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**RELATIONSHIP OF SHYNESS WITH PARENTAL EDUCATION  
AND FAMILY STRUCTURE**

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**ABSTRACT**

*Shyness affects and influences the class room performance of the students. The objectives of the study were: (1) to check the relationship of shyness with parental education; (2) to check the relationship of shyness with family structure. 252 students of different colleges of Rawalpindi/Islamabad were population of the study and 42 students of B.com were selected as a sample for this study. A simple random sampling technique was used for this study. The researcher got the data with the help of personal visits to the college. Crozier's shyness questionnaire was used by the researcher for measuring shyness. Another instrument which was used was a self developed questionnaire to know the correlates of shyness. Chi-square test of independence was used for data analysis. The results of the study showed that shyness depended upon these correlates of shyness as parental education and family structure. The findings of the research showed that bigger structure of family has good impact on personality of the student and he would get many chances of social interaction consequently he would be less shy. If the family structure is smaller than due to less social interactions and dealings, the student would be shyer. More over Parental education has also an impact on children shyness. According to findings, if the parents are highly qualified and educated, their children would be less shy but if parents are illiterate or uneducated, then students would be shyer. It shows that shyness depends on parental education and there is an association between shyness and parental education. In order to remove this problem of shyness some steps should be taken as parents and teachers may not criticize their children and learners without any reason and more exposure should be provided to students.*

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**Keywords:** Shyness, Parental Education, Family Structure, Students Performance.

**INTRODUCTION**

Every learner has different style of learning including visual; auditory; and kinesthetic. Some students are more visual learner than auditory and some are kinesthetic learner than visual learner. Those students, who are confident, may ask certain questions in order to remove their confusion and misunderstanding. Confidence is considered very important for success in all fields of life. Shyness is conjectured great hurdle in learning and success. There are different correlates and reasons of shyness.

Socialization is considered as an indication and integral characteristic of confident person. On the other hand, shy person avoids socialization and does not participate in social gathering or academic gatherings. There are many people, who are suffering from severe problem of social anxiety. They feel great problem in social interaction due to social anxiety. According to Buss (1986) social anxiety has types as: audience anxiety; discomfiture; nervousness; shame; and shyness. Shyness is considered as uneasiness and reticence in the attendance of others (Buss, 1986). Shyness in a classroom is considered as by sitting far from the teacher or professor. More over such students do not participate in the discussion in classroom. Such students prefer to listening rather than talking (Buss, 1986). There are some shy people who are quite difficult to identify or point out. Such people avoid proper eye contact. Their body language, behaviour, and expression change after talking to anybody. Such people may appear to others that they are social, confident and extroverted but actually they are “not really” (Marshal, 1980). There is a physiological measure in assessing social phobia of any person as heart beat or heart rate (Buss, 1986).

In different schools, colleges, universities and learning institutions, it is noticed that there are diverse types of learners and students. The students perform, work and react in dissimilar ways during classes and learning. The instructor observes and notices the difference of learning style of every individual learner. This variation and difference is the ultimate result of various factors, correlates and reasons. This study explores and investigates the relationship of shyness with parental education and the relationship of shyness with family structure.

#### **REVIEW OF LITERATURE**

There is great variety of students as intellectual, courageous, industrious, judicious, submissive, assiduous, hesitant, nervous, coward, terrified; but some of the students are very positive and some students are very bashful and shy. The performance of students is affected by confidence and shyness. There are different correlates and reasons of shyness.

The introvert, timid and shy people wish to select such type of careers where there is minimum social interaction. According to Marshal, social interaction for shy people is so difficult that it produces social anxiety. Accordingly shy students have passive approach to their professional and educational improvement and abortive to exercise accessible resources such as advisors, coaches, mentors or counselors for the reason of their apprehension and horror of authorities. The tendency and approach to avoid led them to deterrent and discouragement. For instance, if they manage to cross the threshold of higher education, then they try to select a career with slightest community interaction. They wish to seek jobs as computer-related work, accounting and an assortment of types of research etc. It is observed that many people with such social anxiety and social pressure dropped out of school early and some shy people get their graduate equivalency degree.

Bruch (1989) suggested that all shy students and learners be taught about social skills and shy people should be taught about handling new and unpredictable situations.

Shyness is a concept which has various shades due to its abstractness. There are so many authors and writers who have interpreted the concept of shyness in different ways. Commonly socio-economic status influences the mind, approach and performance of the individual. According to many authors, social status, education of parents, residential locality of the people, the schooling of the learner, the family size and structure of that family, traditions, customs and trends are accountable for shyness. Shyness is the state of mind when someone is uneasy to communicate or interact with others. Such people want to remain reserve due to social anxiety and social pressure.

Zimbardo (1977), states that shyness is a vague concept which has many interpretations and definitions. One definition which is very famous and renowned is that “the person, male or female, who is nervous, worried, and uncomfortable in the gathering or presence of others, is called shy”.

According to Eastwood Atwater and Karen Grover Duffy (1999) shyness is “the propensity to keep away from contact or acquaintance with other people”.

According to Ramesh Chopra (1996), in his *Academic Dictionary of Psychology* “shyness is an individual’s discomposure and self-consciousness in interpersonal situations that interferes with pursuing interpersonal or professional goals”.

It is a natural phenomenon that all human beings are different from each other in various aspects. All individuals have particular features, intrinsic worth and individuality persona. Some of them are very communal, gregarious persons; humanitarian and some of them are very recluse, unsociable, detractor and lonesome.

There are different styles of learning in recent age. In modern era, traditional methods of learning are obsolete. These days such methods of learning are very famous as activity base learning, group activity, peer work, team work and class room work etc. It is observed that there are different types of students who prefer different styles of learning as visual, auditory and kinesthetic. Students perform and respond in dissimilar ways, according to their competency, caliber and mentality during learning process. This dissimilarity and divergence in personality, temperament, outlook and manner is noticeable for school teachers, lecturer, professor and educational manager or administrator.

According to the opinions of class instructor, class room facilitator or teacher that some learners are self-assured, audacious, and frank and such learner are extremely at ease in a classroom during learning process. Such students frequently ask certain questions in order to clarify their concepts and these confident learners contribute in all activities of the classroom. Some of the learners stay behind and be passive or inactive in the class and they are

not energetically or vigorously participating in class room activities in activity base learning. Such types of learners or students are conjectured reserved, introvert and scared, who are disinclined to ask any questions for increasing their information. Such pupils undergo uncomfortable at the time of involvement or contribution in the activity of class. Shy or unsocial students consider that silence is best tool to keep away from humiliation or mortification. When class room instructor or facilitator provides opportunity to such shy students to articulate or communicate their views, then such shy students demonstrate eccentric expressions as they become speechless, astonished, nervous, breathless, trembling, full of perspiration, self-conscious, unsteady and protracted. These learners experience fretfulness and it is incredibly complicated for them to articulate their real thoughts and pent up emotions.

Shyness is very painful and torturing experience because many observers and viewers comment in their own way. Many people guess that these shy people are less talented and less motivated and less skilful which is quite discouraging for shy people. It is a fact that shy people avoid frequently many educational situations but it does not mean that they are less intelligent or less capable. Moreover, shy learners cannot utilize their innate qualities and characteristics to full extent consequently such people remain far behind in their professional and academic careers.

Shy students cannot demonstrate their knowledge in proper way in class as a result some teachers develop an opinion that these students are dull and careless in their studies. Shy students face many invisible problems as psychological, emotional, intellectual, social and educational. Shy students face great difficulty in class participation, asking questions from teachers, collaboration with peers or class fellows. Shy students generally develop very weak relationship with peers, seniors and junior fellows. Shy students need great help from staff, teachers, peers and parents. Moreover cognitive-behavioral therapy and medications can also be used as a treatment of the shy students but it can be used outside the institution or school or college.

According to Volbrecht & Goldsmith (2010) shy children usually feel they are being evaluated by visitors or observers and they have reservations of being disapprovingly or negatively reviewed and discarded by them, which actually lead to the withdrawal and avoiding social interaction to the situation. Such children prefer solitude and isolation due inferiority complex so shy children restrict themselves to their room and avoid social interaction even with their relatives. According to the great writers as Rubin & Coplan (2010), shyness occurs at diverse levels and appears dissimilar between people. There are numerous categories connected with shyness: First category is low approach; conflicted shyness fearful shyness; slow to warm up, where feelings of shy person will fall down after being engrossed in the social interaction with people.

According to Crozier (1995), shyness in children is very much normal thing from five months to two years. According to him, shyness is problem

after two years; when children are supposed to be social. It is observed that the life of shy child is affected in school life, social life, and personal life and domestic life. A shy learner is very disturbed and uncomfortable in the presence of others and particularly when he is supposed to perform or present anything. Such an individual shy person cannot handle any form of castigation in a reasonable way and he does hardly anything to defend himself.

There are different reasons and causes of shyness among adults and children. These causes include biological, environmental, overall critical nature of parents, teachers, professors, class fellows, juniors, seniors, peers or relatives etc. Moreover, overall low confidence in nature of an individual could be the cause of shyness (Carducci & Zimbardo, 2005).

Many critics and authors stress on effective communication skills of an individual. Whenever any individual is not good at interpersonal skills and effective communication, then he/she will suffer a lot because miscommunication may cause great damage to personality, self respect, self esteem, dignity and impression of the person. Such learners feel gigantic difficulty in freely expressing themselves. During the process of learning, such students do not ask any question and they also do not give answers of the questions which they know quite well. Even some of the learners have severe problem in writing skills as well. Some students cannot express themselves in good way due to any unknown fear and social anxiety (Carducci & Zimbardo, 2005).

The role of schooling system is also quite important in the development of personality and personal growth. Any school is such an institution where pupils are taught and trained under the kind supervision of trainer, teacher and advisor or mentor. In Pakistan, two major languages and are used and these two languages are medium of instruction for learners. Moreover there are two types of schools, as Urdu medium schools which are providing education to the majority of the population. Another type of schooling is English medium schools, which provide education and schooling to particular class or section of society. Nevertheless, schooling system plays pivotal role in learning of students as socialization, personality development, confidence building, and all other important aspects of life.

Shyness depends on socio-economic class of the individual. If the learner belongs to high socio-economic class then he or she will be confident, participative and pro-active. On the other hand, if the learner belongs to low socio-economic class then he or she will be diffident, less participative and escapist. It is a reality the socio-economic status or class matters a lot in his personality and to be confident or shy.

Another correlate of shyness is living environment or residential locality. It is observed that surroundings, culture, residential locality put a great influence on personality of the learner. Those students, who belong to

high socio-economic class and live in a posh area, were showing more confidence, will power and personal integrity. Such students were observed very successful in social interaction and social participation. Other learners, who belong to low socio-economic class or status, were not successful in social interactions and they were avoiding socialization and gatherings.

According to Buss (1993), excessive parental evaluation is another cause of shyness. When parents are continuously evaluating the children, then the children become nervous, uncomfortable and shy. In fact, children want support from their parents. Such students face great difficulty in interpersonal communication. Parental education also matters a lot. If the parents are well educated then they may guide their children in good way. But if the parents are not well educated then they may not be able to guide their children in good way.

#### **RESEARCH METHODOLOGY**

**Research Design:** This research is descriptive in nature. The data was collected by visiting the Indus group of colleges in Rawalpindi/ Islamabad personally. It is a survey regarding correlation of shyness with residential locality and socio-economic status at graduation level in Pakistan.

**Participants:** The participants of the study were 252 students from B.com of Indus group of Colleges from Rawalpindi and Islamabad were the population of this research study and 42 students were selected through simple random sampling technique as a sample for the study. The researcher got the data with the help of personal visits to the colleges. Before collecting the data, the consent was taken in written form, from all the respondents. All the respondents were briefed about the importance of this study.

**Instruments:** Two questionnaires were used as an instrument for data collection. One questionnaire of twenty eight items which was developed by Crozier (1995) and another questionnaire had five items, was self developed questionnaire which was about correlates of shyness. A 28 items questionnaire which was developed by Crozier (1995) was about to measure shyness and to know about social interaction, psychological condition, emotional condition and self-consciousness of students. Moreover self developed questionnaire was given to the students to know about their parental education, family structure and schooling of the respondents.

**Reliability and Validity:** The questionnaires were got validated from 25 faculty members and the questionnaires were revised accordingly. After correction, the questionnaires were finalized. The researcher held a pilot testing to find out the reliability of the instruments. 15 teachers and 20 students were selected for pilot testing. The both instruments were found reliable.

**DATA COLLECTION AND ANALYSIS**

**Data Collection:** The data were collected through personal visits to the selected colleges. The students were contacted in Indus group of colleges from Rawalpindi and Islamabad. Confidentiality was ensured to the students and the outcomes of the study were explained to them. Subjects were individually briefed and tested at relatively free place in the colleges.

**Data Analysis:** After getting required data from respondents, the data was analyzed by using appropriate statistical tools. First of all 28 items questionnaire was used for measuring shyness which was developed by Crozier in 1995. For each yes response 10 marks were given and zero mark was given for no response. Moreover second instrument was a self developed questionnaire which was used to find out the correlates of shyness as parental education, family structure and schooling of the respondents. The correlates of shyness were ranked according to the analysis of the data.

**MEASURING SHYNESS AND ANALYSIS OF CORRELATES OF SHYNESS**

The researcher has used two instruments to measure shyness and to know about correlates of shyness. Shyness was measured by using a questionnaire of Crozier and a self developed questionnaire was given to the students to know about correlates of shyness as their parental education, family structure and schooling of the respondents. After measuring shyness, the correlates of shyness were checked and their association was checked with shyness by using chi-square test of independence.

**Hypothesis-1:**

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

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

**CONTINGENCY TABLE-1  
COMPARISON OF SHYNESS AND FAMILY STRUCTURE**

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

df = 2

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

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

$$\begin{aligned} \chi_{Cal}^2 &= \sum \left[ \frac{f_0^2}{fe} \right] - N \\ &= 8.01 \end{aligned}$$

The family structure is also one of the correlates and causes of shyness. As the above mentioned Table-1 shows that the bigger structure of family has good impact on personality of the student and he will get many chances of social interaction consequently he will be less shy. If the family structure is smaller than due to less social interactions and dealings, the student will be shy. It shows that shyness depends on family structure and there is an association between shyness and family structure.

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

### Hypothesis-2:

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

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

**CONTINGENCY TABLE-2**  
**COMPARISON OF SHYNESS AND PARENTAL EDUCATION**

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

df = 2

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

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

$$\begin{aligned} \chi^2_{Cal} &= \sum \left[ \frac{f_0^2}{fe} \right] - N \\ &= 23.584 \end{aligned}$$

Parental education has also an impact on children shyness. This Table-2 shows that if the parents are highly qualified, their children will be less shy but if parents are illiterate or uneducated and then students would be shy. It shows that shyness depends on parental education and there is an association between shyness and parental education.

Since  $\chi^2_{Cal}$  is greater than  $\chi^2_{tab}$  so the null hypothesis is rejected and concluded that there is an association between shyness and parental education.

Shyness is an important factor which may affect the academic performance and class room performance. The data were collected with the help of personal visits and the researcher had used shyness questionnaire of



Crozier for measuring shyness. Moreover a self developed questionnaire was used to know the correlates of shyness. Chi-square was used for data analysis. All these results clearly support the hypotheses that shyness has stronger impact on classroom and academic performance. The research results indicate that those who are shy have the adverse affect on their academic performance, because shyness is a hindrance in achieving high grades in educational career. Those students who feel hesitation, they do not ask questions and moreover they hesitate to participate in class discussion. It is natural that when information and knowledge is less then student cannot be confident and bold.

#### **FINDINGS**

Major findings of the study are as shyness increases, performance decreases, and as shyness decreases, class room performance increases. There is association between shyness and parental education. Shyness depends upon parental education. There is association between shyness and family structure. Shyness depends upon family structure. The findings of the research show higher the parental education and extended the family structure lower the shyness.

#### **DISCUSSION AND CONCLUSIONS**

In this research forty-two students were selected as a sample for study from different Colleges of Rawalpindi/Islamabad. The data of forty-two students were analyzed. The subjects filled out 28 items questionnaire which was developed by Crozier (1995) and five items self developed questionnaire which was about correlates of shyness. A 28 items questionnaire which was developed by Crozier (1995) was about to measure shyness and to know about social interaction, psychological condition, emotional condition and self-consciousness of students. Moreover self developed questionnaire was given to the students to know about their residential locality, schooling, socio-economic status, parental education and family structure. These were conjectured correlates of shyness.

All the null hypotheses were rejected pertaining to correlates of shyness. It was found that shyness depends upon residential locality, schooling, socio-economic status, parental education and family structure. Chi-square was used to check the association between shyness and correlates of shyness and association was found with the ranking of correlates of shyness. Keeping in view the results of chi-square test of independence, the order of ranking of correlates of shyness was found as residential locality 30.315, parental education 23.584, schooling 10.7, socio-economic status 8.01, and family structure value 8.01. Consequently it was observed that residential locality and parental education ranked as first and second correlates of shyness and schooling came at number three. Moreover, socio-economic status and family structure had same influence on shyness.

In the light of the analyzed data, it was concluded that parental education is important correlate of shyness. There is strong association between shyness and residential locality and parental education. Shyness depends upon family structure. There is positive association between shyness and family structure.

### RECOMMENDATIONS

Keeping in view, all findings and conclusions, the researchers suggest that shy students may try to get rid of shyness by realizing themselves the importance of confidence because confidence is the first step on the road to success, otherwise it will affect their career and education. Parents and community workers may be educated so that they may play their role in order to remove shyness of children because it has been a gigantic hurdle in success. More over the researchers suggest that learners may be motivated and encouraged so they may participate in all learning activities actively. It is professional responsibility and obligation of a teacher to assist and encourage such students who are shy because it is a barrier in success.

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