

THE ROLE OF GENDER, SELF-ESTEEM, SELF-CONSCIOUSNESS, AND
SOCIAL SELF-EFFICACY ON ADOLESCENT SHYNESS

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ABSTRACT

THE ROLE OF GENDER SELF-ESTEEM, SELF-CONSCIOUSNESS, AND SOCIAL SELF-EFFICACY IN PREDICTING SHYNESS AMONG ADOLESCENTS

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This study investigated the relationship between gender, self-esteem, self-consciousness, social self-efficacy and shyness among 9th, 10th, and 11th grade school students. Participants of the study were 424 high school students (250 female and 174 male) from four high schools in Bursa. Demographic information form, Revised Cheek and Buss Shyness Scale (RCBS) (Cheek & Buss, 1981), Rosenberg Self-Esteem Scale (RSES) (Rosenberg, 1965), Self-Consciousness Scale (SCS) (Fenigstein, Scheier, & Buss, 1975), and Social Self-Efficacy Scale (Matsushima & Shiomi, 2002) were used as data collection instruments. The results of multiple regression analysis indicated that self-esteem, self-consciousness, and social self-efficacy were significant predictors of high school students' shyness and the model accounted for the 47% of the variance in shyness scores. It was indicated that self-esteem accounted for 8%, self-consciousness accounted for 22%, and social self-efficacy accounted for 17% of the total variance. On the other hand, no significant relation was found between gender and shyness. Findings also revealed that while

shyness was negatively correlated with self-esteem and social self-efficacy, it was positively correlated with self-consciousness.

Keywords: Shyness, self-esteem, self-consciousness, social self-efficacy, adolescent.

ÖZ

ERGENLERİN UTANGAÇLIĞINI YORDAMADA CİNSİYET, BENLİK SAYGISI, ÖZ-BİLİNÇ VE SOSYAL YETKİNLİK BEKLENTİSİNİN ROLÜ

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Bu çalışmada cinsiyet, benlik saygısı, öz-bilinç ve sosyal yetkinlik beklentisi ve utangaçlık arasındaki ilişki 9, 10 ve 11. sınıf öğrencilerinde incelenmiştir. Çalışmanın katılımcılarını, Bursa'daki dört genel lisede okumakta olan 424 (250 kız öğrenci, 174 erkek öğrenci) öğrenci oluşturmuştur.

Öğrencilerin sosyal yetkinlik beklentilerini incelemek için Sosyal Yetkinlik Beklentisi Ölçeği (Matsushima & Shiomi, 2002) Türkçeye çevrilmiştir. Ayrıca çalışmanın diğer bir değişkeni olan öz-bilinci incelemek için Öz-Bilinç Ölçeği (Feningstein, Scheier, & Buss, 1975) Türkçeye çevrilmiştir. Bununla birlikte, öğrencilere kişisel bilgi formu, Gözden Geçirilmiş Cheek ve Buss Utangaçlık Ölçeği (Cheek & Buss, 1981) ve Rosenberg Benlik Saygısı Ölçeği (Rosenberg, 1965) uygulanmıştır.

Katılımcıların utangaçlık puanlarını analiz etmek için çoklu regresyon analizi kullanılmıştır. Çoklu regresyon analizi sonuçları göre, benlik saygısı, öz-bilinç ve sosyal yetkinlik beklentisinin lise öğrencilerinin utangaçlığının önemli yordayıcıları olduğunu ve modelin, utangaçlık puanlarının %47'ini açıkladığını göstermiştir.

Ayrıca, modelin benlik saygısı puanlarının %8'ini, öz bilinç puanlarının %22'ini ve sosyal öz yetkinlik puanlarının %17'ini açıkladığı görülmüştür. Bulgular, utangaçlığın benlik saygısı ve sosyal yetkinlik beklentisi ile negatif öz-bilinç puanları ile olumlu yönde ilişkili olduğunu göstermiştir.

Anahtar Kelimeler: Utangaçlık, benlik saygısı, öz-bilinç, sosyal yetkinlik beklentisi, ergenlik.

To my parents, Bilal Çağlayan & Emine Çağlayan

To my brother, Özcan Çağlayan

To my husband, Ömer Mülazım

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Human beings in all ages of their lives need to communicate with others, establish relationships and build up bonds (Baumeister & Tice, 1990; Leary & Buckley, 2000; Koydemir, 2006). The interaction with other people starts when people are born, firstly they make contact with their caregivers in the family, then interpersonal relationships continue with friends, partners, authorities and other members of the society. However, it may not be easy for each person to establish relationships and get involved in a social group. For instance, for shy people speaking in front of people, talking to strangers, expressing an opinion, having a job interview can present stressful situations that preclude people from making contact with others. Shyness is also seen as a crucial factor having an effect on interpersonal relationships (Jones, Briggs, & Smith, 1986; Yildırım, 2006). For many, shyness is a barrier to the need of being with other people (Carducci, 2000) or it could be regarded as a handicap for people that makes it difficult to meet new people, make friends, express opinions, and communicate effectively (Zimbardo, 1989). Shyness has aroused noticeable interest among researchers over the past few decades, and there has been an increase in the number of studies putting an emphasis on the definition (e.g., Buss, 1980; Zimbardo, 1989), etiology (e.g., Asendorpf, 1989; Buss & Plomin, 1975; Plomin & Rowe, 1979), prevalence (e.g., Heiser, Turner, & Beidel, 2002; Henderson & Zimbardo, 2001), effects (e.g., Murberg, 2011; Smith & Betz, 2002), and treatment alternatives (Clements & Avery, 1984; Curran, 1977) for shyness.

It is believed that shyness is a universal experience as it is common (Jones, Cheek, & Briggs; Zimbardo, 1989). Zimbardo, Pilkonis, and Norwood (1974) also revealed that 42% of high school and college students called themselves dispositionally shy. A study by Carducci and Zimbardo (1995) showed the prevalence rate for North American adults has increased over the years to greater than 50%. According to Zimbardo (1989) more than 80% of people reported that they experienced shyness at some point in their lives and over 40% of people thought that they were presently shy. As maintained by the study of Crozier (2001) 84% of people reported that they were currently shy or shy in the past. In recent years, findings of other studies (e.g., Heiser, Turner, & Beidel, 2002; Henderson & Zimbardo, 2001) also pointed out the prevalence and increase in the number of people who experience shyness.

Although several definitions of shyness have been made over the years, there is no universally agreed definition for the term that includes various meanings. Zimbardo (1989, p. 13) stated that shyness is “a fuzzy concept; the closer we look, the more varieties of shyness we discover”, and the meaning of shyness can vary from person to person. Cheek and Watson (1989) concluded that the somatic, behavioral, and cognitive components of shyness were crucial. Cheek and Buss (1981, p. 330) defined shyness as “one's response to when s/he is with strangers or casual acquaintances: tension, concern, feelings of awkwardness and discomfort, and both gaze aversion and inhibition of normally expected social behavior”.

In recent years, shyness has been a topic of research with a wide range of variables. Some researchers investigated the relationship between shyness and academic performance, and there is a consensus that the shyer the individual, the poorer his/her academic performance is (Hughes, 2007; Strand, Pula, Parks, & Cerna, 2011; Tong, Ting, & McBride-Chang, 2011). In addition to academic performance, parental factors and its link with shyness has been examined. For instance, Besic and Kerr (2009) sought to find a directional link between adolescent shyness and perceived parental behaviors. The participants of the longitudinal study were 7th-9th graders. It was concluded that parents responded to adolescents' shyness with increased over

control, emotional coldness and decreased warmth. As a result, over control of parents increased adolescents' shyness. To summarize, parental behaviors predicted shyness in adolescence more strongly than in childhood. Similarly, Van Zalk and Kerr (2011) investigated whether shyness affected adolescents' perceptions of psychological control and emotional warmth of parents, and it was revealed that shyness predicted adolescents' perceptions of psychological control and emotional warmth. Parental cultural orientation and anxiety symptoms (Gudino & Lau, 2011); emotionality and children's internalizing problems (Eggum, Reiser, Eisenberg, Spinrad, & Valiente, 2011), social acceptance (Miller, Brody, & Murry, 2010); body dissatisfaction and disordered eating (Gurgiana, 2009); humor (Hampes, 2006); adolescents' perceptions of psychological control and emotional warmth of parents (Van Zalk & Kerr, 2011) are some other variables that researchers have studied with shyness in recent years.

Not only the causes and variables but also the age group that is worked with in the studies related to shyness show variations. For example, Daniels and Plomin (1985) studied with infants in their study relating to cause of individual differences in infant shyness. In various studies, participants were composed of preschoolers and school aged children (e.g., Hughes, 2008; Markoviç, 2010; Sık, 2003; Spooner, 2001; Strand, Pula, Parks, & Cerna, 2011). Early adolescents and adolescents are another age group that is under research (e.g., Besic, 2009; Wojslawowicz, 2005; Van Zalk & Kerr, 2011). Additionally, college students and young adults are widely worked with in shyness literature (e.g., Akdoğan, 2007; Alm, 2006; Miller, Brody, & Murry, 2010; Koydemir, 2006). Although there are various studies with various age groups, Carducci and Zimbardo (1995) underlie the importance of studying with adolescents by stating shyness is more common in adolescence than adulthood, and it is the roughest and most crucial period in which shy people have difficulties (Carducci & Zimbardo, 1995).

Adolescence is a period of life which lies between childhood and adulthood (Hollingworth, 1929). It is a turbulent period in which adolescents go through great

changes. They change not only physically and hormonally, but also emotionally, cognitively and socially (Kulaksızoğlu, 2001). In this period of personality and social development, adolescents are inclined to shyness (Zimbardo, 1989). Being neither a child nor an adult, thus somewhere in between brings about conflicts in regarding self-identity and self-esteem. These conflicts can also hinder adolescents' successful relationships with others (Ekşi, 1990). Adolescents seek to have emotional relationships with the opposite sex but it is hard and complex for them, and this complexity also leads to being shy.

Barrow and Hayashi (1980) stressed that shyness can become most problematic during adolescence because adolescents are trying to acclimatize to sudden changes in social and sexual demands, the emotions, self-evaluations, and behavior pattern. In line with finding of these studies, Matsushima and Shiomi (2002) pointed out that making friends and maintaining relationships with others were crucial for adolescents but it was hard for shy adolescents to establish relationship with others. Lund (2008) conducted a phenomenological research to find out to what degree being shy is a behavioral and emotional problem. Lund interviewed 10 adolescents to get information regarding their experiences of being shy in the school environment. Findings revealed that adolescents were sensitive to being rejected, avoided establishing friendships, and expressing their opinions. Being shy increased their self-consciousness and led to extreme preoccupation with their emotions. As a result, shyness became a problem both for themselves and for their environment. Lund's conclusion is in line with the study by Besic, Selfhout, Kerr, and Stattin (2009), examining shy adolescents' friendship selection and socialization processes by using social network analysis software. It was found that shy adolescents had an inclination to socialize with those who were shy, which, as a result, caused them to influence each other into becoming shyer. Also, the findings showed that shy adolescents were less popular and they preferred fewer friends in the network. In terms of socialization of shy people, another study was carried out by Woodhouse, Dykas, and Cassidy (2012). Participants of the study were composed of 2091 students from 11th grade,

and adolescent loneliness was examined. Findings of the study showed that students who had higher scores of shyness had a tendency towards loneliness.

Shyness may impact many parts of people's lives adversely such as academic performance (Hughes & Coplan, 2010), emotional well-being (Jones, Cheek, & Briggs, 1986), subjective well-being (Hamarta & Demirbaş, 2009; Kerr, 2000; Koydemir, 2006), social self-efficacy (Hermann & Betz, 2004), friendships (Asendorf & Wilpers, 1998), loneliness and low sociability (Mounts, Valentiner, Anderson, & Boswell, 2006), poor romantic relationships, low self-esteem and depression (Smith & Betz, 2002), and social phobia (Heiser, Turner, & Beidel, 2003). Moreover, people who are shy tend to use alcohol and drugs (Bruch, Rivet, Heimberg, & Levin, 1997; Page, 1990), and also there is a higher tendency for addiction to internet (Witte, Frank, & Lester, 2007).

Taking into consideration the profound impact of shyness on the lives of human beings as well as the huge number of people suffering from the outcomes of such an experience, the researchers have taken upon themselves the quest for its underlying reasons. Plomin & Daniels (1986) considered shyness as heritable dimension of temperament. Similarly, Kagan, Reznick, & Snidman (1988) focused on biology and temperament while explaining the causes leading to shyness. Some researchers attempted to explain the factors of shyness by conditioning (Lang & Lazovik, 1963). In addition to temperament and conditioning, possessing poor social skills has also been the topic of research (Curran, 1977; Miller, 1995). What is more, researchers have examined the role of cognitions in order to explain shyness (Clark & Arkowitz, 1975; Rapee & Heimberg, 1997).

In recent years, there has also been a rise in shyness research in Turkey. Several studies about shyness concentrated on the effects of social skill training (Hasdemir, 2005; Kozanoğlu, 2006; Yıldırım, 2006), and self-esteem (Demirbaş, 2009; Koydemir, 2006) on shyness level of students. The other studies focused on some variables such as perceived academic achievement (Güngör, 2002; Yüksel, 2002),

interpersonal cognitive distortions and parent-adolescent relationships (Genç, 2008), humor and anger (Özdemir, 2010), group counseling integrated with creative drama (Durmuş, 2006) on the level of shyness, and anger expression styles (Akdoğan, 2007) and their relationship with shyness.

Thus, it becomes important to conduct research to examine the relationship between shyness and predictor variables, so the present study aimed to gain insight into the correlates of high school students' shyness.

1.2 Purpose of the Study

The main purpose of the present study was to investigate the relationship between gender, self-esteem, self-consciousness, and social self-efficacy on shyness levels of high school students.

1.3 Significance of the Study

As emphasized by many theorists (e.g., Heiser, Turner, & Beidel, 2002; Henderson & Zimbardo, 2001; Jones, Cheek, & Briggs, 1986; Zimbardo, 1989) shyness is a widespread experience, and it has been getting more common and the number of people who have experienced shyness has increased. Aforementioned, adverse effects of shyness on persons' lives at all age levels have been documented by researchers (e.g., Bruch, Rivet, Heimberg, & Levin, 1997; Hughes & Coplan, 2010; Murberg, 2011). However, some periods in life are more critical regarding dealing with shyness. During the adolescence period for example, students have to deal with shyness along with the difficulties resulting from this tough transition stage in their lives (Barrow & Hayashi, 1980; Zimbardo, 1989).

It was also clarified that there was a relationship between shyness and loneliness, low sociability (Mounts, Valentiner, Anderson, & Boswell), low self-esteem and depression (Smith & Betz, 2002). Moreover, people who are shy tend to use alcohol

and drugs (Bruch, Rivet, Heimberg, & Levin, 1997; Page, 1990), and also there is a higher tendency for addiction to internet (Chak & Leung, 2004; Witte, Frank, & Lester, 2007). Shyness is not a problem that is observed during only adolescence. Despite being critical a stage for shyness as Barrow and Hayashi (1980) mentioned, it may also go well beyond adolescence and have an adverse effect on the later stages, such as college life (Zimbardo, 1989), on a job or career (Smith & Betz, 2000), on romantic relations (Smith & Betz, 2002). Thus, it is crucial to examine the variables that may be related to shyness in order to prevent potential problems stemming from shyness, especially during the period of adolescence. Findings of the present study may provide much useful information for high school students, parents, teachers, and also school counselors regarding the correlates of shyness among adolescents.

The relation between shyness and self-esteem has been investigated by many researchers (e.g., Cheek & Buss, 1981; Demirbaş, 2009; Koydemir, 2006; Miller, 1995). There is a consensus among researchers that if an individual has higher self-esteem, s/he experiences lower level of shyness. Likewise, another component of self-evaluation, social self-efficacy, was found to be related to shyness that is people who have higher social self-efficacy have lower shyness. It is consistently reported that there is a moderate to high negative correlation between negative self-evaluations and shyness (e.g., Caprara & Steca, 2005; Cheek & Buss, 1981; Nancy & Betz, 2000). By knowing about the factors related to shyness for this sample, prevention and intervention strategies may be developed. Thus, the findings of these study programs may provide valuable information regarding intervention programs that would be designed to reduce shyness by indicating which variables included in this study, such as self-esteem, social self-efficacy or self-consciousness, are strongly related and could be targeted in interventions.

Although there are relatively few studies examining the link between self-consciousness and shyness, it is supported that self-consciousness especially the public self-consciousness is positively related to shyness (Buss, 1986; Cheek & Buss,

1981; Higa, Phillips, Chorpita, & Daleiden, 2008; Pilkonis, 1977; Wojslawowicz, 2005). Researchers in Turkey has examined the relationship between shyness and self-esteem (Demirbaş, 2009; Koydemir, 2006), cognitive distortions (Genç, 2008), anger expression styles (Akdoğan, 2007), social skills (Hasdemir, 2005; Kozanoğlu, 2005; Yıldırım, 2006), strategies for coping with stress (Koç, 2006), socially-prescribed perfectionism, perceived social skills, and perceived parental attitudes (Koydemir, 2006). However, self-consciousness which is one of the aspects of cognitive model has not been studied in shyness literature in Turkey. Therefore, this study investigating self-consciousness and its relation with shyness will contribute to the literature. On the other hand, this study will be the first one in the Turkish literature examining self-consciousness in order to explain the shyness of high school students.

In conclusion, variables of this study, namely self-esteem, self-consciousness, social self-efficacy both related to the self and social life. Therefore, understanding the nature of these variables and having knowledge about their associations with shyness have crucial importance. For instance, school counselors may update their knowledge about shyness and prepare intervention programs for students who are shy in order to help them overcome their shyness. Additionally, in the light of findings of the present study, preventive interventions can be planned for students who are at risk as they have an inclination to be shy. Furthermore, school counselors may take advantage of being in contact with the administration, parents, teachers, and students, and they can provide those people with the updated information about shyness and encourage them to deal with shyness of students.

In conclusion, it is believed that the findings of this study will shed light upon other studies in this topic, yield valuable information to the professionals offering psychological counseling and guidance services at schools and provide ideas for studies dealing with interventions in shyness in adolescents.

1.4 Definitions of Terms

Shyness

Cheek and Buss (1981, p. 330) defined shyness as “one’s reaction to being with strangers or casual acquaintances: tension, concern, feelings of awkwardness and discomfort, and both gaze aversion and inhibition of normally expected social behavior”.

Self-esteem

Self-esteem was defined as the totality of the individual's thoughts and feelings with reference to himself as an object (Rosenberg, 1965).

Social self-efficacy

Bandura (1977) defined social self-efficacy as a person’s sense about his/her appropriate responses in interpersonal relationships.

Self-consciousness

Self-consciousness is defined by Fenigstein (1979, p. 75) as “becoming aware of the self as a social object that can be observed and evaluated by others”.

CHAPTER II

REVIEW OF LITERATURE

This chapter is devoted to summarizing relevant research literature for the purpose of the study. The first section describes the definitions of shyness and the second section presents the models of shyness. Variables associated with shyness are explained in the third section. Lastly, the fourth section includes research on shyness in Turkey.

2.1. Definitions of shyness

Shyness is a familiar concept and experience for many. People experience shyness at certain times in their lives. The researchers' interest in the origins and nature of shyness started after the publication of Zimbardo's (1977) book that is based on the findings of the cross-cultural study, called Stanford Shyness Project. The results of the project indicated that shyness was quite common with remarkable negative outcomes. In an earlier study, Zimbardo, Pilkonis, and Norwood (1974) found that 99% of young adults experienced shyness; and 82% had been dispositionally shy at some point in their lives.

In spite of its familiarity, conceptualization and recognition of shyness has not been easy so researchers have been in disagreement about defining the construct. Jones, Cheek, and Briggs (1986, p. 2) stated that "perhaps shyness – like the shy person – is easy to ignore because manifestations are quiet and unobtrusive". Also, Crozier (1990) stated that shyness is a complex phenomenon; thus careful attention should be paid while using the terminology.

Buss (1980, p. 124), for instance, defined shyness as “an inhibition of expected social behavior, together with feelings of tension and awkwardness”. Leary proposed that shyness should be defined in terms of behavioral inhibition and anxiety, and specified it as “an affective-behavioral syndrome characterized by social anxiety and interpersonal inhibition which results from the prospect or presence of others of interpersonal evaluation” (1986, p. 30). Henderson and Zimbardo (2001, p. 430) defined shyness “as discomfort and/or inhibition in interpersonal situations that interferes with pursuing one’s interpersonal and professional goals. It is a form of excessive self-focus, a preoccupation with one’s thoughts, feelings, and physical reactions. It may vary from mild social awkwardness to totally inhibiting social phobia”. Aforementioned researchers view shyness as nervousness and apprehension in interpersonal encounters by regarding it as a social phenomenon, and a form of social anxiety.

Pilkonis (1977) viewed shyness as inhibition and social avoidance. It was stated that shyness is a tendency to avoid social interactions and to fail to take part appropriately in social situations. Similarly, Jones et al. (1986, p. 629) investigated the concept of shyness and they defined it as “the discomfort and inhibition in the presence of others”.

On the other hand, Harris (1984) criticized psychologists for imposing the psychological definition of shyness on ordinary language meaning (Cheek & Watson, 1989). In order to address Harris’s criticism, Cheek and Watson (1989) conducted a study and concluded that the somatic, behavioral, and cognitive components of shyness were crucial when defining shyness. The somatic component involves physiological symptoms such as blushing, trembling, feeling upset etc. The behavioral component includes awkward conversations, withdrawing from social contacts, avoiding social interactions, gaze aversion. Lastly, thoughts and worries, such as fear of rejection, self-consciousness, form the cognitive component. According to Cheek and Watson (1989) if people have at least one of these components, they are called as shy.

In addition to the definitions of shyness, some researchers considered individual differences and they identified the subgroups of shy individuals (Buss, 1980; Buss, 1986; Pilkonis, 1977a; Zimbardo, 1989). Pilkonis (1977a) divided shyness into public or private shyness, and according to his categorization publicly shy people are more centered on behaving in an awkward manner in social situations whereas privately shy people center on their own feeling of discomfort. Zimbardo (1989, p. 31) stated that “one is concerned about behaving badly, the other, about feeling badly”. Privately shy people are good at concealing their anxiety; keep it to themselves. The feelings of publicly shy people have an adverse effect on their performance, and the burden of shyness is greater problem for publicly shy person (Zimbardo, 1989).

Some other researchers (Bruch, Gorsky, Collins, & Berger, 1986; Buss, 1980; Buss, 1986) stated that there are two types of shyness, which are early developing and later developing. Buss clarified that shyness appearing during childhood in the first 4-5 years of life is fearful shyness. Fearful shyness includes a genetic component and it disappears as children mature. Later developing shyness or self-conscious shyness appears in middle childhood or early adolescence that can be seen as self-conscious (Bruch et al, 1986; Buss, 1980; Buss, 1986). Buss (1989) stated that self-conscious shyness emerges when children start to think of themselves as social objects, and it is based on self-consciousness rather than fear.

Zimbardo (1989) proposes a continuum regarding shy people. On this continuum are: ‘largely introverts’, ‘generally shy’, and ‘chronically shy’. ‘Largely introverts’ constitute one end of this continuum, opting for privacy and solitude rather than being in company. ‘Generally shy’ are located in the mid-section of this continuum as they have insufficient social skills, and/or they simply have lack of confidence in themselves. Lastly, ‘chronically shy’ people are those who are extremely fearful of people and they endure a great amount of worry when they are supposed to perform something publicly.

There are several terms that have been corresponding to the lay term of shyness. These terms often show remarkable overlap with the definition of shyness (Crozier, 2001). One of the concepts that is widely associated with shyness is social anxiety. Anderson and Harvey (1988) claimed that these two constructs are indistinguishable. Hartman (1984) defined social anxiety as incident of uneasiness, negative ideation, and incompetent performance during interpersonal negotiation. Schlenker and Leary (1982, p. 642) argued that social anxiety results from the prospect of presence of interpersonal evaluation in real or imagined social settings". In addition to this, he is of the opinion that there is a relationship between anxiety and inhibition in shyness but it is not obvious how anxiety and behavior relate to each other (Leary, 1991). Some researchers conceptualized shyness as a form or subgroup of social anxiety (e.g., Buss, 1980; Leary, 1986). In the light of the statements of aforementioned researchers it can be said that shyness and social anxiety overlap, and they can be used interchangeably.

Another term overlapping shyness is social phobia. According to Diagnostic and Statistical Manual of Mental Disorders, social phobia is a clinical disorder, and is defined as "a marked and persistent fear of one or more social situations in which the person is exposed to unfamiliar people or to possible scrutiny by others" (DSM-IV; American Psychiatric Association, 1994, p. 411). Findings of studies examining the relation between shyness and social phobia revealed that shy individuals and those who experience social phobia usually showed similar reactions such as heightened autonomic arousal experienced in various social situations, lack in social skills (e.g., Beidel, Turner, & Dancu, 1985), and fear of negative evaluation (Heimberg, Hope, Dodge, & Becker, 1990; Herbert, Hope, & Bellack, 1992). Even though there are similarities between shyness and social phobia, it was suggested by some researchers (e.g., Chavira, Stein, & Malcarne, 2002; Turner, Beidel, & Townsley, 1990) that social phobia is an extreme form of shyness, and it has more common functional impairment, and individuals who experience social phobia are more impaired regarding work or school and social functioning.

Inhibition is another related term showing overlap with the definition of shyness. Inhibition or behavioral inhibition involves fearful or reluctant reactions towards unfamiliar people or objects, such as childhood fear or wariness of strangers or novel objects (e.g., Ainsworth & Bell, 1970; Schaffer, 1966). Pilkonis (1977b), on the other hand, showed that shy people's behavioral inhibition was a result of emotional arousal and cognitive processes. Despite having behavioral aspect, shyness is different from inhibition, and it should be noted that some studies have found distinctions between shyness and avoidance such that only a very small percentage of shy subjects engage in avoidance behaviors (Cheek & Watson, 1989; Leary, Atherton, Hill, & Hur, 1986).

2.2 Theoretical Models of Shyness

The most popular theoretical explanations of shyness, namely Personality Trait Approach, Social Skills Deficit Approach, Behavioral Approaches, and Cognitive Approaches, are summarized in this section.

2.2.1 Personality Trait Approach

Personality-trait theoretician regarded shyness as an inherited trait like intelligence or height, and it is passed on to the child by his/her parents (Zimbardo, 1989; Stein & Walker, 2001). The theory maintaining that shyness is innate was developed by Cattell (1973). According to Cattell, personality traits are hereditary and do not change easily (as cited in Zimbardo, 1989). It is believed that for some individuals, shyness may be an inherited or biologically determined predisposition that appears in early childhood (Plomin & Rowe, 1979).

Daniels and Plomin (1985) investigated the reason for individual differences in infant shyness, and they found that genetic influences contributed to the cause of infant shyness differences. Similarly, it was concluded that heredity had an effect on individual differences in social responding in infancy in the study conducted by

Plomin and Rowe (1979). In the case of identical twins, whose genetic formation is perfectly similar, the levels of shyness and social anxiety show a quite similar pattern—more so than in nonidentical twins. Therefore, it is pointed out that hereditary features play a role in an individual's being socially anxious. (Stein & Walker, 2001). The studies regarding the source of shyness conducted by Kagan demonstrate that the source of extreme shyness in infants may be attributed to the infant's character, that is, personality traits of the infant.

2.2.2 Social Skills Deficit Approach

Social skills deficit approach suggests that people experience shyness as they do not have sufficient and suitable behavioral repertoire, thus a person cannot deal with the necessities of social situation appropriately and experiences the anxiety (Curran, 1977). Although shy people want to be involved in social situations they cannot achieve it as they have not sufficient confidence and social skills. (Zimbardo, 1989; Page, 1990; Carducci, 2000). As some individuals lack social skills, they suffer hardships such as having difficulty meeting their own needs and expressing their feelings, shyness, timidity and loneliness (Miller, 1995).

There are skills training models used by therapists, and these models have been found to be effective in the treatment of shyness (Curran, 1977). In a research conducted by Clements and Avery (1984), evaluating the effect of social skills training program on college students' shyness, it was revealed that after the program, social anxiety levels of students decreased, and their self-assessments and active participation skills also improved in social situations. Likewise, Christoff, Scott, Kelley, Schlundt, Baer, and Kelley (1985) attempted to remediate the social skills and social problem-solving deficits of shy young adolescents by using a group training procedure. The findings of the study demonstrated that there was an increase in the rates of adolescents' problem solving skills and their involvement in social interactions. The effect of social skill training on individuals' shyness has also been investigated by Turkish researchers (Hasdemir, 2005; Kozanoğlu, 2006; Yıldırım,

2006). In their studies, researchers aimed to examine the effect of social skills training on the level of adolescents' shyness. Consistent with the findings in the literature, the outcomes of the studies supported the view that social skill training decreased the level of students' shyness, and it contributed to the treatment of it.

2.2.3 Behavioral Approaches

Behaviorists believe that people are what they have learned, and they learn to behave in certain ways when they are positively rewarded but they stop behaving if there is a negative consequence (Zimbardo, 1989). Behaviorists maintain that shyness is not innate, but it is acquired (Crozier, 1990). In line with this approach, the child wishes to do something on his/ her own; however, his/her behavior can be hindered by the family so the child tends to avoid repeating that particular behavior and s/he may become shy (Zimbardo, 1989).

Modern behaviorists claim that shyness is learned phobic response to social events, and having negative experiences with people in certain situations directly or indirectly; not learning the suitable social skills; expecting to perform poorly and thus becoming constantly worried about one's performance, and learning to criticize oneself as inadequate causes learning shyness (Zimbardo, 1989).

Behavioral approaches have proved useful knowledge in understanding and treating shyness, however, there has been lack of theoretical guidance regarding the context of successful treatment and what to do in the case of unsuccessful treatment attempts (McNeil, Lejuez, & Sorrell, 2001). Furthermore, the conditioning models alone do not suffice in explaining the reason for the string of aversive experiences in social interactions (Halford & Foddy, 1982).

2.2.4 Cognitive Approaches

According to cognitive approaches, shy people have a specific system of cognition that works to maintain their anxiety level and inhibited behavior, and researchers have used different cognitive models to explain the role of cognitions to explain shyness (Rapee & Heimberg, 1997). Self-evaluation model (Clark & Arkowitz, 1975), and self-presentational model (Schlenker & Leary, 1982), Beck's cognitive model (Beck, Emery, & Greenberg, 1985), self-efficacy theory (Bandura, 1986), and cognitive behavioral model (Rapee & Heimberg, 1997) are primary cognitive models of this approach.

Briefly, Self-evaluation model (Clark & Arkowitz, 1975) proposes that social anxiety results from underestimation of people's own performance. People think that they are inadequate in terms of performing while the others are capable of doing positively (Clark & Arkowitz, 1975). According to the self-presentational model, shyness appears when people attempt to make an impression on others but also they are uncertain about their ability. Beck (1985) claimed that strong approval/disapproval schemas are associated with socially anxious people. Those people believe that they will receive disapproval or criticism. In Self-efficacy theory, it is explained that the socially anxious people evaluate themselves according to the outcome of what they are concerned about. Lastly, the cognitive-behavioral model assumes that people tend to evaluate themselves negatively, and being evaluated positively is crucial for them.

Many researchers conducted studies in the light of the information these models have presented, and the findings of their studies have provided support that cognition, being evaluated, approval of others are vitally important for social anxiety and shyness (Bruch, Gorsky, Collins, & Berger, 1989; Cheek & Buss, 1981; Jones & Russell, 1982; Koydemir & Demir, 2008; Rapee & Heimberg, 1997).

Jones and Russell (1982) claim that people who are shy tend to avoid social situations in order to lessen encounters of disapproval. Rapee and Heimberg (1997) have presented a model which presumes that anxiety experienced in social situations is a response to perceived threat. Bruch, Gorsky, Collins, and Berger (1989) reported that during social interactions shy people experienced more negative thoughts than their counterparts. According to this cognitive-behavioral model, failure of the cognitive processes has an effect on threat, and it is argued that distortions and biases cause increase in anxiety in social/evaluative situations. The findings of the study conducted by Koydemir and Demir (2008) yielded evidence for the role of distorted relationship beliefs, approval concerns, and self-evaluations in shyness. Researchers who try to understand the relation between self-evaluations and social-evaluative concerns have found that shy people tend to be critical about their performance; also they are excessively sensitive about their own acts (Cheek & Buss, 1981; Jones, Briggs, & Smith, 1986).

The present study that is based on cognitive approach investigates the relationship between self-esteem, self-consciousness, and social self-efficacy which are believed to be related to shyness according to the models of cognitive approach will be investigated in the present study.

2.3 Variables Associated with Shyness

Aforementioned findings of studies showed that shyness was found to be related to different variables including both personal and situational factors. Although each study provided support for the causes of shyness, thoughts and feelings of an individual about his/her own self and sense as a social object evaluated by others have also great importance in predicting shyness (Cheek & Buss, 1981; Hill, 1989; Pilkonis, 1977). Therefore, it is essential to explore persons' self-esteem, self-consciousness, and social-efficacy when explaining shyness. Additionally, demographic variables such as gender and age (e.g., Henderson & Zimbardo, 2001;

Hermann & Betz, 2004) are believed to be related to shyness so it is necessary to search these variables as well.

2.3.1 Gender

Pilkonis (1977a) indicated that a higher percentage of men than women labeled themselves shy (46.4 vs. 33.0%, respectively). Henderson and Zimbardo (2001), reported that the percentage of males seeking treatment for severe shyness was higher than the percentage of females (60% were males and 40% were females). Similarly, Hermann and Betz (2004) showed that American men rated themselves as significantly shy than did American women. According to aforementioned researchers, there was a gender difference in shyness. However, some researchers (e.g., Caprara, Steca, Cervone, & Artistico, 2003; Chavira, Stein, & Malcarne, 2002; Hamer & Bruch, 1994; Miller, 1995) found that equal number of men and women experience shyness, that is, there was not a gender difference in shyness.

On the other hand, there is a view that shyness has different consequences for men and women. To illustrate, Pilkonis (1977) indicated that there were much more differences between shy and non-shy men than between shy and non-shy women in terms of speech and eye contact, that is, shy men were more hesitant to speak and they engaged in less, and briefer, eye contact. In another study by Bruch et al. (1989) it was found that shy men had more negative thoughts during interactions. In addition, Kerr et al. (1996) found that women attained lower level of education compared with non-shy women. To conclude, there is no consensus among researchers in terms of gender differences in shyness.

The findings of a study done by Besic, Selfhout, Kerr, & Stattin (2009) revealed that the way shyness was changing for the adolescents in the network did not differ between genders, that is, shyness changed in similar ways for boys and girls. However, another finding of the study demonstrated that during socialization process girls were influenced more than boys by their friends' shyness. Demirbaş (2009)

examined whether shyness scores of high school students changed in terms of gender, and it was found that students' shyness did not differ between genders.

2.3.2 Self-esteem

Rosenberg (1965) defined self-esteem as a "favorable or unfavorable attitude toward the self" (p. 15, as cited in Koydemir, 2006). Self-esteem can be defined as the harmony with oneself, and it is equivalent to the feeling of contentment with one's own doings and is the appreciation emanating from the approval of one's notion of self-arising as a result of one's self-evaluation. According to Coopersmith (1967), self-esteem is a vital dimension of personality and a positive personality trait.

Baumeister and Tice (1985, p. 450) defined self-esteem as "a global evaluation of the self, and it is typically measured by the degree to which the person endorses various evaluative statements about the self". Relationship between shyness and self-esteem has been examined by some researchers (e.g., Cheek & Buss 1981; Koydemir, 2006; Miller, 1995) and it was concluded that people who had lower self-esteem experienced higher degree of shyness compared to non-shy people.

Cheek and Buss (1981) conducted a research with 912 college students and indicated that students who reported themselves as shy tended to have lower self-esteem. In the study, Miller (1995) investigated the relationship between self-esteem, social control, self-consciousness, social expressivity and shyness. The participants of the study were composed of 310 college students. According to results of the study, self-esteem was the best predictor of shyness.

Crozier (1995) assessed the relationship between shyness and self-esteem for two samples of children aged 9 to 12 years. Children filled self-report questionnaire, and shyness was assessed according to this questionnaire. The findings revealed that there was a significant correlation between self-esteem and shyness. Kemple (1995) explored the relationships between measures of shyness and self-esteem for 53 preschool children. The findings of the study supported that there was a relationship

between shyness and low self-esteem in early childhood. Results also suggested that shyness and low self-esteem are modestly associated.

In the study done with adolescents with specific language impairment, Wadman, Durkin, and Conti-Ramsden (2008) aimed to determine if low self-esteem, shyness, and sociability were associated with language impairment. According to the results, it was pointed out that shyness was associated specific language impairment. Additionally, it was found that the relationship between language ability and self-esteem was partially mediated by shyness.

2.3.3 Self-consciousness

Self-consciousness is defined by Fenigstein (1979, p. 75) as “becoming aware of the self as a social object that can be observed and evaluated by others”. Self-consciousness has been conceptualized as comprising two distinct categories, private and public self-consciousness (Buss, 1980). Private self-consciousness is thought to be a type of self-consciousness in which attention is paid to the more private, unobservable aspects of the self, such as thoughts, feelings, and emotions, whereas the focus of public self-consciousness is on the more public, and easily observable characteristics of the self, such as appearance, and the way one behaves in the company of others. Buss (1986) suggested two different types of shyness: fearful shyness and self-conscious shyness. In contrast to the fearful shyness, the self-conscious shyness includes cognitive symptoms of anxiety such as anxious self-preoccupation, uncertainty, and negative self-appraisal (Buss, 1986; Cheek & Briggs, 1990; Crozier, 1990).

Although self-consciousness has not been widely investigated, the relation of self-consciousness with different variables such as social anxiety (Higa et al., 2008), paranoia (Fenigstein & Venable, 1992), internalizing difficulties (Bowker & Rubin, 2009), clinical disorders (Ingram, 1992), loneliness (Davis & Franzoi, 1986), self-

attention, and social interaction (Fenigstein, 1979), self-discrepancies (Fromson, 2006) has been investigated.

Regarding shyness, it was found that public self-consciousness has been theoretically and empirically related to shyness (Buss, 1986; Pilkonis, 1977). The study of Cheek and Buss (1981) done with 912 college students proved that students who reported themselves as shy tended to have high self-consciousness. Findings of the study by Wojslawowicz (2005), exploring the distinction between public and private self-consciousness during early adolescence while considering the distinction between self-conscious and fearful shyness, showed that self-consciousness was directly related to adolescents' internalizing problems and shyness.

2.3.4 Social self-efficacy

Bandura (1977) proposed self-efficacy theory as a model. In this model the role of cognitive processes in producing change in psychological treatment settings has been explained. The basis of this theory is that an individual's perceived level of self-confidence, or self-efficacy has an impact on the individual's behavior. Bandura (1977) defined social self-efficacy as individual's own sense about one's appropriate responses in interpersonal relationships. Social self-efficacy is considered to be related to social anxiety disorder by Gaudiano and Herbert (2003). Social self-efficacy has been widely applied to psychological adjustment and mental health, with relationships being present with self-esteem, social anxiety, and depressive symptomatology (Smith & Betz, 2000; Smith & Betz, 2002), loneliness (Cheng & Furnham, 2002), self-esteem (Wulff & Steitz, 1999), and interpersonal stress (Matsushima & Shiomi, 2003).

Social self-efficacy has also been investigated with Turkish samples lately, and those studies were done with high school students. Çelikkaleli (2004) examined the relation between social self-efficacy and psychological needs of high school students. Akkapulu (2005) investigated the association between social self-efficacy and

adolescents' attachment to their parents and their peers, problem solving skills, learned resourcefulness, perceived marital adjustment of their parents, parental-marital adjustment and their mothers' interpersonal relationships. Biçer (2009) aimed to explore the assertiveness and social self-efficacy expectation levels of the adolescents. Lastly, Çakıcı (2010) examined social self-efficacy and self-esteem levels of ninth and tenth grades.

In addition to aforementioned variables, the relation between social self-efficacy and shyness has also been investigated however studies related to shyness are relatively limited. In one study, Hill (1989) stated that shy people were less likely to display social behaviors and they had lower self-efficacy than non-shy people. Similarly, the findings of the study of Caprara, Steca, Cervone, and Artisticco (2003) indicated that efficacy beliefs had an impact on self-reported shyness among adolescents, and it was revealed that interpersonal shyness was predicted by individual's self-efficacy beliefs.

In addition to gender, self-esteem, self-consciousness, and social self-efficacy, there have been some other variables studied lately. For example, in recent years shyness has been studied among school children youth. Findings showed that academic performance has been one of the variables associated with shyness (e.g., Blankson, 2011; Hughes, 2007). Strand, Pula, Parks, and Cerna (2011) conducted longitudinal research to examine the relationship between shyness–anxiousness and receptive language skills development in Spanish- and English-speaking preschoolers. It was demonstrated that shyness–anxiousness was a predictor of change in receptive language skills.

Another variable that has been investigated recently is parental factors. For example, Van Zalk and Kerr (2011) investigated whether shyness affected adolescents' perceptions of psychological control and emotional warmth of parents, and it was found that shyness predicted adolescents' perceptions of psychological control and emotional warmth. The other parental issues are parental cultural orientation (Gudino

& Lau, 2011), parents' responsive problem solving with youth (Miller, Brody, & Murry, 2010). Additionally, some researchers have explored the relationship between shyness and internalizing problems (Eggum et al., 2011), sensitivity to some cues to facial identity (Brunet, Mondloch, & Schmidt, 2010).

2.4 Research on Shyness in Turkey

In Turkey, shyness has taken the attention of the researchers since the beginning of the 2000s. The participants of research studies in Turkey have been largely composed of college students (e.g., Durmuş, 2006; Koydemir, 2006; Yüksel, 2002) and high school students (Hasdemir, 2005; Kozanoğlu, 2006; Yıldırım, 2006). Self-esteem (Koydemir, 2006; Yüksel, 2002), parental factors, such as perceived parental attitudes (Koydemir, 2006) and parent-adolescent relationships (Genç, 2008), have been examined variables with Turkish samples. Specifically, the relationship between social skills of high school students and their shyness has been the interest of researchers, and they examined the role of social skills training programs (Hasdemir, 2005; Kozanoğlu, 2006; Yıldırım, 2006) in high school students' shyness.

Yüksel (2002) aimed to determine the important indicators of shyness among university students. The participants of the study were composed of 200 students. According to the findings, the significant predictors of shyness were self-esteem, perceived academic achievement, and education level of the mother. Additionally, although there was a significant positive relationship between loneliness and shyness, loneliness was not an indicator of shyness.

Koydemir (2006) investigated self-presentational predictors of shyness among 497 university students via a mediational causal model, in which socially prescribed perfectionism, perceived social skills, and perceived parental attitudes were proposed to interact with fear of negative evaluation and self-esteem to predict shyness. Findings of this study showed that negative self-evaluations and fear of being

negatively evaluated were significant predictors of shyness, and it was clarified that low self-esteem brought about increased shyness. In addition, shyness was predicted by socially-prescribed perfectionism and perceived social skills.

As mentioned earlier, lack of social skill is believed to be significant predictor of shyness (Carducci, 2000; Curran, 1977; Miller, 1995; Page, 1990; Yüksel, 1998; Zimbardo, 1989). Taking into account the earlier findings, some researchers conducted the study to investigate the effect of the social skills training program on shyness level of high school students (Hasdemir, 2005; Kozanoğlu, 2006; Yıldırım, 2006). The findings of those studies showed that shyness level of the experimental group's samples dropped after they received training. In addition to these studies regarding social skill training, Durmuş (2006) examined the effect of group counseling integrated with creative drama on shyness level of freshmen students. According the findings of the study, shyness level of students involved in group counseling decreased.

In a study conducted with 1389 university students Akdoğan (2007) examined anger expression styles and shyness levels of university students according to their gender roles. It was found that gender had an effect on university students' shyness level; also students with androgynous gender role were found to have lower shyness level than the ones with feminine and undifferentiated gender roles.

Another study (Genç, 2008) focused on the role of cognitive distortions, parent-adolescent relationships, and demographic variables such as gender, socio-economic status, and grade on shyness level of adolescents. Genç worked with 821 students enrolled in three high schools in Ankara. The findings showed that distortions of avoidance from intimacy, unrealistic relationship expectation, mind-reading, and being involved in activities with mother, love, and trust were significant predictors of shyness. However, socio-economic status, gender, and grade level were not significant predictors of shyness.

Demirbaş (2009) examined high school students' shyness and self-esteem levels in terms of dysfunctional attitudes. It was found that students with higher self-esteem have lower shyness level; on the other hand, students with low self-esteem have higher level of shyness. The other finding of the study was that there was a significant relationship between shyness and need for approval. Also, this study revealed no differences between males and females with respect to their shyness scores.

To conclude, the review of the literature related to shyness shows that shyness which has adverse effects specifically on adolescent population has been related to different factors such as self-esteem, cognitive distortions, social skills, parenting style, self-consciousness, etc. Thus, shyness needed to be investigated through those factors in order to understand the nature and causes of it. This study attempts to provide further information about the correlations of shyness among high school students.

CHAPTER III

METHOD

In this chapter, methodological procedures of the study are presented. The first section presents the overall design of the study. In the second section the characteristics of the students participated in the study are described. The third section includes data collection instruments. The data collection procedure is explained in the fourth section and data analysis in the fifth section. Lastly, the limitations of the study are presented.

3.1 Overall Design of the Study

The overall design of the study is correlational. Parallel to the aim of the present study, correlational research was conducted to investigate the relationships among two or more variables and to make predictions about criterion variable by considering its relationships with predictor variables (Fraenkel & Wallen, 2005).

The purpose of this study is to investigate the role of gender, self-esteem, self-consciousness, and social self-efficacy on shyness among high school students. For this purpose, 424 participants (250 female and 174 male) were administered a demographic form (Appendix A), Revised Cheek and Buss Shyness Scale (RCBS; Cheek & Buss, 1981; Güngör, 2001) (Appendix B), Rosenberg Self-Esteem Scale (RSES; Rosenberg, 1965; Çuhadaroğlu, 1985) (Appendix C), Social Self-efficacy Scale (Matsushima and Shiomi, 2002) (Appendix D), and Self-Consciousness Scale (Feningstein, Scheier, & Buss, 1975) (Appendix E). After dummy coding the variable gender one Hierarchical-multiple linear regression analysis was conducted

to investigate to what extent self-esteem, self-consciousness, social self-efficacy predict the shyness among high school students.

3.2 Research Question

Research question of this study was, “To what extent do gender, self-esteem, self-consciousness, and social self-efficacy predict shyness scores of high school students?”

3.3 Population and Sample Selection

The target population of the study was all 9th, 10th and 11th grade high school students in Turkey. The accessible population was 9th, 10th and 11th grade high school students from four schools in Bursa. The convenient sampling method was used as a sample selection procedure. A total of 424 (250 female and 174 male) volunteer students participated in the study. Age of the students ranged from 14 to 19 with the mean of 16.5 (SD = .94). The distributions of students by grade level were 155 (72 males, 83 females) in 9th grade, 135 (47 males, 88 females) in 10th grade, 134 (55 males, 79 females) in 11th grade.

3.4 Data Collection Instruments

Data were collected by a questionnaire packet including demographic information form (Appendix A), Revised Cheek and Buss Shyness Scale (RCBS) (Appendix B), Rosenberg Self-Esteem Scale (RSES) (Appendix C), Social Self-efficacy Scale (Appendix D) and Self-Consciousness Scale (SCS) (Appendix E).

3.4.1 Demographic Information Form

Demographic Information Form was prepared by the researcher in order to gather information about the participants' gender, age, and grade level.

3.4.2 Revised Cheek and Buss Shyness Scale (RCBS)

Revised Cheek and Buss Shyness Scale (Cheek & Buss, 1981) is one of the most commonly employed measures of shyness (Cheek & Briggs, 1990). The original Cheek and Buss Shyness Scale (Cheek & Buss, 1981) contained 9 items. Scale was revised in 1983 in order to improve psychometric properties of the original scale. The development of the revised form aimed at improving the psychometric properties of the original scale. The revision resulted in a 13-item revised version of the original scale. The scale is a 5 point Likert-type, ranging from “very uncharacteristic” to “very characteristic”. Items scores are totaled for an overall shyness score. Scores range from 13 to 65, the higher scores on scales refers to higher levels of shyness.

The RCBS was found to be internally consistent (coefficient alpha = .90), with 45-day test-retest reliability coefficient of $r = .88$ (Cheek & Briggs, 1990). Correlation was found with Social Avoidance and Distress Scale (Watson & Friend, 1969, $r = .77$), and Social Reticence Scale (Jones et al., 1986, $r = .79$) that supports the convergent validity of the scale.

RCBS was translated into Turkish by GÜNGÖR (2001). GÜNGÖR also added an open-ended question to the scale, and created a 20-item Shyness Scale. GÜNGÖR (2001) correlated the scale with Turkish version of Liebowitz Social Anxiety Scale (SKDE; Eren-Gümüş, 1997), the correlation between scores on Shyness Scale and avoidance subscale of SKDE was found to be .78. Shyness Scale and the total scores obtained from SKDE was also highly correlated ($r = .71$). The test-retest reliability coefficient was .83, and Cronbach alpha coefficient for internal consistency was .91. In the present study, an alpha coefficient of .87 was obtained for the Shyness Scale.

3.4.3 Rosenberg Self-Esteem Scale

The Rosenberg Self-Esteem Scale (RSES) was originally developed by Rosenberg (1965). RSES is a widely used unidimensional measure of global self-esteem and consists of 10-items with a 4-point Likert-type scale ranging from “strongly disagree” to “strongly agree”. The scale has five positively (e.g., “I am proud of myself”), and five negatively worded items (e.g., “I certainly feel useless at times”). Scores can range from 10 to 40. People who have the highest self-esteem get 40 from the scale, and those who have lowest self-esteem get 10 points. Items 3, 5, 8, 9, and 10 are reverse scored. Rosenberg (1979; as cited in Chubb, Fertman, & Ross, 1997, p. 120) studied the scale's reliability and validity on two small college samples and had two week test retest reliability coefficients of $r = .85$ and $.88$. Also, evidence for validity was provided by correlating the instrument with Coopersmith Self-Esteem Inventory (Coopersmith, 1967, $r = .60$).

Çuhadaroğlu (1985) adapted Rosenberg's Self Esteem Scale to Turkish adolescents. In the Turkish version, the rating of the scale ranges from “totally right” to “totally wrong” with items 3, 5, 8, 9, and 10 reversely scored. Çuhadaroğlu (1985) reported the correlation coefficient between psychiatric interview scores and scores of RSES as $.71$. Test-retest reliability of the scale was also $.75$. Another validity evidence was provided by Çankaya (1997). It was reported that there was a significant correlation between RSES and Self-Concept Inventory ($.26$ for the whole group, $p < .001$; $.26$ boys and girls $p < .05$). In the present study, an alpha coefficient of $.86$ was obtained for self-esteem scale.

3.4.4 Self-Consciousness Scale (SCS)

Self-consciousness Scale (SCS, Fenigstein et al., 1975) was designed to measure the tendency to focus on the self. The scale consists of 23 items with a 4-point Likert-type scale ranging from “extremely uncharacteristic” to “extremely characteristic”. SCS has three subscales - Private Self-Consciousness (e.g., “I'm

alert to changes in my mood”) referring to the general tendency to attend to person’s inner thoughts, feelings, and reactions, Public Self-Consciousness (e.g., “I’m usually aware of my appearance”) which addresses the tendency to how one presents oneself to others, and Social Anxiety (e.g., “I have trouble working when someone is watching me”) reflecting a concern with the self as a social stimulus. Private self-consciousness subscale includes 10 items (items 1, 3, 5, 7, 9, 13, 15, 18, 20, 22). . Public self-consciousness subscale is consisted of 7 items (items 2, 6, 11, 14, 17, 19, 21). Social anxiety subscale is composed of 6 items (items 4, 8, 10, 12, 16, 23). Reverse scored items in the measure were 3, 9, and 12.

Fenigstein et al., (1975) tested the reliability of scale by working on 84 subjects. Participants completed the scale twice, with a 2-week interval between administrations. Test-retest correlations for the subscales were: .84 for public self-consciousness,; .79 for private self-consciousness, ; .73 for social anxiety, ; and .80 for the total score. These correlations indicated that scale and the subscales of the measure are reasonably reliable. Correlations were computed between the public and private SCS subscales in for both the entire sample and separately males and females. For the entire sample, the correlation was .55, $p < .001$. The correlation between these subscales for males was .50. $p < .001$, and .57, $p < .001$ for females (Bowker & Rubin, 2009).

3.4.4.1 Adaptation Procedure of Self-Consciousness Scale (SCS): Translation to Turkish, Reliability and Validity Studies

After receiving necessary permission from the authors (Fenigstein et al., 1975) of the measure, steps regarding the adaptation of Self-Consciousness Scale were carried out by the researcher.

First step included the translation of Self-Consciousness Scale into Turkish separately by the researcher and two English Language Teachers teaching at public and private schools and by two advanced Ph.D students in the field of guidance and

psychological counseling who possess advanced English language skills. Second, the translated versions of the (SCS) items were examined by the researcher and her supervisor. The best fitting translation for each item were chosen and included in the Turkish version of Self-Consciousness Scale.

The second step included the validity and reliability study of the Turkish version of Self-Consciousness Scale. The validity and reliability study of the Turkish version Social Self-efficacy Scale were carried out with 424 (250 female and 174 male) high school students. Age of students ranged from 14 to 18 ($M = 16.20$, $SD = .89$). The instruments were administered to the students in the classroom setting. In order to assess Construct validity of the Turkish version of the Self-Consciousness Scale, factor structure of the scale was investigated by employing Exploratory Factor Analysis.

In the present study prior to the factor analysis of Self-Consciousness Scale the suitability of the data for factor analysis was assessed through examining: (1) the adequacy of the sample size, and (2) the strength of relationships among the items. In these assessments, “five cases for each item formula” suggested by Tabachnick and Fidel (1996); Bartlett’s test of sphericity, that should be statistically significant at $p < .05$ and the Kaiser –Meyer-Olkin (KMO) measures of sampling adequacy were generated by SPSS to assess the factorability of the data (Pallant, 2001). The Bartlett’s test of sphericity was 1815.71 ($p < .001$) and the KMO measure was .83 revealing the adequacy of the present data for a good factor analysis in addition to the adequacy of the sample requirements. The KMO value was .8 defined as great (Field, 2009). Thus it is possible to say that the sample size was adequate for factor analysis.

Initially, Maximum Likelihood analysis with varimax rotation was applied to the self-consciousness scores of students. The initial solution revealed 6 factors with eigenvalues greater than 1. Although, these 6 factors explained the 51.87 % of the total variance, the examinations of items loaded in the factors were not theoretically

sound and were loaded on several factors. In the second factor analysis for the purpose of verifying the three dimensions in the original study the number of components were forced to three, The results of factor analysis with varimax rotation revealed 3 identifiable factors, with the eigenvalues of are 4.50, 2.60, and 1.40 respectively. These factors accounted for 37 % of the total variance. Results indicated that Items 3, 7 and 9 had low factor loadings of .29 and .23, .21 respectively. Therefore the third factor analysis was run excluding these three items.

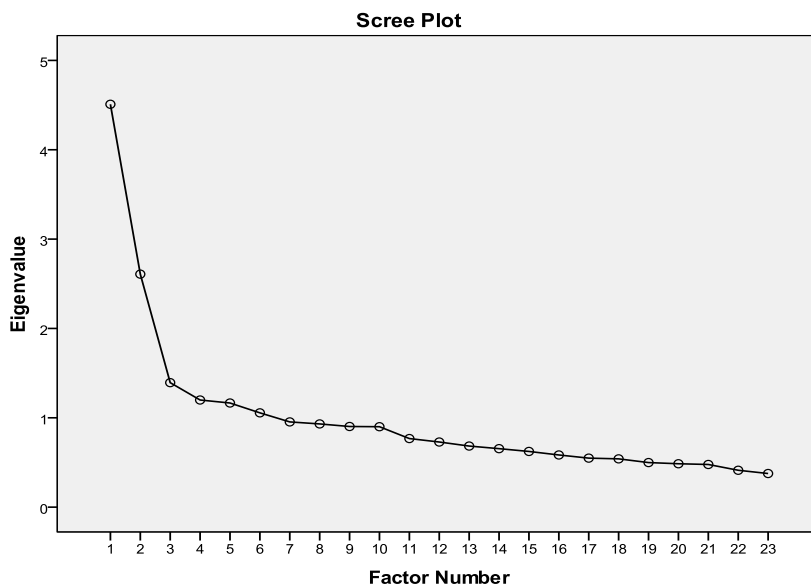


Figure 3.1 Scree Plot of The Self-Consciousness Scale

Table 3.1

Factor Loadings of Self-Consciousness Items

Item number	Factor loadings		
	1	2	3
SelfCon_23	.750	.090	.008
SelfCon_4	.740	.125	-.006
SelfCon_10	.692	.159	.004
SelfCon_16	.682	.190	-.074
SelfCon_6	.568	.210	-.121
SelfCon_12	.567	-.285	-.049
SelfCon_8	.413	.377	.012
SelfCon_3	-.326	-.271	.285
SelfCon_11	.188	.601	.078
SelfCon_2	.144	.591	-.027
SelfCon_14	.297	.555	-.025
SelfCon_17	-.093	.499	.136
SelfCon_19	.383	.483	-.038
SelfCon_18	.094	.443	.225
SelfCon_7	.018	.358	.095
SelfCon_22	-.064	-.181	.697
SelfCon_21	-.059	-.101	.605
SelfCon_1	-.123	.094	.577
SelfCon_20	.062	.212	.575
SelfCon_13	-.138	.228	.496
SelfCon_5	.267	.327	.395
SelfCon_15	.352	.339	.375
SelfCon_9	.004	.105	.318

The first factor included 8 items, and item loadings of the first factor ranged from .750 to -.326. The second factor, included 7 items, and factor loadings of the items of ranged from .601 to .358. Lastly, the third factor included 8 items, and item loadings of the third factor ranged from 697 to 318.

According to Kline (1999) factors are considered to be reliable when the Cronbach's alpha values are .7 or higher. In the present study, internal consistency of the total scale was found to be .77. However, internal consistencies of subscales were found to be .57, .56, .76 for public self-consciousness scale, private self-consciousness scale, and social anxiety scale, respectively. In the present study, self-attentional aspect of the scale regardless of public or private (A. Fenigstein, personal communication, August 26, 2012), relatively high level of reliability of the total scale, and low level of reliability of subscales were taken into consideration, as a result, self-consciousness scale was used as unidimensional measure rather than multidimensional one to assess self-consciousness.

3.4.5 Social Self-efficacy Scale

Social Self-efficacy Scale was developed by Matsushima and Shiomi (2002) to measure social self- efficacy for high school students. The scale consists of 31 items with a 4-point Likert-type scale ranging from “extremely uncharacteristic” to “extremely characteristic and it has three subscales. The first scale is named “Self-confidence about Social Skill in Personal Relationship”, there are 14 items (e.g., “I can talk with anybody easily”), in this scale, they relate to self-confidence in person's basic social skills. “Trust in Friends” is the second scale, it is consisted of 10 items (e.g., “Friends are reliable for me”), which relate to trust and feelings toward friends. The third scale named “Trust by Friends” includes 7 items (e.g., “I believe I am trusted by my friends”), referring to self-esteem or self-confidence. People who have the highest social self-efficacy get highest score from the scale, and those who have lowest social self-efficacy get lower score. Although the SCS was designed for use with an adult population, a number of researchers have utilized the measure with adolescents (e.g., Davis & Franzoi, 1986; Martin & Debus, 1998).

Matsushima and Shiomi (2003) found cronbach alpha coefficient .90, .89, and .87 for Self-confidence about Social Skill in Personal Relationship, Trust in Friends, and Trust by Friends, respectively.

3.4.5.1 Adaptation Procedure of Social Self-efficacy Scale (SCS): Translation to Turkish, Reliability and Validity Studies

After receiving necessary permission from researchers (Matsushima and Shiomi, 2002) who developed the scale, the adaptation study of Social Self-efficacy Scale was carried out by the researcher for the present study. Translations, validity and reliability study of the scale are presented in the following sections.

Social Self-efficacy Scale was translated into Turkish separately by the researcher and four other people who are advanced in English. Two of those people who translated the scale are English teachers teaching at public and private schools; two of the translators are PhD students in the field of guidance and psychological counseling who possess advanced English skills. Second, the translated versions of the Social Self-efficacy Scale items were examined by the researcher and her supervisor. The best fitting translation for each item were chosen and included in the Turkish version of Social Self-efficacy Scale.

The validity and reliability study of the Turkish version Social Self-efficacy Scale were carried out with 424 (250 female and 174 male) high school students. Age of the students ranged from 14 to 18 ($M = 16.20$, $SD = .89$). The instruments were administered to the students in the classroom settings. In order to assess Construct validity of the Turkish version of the Social Self-efficacy Scale, factor structure of the scale was investigated by employing Exploratory Factor Analysis.

In the present study, prior to the factor analysis of Social Self-efficacy Scale the suitability of the data for factor analysis was assessed through examining: (1) the adequacy of the sample size, and (2) the strength of relationships among the items. In these assessments, “five cases for each item formula” suggested by Tabachnick and Fidel (2001); Bartlett’s test of sphericity, that should be statistically significant at $p < .05$ and the Kaiser –Meyer-Olkin (KMO) measures of sampling adequacy, that should be .6 or above, were utilized generated by SPSS to assess the factorability of

the data (Pallant, 2001). The Bartlett's test of sphericity was 3648.95 ($p < .001$) and the KMO measure was .89 revealing the adequacy of the present data for a good factor analysis in addition to the adequacy of the sample requirements.

Then, for the purpose of verifying that the original version of 31 items of Social Self-efficacy Scale Maximum Likelihood with varimax rotation was applied to the Social Self-efficacy scores of students. The initial solution revealed 8 factors with eigenvalues greater than 1. Although, these 8 factors explained the 57.81 % of the total variance, the examinations of items loaded in the factors were not theoretically sound and were loaded on several factors. Thus, it was decided to restrict the number of factors. Four criteria were used to determine the number of factors to rotate: (1) the a priori hypothesis stemming from the original scale that the measure has 3 dimensions, (2) the scree test together with the eigenvalues, (3) the interpretability of the factor solution, and (4) the factors loadings of the items. Then, analysis was repeated for the second time and the results of factor analysis with varimax rotation revealed 2 factors. The eigenvalues of the first and second factors were 7.38 and 2.57 respectively. These factors accounted for 38.27 % of the total variance. Results indicated that Items 7, 10, 11, 12, and 14 had low factor loadings of .26, .15, .29, and .15 respectively. Therefore the third factor analysis was run excluding these three items. Therefore these items were excluded from the factor analysis and third factor analysis was run for the third time.

As can be seen from the Table 3.2, the first factor named as Self-confidence about Social Skill in Personal Relationship included 16 items, and item loadings of the first factor ranged from .696 to .361. The second factor, trust in/by friends, included 9 items. Factor loadings of the items in Trust in/by Friends factor ranged from .777 to .383. In the original scale, there are 3 factors which are Self-confidence about Social Skill in Personal Relationship, Trust in Friends, and Trust by Friends. According to results of factor analysis of this study, the items of two factors Trust in Friends and Trust by Friends were loaded in one factor. Thus, first factor was named as Self-

confidence about Social Skill in Personal Relationship, and second factor was named as Trust in/by Friends.

In the present study, an alpha coefficient of .88 was obtained for the total scale. Internal consistency of the subscales were found to be .78, .80, .88 for Self-confidence about Social Skill in Personal Relationship scale, Trust in Friends scale, Trust by Friends scale, respectively.

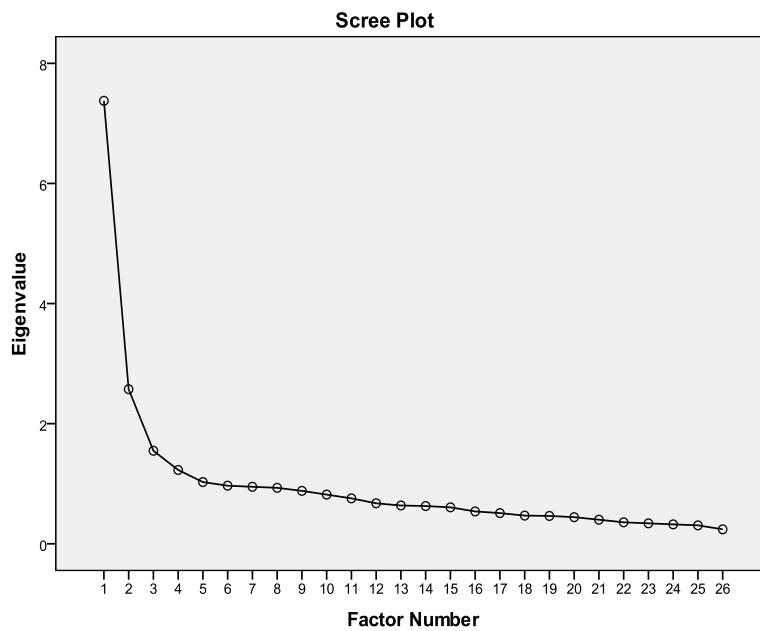


Figure 3.2 Scree Plot of Social Self-efficacy Scale

Table 3.2

Factor Loadings of Social Self-Efficacy Scale Items

Item number	Factor loadings	
	1	2
SoSE_6	.696	.184
SoSE_5	.678	.233
SoSE_4	.648	.270
SoSE_2	.632	.242
SoSE_7	.621	.263
SoSE_3	.617	.258
SoSE_1	.564	.165
SSE_4	.563	.116
SSE_9	.554	.156
SSE_3	.531	.057
SSE_2	.501	.176
SSE_10	.486	.151
SSE_6	.481	.063
SSE_1	.474	.076
SSE_5	.443	.017
SSE_8	.361	.108
SoSeEff_6	.142	.777
SoSeEff_2	.044	.700
SoSeEff_1	.179	.603
SoSeEff_7	.185	.546
SoSeEff_9	.134	.503
SoSeEff_8	.133	.485
SoSeEff_5	.174	.437
SoSeEff_4	.156	.422
SoSeEff_3	.034	.383

3.5 Data Collection Procedure

After receiving permission from Middle East Technical University Human Subjects Ethics Committee and the Ministry of National Education, researcher made personal visits to the principals of the schools in Bursa to explain the purpose of the study and to request their assistance. In the four schools, school principals were agreed to cooperate. The data was collected through the collaboration with school counseling and guidance services and an informed consent received. A set of instruments consisting of a demographic data form, Revised Cheek and Buss Shyness Scale (RCBS) Rosenberg Self-Esteem Scale (RSES), Social Self-efficacy Scale and Self-Consciousness Scale (SCS) were prepared to collect data 424 students who were enrolled in four high schools in Bursa. Administration was made during the 2011-2012 spring semester, two months after the semester had begun, during class sessions by the researcher and psychological counselors of the schools. Information about the study and detailed instructions on how to respond to each instrument was provided by the researcher while administering measures.

3.6 Internal Validity

In terms of internal validity there are several threats to internal validity in the research (Fraenkel & Wallen, 2000). One of those threats for internal validity can be subject characteristics. In the present study, subject characteristics were not a problem, although all students were not at same grade level, their ages were close to each other as participants were composed of 9th, 10th, and 11th grade students.. Another threat is location where data are collected or instruments are carried out is called location threat (Fraenkel & Wallen, 2000). In the present study, the classrooms at the research schools had similar condition and outside events that could influence the subjects' responses were not observed during administration of the tests. The way of using the instruments may also lead a threat to internal validity (Fraenkel & Wallen, 2000). Instrument decay, data collector characteristics and collector bias could not be a threat for internal validity since the research data were collected in the

same way from four schools. On the other hand, in terms of instrumentality, as self-report instruments were used to gather data, the participants may have responded to the instruments to obtain social desirability even if they were ensured confidentiality and anonymity. Thus, the accuracy of the results limited with the sincere answers of the participants, and internal validity of the research could be affected.

3.7 External Validity

External validity refers to generalizability of the results of the study (Frankel & Wallen, 2000). In the present study, convenience sampling was used instead of random sampling, so generalization of the findings of the study was limited. On the other hand, generalizability can be done for the subjects who have the same characteristics. In addition, the present study was conducted with 9th, 10th, and 11th grade students in Bursa thus the findings of the study can be generalized to similar settings.

3.8 Limitations of the Study

In the light of this study, possible limitations should be taken into consideration. Although the sample size (424) is satisfactory for conducting a multiple regression analyses, participants were limited to students from public high schools in Bursa, so it does not represent well the experiences of high school student all over the country. Thus findings of the study cannot be generalized to high school students in different parts of the country. Since self-report instruments were used to gather data, the participants may have responded to the instruments to obtain social desirability even if they were ensured confidentiality and anonymity. Thus, the accuracy of the results limited with the sincere answers of the participants. Lastly, in the present study, predictors of shyness are limited the included variables which were gender, self-esteem, self-consciousness, and social self-efficacy.

CHAPTER IV

RESULTS

This chapter consists of five main sections. In the first section preliminary analyses of the data are presented. In the second section, descriptive statistics of major variables including means and standard deviations of the criterion and predictor variables are given. In the third section assumption check of the study variables is explained. The fourth section presents correlation matrix of the study variables. Fifth section includes the results of hierarchical multiple linear regression analysis.

4.1. Descriptive Statistics for the Major Study Variables

Prior to main statistical analysis, the data was checked to correct possible mistakes made when entering the data. Therefore, the minimum and maximum values and frequencies of each major variable were examined for scores that were not within the range of possible values. The scores that are out-of-range were corrected by checking the questionnaires. Descriptive statistics were conducted to describe predictor variables namely gender, self-esteem, self-consciousness, and social self-efficacy, and criterion variable (i.e, shyness). Means, standard deviations, minimum and maximum scores of the major variables are presented in Table 4.1.

Table 4.1

Means and Standard Deviations of the Major Variables

Variables	<i>M</i>	<i>N</i>	<i>SD</i>	<i>Min.</i>	<i>Max.</i>
Shyness	53.18	390	15.31	20	93
Self-esteem	22.59	402	2.69	15	29
Self-consciousness	57.37	386	8.08	33	76
Social Self-efficacy	89.39	394	10.29	59	108

As seen in Table 4.1, the means for self-esteem, self-consciousness, and social self-efficacy were 22.59, 57.37, and 89.39 with standard deviations of 2.69, 8.08, and 10.29, respectively. The mean and standard deviation was 53.18 and 15.31 for the shyness. Minimum and maximum scores of shyness ranged between 20 and 93. Minimum scores for self-esteem, self-consciousness, and social self-efficacy were 15, 33, and 59, respectively. Moreover, maximum scores for self-esteem, self-consciousness, and social self-efficacy were 29, 76 and 108, respectively.

4.2. Bivariate Correlation Matrices of the Major Study Variables

Pearson Correlation Coefficient was computed in order to examine the relationship among the variables in the study. The correlations among the scores of predictors and criterion variable for the total sample are presented in Table 4.2.

Table 4.2

Correlation Matrix of the Study Variables for the Total Sample

Variables	1	2	3	4
1. Shyness	1	.04	-.30	.52
2. Self-esteem	-.30	-.13	1	-.26
3. Self Consciousness	.52	.24	-.26	1
4. Social Self Efficacy	-.50	.20	.09	-.13

** $p < .01$

As it can be seen from the Table 4.2, Pearson-Product-Moment correlation coefficients among predictor variables and the dependent variable yielded a significant correlation between shyness scores and predictor variables. Results indicated that shyness was significantly and negatively correlated with self-esteem ($r = -.30, p < .01$) and social self-efficacy ($r = -.50, p < .01$), and positively correlated with self-consciousness ($r = .52, p < .01$).

4.3 Testing Assumptions for Multiple Regression

Before conducting the main analysis, the main assumptions underlying multiple regression which are normality, homoscedasticity, independence of residuals, and multicollinearity (Tabachnick & Fidell, 2007) were checked. Firstly, in order to identify possible outliers, seven cases that exceeded a z score of + 3.29 and - 3.29 were detected and excluded from the regression analysis (Tabachnick & Fidell, 2001).

The histogram and normal probability plot of residuals was checked for the normality assumption of the residuals. To test the normality of residuals, descriptive statistics including mean, standard deviation, skewness, visual inspection of P-P plots and histograms were conducted. Skewness values were within the acceptable range

of ± 3 (Field, 2009) with the values .18, -.25, -.29, and -.47, for shyness, self-esteem, self-consciousness, and social self- efficacy, respectively. As can be seen in Figures 4.1 and 4.2 normality assumption of the residuals was satisfied in the analysis. The histogram indicated approximately a normal distribution, and the normal P-P plot showed that approximately all points lie on the straight line.

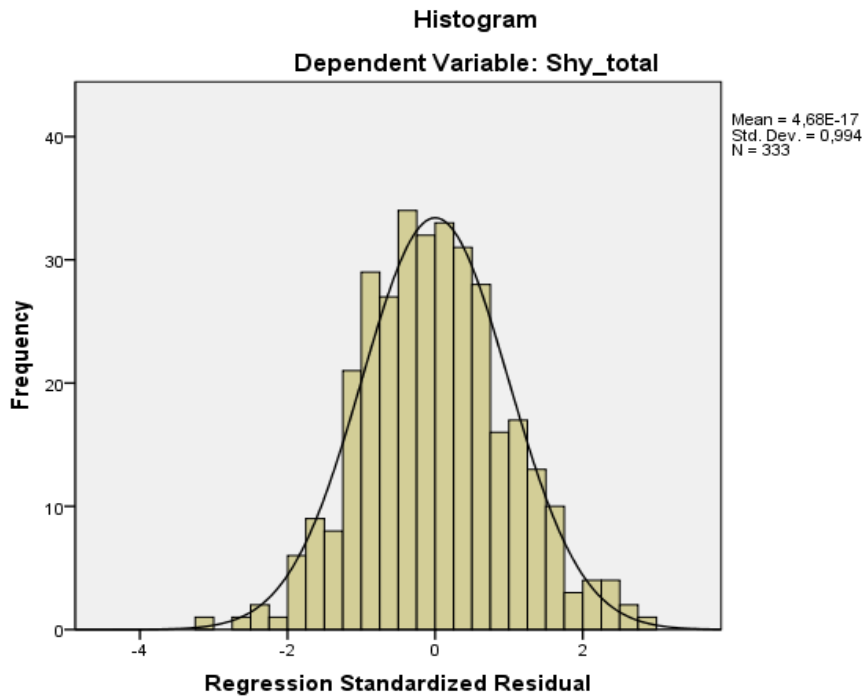


Figure 4.1 *Histogram for Shyness Scores*

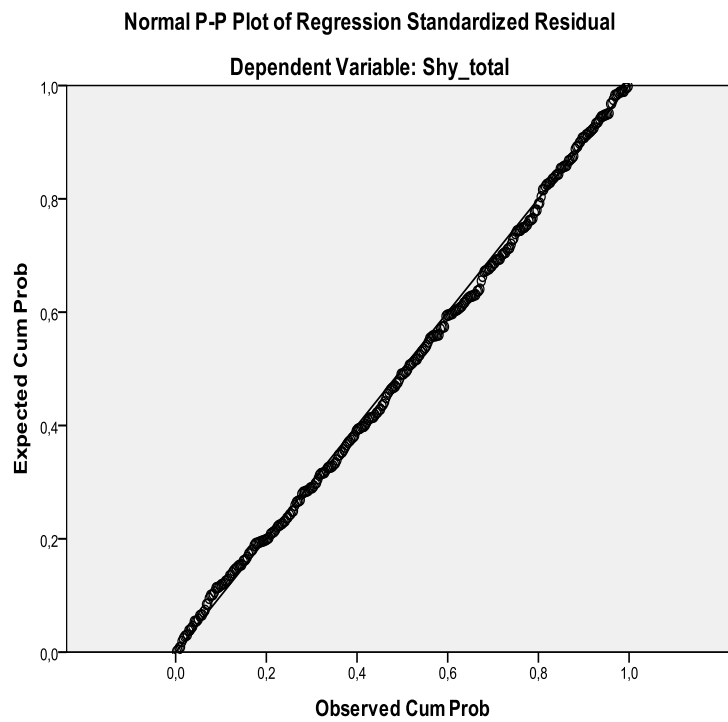


Figure 4.2 *Normal Probability Plot Shyness Scores*

In order to check multicollinearity assumption, which is a sign of high correlations among the independent variables, variance inflation factor (VIF), tolerance, and bivariate correlations (Pearson) between independent variables were analyzed. According to Field (2009), the correlation between independent variables should be less than .90. As Table 4.2 showed that the correlation between variables was less than .90 showing that correlation between variables satisfy requirements. Moreover, VIF values should be less than 10, and the values of tolerance should be more than .20 (Field, 2005). As seen in Table 4.3, the value of VIF ranged between 1.08 and 1.15 and the tolerance statistics ranged between .87 and .92, indicating that tolerance and VIF values requirements were satisfied, and there was no multicollinearity for the current data.

Table 4.3

Tolerance and VIF Values of Predictor Variables

Variables	Tolerance	VIF
Gender	.88	1.13
Self-esteem	.92	1.08
Self-Consciousness	.87	1.15
Social Self-efficacy	.92	1.09

The other assumption underlying multiple regression is homoscedasticity. To check the assumption of homoscedasticity, the scatter plot of standardized residuals against standardized predicted values and partial regression plots of each criterion variable against each predictor variable were inspected (Field, 2005). The scatterplots indicated that the residuals appeared to be randomly scattered around zero that provides the evidence for linearity and homoscedasticity assumptions (Figure 4.3)

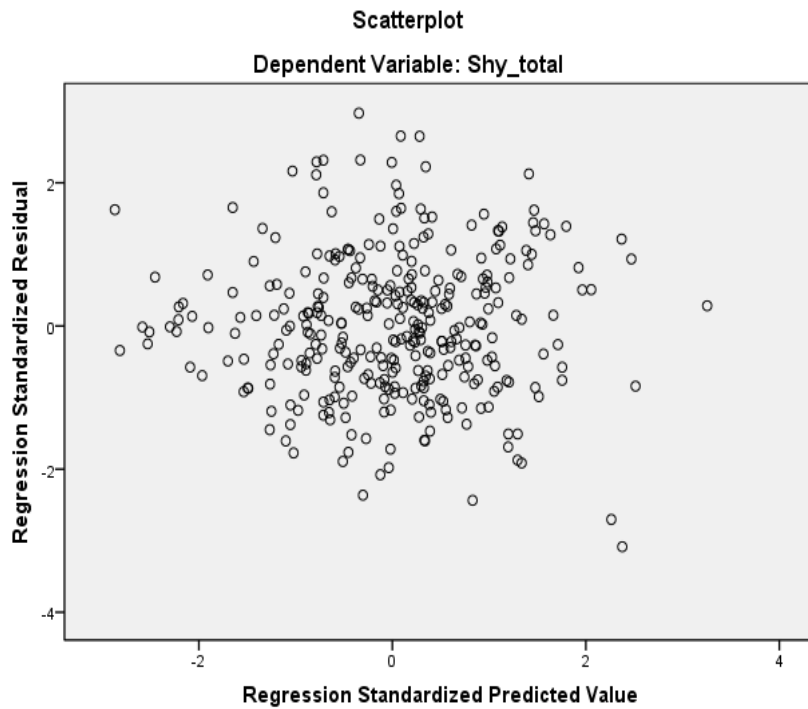


Figure 4.3. *Scatterplot for Shyness Scores*

In order to check whether the residuals in the model were independent Durbin–Watson test was used. According to Field (2009), Durbin-Watson value should be between 1 and 3. In the present study, the Durbin-Watson value was 2.006 for shyness that is independence of residuals assumption was satisfied in this regression analyses.

4.4. Results of Multiple Regression Analysis

In order to examine the predictive power of gender, self-esteem, social self-efficacy, and self-consciousness on shyness of high school students, hierarchical multiple regression analysis was conducted.

Table 4.4

Gender, Self-Esteem, Self-Consciousness, and Social Self Efficacy as Predictors of Shyness

Predictors	B	SE	β	R	R ²	ΔR^2	F
Step 1							
Gender	1.08	1.70	.03	.03	.001	-.002	.408
Step 2							
Gender	-.20	1.64	-.00				
Self-esteem	-1.70	.30	-.30***	.30	.09	.08	16.237
Step 3							
Gender	-3.37	1.46	-.10				
Self-esteem	-1.05	.27	-.19***				
Self- Conscious	.93	.09	.50***	.55	.30	.30	48.645
Step 4							
Gender	.00	1.34	.00				
Self-esteem	-.84	.23	-.15***				
Self- Consciousness	.80	.08	.42***				
SocSelfEfficacy	-.63	.06	-.43***	.69	.48	.47	74.946

*** $p < .001$

As seen in Table 4.3, a combination of four variables accounted for 47% of the total variance in shyness scores ($R^2 = .48$; $\Delta R^2 = .47$). The results indicated that multiple regression model was significant ($R = .69$, $p < .001$). In other words, linear combination of predictor variables was significantly related to the total shyness scores of high school students, $F(4, 328) = 74.946$, $p < .001$.

The first equation included the dummy coded variable gender, it was indicated that gender was not a predictor of shyness. In the second equation self-esteem was added to the model. The results of standardized coefficients indicated that model with self-esteem accounted for 8% of the total variance, $\Delta R^2 = .08$, $F(2, 330) = 16.237$, $p < .001$. In the third step self-consciousness was added to gender and self-esteem. Results showed that when self-consciousness added, the model accounted for % 29 of the total variance, $\Delta R^2 = .29$, $F(3, 329) = 48.645$, $p < .001$. In the last and fourth equation, social self-efficacy was added to gender, self-esteem and self-consciousness. The results indicated that model accounted for 47% of the total variance, $\Delta R^2 = .47$, $F(4, 328) = 74.946$, $p < .001$. Also, it was showed that self-

esteem accounted for 8%, self-consciousness accounted for 22% , social self-efficacy 17% of the total variance. Results indicated that while self-esteem ($\beta = -.30, t = -5.7, p < .001$) and social self-efficacy ($\beta = -.43, t = -10.34, p < .001$) were emerged as negatively associated predictors, self-consciousness was the positive predictor of shyness ($\beta = .50, t = .10.17, p < .001$).

To conclude, findings indicated that all variables except gender were significant predictors of shyness. As indicated in Table 4.3, self-consciousness was the most important and significant predictor of shyness with a significant regression weight, followed by social self-efficacy and self-esteem.

CHAPTER V

DISCUSSION

Throughout this section, the results of the study will be discussed in relation to relevant literature, implications of the findings and recommendations for the future research will be presented.

5.1 Discussion of the Results

The purpose of this study was to investigate the role of gender, self-esteem, self-consciousness, and social self-efficacy in predicting high school students' shyness. In order to examine the relationships Hierarchical Multiple Linear Regression analysis was carried out. Results indicated that all variables emerged as important factors in predicting students' shyness.

According to the findings, it was revealed that individual's self-evaluation was significant predictor of shyness. Specifically, negative self-evaluations, or in other words, low self-esteem gave rise to increased shyness. The significant and negative correlation between self-esteem and shyness has been cited as one of the most consistent findings in the relevant literature. For instance, in their study, Cheek and Buss (1981) found that college students who reported themselves as shy had a lower self-esteem. Similarly in the study by Miller (1995), it was indicated that college students' shyness was highly associated with their self-esteem. Parallel to these studies, results of this study concerning the relation between self-esteem and shyness produced a negative correlation. Adolescents who had higher shyness scores had poor self-esteem. This finding is also in line with studies with Turkish samples. In the study by Koydemir (2006), self-esteem was found to be negatively related to college students' shyness, and she suggested that not only approval motivation was

an antecedent of shyness but also persons' poor evaluations of themselves, and that self-esteem was a determinant of approval concerns. Similar to present study, Demirbaş (2009) investigated the relations between 9th, 10th, and 11th grade students' self-esteem and their shyness, and it was clarified that students with high level of self-esteem had lower level of shyness.

In the present study, self-consciousness was also noted to be a crucial factor predicting adolescents' shyness. It was found that shyness was positively correlated with self-consciousness. These findings indicate that participants who score high on self-consciousness have higher shyness scores. These findings supported the previous research findings which demonstrated self-consciousness was theoretically and empirically related to shyness (Buss, 1986; Higa et al., 2008; Pilkonis, 1977). In parallel with the findings of this study, Cheek and Buss (1981), in a study with 192 college students examining the relationship between self-consciousness and shyness by using the self-consciousness scale (Fenigstein et al., 1975) also indicated that students who reported themselves as shy tended to have high self-consciousness. Findings of the study by Wojslawowicz (2005), exploring the distinction between public and private self-consciousness during early adolescence while considering the distinction between self-conscious and fearful shyness, also highlighted the role of self-consciousness in internalizing problems and shyness.

Another finding obtained from the study regards the role of individual's own sense about his/her appropriate responses during interpersonal relationships, namely social self-efficacy, in predicting shyness. In this study, it was hypothesized that social self-efficacy would predict shyness. Findings revealed a large and negative relationship between social self-efficacy and shyness. In other words, participants who had more social self-efficacy had lower shyness. Empirical research has investigated the relations between social self-efficacy and shyness; and it was consistently reported that there was a moderate to high negative correlation between them (e.g., Caprara & Steca, 2005; Nancy & Betz, 2000) as in the current study.

Previous research has identified gender as a significant predictor (e.g., Hermann & Betz, 2004; Pilkonis, 1977) whereas there are also findings that shyness did not differ in terms of gender (e.g., Besic, Selfhout, Kerr, & Stattin, 2009; Demirbaş, 2009). However, in the present study gender was not found to be related to shyness. On the other hand, it should be noted that this study is conducted with a limited number of male high school students, so it may not truly reflect the actual effect. Thus, the effect of gender on shyness should be investigated with more student groups, especially with more male students in the future.

5.2 Implications for Practice

The findings of the present study indicating the role of gender, self-esteem, self-consciousness, and social self-efficacy in predicting the shyness of adolescents offer valuable information not only to counselors, teachers, and school principals but also to families of students.

Adolescence is a rough period in which adolescents go through great changes. In this period of personality and social development, adolescents are inclined to shyness (Zimbardo, 1989). Adolescents have to deal with shyness along with the difficulties resulting from this hard period in their lives. In addition, shyness may go well beyond adolescence and have an adverse effect on the later stages (e.g. college, job, family, social life, etc.) of the person's life. Thus, the results of the study can contribute to both developmental and preventive approaches in counseling. Findings supported that adolescents who have low self-esteem and low social self-efficacy have higher score of shyness. Thus, the results of this study may be useful in planning appropriate strategies for raising students' self-esteem.

In terms of raising self-esteem and social self-efficacy, practitioners may help clients change their negative views of themselves through cognitive models of interventions, or by providing clients with successful experiences (Beck et al., 1985; Clark & Wells, 1995). Also, various counseling programs and workshops can be organized to

help students become aware of their self-evaluations, and own sense about his/her appropriate responses in interpersonal relationships. By the help of programs and workshops students can be enriched by skills and attitudes which would help them raise their self-esteem and social self-efficacy.

Another crucial finding of this study is the influence of self-consciousness on adolescents' shyness. According to the results of this study, shyness was positively correlated with self-consciousness. These results may be used to better identify adolescents at-risk for being shy due to their self-consciousness, and could inform practitioners designing interventions. In the light of this study, teachers and families can be given information about correlates of shyness.

5.3 Recommendations for Future Research

In the present study gender, self-esteem, social self-efficacy, and self-consciousness have been examined as antecedents of shyness. There is no doubt that other situational and dispositional factors can be investigated in order to explain the experience of shyness. Future studies may include other variables to understand their role in shyness and related variables. Also, it can be achieved by integrating other theories.

The present study assessed the dispositional factors in predicting shyness. Other studies may include situational and social factors as well. Family factors such as parental attitudes, parenting styles may have a crucial role for understanding and explaining shyness (e.g., Besic & Kerr, 2009; Considine, 2009; Koydemir, 2006). To illustrate, it has been suggested that neglecting, rejecting, and overprotecting parents have children who tend to have low self-esteem; on the other hand, parents of high self-esteem children tend to be more warmly accepting of their children than parents of low self-esteem children (Haque, 1988; Rice, 1990). Thus, it is recommended that future research can include variables regarding parental influences.

In terms of assessment, future research may consider using other measures such as behavioral performance measures instead of self-report data. Due to the self-report nature of the study, the findings have just relied on self-report data which is typically associated with common respondent bias that leads to socially desirable responses. Thus, future research may take into account using different types of measures such as ratings of judges or behavioral performance measures other than self-report to assess the variables.

Another recommendation could be with regard to the sample, in that the present study participants consisted of high school students from four high schools. Hence, obtained findings can only be generalized to the similar populations. Even if the sample of the current study represented high school students, it did not rely on one of the random sampling that limits the generalizability of the findings. For further studies, experience of shyness should be examined in various populations from different age groups to gather more information which allow making comparison between various samples.

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APPENDICES

APPENDIX A

DEMOGRAPHIC INFORMATION FORM (DEMOGRAFİK BİLGİ FORMU)

Sevgili Öğrenciler,

Bu araştırmada, utangaçlığı yordamada benlik saygısı, sosyal öz yeterlilik ve öz-bilinçliliğinin rolünü belirlemek amaçlanmaktadır. Bu amaçla size içerisinde birçok ifadeyi içeren ölçek maddeleri verilecek ve bunları işaretlemeniz istenecektir. Lütfen tüm soruları ve açıklamaları dikkatlice okuyunuz ve içtenlikle cevap veriniz, boş bırakmamaya özen gösteriniz. Verdiğiniz yanıtlar gizli kalacak ve grupça değerlendirme yapılacaktır. Bu nedenle ölçeğin üzerine kimliğinizi belirleyecek bilgileri yazmanıza gerek yoktur. Çalışma için ayıracağınız zaman ve katkılarınızdan dolayı şimdiden teşekkür ederim.

Öznur ÇAĞLAYAN MÜLAZİM

Orta Doğu Teknik Üniversitesi

Eğitim Fakültesi, Eğitim Bilimleri Bölümü

Yüksek Lisans Öğrencisi

1. Cinsiyetiniz () Kız () Erkek

2. Sınıfınız:

3. Yaşınız:

APPENDIX B

SAMPLE ITEMS OF REVISED CHEEK & BUSS SCALE

(GÖZDEN GEÇİRİLMİŞ CHEEK VE BUSS UTANGAÇLIK ÖLÇEĞİ ÖRNEK MADDELERİ)

Lütfen aşağıda verilen 13 maddeyi dikkatlice okuyarak, her maddenin sizin duygu ve davranışlarınıza uygunluğunu, verilen dereceleme sistemine göre değerlendiriniz. Yanıtlama işlemi, her maddenin karşısındaki rakamlardan birini işaretleyerek yapınız. Her ifadenin karşısındaki “Bana Hiç Uygun Değil, Uygun Değil, Kararsızım, Bana Uygun, Bana Çok Uygun” seçeneklerinden yalnız biri için (X) işareti koyarak belirtiniz. Lütfen boş bırakmayınız ve her ifade için bir işaretleme yapınız.

		Bana Hiç Uygun Değil	Uygun Değil	Kararsızım	Bana Uygun	Bana Çok Uygun
1	İyi tanıdığım kişilerle birlikteyken kendimi tedirgin hissedirim.					
2	Toplumsal ilişkilerde hiç rahat değilim.					
3	Başkalarından herhangi bir konuda bilgi istemek bana zor gelir.					
4	Arkadaş toplantıları ve diğer sosyal etkinliklerde genellikle rahat değilimdir.					

APPENDIX C

SAMPLE ITEMS OF ROSENBERG SELF-ESTEEM SCALE

(ROSENBERG BENLİK SAYGISI ÖLÇEĞİ ÖRNEK MADDELERİ)

Aşağıda, genel olarak kendinizle ilgili duygu ve düşüncelerinize yönelik olarak 10 madde verilmiştir. Lütfen her bir maddeyi dikkatlice okuyarak sizin için doğruluk derecesini verilen 4'lü derecelendirme sistemini kullanarak yanıtlayın.

		Çok Yanlış	Yanlış	Doğru	Çok Doğru
1	Kendimi en az diğer insanlar kadar değerli bulurum.	1	2	3	4
2	Bazı olumlu özelliklerimin olduğunu düşünüyorum.	1	2	3	4
3	Genelde kendimi başarısız bir kişi olarak görme eğilimindeyim.	1	2	3	4
4	Ben de diğer insanların birçoğunun yapabileceği kadar bir şeyler yapabilirim.	1	2	3	4

APPENDIX D

SAMPLE ITEMS OF SELF-CONSCIOUSNESS SCALE

(ÖZ-BİLİNÇ ÖLÇEĞİ ÖRNEK MADDELERİ)

Lütfen aşağıda verilen 23 maddeyi dikkatlice okuyarak, her maddenin size uygunluğunu, verilen dereceleme sistemine göre değerlendiriniz. Yanıtlama işlemini, her maddenin karşısındaki rakamlardan birini işaretleyerek yapınız. Her ifadenin karşısındaki “Hiç Uymuyor, Biraz Uymuyor, Biraz Uyuyor, Tamamen Uyuyor” seçeneklerinden yalnız biri için (X) işareti koyarak belirtiniz. Lütfen bos bırakmayınız ve her ifade için bir işaretleme yapınız.

		Hiç uymuyor	Biraz uymuyor	Biraz uyuyor	Tamamen uyuyor
1	Her zaman kendimi anlamaya çalışırım.				
2	Bir şeyleri yapma biçimim hakkında kaygılanırım.				
3	Genel olarak kendimin farkında değilim.				
4	Yeni durumlarda utangaçlığımı aşmam zaman alır.				

APPENDIX E

SAMPLE ITEMS OF SOCIAL SELF-EFFICACY SCALE

(SOSYAL ÖZ-YETERLİLİK ÖLÇEĞİ ÖRNEK MADDELERİ)

Lütfen aşağıda verilen 31 maddeyi dikkatlice okuyarak, her maddenin size uygunluğunu, verilen dereceleme sistemine göre değerlendiriniz. Yanıtlama işlemini, her maddenin karşısındaki rakamlardan birini işaretleyerek yapınız. Her ifadenin karşısındaki “Hiç Uymuyor, Biraz Uymuyor, Biraz Uyuyor, Tamamen Uyuyor” seçeneklerinden yalnız biri için (X) işareti koyarak belirtiniz. Lütfen bos bırakmayınız ve her ifade için bir işaretleme yapınız.

		Hiç uymuyor	Biraz uymuyor	Biraz uyuyor	Tamamen uyuyor
1	İlk kez karşılaştığım insanlara kendimi iyi bir şekilde tanıtabilirim.				
2	Herkesle rahatlıkla konuşabilirim.				
3	Kendimi övebilirim.				
4	Birine ondan ne yapmasını istediğimi tam olarak açıklayabilirim.				

APPENDIX F

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü

Sosyal Bilimler Enstitüsü

Uygulamalı Matematik Enstitüsü

Enformatik Enstitüsü

Deniz Bilimleri Enstitüsü

YAZARIN

Soyadı :

Adı :

Bölümü :

TEZİN ADI (İngilizce) :

TEZİN TÜRÜ :

Yüksek Lisans

Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir (1) yıl süreyle fotokopi alınmaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: