CHAPTER 2

REVIEW OF LITERATURE

Chapter Two provides the theoretical framework for this study on shyness, interpersonal relationship, and social conformity among college students. Empirical studies of each construct were reviewed to support this study, and studies involving the interactions between constructs were examined. The review of literature first summarizes those studies that have examined the association of shyness with social acceptance and self-esteem. Gender related and shyness-sensitivity related studies were also reviewed. This is followed by a summary of studies that suggest effect of shyness on interpersonal relationship and Social conformity.

2.1. Shyness and Self-Esteem

Low levels of social acceptance may increase the risk for low self-esteem in children with a shy temperament (Rubin & Krasnor, 1986). According to Rubin and Krasnor (1986), between the ages of 8 and 10 years shyness may begin to cause negative psychosocial outcomes in children because mutual respect for peers’ opinions and values matters most during this time. In another finding, those children who were nominated as socially withdrawn by their peers were found to had lower self-concepts than their outgoing classmates (Straus, Forehand, Smith, & Frame, 1986). Shyness at the age of 10 has been associated with low levels of social acceptance and global self-worth (Fordham, & Stevenson-Hinde, 1999). Possibility of increased risk for poor self-esteem in shy children may continue even in adolescence (Younger, Schneider, Wadeson, Guirguis, & Bergeron, 2000). Among 8 to 13 year olds, shy children who were described as self-conscious-anxious had significantly more self-perceptions than controls (Younger et al., 2000). This may continue in later years too, as shyness has been found to negatively affect the quality of older adolescents’ peer relationships (Asendorpf & Wilpers, 1998), and withdrawing from peers has been associated with low self-esteem (Henderson, 1997). Low self-esteem in early adulthood can be traced to low levels of social interaction in early adolescence (Block & Robins, 1993).
To conclude, shy children may have poor self esteem and it may continue till adolescence to later years too. This in turn effects their peer relationships. Low levels of social interaction in early adolescence, predicts low self-esteem in early adulthood.

2.2. Shyness, Self esteem and social acceptance

During early and middle childhood years children show ability to engage in social comparison and evaluate their self-worth, which are closely linked to assessments of their social acceptance (Harter, 1999). Positive social relationships and higher self esteem are associated with each other by the age 11 (Delugach, 1992; Fenzel, 2000), and poor relationships with peers and low self-esteem are associated in a middleschool sample. Bullock (1992), found that adolescents who reported few positive friendships were more likely to report low self-esteem. Data from Ginsburg and associates (1998), suggests that children who experience low levels of social acceptance are easily bullied and teased by their peers and may show difficulty in establishing any close friendships.

Some research findings have supported the link between shyness, social acceptance, and low self-esteem. Spence and colleagues (1999), evaluated the social acceptance of shy children ranging in age from 7 to 14 years. Children with low self esteem were described as less socially competent by peers, parents, and the children themselves, but when they were compared to more sociable children, these children received significantly fewer positive responses from peers.

In a study, relationships among shyness, social acceptance, and self-esteem during the transition to adolescence were assessed (Miller, 1997). Data were collected from adolescents aged 11 to 15 years, their parents, and a favourite teacher. The association of shyness to both social acceptance and self-esteem were studied and also social acceptance as a possible mediator of the relationship between shyness and self-esteem were tested three years later. Results indicated a negative association between shyness and social acceptance one year later and caused a residual decline in self-esteem over the last two waves of the study. Social acceptance, however, did not act as a mediator of the relationship between shyness and self-esteem, rather showed a trend toward moderating this relationship.
Findings from a studies indicated that shyness loweres self esteem and decreases self concept reactions (D’Souza,2005; D’Souza,et al.,2002,2003), fear reactions were more among shy adolescents (D’Souza,et.al.,2006) and college students (D’Souza,2007),increased maladjustment were observed for high school (D’Souza&amp; Urs,2001), as well as college students(D’Souza, Ramaswamy,Rangaiah,2008),and shy individuals had lesser social intelligence(Gowda & D’Souza,2009).It was also observed that specific guidance in educational and social area are needed for shy adolescents s(D’Souza,Urs & Jayaraju,2008)

Studies have shown that shy students have feelings of loneliness, depression, and anxiety(Somesha & D’Souza,2008,2009), and they have more limited interpersonal contact with others.Shyness leads to decreased happiness among adolescents and children(Sreesha Kumar,Nagalakshmi & D’Souza,2007;Natesh & D’Souza,2008), decreased academic performance(D’Souza,Singh & Basavarajappa, 2009), increased stress( D’Souza,2015).

To conclude, shy children with low social acceptance are perceived as less socially competent by friends, caregivers and children themselves. Positive relationships helps in the growth of self-esteem. Poor relationships hinders the growth of self esteem.Shyness leads to fear,maladjustment,limited interpersonal contact and increased stress.They may need specific guidance in educational and social areas.

2.3. Shyness and Gender

Results of several studies indicated non-significant gender differences in overall shyness and in the stability of shyness(e.g., Bishop et al.,2003; Coplan et.al.,2009; Rubin et.al.,2009).However,evidence have suggested strong association between shyness peer exclusion and rejection among boys than girls ( Coplan et.al.,2004; Gazelle & Ladd,2003). Consistent gender differences in the occurrence of shyness and unsociability have not been found in some studies ( Coplan et.al., 2004; Harrist et.al.,1997; Rubin et al., 2009). However, findings from both Chinese and western samples suggests that shyness tends to be viewed as more negative and less acceptable in boys than in girls by peers and adults (Chen, Rubin, & Li, 1995; Gazelle & Ladd, 2003; Gest, 1997; Stevenson-Hinde & Hinde, 1986). It may be due to gender related-stereotypical perspectives; boys are usually expected to be more independent
and assertive in social interactions in Chinese and Western societies (Chen & He, 2004; Maccoby, 1990). According to some reports due to societal expectations and pressures shyness may hold more negative psychological implications for boys than for girls (Rubin et al., 2002). Some adults perceive shyness as a “feminine” trait and thus they may reward and accept shy girls as compared to boys. In contrast, shyness in boys, is perceived as a negative trait, so shyness may not be encouraged among boys as compared to girls.

Some research suggests that socioemotional problems may be more for shy boys than shy girls (Coplan & Armer, 2007). By North American standards, fear and anxiety, that are considered as emotional features of shyness, are termed as more “feminine” (Kimmel, 2004). Results of studies from several countries have suggested that by later childhood, girls begin to show higher levels of behavioral inhibition than boys. Similar results were found in Norwegian (Janson & Mathiesen, 2008) and Mauritian samples (Scarpa et al., 1995) and in Chinese (Chang, 2004), British (Crozier, 1995), Canadian (Findlay et al., 2009), Dutch (Vervoort et al., 2010), and Indian and Iranian (Saberi & D’Souza, 2009) samples girls tend to identify themselves as shy compared to boys of the same age. In samples from the United States (Kessler et al., 2005) and Germany (Wittchen & Fehm, 2003) females are approximately 1.5 to 2 times more likely to be diagnosed with social anxiety disorder, as compared to their male counterparts.

A comparative study with Swedish and US boys revealed Swedish boys’ careers were not influenced by shyness in comparison to the shy US boys who entered careers later in life even though there were no psychopathological problems. With respect to girls, shy Swedish girls obtained lower levels of education in contrast to American girls (Kerr, Lambert & Bem, 1996). In both countries shy women play more conservative roles.

In a study at Canada and US (Chen et al., 2006; Coplan et al., 1994; Rimm-Kaufman and Kagan, 2005), shy boys and girls had fewer conversations, fewer social interactions displayed poor social skills than the non-shy group along with the Swedish samples (Bohlin et al., 2005), thereby, exhibiting difficulties in school, poor academic achievement, and being less engaged in school activities (Coplan & Weeks, 2010; Crozier & Hostettler, 2003; Hughes & Coplan, 2010). Samples from Canada and
the U.S. have indicated that in peer contexts, shy boys and girls tend to be quiet, make fewer social interactions with peers, and show poorer social skills than their non-shy peers (Chen et al., 2006; Coplan et al., 1994; Rimm-Kaufman & Kagan, 2005).

In a study, Garside and Klimes-Dougan (2002), reported that fathers showed disparity in rewarding girls for expressing sadness and fear and punishing boys for expressing the same emotions. Stevenson-Hinde and Glover (1996), observed that mothers interacted more positively with moderately shy girls than with moderately shy boys in a British sample. However, in the case of extreme shyness parents may respond similarly to extreme shyness in both boys and girls. Kingsbury and Coplan (2012), suggest that gender role attitudes of parents might moderate their responses to shyness in boys versus girls.

Both boys and girls who show non-gender stereotypical behaviors are not encouraged by teachers also (Cahill & Adams, 1997; Fagot 1977, 1984; Sandberg & Pramling-Samuelsson 2005). Studies have reported that in the classroom talkative, exuberant, and disruptive behaviors may be more acceptable among boys than girls (DuPaul et al., 2006; Stipek & Miles 2008; Sadker & Sadker 1994). Teachers from the U.S. likely to praise boys for outspoken behaviors, and praise girls for restricting spontaneous conversation in a classroom (AAUW Educational Foundation 1995). Research in an Australian sample shows that both male and female peers also likely to view violations of gender stereotypes more negatively among boys than girls (Pronk and Zimmer-Gembeck, 2010).

For shy and socially withdrawn boys difficulties in social relationships may persist into adulthood. In the U.S. women who were shy as girls have been found to marry, start families, and enter stable careers earlier than their non-shy counterparts, whereas the same has not been found for men who were shy as boys (Caspi et al., 1988). Similar findings from a Swedish sample showed no gender differences among shy and non-shy men and women with regard to career stability (Kerr et al., 1996). Gest (1997), found that shyness in middle childhood was not associated with emotional distress in late adolescence and early adulthood for girls, but not for boys.

In Indian context, shyness is considered to be the quality of women is considered to be the quality of women, and if any one lacks modesty and possesses
more of a masculine character, then she is considered to be bold, brash and nonfeminine being (Sinha, 2011). However, in a study by Afshan, D’Souza and Manickam (2014), no significant difference was found between adolescent boys and girls who stayed in hostels and those who lived with their parents.

In the computer-mediated communication media also gender differences have been reported. Girls and women engaged more frequently in social networking and text messaging, reported a stronger preference for interacting online, and reported satisfaction with communication media for facilitating personal relationships (Kimbrough et al., 2013; Pierce, 2009). This kind of communication benefits women in a different way than men.

From the above studies, differences in shyness among boys and girls were observed. Shy behaviour is more accepted among girls than boys across cultures. Parents, teacher and peer group respond negatively towards both boys and girls who exhibit non-gender stereotypical behaviours. Since shyness is perceived as feminine trait it is more accepted and rewarded in girls compared to boys.

2.4 Shyness - Sensitivity and Adjustment

Relations of shyness and aggression to adjustment in Chinese adolescents at different times were examined in a study by Liu, Chen, Li and French (2012). Participants were from sixth and eighth grade students in junior high schools in Shanghai, P.R. China. From both cohorts 540 and 728 adolescents participated in the study. It was hypothesized that in the 2008 cohort shyness would be more negatively associated with adjustment than in the 1994 cohort. It was found from the result that the negative associations of aggression were stable in both cohorts, but there was a difference in relation between shyness and social, school and psychological adjustment in two cohorts. Although shyness was positively associated with cues of social and school adjustment such as leadership and academic achievement in the 1994 cohort, in 2008 cohort shyness was positively associated with loneliness and negatively associated with peer preferences. It indicated that functional meaning of shyness changed and at the same time adaptive value of shyness also changed across the two time periods in urban China. In the relations between shyness and aggression and adjustment, significant gender difference was not found
Chen, Wang andcao (2011), examined whether shyness-sensitivity and unsociability in rural Chinese children is associated with social, school and psychological adjustment. 820 ten year old students from rural schools participated in the study. Data included peer assessment, shyness-sensitivity and unsociability measure, a socio metric nomination measure, a self report and depression measure. In addition, data were obtained for children’s school related competence and learning problems, leadership and academic achievement through school records. Results showed that in rural areas of China shyness-sensitivity was associated with adjustment which included peer-acceptance, social standing, teacher-rated competence and academic achievement. Adjustment problems such as peer rejection, school incompetence and depression was associated with unsociability. As urban China is moving towards market-oriented system competitiveness and social initiative are emphasized. Hence shy behaviour is unacceptable and perceived as social and psychological problems(eg:Chen,et.al 2009). Results of this study indicated that as rural children have little exposure to sudden social, economic and cultural changes(Fang,2000; Huang & Du,2007), shyness-sensitivity was associated with adjustment.

Results also suggested that social initiative and self expression like behavioural qualities that are considered important in challenging urban lives may not be given importance in social interaction among rural children. As a result, shy children in rural areas may not be considered as problematic nor have to face negative social evaluations. So these children have more opportunities to gain social approval from others and achieve social and academic success.

In another study, Chen,Wang and Wang(2009), studied on relations between shyness-sensitivity and social competence, school performance and psychological well-being in rural and urban Chinese children.411 students from rural migrant schools and 518 from city schools in China participated in this study. Data was collected from peer evaluations, teacher ratings, self reports and school records. Results indicated that relations between shyness and adjustment was different in rural migrants compared to urban children. Those urban children who were shy showed social and school difficulties with poor academic performance. For these children peer rejection and compliment from teachers as incompetent are common. Rural migrant
children showed stronger association between shyness and social and school achievement. Compared to others they adjusted well in the school. Independence and self expression kind of qualities are not encouraged in rural families in their interaction as in urban lives. So shy rural migrated children are perceived as less problematic and receive less negative social evaluation (Shen 2006; Zhang, 2001).

From the above studies it was observed that shyness-sensitivity and adjustment was more among rural children than urban children. Independance, self expression like behavioural qualities that are important in competitive urban life may not be important in rural life. Since shyness is regarded as virtue among rural children, it is not perceived as problematic behaviour.

2.5 Shyness and Interpersonal relationship

Developing and continuing healthy peer relationships is essential for psychological adjustment, well-being and socialization (Szewczyk-Sokolowski, Bost & Wainwright, 2005). Child’s personality, or collective behaviour predicts future relationship. Usually, girls are more sociable than boys. Though gender may predict success at interpersonal interactions, temperamental qualities decides social adjustment (Walker, Berthelsen, & Irving, 2001) and it predicts success at attempting inter group interactions (Szewczyk-Sokolowski, et.al., 2005). The inhibited behaviour of a shy individual blocks interpersonal interactions while an outgoing, uninhibited behaviour encourages interpersonal relationships.

Shy children are reluctant to approach new or unfamiliar situations (Wilson, 2006). If a child has interest in joining a social group, child may try to include even though it may not receive invitation by the group. For regular social interaction with peers, absence of rejection, scolding, teasing and positive integration into a social group is needed (Wilson, 2006). Future interpersonal relations rely on acceptance or rejection by peers and these may serve as positive or negative reinforcement for interaction. Peer reinforcement helps in building desirable interpersonal interaction skills among children. If an individual has a lot of friends in childhood, he or she will continue to have friends throughout adulthood. Compared to extraverted, shy individuals have fewer friends, but they may form intimate relationships quite differently from extraverted ones (Fordham & Stevenson-Hide, 1999).
Self esteem helps building friendship and interpersonal interaction among children and adults alike. Higher self esteem ratings increases interpersonal relationships than lower self esteem ratings (Dunn & Cutting, 1999). Feeling of rejection and sensitivity to cues of rejection are common among people with low self esteem (Dehart, Pelham, & Murray, 2004). Children or adults who assume that they have no friends tend to become increasingly withdrawn socially, aggressive and it may lead to depression and anxiety (Howe & Mc William, 2006).

Shy individuals would be hesitant to interact with strangers and in some cases, with familiar adults. This decreases the possibility of interpersonal interactions. Although interpersonal interactions lead to friendships, shy or introverted people avoid these types of interactions. On the other hand, extraverted individuals, tend to initiate interpersonal interactions, thus creating opportunities to make friends (D’souza, Gowda & Gowda; 2006). It could also be caused when the individual has to develop a relationship especially with individuals of opposite gender, in a one to one situation (Natesha & D’souza; 2008).

The main challenge for young adults as they transit to college is to establish new social relationships. Studies conducted by Asendorpf (2000), and Holahan, et. al. (1994), have suggested that failure to establish new relationships results in negative outcomes, such as loneliness. During transition to college it becomes difficult for shy students to establish peer relationships due to their proneness for social isolation. As a result, without proper support system, they may show difficulty in psychological well-being and adaptive functioning during transition to college.

Transition to college is stressful for freshers and added to that if they have pre-existing vulnerabilities toward social anxiety, transition to new social networks may become difficult. Research findings have suggested that students who have high anxiety experience loneliness and distress, difficulty in interacting with others, they are more likely to use avoidant strategies that interfere with learning (Russel & Topham, 2012). To build new social support networks participation in social events is necessary. It paves the way for emotional support and instrumental assistance for smooth transition to college life (Buote et. al., 2007), and college students who engage in social interactions will benefit in areas of well-being and academic success.
In starting a new social network during the transition to college, sociable individuals fare better than unsociable individuals. Researchers have found that positive affect and life satisfaction (Emmons & Diener, 1986), and academic achievement (Hojat, et al., 1998), are strongly associated with sociability among college students.

In a study Strahan (2003), followed 55 undergraduates high in social anxiety over a period of two years, she found that they had problems with social interchanges found interpersonal communication challenging and stressful, and worried about peer evaluation. By comparing socially anxious and non-anxious individuals they found that the thoughts and feelings that surround interpersonal interactions play a major role in sustaining and magnifying feelings of social anxiety (Heinberg, Brozovich & Rapee, 2010). Apart from fear of negative evaluation and social withdrawal that characterize social anxiety, youth high in social anxiety often report anticipatory fears before social events & negative rumination after social events (Musa & Lepine, 2000). Students with such vulnerabilities may develop negative thoughts during transition to college, thereby increasing social anxiety and undermining college adjustment.

Campbell, Bierman, & Molenaar (2012), using person-specific methodology, examined social anxiety in vulnerable university freshman who were away from home during their first semester of college. They tried to study how day to day process of social anxiety influenced future social anxiety & social withdrawal. Results revealed that, for most individuals same day fear of negative evaluation was associated with maladaptive cognitive processes such as anticipatory process and post event rumination and influenced social withdrawal behaviours. Study also indicated the importance of situational factors and individual differences.

Shy people react to novel situations with anxious feelings, hesitate to converse with others, and their behaviour does not encourage others from interacting with them (Cheek & Buss, 1981; Crozier, 2000; Zimbardo, 1977). Shyness results in lesser interactions, fewer social activities and since they speak less during conversation it creates long silence, which blocks relationships (Leary & Buckley, 2000).

Shyness is related with difficulty in initiating new friendships and in establishing and continuing close and satisfying relationships (Asendorpf, 2000; Leary...
Compared to non-shy students, shy students during their beginning years in college slowly increased their peer network and they were not ready to disengage from high school friendships (Asendorpf, 2000).

Following Bradshaw's social surrogate hypothesis, Souma’s group (2008) examined how shy people used social surrogates to enlarge their social network when entering a new environment. The authors conducted a survey of 70 friendship pairs of students 7 months after they entered university. The results revealed that friends who acted as a surrogate for the shy students helped in extending their joint networks more. In contrast, not-shy students did not require surrogate to extend their networks. These results indicate that if close friend acts as a surrogate even shy people can adjust indirectly to new social circumstances by expanding their social network.

To conclude, inhibition in shy individuals block interpersonal interactions. Shy individuals may hesitate to approach new situations and it may result in lesser interactions. When shy individuals enter college they find it difficult to establish new relationships, findings have indicated that students with high anxiety experience loneliness and distress. Sociable persons fare better than unsociable individuals in forming new social networks.

### 2.6 Loneliness in an online world

Lonely individuals are attracted to online environment and social interaction that come with that environment (Leung, 2011; Morahan-Martin & Schumacher, 2005), and they consider online as an ideal space, in which they can satisfy their need to belong. In an online world, lonely people feel more open, comfortable, friendlier and they share secrets with their online friends because they understand each other. Absence of face to face communication also reduces anxiety (Morahan-Martin & Schumacher, 2005).

Due to problematic real life situations individuals may motivated to be online to seek answers to their unmet needs. That may have positive or negative outcomes. If compensation is successful it makes user feel better but if problematic outcomes occur negative feelings appear (Kardefelt-Winther, 2014). Highly socially anxious feel safer and more comfortable than in real world so they transfer most of their social activities, friendships, into the online world. At the same time, these individuals
consider themselves more successful in computer based communication than in real, face to face communication (Shalon, Israeli, Markovitzky & Lipsitz, 2015), and they prefer online communication than face to face (Lee & Stapinski, 2012). According to Lo et al., (2005), online games reduce social anxiety only temporarily and they do not contribute for real world social skills.

Chandrashekar, D'Souza and Rangaiah (2012), evaluated the influence of shyness on technology use among adolescents. 301 early and late adolescents participated in the study. Results revealed that shyness levels did not influence the extent of technology use. The extent of social networking and use of total technology was found to be more for late adolescents than early adolescents.

Carducci and Zimbardo (1995) and Kraut (1998), in their studies found that high levels of technology use may interfere with real time interpersonal relationships and increased shyness and loneliness. A study done by Henderson, Zimbardo, Smith and Buell (2000), found that moderately shy students did not differ from nonshy students in the use of computers. Whereas, extremely shy students spent more time on computers, preferred email as a communication medium non shy students. They chose to deal with interpersonal conflicts via letters, email and telephone.

Personality research has shown that loneliness is related to shyness (Schmidt & Fox, 1995), less extrovert (Upamanyu, Senegal & Upamanyu, 1994), high in conformity and low in dominance (Mehrabian &, Steffi, 1995), faith in people (Crandell & Cohen, 1994), neuroticism and depression, as well as low self esteem, negativity, low conscientiousness, & disagreeableness (Hawkley & Cacioppo, 2007).

To conclude, shy people prefer online than face to face interaction to avoid real life problems. They feel safer and more comfortable in an online world than in real world.

2.7 Interpersonal relationship and Negative Evaluation:

How individuals respond to interpersonal evaluation has studied considerably (Shrauger, 1975). Several studies on social anxiety or shyness, and the role it plays in interpersonal relations have been conducted recently. For instance, socially anxious persons have a strong concern over social approval and disapproval and therefore
plan, adopt, and carry out accordingly. Shyness has affective, cognitive and behavioural components that influence people’s social interactions. Most important of all, affective features is fear of negative evaluation (Eisenberg, Fabes & Murphy, 1995; Pilkonis, 1977). Shy persons associate their anxious feelings to perception of disapproval and rejection (Bruch, Hamer, Ronald & Heimberg, 1995; Jackson, Towson & Narduzzi, 1997). This feeling leads to negative perceptions of self-worth, social acceptance and physical appearance among shy persons (Nelson et al., 2008).

In an experiment conducted by Clark and Arkowitz (1975), anxious participants expected greater negative evaluation from others. Shy people reported fear of social evaluation, more negative thoughts, worried about the impression they made on a partner, and reacted negatively to feedback provided by a partner (Asendorpf, 1987). Jackson et al. (1997) found that shyness was predicted by perceived limitations in interpersonal skill along with expectations of rejection by others. This finding was supported in a study by Jackson, Flaherty, and Kosuth (2000), in which the strongest predictors of shyness in both Japanese and American students were perceived interpersonal incompetence and higher expectations of rejection by others.

In another study (Jackson, Fritch, Nagasaka, and Gunderson 2002), it was found that people with high levels of shyness approached interactions with heightened expectations of rejection while participating in a social exercise. They were more concerned with the idea of disapproval from others. These findings suggest that shy persons focus their attention on cues of social disapproval from others instead of paying attention to the actual interaction as a non-shy person would do. Shepperd and Arkin (1990), says that the main aim of shy people is to avoid disapproval in social interactions. Although people are not shy, their lack of confidence in social skill makes them to present themselves in a socially desirable way and seek approval from others. Perceived inability to perform adequately in social situations may create a fear of negative evaluation in shy people.

Reactions of subjects with low and high anxiety to interpersonal evaluations were investigated. Sixteen males scoring high and sixteen males scoring low social anxiety on the social anxiety sub scale participated in the study. In this study Arkin and Appleman (1983), had high social anxiety individuals perform an interpersonal
influence task by assuming more personal responsibility than do low social anxiety individuals for a failing outcome. To provide evidence concerning reactions to interpersonal evaluation this investigation included (1) positive and negative interpersonal evaluations and (2) separate indices of positive and negative effect. Results indicating that regardless of self evaluation, individuals responded more favourably to positive interpersonal relations because they were concerned with gaining approval. It was found that both groups of subjects expressed more positive affect after receiving favourable than after receiving unfavourable evaluations. In particular, low social anxiety individuals expressed more negative affect (anger) following negative, while high social anxiety individuals expressed more unpleasant affect (distress) following positive interpersonal feedback because they feared that positive feedback was inaccurate.

The effect of shyness and fear of negative evaluation in shy people on person’s helping behaviour was examined. Eighty three students participated in the study. (Karakashian, Walter, Christopher, & Lucas, 2006). Their individual shyness, fear of negative evaluation, and self monitoring scores were collected before participation. An interaction of fear of negative evaluation and condition was found to be significant. In the social helping condition, participants who helped showed no difference in fear of negative evaluation scores. However, in the non-social condition participants who helped had lower fear of negative evaluation scores than those who did not help.

In a study on Turkish university students about shyness and cognitions Koydemir, and Demir (2009), examined the relation between shyness and dysfunctional relationship beliefs and the role of fear of negative evaluation and self-esteem in shyness. 415 Turkish undergraduate students completed Turkish versions of the Cheek and Buss Shyness Scale, the Interpersonal Cognitive Distortions Scale (Hamamci & Büyükoztürk, 2004), the Brief Fear of Negative Evaluation Scale (Leary, 1983), and the Self-Esteem Scale (Rosenberg, 1965). Results showed that shyness had a significant positive correlation with unrealistic relationship expectations and interpersonal rejection, fear of negative evaluation and self-esteem. These results provided insight about the role of distorted relationship beliefs, worries about approval, and self-evaluations in shyness.
To conclude, persons with shyness show strong concern over social approval and disapproval. Shy persons are affected by fear of negative evaluation, they worry about anticipated rejection by the social group. This may be due to lack of confidence in social skills in interaction. Shyness leads to fear of negative evaluation and low self-esteem.

2.8 Shyness and communication competence

Communication competence is the judgement one has about one’s own or another’s ability to manage interpersonal relationships in communication situations (Rubin, & Martin, 1994). Others perceive shy people as boring or uninteresting (Alm, & Frodi, 2006), similarly shy individuals describe themselves as incompetent in management skills and interactions, shows difficulty in articulating their thoughts and feelings.

In an effort to understand how shyness as measured by communication competence affects people’s interpersonal relationships, Arroyo, and Jake (2000), asked 310 undergraduate students to bring a same-sex platonic friends (dyad) who was either shy or not-shy. Each dyad completed the revised Cheek and Buss shy scale, communication competence scale, and investment model scale. Communication competence was measured in terms of self and other perceived competence in their ability to relate to others. Results proved interesting in that non-shy and their dyads reported higher levels of relationship quality than shy individuals. Shy individuals had harder time in starting and maintaining conversations, spoke less, and took longer time to respond during conversations. Shy people were viewed by others as less friendly, less assertive, less relaxed, and verbally less competent.

The effects of shyness on people’s interactions and relationships with others depends on family communication, family functioning and environments. Adverse childhood environments are associated with shyness well into adulthood (Aron, Aron, & Davies, 2005). Positive family communication builds quality relationships within the family as well as for the social consequences of the child (e.g., loneliness, maladjustment; (Coplan, Arbeau, & Armer, 2008; Rokach 1989).
By imitating negative behaviours and negative expectations of their parents socially anxious children learn dysfunctional response patterns. (Barrett, Rapee, Dadds, & Ryan, 1996).

The quality of the parent-child relationship is associated with child and parents social skills (Bohlin & Hagekull, 2009). Parents who foster positive relationship with their children are likely to establish secure relationships. This promotes positive interactions and self-disclosure (Bowlby, 1969). In a secure and warm relationship, children openly express their emotions and understand the feedback they receive from emotionally toned interactions (Denham, Zoller, & Couchoud, 1994). Such positive factors guarantees higher social competence (Rutter, 1996).

Researchers investigated the role of parent and adult child shyness and social skills on perceived family communication. Researchers have found this association among children, adolescents, and young adults (e.g., Brunet & Schmidt, 2007; Miller, Brody, & Murry, 2010). Shyness is related to social skills in young adults and middle-aged adults, suggesting that this association persists life long. Further, the results suggest that parent shyness may influence adult child communication competence directly and indirectly such that higher parent shyness is associated with lower communication competence in their adult children.

To conclude, shy individuals find it hard to imitate conversations, they speak less, and they are viewed by others as less friendly and less competent. Adverse childhood environments are associated with shyness and it will continue to effect adulthood. It was observed from the studies that social consequences of the child depends on positive family communication. Parent shyness may influence adult child communication competence.

2.9 Shyness and close relationship

Shy individuals do not avoid interaction with known people, but avoid interacting with strangers. Arkin and Grove (1990), reported that shy individuals reported less anxiety when they ate lunch with familiar people, as non-shy individuals to eat with those familiar others. Likewise, though shy people may make poor impressions around strangers, but they may not behave in those ways around their partners. Indeed, Pontari and colleagues (Pontari, 2009; Pontari & Glenn, 2010),
reported that socially anxious individuals engage in relationship-promoting behaviours and are more socially competent when around close friends.

To know whether shy people struggle to develop and maintain their relationships or whether their interpersonal difficulties associated with shyness disappear in the more familiar context of such relationships, a study was conducted by Baker and McNulty (2010). In this study, recently married couples reported their levels of shyness, relationship self efficacy, marital problem severity, and marital satisfaction. It was observed that shyness is negatively associated with marital satisfaction. This negative association between shyness and marital satisfaction is mediated by relationship self efficacy that lead to lower marital satisfaction. Further it was noted that due to lower levels of relationship self efficacy shy individuals experience greater marital problems and consequently lower levels of marital satisfaction. Due to their lower levels of relationship and self efficacy shy individuals may face severe problems and increased marital problems that led to decline in marital satisfaction.

To conclude, shy people feel less anxious when they are with familiar people than strangers. It was observed from the above studies that shyness is negatively related with marital satisfaction. Shy people possess lower levels of relationship self efficacy that may lead them to experience serious marital problems and consequently marital dissatisfaction.

2.10 Shyness and Social conformity

Society through formal and informal mechanisms motivate individuals to conform to social norms and expects proper conduct. Conformity is related to group acceptance and social inclusion and those who follow it will be rewarded (Cialdini and Goldstein 2004), whereas, nonconformity can be risky and costly. It leads to social disapproval, rejection, and punishment (Anderson et.al., 2006, 2008; Levine 1989; Lin et al., 2013; Marques et al., 2001; Miller & Anderson 1979; Schachter 1951; Wilson 1979). In classic social psychology experiments the strength of these rewards and sanctions have been demonstrated. For example, in Asch’s (1956), well-known studies examining the conformity of judgments and opinions in groups, participants conformed because following the crowd is easier than to facing the consequences of
going against it (Crutchfield 1955). More powerful and disturbing evidence comes from Zimbardo’s (1973), prison experiment, in which volunteers were assigned the roles of “guards” or “prisoners” randomly behaved accordingly, and Milgram’s (1963), obedience experiments, which demonstrated that people readily conform to the social roles they are expected to play.

The concept of conformity is different across cultures. Asians engage in conforming behaviors as they reflect value while Americans consider it a negative trait. A study by Cashmore & Goodnow (1986), found a high level of conformity among Italians; Burgos & Diaz-Perez (1986) found Puerto Ricans value conformity and obedience in their children and Bond & Smith’s (1996), review of meta-analysis from 31 conformity studies found that levels of conformity (in the percentage of incorrect responses) ranged from an average of 31.2% conformity; 14% among Belgian students to 58% among Indian teachers in Fiji. However, Western cultures resist group pressure and value individualism and independence (Baumeister 1982; Galinsky et al., 2008; Kim & Markus 1999). Also, Uniqueness motive impacts consumer behavior (Ariely & Levav 2000; Chan et al., 2012; Cheema & Kaikati 2010; Irmak et al., 2010; Lynn & Harris 1997; Maimaran & Wheeler 2008; Ratner & Kahn 2002; Simonson & Nowlis 2000; White & Argo 2011). A study by Lynn and Harris (1997), Snyder & Fromkin (1977), Tian et al., (2001), suggested that consumers with a high level of need for uniqueness tend to prefer objects that deviate from norms and often show non-conforming preferences in group context only to distinguish to set apart from others (Ariely & Levav 2000). (with individualist cultures (North America, Northwest Europe) conformity being lower (25.3%) and collectivist cultures (Africa, Asia, Oceana, & South America) higher (37.1%)

Shy individuals usually stick to conforming attitudes and behaviours (Cheek & Krasnoperova, 1999; Leary & Kowalski, 1995; Lewinsky, 1941). Due to their negative evaluations of social situations and fear of rejection, shy individuals try to get approval from others by conforming to societal standards. They also reduce this anxiety by copying others (Giles & Oxford, 1970; Cialdini & Goldstein 2004; Kruglanski & Webster 1991; Levine 1989; Miller & Anderson 1979; Schachter 1951). In their study, Santee and Maslach (1982), found that conformity is directly related to high self-esteem and public self-consciousness, social anxiety and shyness.
Tainka, Miyoshi, and Mori (2014), investigated the conformity of Japanese female students with different levels of self esteem in a cowitness memory experimental paradigm. Twenty four Japanese female student pairs age ranging 18-26 years participated in this study. They jointly watched a video clip of a stimulated criminal event. Using a presentation trick, investigators presented two different versions of the video clip simultaneously on the screen but allowed them to observe only one without their being aware of the duality. After assessing their self-esteem, participants were divided into three groups according to their levels. Conformity responses were detected through analysis of the answer patterns showing change from their partner’s in pre and post memory tests. The results showed that participants with low levels of self esteem tended to co-witness more than those with high self esteem scores.

If individuals follow similar actions that others comply with, it will lead to acceptance. Cialdini and Goldstien (2004), in their study stated that acceptance and approval from others allows individuals to develop and continue their social relationships with others. Burger et.al (2001), found that, even in the absence of no interactions among individuals conformity may occur in response to reports of group perception. They also found linear increase in conformity as perceived amount of similarity increased among the individuals.

Persons with low desire for control may conform to a perceived norm than those who are high in the desire for control. Perceptions of personal control can increase the feelings of responsibility for outcome and thus increases anxiety. Hence, people low in desire for control may avoid the anxiety and other difficulties that come along the perception of personal control. They may find comfort in feeling like part of the crowd by conforming to a perceived norm (Burger, Brown & Allen, 1983).

Normally individuals who are non-conformists were less likely to have internalized societal standards of attractiveness (Twamlay, & Davis, 1999) and, Vartanian (2009) showed that conformity mediated the connection between self concept clarity and internalization. These findings suggest that in the internalization process conformity plays a major role.
To understand if social connectedness and conformity were related to internalization of societal standards of attractiveness, 300 female college students completed measures of social connectedness, conformity and internalization as well as measures of body image concerns, dietary restraint in a study by Vartanian and Hopkinson (2010). It was predicted that higher social connectedness would be related to lower conformity and lower internalization. Conformity would mediate the relation between social connectedness and internalization. Results revealed that social connectedness was negatively related to conformity but was not related to internalization whereas conformity was positively related to internalization.

An experiment by Yoshitakek (1991), investigated the effects of giving way and agreeing with the group under topics of either a high or low degree of importance. The results indicated that those who have given way to others before perceived that their opinions would be accepted more easily in the next time than those who have insisted their own opinions. This tendency was greater under the condition of topics with higher importance. Consequently, those who wish to assert oneself next time dared to give way and agree to others in the group. But those who have stuck to their own opinions were much more regretful than what those who have given way would guess. From these results, it was suggested that people actively select conformity on a long view.

To investigate whether the level of conformity has changed over time and whether it is related cross culturally to individualism-collectivism, a meta-analysis of conformity studies using an Asch-type line judgement task (1956), was conducted by Bond & Smith (1996). An analysis of U.S. studies found that conformity has declined since 1950s. Results from three surveys were used to assess a country’s individualism-collectivism, and for each survey the measures were found to be significantly related to conformity. Higher levels of conformity was observed in collectivistic countries than individualistic countries.

Ambrosino (2012), investigated whether a relationship exists between college students’ resistance to conformity and their alcohol consumption, alcohol related negative consequences experience and protective behavioural strategy used. Findings revealed that individuals’ resistance to conformity was negatively related to their drinking behaviours. Resistance to conformity was negatively related to the frequency
of experiencing alcohol-related negative consequences and resistance to conformity was also related protective behavioural strategy use.

Whenever college students interact with alcohol, both direct peer pressure and indirect social norms have an influence upon the several decisions they may make regarding alcohol consumption and PBS use and the consequences that result from their decisions (Lee et al. 2010; Neighbors et al. 2007; Perkins, Haines & Rice 2005).

Hogg (1996), found that perceived norms of a reference group had the most impact on individual measures’ behaviour of who reported a low level of identification with the group. Researchers have showed that the perceived campus norms is the most powerful predictor of individual student level of alcohol consumption (Lee et al. 2010; Neighbors, 2010; Perkins, Haines & Rice 2005; Weschler et al. 2003). Certain reference groups may offer a protective factor from harmful drinking behaviour while attending college (Ernst et al. 2009; Terry & Hogg, 1996). Perceived consensus of attitude or behaviour of an identity group may affect individuals attitude or behaviour and make them more likely to conform (Crandell, Eshleman, & Obrien, 2002; Stagnor, Schrist & Jost, 2001).

To conclude, concept of conformity differs across cultures. Asian perceive it as positive trait, whereas Americans consider it a negative trait. Shyness, self esteem and conformity are interrelated. Conformity mediates the connection between self concept clarity and internalization. Higher social connectedness would be related to lower conformity and lower internalization. Collectivistic countries tended to show higher levels of conformity than individualistic countries. It is also observed that both direct peer pressure and indirect social norms influence on various decisions taken by college students regarding alcohol consumption. Individual’s resistance to conformity was negatively related to their drinking behaviour.

To Summarize, the above studies suggest that shyness affects self esteem, social acceptance and there by interpersonal relationship. Further shy individuals due to their negative evaluations of social situations and fear of rejection may try to get the approval from others by conforming to societal standards. Differences in shyness among boys and girls were observed in many studies. Shy behaviour is more accepted among girls compared to boys across cultures. Studies
have also indicated influence of individualistic and collectivistic cultures on shyness, interpersonal relationship and Social conformity. Although shyness is considered as virtue in Asian countries, to be in competitive world they are showing inclination to change their behaviour to fit into individualistic culture. As transition to college requires lot of adjustment and formation of new networks, shy individuals with their difficulty to develop interpersonal relationship, may conform to the group without making their own decisions. In these lines, this study tries to find out the effect of shyness on interpersonal relationship and conformity among college students as this period (18-24) is a transition period where students join colleges or get into jobs.