280	380
29	110	490
30	100	412
31	150	517
32	150	489
33	270	467
34	110	429
35	150	466
36	150	479
37	270	319
38	100	509
39	100	502
40	130	538
41	100	541
42	110	425

CORRELATION BETWEEN SHYNESS SCORES AND FIRST TERM EXAMS SCORES

N	r	PEr	Range of Population r
42	-0.737	0.0475	-0.927 to -0.5468

This table shows that obtained value of correlation coefficient $r = -.737$ ranged between -0.927 to -0.5468 when the true correlation coefficient was calculated. As the lower limit of the population correlation is -0.927 , this indicates that there is strong

inverse relationship between shyness scores and intermediate examination scores. Hence null hypothesis is rejected and concluded that there is relationship between shyness scores and intermediate examination scores. As shyness increases, classroom performance decreases and as shyness decreases, classroom performance increases

Hypothesis-10:

H_0 There is no significant relationship between shyness scores and 2nd term exams performance scores.

H_1 There is significant relationship between shyness scores and 2nd term exams performance scores.

Table 10 Shyness scores and Second term exams scores

Student S. No	Shyness Score (Out of 280)	2nd Term Result (Marks out of 760)
1	160	544
2	280	367
3	150	487
4	120	521
5	100	523
6	140	471
7	160	458
8	260	371
9	280	445
10	120	420
11	100	568
12	120	543
13	150	487
14	230	353
15	270	409
16	280	340
17	150	431
18	120	549
19	110	562
20	100	468
21	140	567
22	250	377
23	280	365
24	100	499

25	110	498
26	150	498
27	240	362
28	280	367
29	110	487
30	100	420
31	150	532
32	150	481
33	270	489
34	110	443
35	150	456
36	150	469
37	270	308
38	100	503
39	100	500
40	130	548
41	100	539
42	110	444

CORRELATION BETWEEN SHYNESS SCORES AND SECOND TERM EXAMS SCORES

N	r	PEr	Range of Population r
42	-0.738	0.0474	-0.785 to -0.6906

This table shows that obtained value of correlation coefficient $r = -0.738$ ranged between -0.785 to -0.6906 when the true correlation coefficient was calculated. As the lower limit of the population correlation is -0.785 , this indicates that there is strong inverse relationship between shyness scores and intermediate examination scores. Hence null hypothesis is rejected and concluded that there is relationship between shyness scores and intermediate examination scores. As shyness increases, classroom performance decreases and as shyness decreases, classroom performance increases

Hypothesis-11:

H_0 There is no significant relationship between shyness scores and monthly tests performance scores.

H_1 There is significant relationship between shyness scores and monthly tests performance scores.

Table 11 shyness scores and monthly test performance scores

Student S. No	Shyness Score (Out of 280)	Monthly test Result (Marks out of 700)
1	160	558
2	280	356
3	150	500
4	120	510
5	100	521
6	140	470
7	160	467
8	260	372
9	280	456
10	120	400
11	100	572
12	120	545
13	150	500
14	230	341
15	270	400
16	280	324
17	150	427
18	120	553
19	110	511
20	100	476
21	140	553
22	250	384
23	280	354
24	100	484
25	110	480
26	150	512
27	240	357
28	280	375
29	110	497
30	100	404

31	150	549
32	150	498
33	270	487
34	110	432
35	150	456
36	150	476
37	270	290
38	100	499
39	100	508
40	130	542
41	100	543
42	110	432

CORRELATION BETWEEN SHYNESS SCORES AND MONTHLY TESTS PERFORMANCE SCORES

N	r	PEr	Range of Population r
42	-0.706	0.0522	-0.758 to -0.6538

This table shows that obtained value of correlation coefficient $r = -0.706$ ranged between -0.758 to -0.6538 when the true correlation coefficient was calculated. As the lower limit of the population correlation is -0.758 , this indicates that there is strong inverse relationship between shyness scores and intermediate examination scores. Hence null hypothesis is rejected and concluded that there is relationship between shyness scores and intermediate examination scores. As shyness increases, classroom performance decreases and as shyness decreases, classroom performance increases.

DISCUSSION

In this research forty-two students were selected as a sample for study from Indus College of Commerce Rawalpindi Campus. The data of forty-two students were analyzed. The subjects filled out 28 items questionnaire which was developed by Crozier

(1995) and five items self developed questionnaire which was about correlates of shyness. A 28 items questionnaire which was developed by Crozier (1995) was about to measure shyness and to know about social interaction, psychological condition, emotional condition and self-consciousness of students. Moreover self developed questionnaire was given to the students to know about their residential locality, schooling, socio-economic status, parental education and family structure. These were conjectured correlates of shyness.

After collecting the score of shyness and classroom performance, Pearson correlation was used to check the relationship between shyness and classroom performance. All the null hypotheses were rejected and it was found that there was a negative relationship between shyness and classroom performance. As shyness increased, classroom performance decreased and as shyness decreased, classroom performance increased. The correlation between scores of Matric and shyness scores was found -0.792. The correlation between scores of Intermediate and shyness scores was found -0.753. The correlation between scores of B.Com I and shyness scores was found -0.705. The correlation between scores of First term result and shyness scores was found -0.737. The correlation between scores of second term result and shyness scores was found -0.738 and in the end correlation between scores of Monthly test score and shyness scores was found -0.706. Moreover all the null hypotheses were rejected pertaining to correlates of shyness. It was found that shyness depend upon residential locality, schooling, socio-economic status, parental education and family structure. Chi-square was used to check the association between shyness and correlates of shyness and association was found. After using chi-square test of independence, the researcher came to know about the ranking of correlates of shyness. Keeping in view the results of chi-square test of

independence, it was the order of ranking of correlates of shyness as residential locality, parental education, schooling, socio-economic status, and family structure. The values of chi-square test of independence were given as residential locality was 30.315, parental education was 23.584, schooling was 10.7, socio-economic status was 8.01, and family structure value was also 8.01. Consequently it was observed that residential locality and parental education ranked as first and second correlates of shyness and schooling came at number three. More over socio-economic status and family structure had same influence on shyness.

Further researched could be done on comparative study of shy and confident students at primary, secondary and higher levels in Pakistani culture. More over research could be conducted on effects of academic/social participation on grade point average. More research is needed on shyness and removal of shyness particular in Pakistani context and in general also.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

Shyness is an important factor which may affect the academic performance and class room performance. To find out the impact of shyness on achievement level and class room performance, the research was conducted on the students of B.Com in Indus College of commerce. The objectives of the research were as (1) to investigate the correlates of shyness of students. (2) to rank the correlates of shyness in descending order. (3) to probe the relationship between shyness and classroom performance.

252 students of Indus College from B.com were the population of the study and 42 students were selected as a sample for the study. The data were collected with the help of personal visits and the researcher had used shyness questionnaire of Crozier for measuring shyness. Moreover a self developed questionnaire was used to know the correlates of shyness. Correlation and chi-square were used for data analysis. All these results clearly support the hypotheses that shyness has stronger impact on classroom and academic performance. The term exams and monthly test scores show that less shy students perform better as compared to more shy students. The research results indicate that those who are shy have the adversely effect on their academic performance, because shyness is a hindrance in achieving high grades in educational career. Those students who

feel hesitation, they do not ask questions and moreover they hesitate to participate in class discussion. It is natural that when information and knowledge is less then student cannot be confident and bold.

5.2 FINDINGS

Major findings of the study are as shyness increases, performance decreases, and as shyness decreases, class room performance increases.

1. A significant correlation was found between the 1st term exams and shyness.
2. A significant correlation was found between the 2nd term exams and shyness.
3. A significant correlation was found between the monthly tests results and shyness.
4. A significant correlation was found between the B.Com I results and shyness.
5. A significant correlation was found between the Intermediate results and shyness.
6. A significant correlation was found between the Matric exam results and shyness.
7. There is association between shyness and socio-economics status. Shyness depends upon socio-economic status.
8. There is association between shyness and schooling. Shyness depends upon schooling.
9. There is association between shyness and residential locality. Shyness depends upon residential locality.
10. There is association between shyness and parental education. Shyness depends upon parental education.
11. There is association between shyness and family structure. Shyness depends upon family structure.

12. The findings of the research show this ranking order of the correlates of shyness as (1) residential locality (2) parental education (3) schooling (4) family structure (5) socio-economic status..

5.3 CONCLUSIONS

In the light of the analyzed data, this conclusion was drawn that

- There is valuable correlation between shyness and classroom performance as shyness increases, class room performance decreases, and as shyness decreases, class room performance increases.
- Residential locality and parental education are important correlates of shyness. There is strong association between shyness and residential locality and parental education.
- Shyness depends upon Socio-economic status, family structure and schooling. There is association between shyness and family structure Socio-economic status and schooling.

5.4 RECOMMENDATIONS

On the basis of findings and conclusions, the following recommendations are made for the policy makers, parents, teachers, decision makers and educational planners.

1. Children may not be castigated, censured and criticized without any reason.
2. Teacher may encourage, motivate and persuade those children and students who are shy, because they need moral support and assistance from their teachers.
3. Shyness may be removed with the help of social interaction because it creates problems in public and social dealings.

REFERENCES

- Adamec, R.E. (1991) 'Individual differences in temporal lobe sensory processing of threatening stimuli in the cat', *Physiology and Behavior*, 49:445-64.
- Airasian, W.P. (1991) *Classroom Assessment*, McGraw-Hill (252, 253, 255, 263, 269)
- Altman, I. and Taylor, D. (1973) *Social Penetration: The Development of Interpersonal Relations*, New York: Holt, Rinehart, and Winston.
- American Psychiatric Association (1987) *Diagnostic and Statistical Manual of Mental Disorders* (3rd ed, revised), Washington, D.C., American Psychiatric Association.
- American Psychiatric Association (1994) *Diagnostic and Statistical Manual of Mental Disorders* (4th ed), Washington, D.C., American Psychiatric Association.
- Andersson, K. (1999) 'Reactions to novelties: developmental aspects', unpublished doctoral dissertation, Uppsala University.
- Ainsworth, M.D.A., Blehar, M.C., Waters, E. and Wall, S. (1978) *Patterns of attachment*, Hillsdale, NJ: Erlbaum.
- Areher, R.L. and Cook, C.E. (1986) 'Personalistic self-disclosure and attraction: basis for relationship or scarce resource', *Social Psychology Quarterly*, 49:268-72.
- Arkin, R.M., Lake, E.A. and Baumgardner, A.H. (1986) 'Shyness and self-presentation', in W.H. Jones, J.M. Cheek and S.R. Briggs (eds) *Shyness: Perspectives on Research and Treatment* (pp.189-204), New York, Plenum Press.

- Arkin, R.M. (1981) 'Self-presentation styles', in J.T. Tedeschi (ed.) *Impression Management Theory and Social Psychological research* (pp.311-33), New York: Academic Press.
- Arkin, R.M. and Grove, T. (1990) 'Shyness, sociability and patterns of everyday affiliation', *Journal of Social and Personal Relationships*, 7:273-81.
- Asendorpf, J.B. (1989) 'Shyness as a final common pathway for two different kinds of inhibition', *Journal of Personality and Social Psychology*, 57:481-92.
- Asendorpf, J.B. (1989) "Shyness as a final common Pathway for two different kinds of inhibition, *Journal of Personality and Social Psychology*, 53:542-9.
- Asendorpf, J.B. (1990) 'the development of inhibition during childhood: evidence for a two-factor model', *Developmental Psychology*, 26:721-30.
- Asendorpf, J.B. (1993)
- Asendorpf, J.B. and Meier, G.H (1993), Personality effects on children's speech in everyday life: sociability-mediated exposure and Shyness- mediated reactivity to social situations', *Journal of Personality and social Psychology*, 64:1072-83
- Asendorpf, J.B. and van Aken, M.A.G (1994) 'Traits and relationship status', *Child Development*, 65:1786-98.
- Asendorpf, J.B. and Wilpers, S. (1998) 'Personality effects on social relationships', *Journal of Personality and Social Psychology*, 74: 1531-44.
- Baumeister, R.F. and Leary, M.R. (1995) 'The need to belong: desire for interpersonally attachments as a fundamental human motivation', *Psychological Bulletin*, 117:497-529.
- Baumiester, R.F., Tice, D.M. and Hutton, D.G. (1989) 'Self-presentational motivations and personality differences in self-esteem', *Journal of Personality*, 57:547-79.

- Baym, N.K. (1998) 'The emergence of online community,' in S.G. Jones (eds) *Cybersociety 2.0: Revisiting Computer-mediated Communication and Community*. New media cultures vol.2 (pp.35-68), thousand Oaks, CA: Sage.
- Beck, A.T. (1976) *Cognitive Therapy and the Emotional Disorders*, New York: International University Press.
- Beidal, D.C and Turner, S.M. (1999) the natural course of shyness and related symptoms, in L.A. Schmidt and J.Schulkin (eds) *Extreme and social phobia origins, Biological Mechanisms, and Clinical outcomes* (pp. 203-23) New York: Oxford University press.
- Beidel, D.C. and Turner, S.M. (1998) *Shy Children, Phobic Adults: Nature and Treatment of Social Phobia*, Washington, D.C., American Psychological Association.
- Bell, I.R., Martino, G.M., Meredith, K.E., Schwartz, G.E., Siani, M.W. and Morrow, F.D. (1993) 'Vascular disease risk factors, urinary free cortisol, and health histories in older adults: shyness and gender interactions', *Biological Psychology*, 35:37-49.
- Belsky, J., Hsieh, K.-H. and Crnic, K. (1996) 'Infant positive and negative emotionality: one dimension or two?', *Developmental Psychology*, 32:289-98.
- Berndt, T.J. (1992) 'Friendship and friends' and influence in adolescence', *Current Directions in Psychological Science*, 1:156-9.
- Bolvin, M., Hymel, S., Bukowski, W.M. (1995) 'The roles of social withdrawal, peer rejection, and victimization by peers in predicting loneliness and depressed mood in children', *Development and psychopathology*, 7:765-85.
- Borkovec, T.D., Fleischmann, D.J and Caputo, J.A. (1973) 'The measurement of anxiety in an analogue social situation', *Journal of Consulting and Clinical Psychology*, 44:157-61.

- Briggs, S.R. and Smith, T.G. (1986) 'The measurement of shyness', in W.H. Jones, J.M. Cheek and S.R. Briggs (eds) *Shyness: Perspectives on Research and Treatment* (pp.47-60), New York: Plenum Press.
- Bruch M.A. Gorsky, J.M. Collins, T.M. and Berger, P.A. (1989) shyness and sociability re-examined a multi-component analysis, *journal of personality and psychology* 57:904-15
- Bruch, M.A. (1989)'Familial and development antecedents of social phobia: issues and findings,' *Clinical Psychology Review*, 9:37-47.
- Bruch, M.A., Giordano, S. and Pearl, L. (1986)'Difference between fearful and self-conscious shy subtypes in background and current adjustment', *Journal of Research in Personality*, 20:172-86.
- Burton, R. (1621) [1923] '*Anatomy of Melancholy*', London: G. Bell.
- Buss, A.H. (1986) 'A theory of shyness', in W.H. Jones, J.M. Cheek, and S.R. Briggs (eds) *Shyness: Perspective on Research and Treatment* (pp. 39-46), New York: Plenum.
- Buss, A.H. (1986) 'A theory of shyness', in W.H. Jones, J.M. Cheek and S.R. Briggs (eds) *Shyness: Perspectives on research and treatment* (pp-39-46) New York: Plenum.
- Butler, G., Cullington, A., Munby, M. Amies, P. and Gelder, M. (1984) 'Exposure and anxiety management in the treatment of social phobia', *Journal of Consulting and Clinical Psychology*, 52:642-50.
- Cairns, R. B. and Cairns, B.D. (1994) *Lifelines and Risks: Pathways of Youth in Our Time* Cambridge: Cambridge University Press.
- Calkins, S.D., Fox, N.A. and Marshall, T.R. (1996) 'Behavioral and physiological antecedents of inhibited and uninhibited behavior,' *Child development*, 67:523-40.

- Carducci, B.A (1999) *Shyness: A Bold New Approach*, New York: Harper Collins.
- Carducci, B.A and Zimbardo, P.G. (1995) 'Are you shy', *Psychology Today*, 28(6): 34-45, 64-70,78-82.
- Carducci, B.J., and McLeish, A.C. (2000) *The Shy Alcoholic: Cognitive Correlates of Shy Subtype* (Sri Tech. Report), New Albany, IN: Indiana University Southeast Shyness Research Institute.
- Carducci, B.J., and Zimbardo, P.G., (1995, Nov/Dec)'Are you shy?', *Psychology Today*, 34,41,64,66,68,70,78, and 82.
- Caspi, A., Elder, G.H.
- Cheek J.M. and Krasnoperova, E.N. (1999) varieties of shyness is adolescence and adulthood in L.A.Schmidt and J.Schulkin (eds) *Extreme fear shyness and social phobia: Orgins, Biological Mechanisms and clinical outcomes* (pp.224-50) New York Oxford University press
- Cheek J.M. Watson, A.K. (1989) the definition of shyness psychologically imperialism
- Cheek, J.M and Buss, A.H. (1981) 'Shyness and sociability', *Journal of Personality and Social psychology*, 41:330-9.
- Cheek, J.M. and Melchior, L.A. (1986) 'Shyness and self-concept', in L.M. Hartman and K.R. Blanckstein (eds) *Perception of Self in Emotional Disorder and Psychotherapy* (pp.113-31), New York; Plenum Press.
- Cheek, J.M. and Melchior, L.A. (1990) 'Shyness, self-esteem and self-consciousness', in H.Leitenberg (ed) *Handbook of Social Anxiety and Evaluation Anxiety* (pp.47-82), New York: Plenum Press.

- Chen, X., Hastings, P.D., Rubin, K.H., Chen, H., Cen, G, and Stewart, S.L. (1998) 'Child-rearing attitudes and behavioural inhibition in Chinese and Canadian toddlers: a cross-cultural study', *Developmental Psychology*, 34:677-86.
- Chen, X., Rubin, K.H. and Boshu, L. (1995) 'Social and school adjustment of shy and aggressive children in China', *Development and Psychopathology*, 7:377-49.
- Chinese children', *International Journal of Behavioural Development*, 23:199-223.
- Crozier, W.R. (1981) 'Shyness and self-esteem', *British Journal of Social Psychology*, 20:220-2.
- Clark, D.M. and Wells, A., (1995) 'A cognitive model of social phobia', in R.G. Heimberg, M. Liebowitz, D.A. Hope and F.R. Schneier (eds) *Social Phobia: Diagnosis, Assessment and Treatment* (pp.69-93), New York: Guilford Press.
- Clerk D.M (1999) *anxiety disorders why they persist and how to treat them, behaviour research and therapy.*
- Clerk D.M. and Wells A. (1995) A cognitive model of social phobia in R. Heimberg, M. Leibowitz, D.A. Hope and F.R. Schneier (eds) *Social phobia : Diagnosis, Assessment and treatment* (pp.69—93) New York: Guilford press.
- Creed, A.T., & Funder, D.C. (1998). Social anxiety: from the inside and outside. *Personality and individual differences*, 25, 19-33.
- Crozier, W.R. (1995) Shyness and Self esteem in middle childhood, *British Journal of educational Psychology*, 21,118-121.
- Cutrona, C.E (1982) 'Transition to college: loneliness and the process of Social, in L.A. Peplau and D. Perlman (eds) *Loneliness: A sourcebook of Current Theory, Research, and Therapy* (pp.291-309), New York:Wiley

- Damon, W. (1997) *The Social World of the Child*, San Francisco: Jossey-Bass.
- Daun, A., Matlar, C.-E, and Alanen, E. (1989)'Personality traits characteristics for Finns and Swedes', *Ethnologia Scandinavica*, 19:30-50.
- DePaulo, B.M., Epstein, J.A. and LeMay, C S. (1990) 'Responses to the socially anxious to the prospect of interpersonal evaluation', *Journal of Personality*, 58:623-40.
- Differential effects on emotion and behaviour', Paper presented at the meeting of the Southeastern Psychological Association, Norfolk, VA.
- DiGiuseppe, R., McGowan, L., Sutton-Simon, K. and Gardner, F. (1990) ' A comparative outcome study of four cognitive therapies in the treatment of social anxiety', *Journal of Rational-Emotive and Cognitive-Behaviour Therapy*, 8:129-46.
- Dodge C.S., Heimberg, R.G., Nyman, D. and O'Brien, G.T. (1987) Daily heterosocial Dodge, K.A. (1986)'A social information processing model of social competence in children', in M.Perlmutter (ed.) *Minnesota Symposia on Child Psychology*, Vol. 18. *Cognitive Perspectives on Children's Social and Behavioural Development* (pp.77-125), Hillsdale, NJ: Erlbaum.
- Doise, W., Mugny, G, and Perret-Clermont, A.(1975)'Social interaction and the development of cognitive operations', *European Journal of Social Psychology*, 5:367-83.
- Drummond, P.D. (1997) 'The effect of adrenergic blockade on blushing and facial flushing', *Psychophysiology: Issues and Applications* (pp. 163-8)
- Eisenberg, N., Fabes, R.A., & Murphy, B.C. (1995) Relations of shyness and low sociability to regulation and emotionality. *Journal of personality and social psychology*, 68, 505-517.

- Elder, G.H, Jr.(1985) 'Perspectives on the life course' , in G.H. Elder, Jr.(ed.) Life Course Dynamics: Trajectories and Transitions, 1968-1980 (pp.23-49), Ithaca, NY: Cornell University Press
- Emmelkamp, P.M.G., Mersch, P.P., Vissia, E. and van der Helm, M. (1985) 'Social phobia: a comparative evaluation of cognitive and behavioural interventions', Behaviour Research and Therapy, 23:365-9.
- Eysenck, H.J. and Eysenck, S.B.G (1969) Personality structure and measurement London.
- Fentress J.C. (1991) Analytical and ethology and synthetic neuroscience, inP. Bateson (ed) development and integration of behaviour (pp 7-120). Cambridge: Cambridge University Press.
- Gilbert, P.McGuire, M.T.(1998)'Shame, status, and social roles: psychobiology and evolution', in P. Gilbert and B. Andrews (eds) Shame (pp. 99-125), New York: Oxford University Press.
- Goff man, E. (1972) Interaction Ritual, Harmondsworth, Middlesex: Penguin.
- Gray, J.A. (1982) The Neuropsychology of Anxiety: An Enquiry into the Functions of the Septo- hippocampal System, Oxford: Oxford University Press.
- Gray, J.A. (1987) 'Perspectives on anxiety and impulsivity, A commentary', Journal of Research in Personality, 21:493-509.
- Griffiths, M. (1998), 'Internet addiction: Does it really exist' in J. Gackenbach (ed) Psychology and the internet: Interpersonal, Interpersonal and transpersonal implications (60-76), San Diego, CA: Academic Press.

- Halberstadt, A.G. and Green, L.R. (1993) 'Social attention and placation theories of blushing,' *Motivation and Emotion*, 17:53-64.
- Hampton, F.A. (1927) 'Shyness', *Journal of Neurology and Psychopathology*, 8:124-31.
- Harre, R. (1990) 'Embarrassment: a conceptual analysis', in W.R. Crozier (ed.) *Shyness and Embarrassment: Perspectives from Social Psychology* (pp.181-204), New York: Cambridge University Press.
- Hartup, W.W. (1992)'Peer relations in early and middle childhood', in V.B. Van Hasselt and M.Hersen (eds) *Handbook of Social Development: A Lifespan Perspective*, New York: Plenum Press.
- Haynie, D.L. and Lamb, M.E. (1995) 'Positive and negative emotional expressiveness in 7-,10-, and 13-months-old infants', *Infant Behaviour and Development*, 18:257-9.
- Heimberg, R.G. and Juster, H.R. (1994) 'Treatment of social phobia in cognitive-behavioural groups', *Journal of Clinical Psychiatry*, 55:38-46.
- Heimberg, R.G., Liebowitz, M., Hope, D.A., et al. (1998) 'Cognitive behavioural group therapy vs phenelzine therapy for social phobia', *Archives for General Psychiatry*, 55:1133-41.
- Heimberg, R.G., Saltzman, D.G. Holt, C.S. and Blendell, K.A. (1993) 'Cognitive behavioural group treatments for social phobia: effectiveness at five-year follow up', *Cognitive Therapy and Research*, 14:1-23.
- Henderson, L. and Zimbardo, P. (1998)'Shyness', in H.S. Friedman (ed) *encyclopaedia of mental health* (pp.497-509), San Diego, CA: Academic Press [online] available : <http://www.shyness.com/encyclopedia.html>

- Hiemberg, R.G and Barlow, D.H. (1988) 'Psychosocial treatment for social phobia', *Psychosomatics*, 29:27-37.
- Himadi , W., Arkowitz, H., Hinton, R. and Perl, J. (1980) 'Minimal dating and its relationship to other social problems and general adjustment', *Behavior Therapy*, 11:345-52.
- Hirshfeld, D.R., Rosenbaum, J.F., Biederman, J., Boulec, E.A., Faraone, S.V., Snidman, N., Reznick, J.S. and Kagan, J.(1992) 'Stable behavioural inhibition and its association with anxiety disorder', *Journal of the American Academy of Child and Adolescent Psychiatry*, 31:103-11.
- Holt, C.S., Hiemberg, R.G., and Hope, D.A., (1992) 'Avoidant personality disorder and the generalized sub-type of social phobia', *Journal of Abnormal Psychology*, 101:318-25.
- Insko, C.A. and Wilson, M. (1997) 'Interpersonal attraction as a function of social interaction', *Journal of Personality and Social Psychology*, 11:41-50.
- Interactions of high and low socially anxious college students: a diary study', *Behaviour Therapy*, 18:90-6.
- Joiner, T.E. Jr. (1997) Shyness and low sociability support as interactive diatheses, with loneliness as mediator: Testing an interpersonal-personality view of vulnerability to depressive symptoms. *Journal of Abnormal Psychology*, 106, 368-394.
- Jones, W.H, Freemon, J.E. and Goswick, R.A. (1981) 'The persistence of loneliness: self and other determinants, *Journal of Personality*, 49:27-48.

- Jones, W.H. and Carpenter, B.N (1986) 'Shyness, social behaviour and relationship', in W.H. Jones, J.M. Cheek and S.R. Briggs (eds) *Shyness: Perspectives on Research and Treatment* (pp.227-38), New York: Plenum.
- Jones, W.H. and Carpenter, B.N. (1986) 'Shyness social behaviour, and relationships', in W.H. Jones, J.M. Cheek and S.R. Briggs (eds) *Shyness: Perspectives on Research and Treatment* (pp.227-49), New York: Plenum Press.
- Jones, W.H., Briggs, S.R. and Smith, T.G. (1986) ' Shyness: conceptualization and measurement ', *Journal of personality and Social Psychology*, 51:629-39.
- Jones, W.H., Briggs, S.R. and Smith, T.G. (1986) 'Shyness: conceptualizations and measurement', *Journal for Personality and Social Psychology*, 51:629-39.
- Jones, W.H., Briggs, S.R. and Smith, T.G. (1986) 'Shyness: Conceptualization and measurement', *Journal of Personality and Social Psychology*, 51:629-39.
- Kagan, 1994; Reznick 1989) 'the implementation and assessment of therapeutic techniques for the treatment of shyness '(cf. Henderson and Zimbardo, 1998).
- Kagan, J. (1994) *Galen's Prophecy*, New York: Basic Books.
- Kagan, J. (1994) *Galen's Prophecy: Temperament in Human Nature*, New York: West view Press.
- Kagan, J.(1989) ' The concept of behavioural inhibition to the unfamiliar', in J.S. Reznick (ed.)
- Kagan, J., Reznick, J.S., and Snidman, N. (1989) 'Issues in the study of temperament', in G.A. Kohnstamm, J.E. Bates and M.K. Rothbart (eds) *Temperament in childhood* (pp.113-44), New York: Wiley.

- Kagan, J., Reznick, J.S., Clarke, C., Snidman, N. and Garcia Coll, C. (1984) 'Behavioral inhibition to the unfamiliar', *Child Development*, 55:2212-25.
- Kagan, J., Reznick, J.S., Snidman, N., Gibbons, J. and Johnson, M.O. (1988) 'Childhood derivatives of inhibition and lack of inhibition towards the unfamiliar', *Child Development*, 59:1580-9.
- Keltner, D., and L.A. Harker (1998) 'The forms and functions of the nonverbal signal of shame', in P. Gilbert and B. Andrews (eds) *Shame* (pp.78-98) New York: Oxford University Press.
- Kochanska, G. (1991) '*Socialization and temperament in the development of guilt and conscience*', *Child Development*, 62: 1379-92.
- Kraut, R., Patterson, M., Lundmark, V., Kiesler, S. (1998) 'Internet paradox: a social technology that reduces social involvement and psychological well-being?', *American Psychologist*, 53:1017-31.
- Lancy, D.S., & GuruRaj, B.U., (2001). 'Effects of Shyness on the adjustment among high school students.' *Pakistani Journal of Psychological Research*, 16,3-4.
- Leary, M.R. (1986) 'Affective and behavioural components of shyness: implications for theory, measurement and research', in W.H. Jones, J.M. Cheek and S.R. Briggs(eds) *Shyness: Perspectives on research and treatment* (pp.27-38), New York: Plenum.
- Leary, M.R. (1986) 'The impact of interactional impediments on social impediments on social anxiety and self-presentation', *Journal of Experimental Social Psychology*, 22:122-35.
- Leary, M.R. and Dobbins, S.E. (1983) 'Social anxiety, sexual behavior, and contraceptive use', *Journal of Personality and Social Psychology*, 45:1347-54.

- Leary, M.R. and Schlenker, B.R., (1981) 'The social psychology of shyness: a self-presentation model', in J.T. Tedeschi (ed.) *Impression Management Theory and Social Psychological Research* (pp.335-58), New York: Academic Press.
- Leary, M.R., and Meadows, S. (1991) 'Predictors, elicitors and concomitants of social blushing', *Journal of Personality and Social Psychology*, 60:254-62.
- Leary, M.R., Britt, T.W., Cutlip, W.D. and Templeton, J.L. (1992) 'Social Blushing', *Psychological Bulletin*, 107:446-60.
- Leary, M.R., Kelly, K., Cottrell, S. and Schreindorfer, L. (2000) 'Individual differences in the need to belong', Manuscript in preparation, Wake Forest University, Winston-Salem, NC.
- Leary, M.R., Landel, J.L. and Patton, K.M. (1996) 'The motivated expression of embarrassment following a self-presentational predicament', *Journal of Personality*, 64:619-36.
- Leary, N.R., Knight, P.D. and Johnson, K.A. (1987) 'Social anxiety and dyadic conversation: a verbal response analysis', *Journal of Social and Clinical Psychology*, 5:34-50.
- LeDoux, J. (1996) *The Emotional Brain*, New York: Simon & Schuster.
- LeDoux, J. (1998) 'Fear and the brain: where have we been and where are we going?' *Biological Psychiatry*, 44:1229-38.
- Lewinsky, H. (1941) 'The nature of shyness', *British Journal of Psychology*, 32:105-13.
- Lewis, M. (1995). *Embarrassment: The Emotion of Self-exposure and evaluation*. In J.P. Tangney & K.W. Fischer (eds) *Self Conscious emotions*.

- Linn, L.R & Gronlund, E.N (2000) "Measurement and Assessment in Teaching" Pearson Education, 157
- Magnusson, D., and Stattin, H. (1998) 'Person-context interaction theories', in W.Damon and R.M. Lerner (eds) Handbook of Child Psychology. Volume 1: Theoretical Models of Human Development (pp.685-759), New York: Wiley.
- Mandel, N.M. and Shrauger, J.S. (1980) 'The effects of self-evaluative statements of heterosexual approach in shy and non-shy males', Cognitive Therapy and Research, 4:369-81.
- Marzillier, J.S., Lambert, C. and Kellet, J., (1976) 'A controlled evaluation of social skills training for socially inadequate psychiatric patients', Behaviour Research and Therapy, 14:225-38.
- McCroskey, J.C. and Leppard, T. (1975) 'The effects of communication apprehension on nonverbal behavior', Paper presented at the meeting of the Eastern Communication Association, New York.
- McKenna, K.Y.A and Bargh, J.A. (1988) 'Coming out in the age of internet: identity 'demarginalization' through virtual group participation', Journal of Personality and Social Psychology, 75:681-94.
- Mead, G. (1934) Mind, Self, and Society, Chicago: University of Chicago Press.
- Miller, R.S. (1995) 'On the nature of embarrassment: Shyness, social evaluation, and social skill', Journal of Personality, 63, 315-37.
- Miller, R.S., (1995). On the nature of embarrassment: Shyness, Social evaluation and Social skills. Journal of Personality, 63 315-339.

- Monge, P.T. and Kirste, K.K. (1980) 'Measuring proximity in human organization', *Social Psychology Quarterly*, 43:110-35.
- Moreland, R.L. and Levine, J.M. (1989) 'Newcomers and old-timers in small groups', in P.Paulus (ed.) *Psychology of Group Influence* (vol.2, pp.143-86). Hillsdale, NJ:Eribaum.
- Mulkens, S., De Jong, P.J. and Bogels, S.M. (1997) 'High blushing propensity: fearful preoccupation or facial correlation?;', *Personality and Individual Differences*, 22:817-24.
- Natale, M., Entin, E. and Jaffe, J. (1979) 'Vocal interruptions in dyadic communication as a function of speech and social anxiety', *Journal of Personality and Social Psychology*, 37:865-78.
- Neto, F. (1992) 'Loneliness among Portuguese adolescents, *Social Behavior and Personality*, 20:15-22.
- Neto, F. (1993) 'The satisfaction with life scale: psychometric properties in an adolescent sample', *Journal of Youth and Adolescence*, 22:125-33.
- Parks, M.R. and Floyd, K. (1996) 'Making friends in cyberspace', *Journal of Communication*, 46:80-97.
- Parks, M.R. and Roberts, L.D (1998) 'Making Moosic': The development of personal relationships online and a comparison of their offline counterparts,' *Journal of Social and Personal Relationship*, 15:517-37.
- Payne, K. (n.d.). Understanding and overcoming shyness. Retrieved 29th October from <http://www.counseling.caltech.edu/articles/shyness.html>
- Pearson, V. (1991) 'Western theory, Eastern practice: social group work in Hong Kong', *Social Work with Groups*, 14:45-58.

Perspectives on Behavioural Inhibition (pp.1-23), Chicago: University of Chicago Press.

Kagan, J. (1994) Galen's Prophecy, New York: Basic Books.

Piaget, J. (1926) The Language and Thought of the Child, London: Routledge and Kegan Paul.

Pilkonis, P.A. (1977a), 'The behavioural consequences of shyness', Journal of Personality, 45:596-611.

Pilkonis, P.A. (1977b), 'Shyness, public and private, and its relationship with other measures of social behavior', Journal of Personality, 45:585-95.

Pilkonis, P.A. (1977b)'The behavioural consequences of shyness', Journal of Personality, 45:596-611.

Pozo, C., Carver, C.S., Wellens, A.R. and Scheier, M.F. (1991) 'Social anxiety and social perception: construing others' reactions to the self', Personality and Social Psychology Bulletin, 17:355-62.

Prisbell, M. (1991) 'Shyness and self-reported competence', Communication Research Reports, 8:141-8.

Reid, E. (1994) Cultural formations in text based virtual realities. Master's thesis. Dept. of English, Cultural Studies programme, University of Melbourne. (Online), Available: <http://www.ee.mu.oz.au/papers/emr/index.html>

Revista de Psicologia, 50: 113-40

Reznick, J.S. (ed) (1989) Perspectives on Behavioural Inhibition, Chicago: University of Chicago Press.

Reznick, K.H. and Asendorpf, J.B. (eds) (1993) Social Withdrawal, Inhibition, and Shyness in Childhood, Hillsdale, NJ:Erlbaum.

- Rubin, K.H. and Coplan, R.(1992) 'Peer relationships in childhood', in M. Bornstein and M.Lamb (eds) *Developmental Psychology: An Advanced Textbook* (pp.319-578), Hillsade, NJ: Erlbaum.
- Rubin, K.H. and Stewart, S.L.,(1996)'Social withdrawal', in E J. Mash and R.A. Barkley (eds) *Child Psychopathology* (pp.277-307), New York : Guilford Press.
- Rubin, K.H., and Rose-Krasnor, L. (1992)'Interpersonal problem solving and social competence in children', in V.B. Van Hasselt and M. Hersen (eds) *Handbook of Social Development: A Lifespan Perspective* (pp.283-324), New York, Plenum Press.
- Rubin, K.H., Chen, X., and Hymel, S.(1993)'Socio-emotional characteristics of aggressive and withdrawn children', *Merrill-Palmer Quarterly*, 49:518-34.
- Rubin, K.H., Stewart, S.L., and Coplan, R.J.(1995)'Social withdrawal in childhood: conceptual and empirical perspectives ', in T.H.Ollendick and R.J. Prinz (eds) *Advances in Clinical Psychology*, Vol.17(pp.157-196), New York: Plenum Press.
- Russell, D. Cutrona, C.E and Jones, W.H.(1986) ' A trait-situational analysis of shyness' in W.H.Jones, J.M. Cheek and S.R. Briggs (eds) *Shyness: Perspectives on Research and Treatment*(pp.239-49), New York: Plenum press.
- Ryan, J. 1995 'A uses and gratifications study of the internet social interaction site LambdaMOO: talking with 'dinos'', Masters Thesis, Ball state University, Muncie, Indiana (online). Available:
http://pbpl.physics.ucla.edu/~smolin/lambda/laws_and_history/thesisw5.rtf
- Salem, D.A., Bogat G.A., Reid C., (1997) 'Mutual help goes online', *Journal of Community Psychology*,25:189-207.

Sanson, A., Pedlow, R., Cann, W., Prior, M., & Oberklaid, F. (1996). Shyness ratings: Stability and correlates in early childhood. *International Journal of Behavioral Development* 19,705-724.

Schlenker, B.R, and Leary, M.R. (1982) 'Social anxiety and self presentation: a conceptualization and model' *Psychological Bulletin*, 92:641-69

Schmidt, L.A., & Schulkin, J. (1999) *Extreme fear, Shyness and Social Phobia: origins, biological mechanisms and clinical outcomes*. Oxford University Press, New York.

Scholing, A. and Emmelkamp, P.M. (1993) 'Cognitive and behavioral treatments of fear of blushing, sweating or trembling', *Behavior Research and Therapy*, 31:155-70.

Schreindorfer, L. and Leary, M. (1996) ' Seeking acceptance versus avoiding rejection:

Selman, R.L. (1985)'The use of interpersonal negotiation strategies and communicative competencies: a clinical-development exploration in a pair of troubled early adolescents', in R.A. Hinde, A. Perret-Clermont, and J. Stevenson-Hinde (eds) *Social Relationships and Cognitive Development* (pp.208-32), Oxford: Clarendon Press.

Rubina Hanif, & S. National Institute of Psychology Centre of Excellence, Quaid-i-Azam University Islamabad, Pakistan <http://www.nip.edu.pk>
<http://www.pjprnip.edu.pk>

Semin, G.R. and Manstead, A.S.R. (1982) 'The social implications of embarrassment displays and restitution behavior ', *European Journal of Social Psychology*, 12:367-77.

Sharf, B.F. (1997) ' Communicating breast cancer online: support and empowerment on the internet', *Women and Health*, 26:65-84.

Shearn, D., Bergman, E., Hill, K., Abel, A. and Hinds, L. (1990) 'Facial coloration and temperature responses in building', *Psychophysiology*, 27:687-93.

- Shenkar, O. and Ronen, S. (1987) 'The cultural context of negotiations : the implication of Chinese interpersonal norms', *Journal of Applied Behavioral Science*, 3:263-75.
- Seiter, W.B., & Seiter, H. (1998). A Correlational Study of Social Anxiousness in Home Schooled and Traditionally Schooled Children. *National Undergraduate Research Clearinghouse*, 1. Available online at <http://www.webclearinghouse.net/volume/>. Retrieved October 18, 2009 .
- Snell, W.E., Jr. (1989) 'Willingness to self-disclose to female and male friends as a function of social anxiety and gender', *Personality and Social Psychology Bulletin*, 15:113-25.
- Sullivan, H.S. (1953) *The Interpersonal Theory of Psychiatry*, New York: Norton.
- Veit, C.T., and Ware J.E. Jr. (1983) The structure of psychological distress and well-being in general populations, *Journal of Consulting and Clinical Psychology*, 51:730-42.
- Taylor, S., (1996) 'Meta-analysis of cognitive-behavioural treatments for social phobia,' *Journal of Behaviour Therapy and Experimental Psychiatry*, 27:1-9.
- Tooby, J., and Cosmides, L.,(1992)'The psychological foundations of culture', in J.H. Barkow, L. Cosmides and J.Tooby (eds) *The Adapted Mind* (pp.19-136), New York: Oxford University Press.
- Trower, P., Yardley, K., Bryant, B. and Shaw, P. (1978) ' The treatment of social failure : a comparison of anxiety reduction and skills acquisition procedures on two problems,' *Behaviour Modification*, 2:41-60.
- Turkle, S. (1995) *Life on the Screen: Identity in the Age of the Internet*, New York: Simon and Schuster.

- Turner, S.M., Beidel, D.C., and Townsley, R.M.(1990) 'Social phobia relationship to shyness', *Behavior Research and Therapy*, 28:497-505.
- Twentyman, C.T., and McFall, R.M., (1975) 'Behavioural training of social skills in shy males', *Journal of Consulting and Clinical Psychology*, 43:384-95.
- Van den Boom, D.C. (1989) 'Neonatal irritability and the development of attachment', in G.A. Kohnstamm, J.E. Bates and M.K. Rothbart (eds) *Temperament in Childhood* (pp.299-318), New York: Wiley.
- Van den Boom, D.C. (1989)'Neonatal irritability and the development of attachment', in G.A. Kohnstamm, J.E. Bates and M.K. Rothbart (eds) *Temperament in Childhood* (pp.229-318), New York: Wiley.
- Walther, J.B. (1996) 'Computer-mediated communication: impersonal, interpersonal and hyper personal interaction', *Communication Research*, 23:3-43.
- Walther, J.B., and Boyd, S. (in press) 'Attraction to computer-mediated support', in C.A.Lin and D. Atkin (eds) *Communication Technology and Society: Audience Adoption and Uses of the New Media*, New York: Hampton Press.
- Watson, D. and Friend, R. (1969) 'Measurement of social-evaluative anxiety', *Journal of Consulting and Clinical Psychology*, 33:448-57.
- Wells, A. and Matthews, G. (1996) 'Modelling cognitive in emotional disorder: the S-REF model,' *Behaviour Research and Therapy*, 34:881-8.
- Wells, A. and Matthews, G., (1994) *Attention and Emotion: A Clinical Perspective*, Hove, Sussex: Erlbaum.
- Winzelberg, A. (1997) 'The analysis of an electronic support group for individuals with eating disorders', *Computers in Human Behaviour*,13:393-407.

Young, K.S. (1998) 'Internet addiction: the emergence of a new clinical disorder', *Cyber Psychology and Behaviour*, 1:237-44.

Young, K.S., Pistner, M., O'Mara, J. and Buchanan, J. (1999, August) 'Cyber-disorders: the mental health concern for the new millennium', Paper presented at 107th APA Annual Convention, Boston, MA.

Zimbardo, P.G. (1977) *Shyness: What it is, what to do about it*, Reading, MA: Addison-Wesley.

Zimbardo, P.G (1977) *shyness*, Reading, MA: Addison-Wesley

Zimbardo, P.G. (1986) 'The Stanford Shyness Project', in W.H. Jones, J.M. Cheek and S.R. Briggs (eds) *Shyness: Perspectives on Research and Treatment* (pp.17-25), New York: Plenum Press.

Zimbardo, P.G., Pilkonis, P.A. and Norwood, R. (1975) '*Shackles of Shyness* ', *Psychology Today*, UK edition, 1 (6): 24-7.

Zimbardo, P.G., Pilkonis, P.A. and Norwood, R.M. (1974) *The Silent Prison of Shyness*, Office of Naval Research Technical Report Z-17, Stanford University..

Zimbardo, P.G., Pilkonis, P.A. and Norwood, R.M. (1975) 'The social disease called shyness', *Psychology Today*, 8:68-72.

Annexure I

Definitions of Psychological terms

Exaggeration: a statement or description that makes something seem larger, better, worse or more important than really is.

Dependant: Need somebody or something in order to survive or be successful.

Imitation: The act of copying somebody or something.

Insecure: Not safe or protected. Not confident.

Anxious: Feeling worried or nervous causing anxiety.

Emotional: Connected with people's feeling.

Unstable: Likely to change suddenly or move and fall.

Timid: Shy and nervous. Not brave.

Shy: Nervous or embarrassed about meeting and speaking to other people. Easily frightened and not willing to come near people.

Submissive: Willing to obey whatever they want you to do.

Mild: 1. gentle and kind 2. Not great or extreme. 3. Not severe or harsh.

Withdrawn: To move back or away from a place or situation.

Acquisition: The act of getting something, knowledge or skill.

Achievement: A thing that somebody has done successfully.

Autonomy: The ability to act and make decisions without being controlled by anyone.

Abasement: To act in a way that you have accepted somebody's power over you.

Deference: Behaviour that shows that you have respect for somebody or something.

Nurturance: Care, encouragement, and support given to somebody or something while they are growing.

Play mirth: Happiness, fun and laughter.

Cognizance: Knowledge or understanding of something.

Passivity: The state of accepting what happens without reacting or trying to fight against it.

Rejection: A feeling of unhappiness and disappointment.

Distrust: A feelings of not being able to trust somebody or something.

Conflict: A situation in which people, groups or countries are involved in a serious disagreement or argument.

Elation: A feeling of great happiness and excitement.

Emotional change: Charge in feelings of people.

Sentience: Sentient: able to see and feel things through senses.

Super ego: The part of the mind that makes you aware of right and wrong and makes you feel guilty if you do wrong. Compare with ID, Ego.

Rejection: Refuse to consider or accept something.

Retention: 1.The ability to remember thing, 2. the action of keeping, something rather than losing it, or stopping it.

Goal Oriented: 1. something that you hope to achieve 2. Want to achieve your goal.

Inner Strength: Strength inside.

Compulsive Personality: That is difficult to spot or control.

Psychological Immature: Behaving in a way that is not sensible and is typical of people who are much younger.

Despair and Dejection: Feeling of unhappiness and disappointed.

Strength Ego: The part of the mind that is responsible for your sense of which you are (your identity).

Psychiatric: Relating to psychiatry or to mental illness.

Inferiority: The state of not being as good as somebody or something else is.

Visual alertness: Alert at seeing or observing things.

Close minds: Whose mind is stuck and close.

Sexual fear: Fear about sexual power and sexual activity.

Paranoid Tendency: Afraid or suspicious of others that they will harm you.

Passive aggressive: The person who tries to press his aggression.

Guilt: The unhappy feelings caused by knowing or thinking that you have done something wrong.

Anxiety: The feelings nervousness or worried that something bad is going to happen.

Aggression: Feelings of anger and hatred that may result in threatening or violent behaviour.

Antisocial: Harmful or annoying to other people, or to society in general.

Abused child: A child who suffered due to ills of society

Boredom: The state of feelings bored.

Sexual Discomfort: Sexually dissatisfy.

Acquisition: The stage in a classical conditioning experiment during which the conditional response is first elicited by conditioned stimulus.

Achievement Tests: Tests that measure learned skills and knowledge pertain to academic areas such as reading, writing, and mathematics.

Anxiety: A psychological and/ or biological response to stress. Feelings of anxiety involves discomforting apprehension or concern, which may include symptoms such as cognitive difficulties, hypersensitivity, dizziness, muscular weakness, breathing difficulties, irregular heart beat, sweating and sensations of fear.

Passive behaviour: A term used to describe behaviour by which people typically yield or differ to the opinion, suggestions or decisions of others.

Shyness: an individual discomfort and inhibition in interpersonal situations that interferes with pursuing interpersonal or professional goals. Ramesh Chopra. Academic Dictionary of Psychology

Withdrawn Behaviour: an apathetic and unresponsive emotional state

Annexure II

Questionnaire about correlates of shyness for B.Com students

This questionnaire is only for research purpose and it is assured the confidentiality of respondents will be extremely maintained.

Research code of respondent _____

Kindly tick one of the choices given in front of each question;

1. Where do you live? 1) Developed 2) average developed 3) under developed

2. My schooling was from 1) Govt. school 2) private school

3. My father monthly income is 1) 25000 & above 2) 15000 to 24000 3) 5000
to 14000

4. My father/mother qualification is 1) M.A/B.A 2) F.A/Matric 3) under Matric

5. I live with in a family that is 1) Extended 2) joint 3) nuclear

SHYNESS QUESTIONNAIRE FORM DEVELOPED

Annexure III

BY CROZIER (1995)

نمبر شمار

1. مجھے کسی ایسے شخص سے بات کرنے میں مشکل ہوتی ہے جس کو میں نہیں جانتا۔ ہاں / نہیں / معلوم نہیں
2. میں جلد شرمندہ ہو جاتا ہوں۔ ہاں / نہیں / معلوم نہیں
3. میں دوسروں کے ساتھ ہوتا ہوں تو میں عام طور پر خاموش رہتا ہوں۔ ہاں / نہیں / معلوم نہیں
4. جب لوگ مجھے سالگرہ مبارک کہتے ہیں تو میں سرخ ہو جاتا ہوں۔ ہاں / نہیں / معلوم نہیں
5. مجھے اہم لوگوں کے درمیان گھبراہٹ محسوس ہوتی ہے۔ ہاں / نہیں / معلوم نہیں
6. مجھے شرم محسوس ہوتی ہے۔ جب مجھے کلاس کے سامنے اونچی آواز سے سبق پڑھنا ہوتا ہے۔ ہاں / نہیں / معلوم نہیں
7. نئی کلاس میں شامل ہونے سے مجھے گھبراہٹ محسوس ہوتی ہے۔ ہاں / نہیں / معلوم نہیں
8. جب کوئی مجھے تنگ کرتا ہے۔ تو میں سرخ ہو جاتا ہوں۔ ہاں / نہیں / معلوم نہیں
9. جب میں کسی سے پہلی مرتبہ بلوں تو بہت بولتا ہوں۔ ہاں / نہیں / معلوم نہیں
10. جب مجھے دوسرے سن سکیں تو میں اونچا گانے میں لطف اندوز ہوتا ہوں۔ ہاں / نہیں / معلوم نہیں
11. میں عموماً لوگوں کے گروپ میں شرمندہ ہوتا ہوں۔ ہاں / نہیں / معلوم نہیں
12. جب میں توجہ کا مرکز ہوتا ہوں تو میں شرم محسوس کرتا ہوں۔ ہاں / نہیں / معلوم نہیں
13. میں بہت شرماتا ہوں۔ ہاں / نہیں / معلوم نہیں
14. جب پرنسپل مجھ سے بات کرتا ہے تو میں شرم محسوس کرتا ہوں۔ ہاں / نہیں / معلوم نہیں
15. اگر ٹیچر کسی ڈرامے میں حصہ لینے کیلئے کہیں تو میں اپنا ہاتھ کھڑا کروں گا۔ ہاں / نہیں / معلوم نہیں
16. میرے لیے دوست بنانا آسان ہے۔ ہاں / نہیں / معلوم نہیں

17. اگر استاد مجھے سٹیج پر سامنے والی لائن میں بیٹھا دے تو میں شرمندگی محسوس کروں گا۔ ہاں/نہیں/معلوم نہیں
18. جب بڑے مجھ سے میرے بارے میں سوال کریں تو سمجھ نہیں آتا کہ کیا جواب دوں۔ ہاں/نہیں/معلوم نہیں
19. جب ٹیچر میرے کام کی تعریف کرے تو میں شرماتا ہوں۔ ہاں/نہیں/معلوم نہیں
20. میں شرم محسوس کرتا ہوں جب لوگوں سے بھرے ہوئے کمرے میں جانا پڑتا۔ ہاں/نہیں/معلوم نہیں
21. مجھے شرمندگی ہوتی ہے۔ جب میرے دوست میری نچین کی تصویر دیکھتے ہیں۔ ہاں/نہیں/معلوم نہیں
22. مجھے کسی سے نیک کام کے لیے مدد مانگنے میں شرم آتی ہے۔ ہاں/نہیں/معلوم نہیں
23. میں اپنی تصویریں کچھوانے میں لطف محسوس کرتا ہوں۔ ہاں/نہیں/معلوم نہیں
24. میں عام طور پر ایک یا دو قریبی دوستوں سے بات کرتا ہوں۔ ہاں/نہیں/معلوم نہیں
25. میں عام طور پر لڑکیوں سے ملنے سے شرماتا ہوں۔ ہاں/نہیں/معلوم نہیں
26. میں عام طور پر لڑکوں سے ملنے سے شرماتا ہوں۔ ہاں/نہیں/معلوم نہیں
27. میں اپنی ہم عمر لڑکیوں سے بات کرتے ہوئے شرم سے سرخ ہو جاتا ہوں۔ ہاں/نہیں/معلوم نہیں
28. میں اپنی ہم عمر لڑکوں سے بات کرتے ہوئے شرم سے سرخ ہو جاتا ہوں۔ ہاں/نہیں/معلوم نہیں

