

## Impact of Shyness on Communication Apprehension of Adolescents

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### ABSTRACT

Adolescence is the most important period in human life. In this period special importance is given to personality development. Along with the development of the outer qualities of the adolescent, the development of the inner qualities takes place during this period. Inner trait also affects once personality. The present study aims to find out the impact of shyness on communication apprehension of Adolescents. For this study, 100 students were selected from different colleges of Jaysingpur city. Out of them 50 male and 50 female students were selected. Age of the sample ranges from 16-18 years. Simple random sampling method was used to select the participants. Data was collected by using the McCroskey shyness scale and McCroskey communication apprehension scale. Descriptive statistical methods and Pearson correlation were used to analyze the data. Results revealed that the level of shyness is high in female students than male students. Furthermore, Female students showed higher communication apprehension than male students. Positive relationship is found between shyness and communication apprehension.

*Keywords: Shyness, Communication apprehension, Adolescents*

One of the most rapid stages of human development is adolescence. Although the timing and rate of change differ between and even within individuals, many changes appear to occur in a uniform order. These alterations are influenced by both internal factors (such as sex) and external ones (such as malnutrition and an abusive environment). Adolescence is a stage of life with unique requirements and rights in terms of growth and health. Additionally, this is a time for knowledge and skill development, relationship management, and other traits and skills that are necessary for enjoying adolescence and fulfilling adult tasks.

Many drastic changes take place once a person enters adolescence. Teenagers must deal with three main sources of novelty: puberty's physical changes, formal operations' new cognitive capabilities, and the demands and opportunities brought on by shifting social roles and relationships (e.g., Damon, 1983). The most common reason for shyness, according to Buss (1980), is novelty. Therefore, it is not unexpected that early adolescence is the period of social and personality development when shyness is at its highest (Zimbardo, 1977)

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According to Henderson and Zimbardo (2001) and Lo Coco et al. (2018), shyness is a personality trait that encompasses a particular sort of hesitation or discomfort displayed by individuals in interpersonal circumstances and has a substantial impact on their participation in activities. Shyness has also been linked to a variety of adjustment issues, such as children's internalizing issues (e.g., anxiety, loneliness), difficulties in peer relationships (e.g., peer rejection, poor friendship quality), and school difficulties (e.g., poor school liking, school avoidance) (Greco & Morris, 2001; Rubin et al., 2009). Shyness is thought to be a potential precursor for the later development of social anxiety disorder. In general, shyness can make it exceedingly difficult for kids to function well in social situations because of their propensity to withdraw.

Shyness is a tendency to experience trepidation, unease, or discomfort in at least some social circumstances. This phrase is widely used to express a personality trait or passing circumstance, but less frequently to relate to a mental health issue (Jacobs and Antony, 2011).

During adolescence, one of the most vital skills is effective communication. The act of moving information from one location to another is called communication. It is the craft of generating and disseminating ideas. People who find it difficult to interact with others have hindered their general growth. Fear of speaking in front of others is something that many people experience mostly in their formative years. A person's "fear or anxiety associated with either real or anticipated communication with another person or persons" is referred to as communication apprehension, according to James McCroskey (McCroskey, 2001). A person who suffers from communication anxiety is likely to avoid communicating most of the time since the potential benefits of engagement would be outweighed by the negative reactions to the anxiety. Naturally, this does not imply that they would never interact with others. Instead, under comparable circumstances, the person would opt to do so far less frequently than those who are not plagued with communication anxiety. The capacity and willingness to engage with others is a prerequisite for many rewards in our society, including good jobs and grades. As such, those who are very nervous about communicating may not be able to reap the benefits that those who are less anxious about communicating take for granted. It's possible that neither the high nor the low anxiety levels are aware of this effect. Because they are able to create a living environment that keeps communication anxiety out, the apprehensive person may really be pleased.

Various researchers studied gender differences in shyness and communication apprehension. In a study by Nagzoi & Jonathan (2017), examined the connection between shyness and self-esteem and found that 76% of females and 44% of males were shy. Singh and Singh (2017) examined effect of type of schooling and gender on sociability and shyness among students. Result found that females were shy than males. Prakash and Coplan (2007) showed that girls were more socially withdrawn and shy as compared to boys. The association between learners' gender differences and communication anxiety when taking part in class in an Iranian EFL context was investigated by Faridizad and Simian (2015). The results demonstrated that female students are typically more nervous than male pupils about participating in class. According to a study by Wan & et al. (2010), there was a significant amount of communication anxiety among final-year student. Frantz & et al (2005) investigated communication anxiety and its correlation with gender and year in college in a different study. According to their study, female students had a higher communication apprehension level than male pupils.

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Shyness and communication apprehension are related to each other. Researcher studied the relationship between shyness and loneliness, self-esteem, social networking, anxiety etc. and all these variables related to shyness. In this study researcher studied the impact of shyness on communication apprehension of adolescents.

### *Objectives*

1. To measure the level of shyness among male and female students.
2. To assess the level of communication apprehension of male and female students.
3. To study gender differences in shyness and communication apprehension of adolescents.
4. To explore the relationship between shyness and communication apprehension.

### *Hypotheses*

1. Female students would be higher level of shyness and communication apprehension than male students.
2. Female students would be higher level of communication apprehension than male students.
3. There would be relationship between shyness and communication apprehension.

## **METHODOLOGY**

### *Sample*

Sample of the study comprised of 100 higher secondary school students. The entire sample ranged in age from 16 to 18 years. The male to female ratio was one to one. By using simple random sampling method participants were selected. The sample was drawn from Junior colleges of Jaysingpur city.

### *Tools*

1. **Shyness Scale:** This Scale prepared by McCroskey. It was developed to obtain individual's self-report of their shy behavior. The scale consists of 14 statements with five-point Likert scale. Shyness relates to the actual communication behavior of reduced talking. This measure has generated high alpha reliability estimates (>.90) and has excellent face validity. Research has indicated that it also has high predictive validity-distinct from either communication apprehension measures.
2. **The Personal Report of Communication Apprehension (PRCA-24):** It developed by McCroskey was employed to assess participants communication anxiety. There are 24 questions total, with six items pertaining to each dimension and five response categories—from strongly agree (1) to strongly disagree (5) for each question. The scale's reliability was.90. The four components that made up the communication apprehension measure were public speaking, meetings, group discussions, and interpersonal conversations.

### *Procedure*

Prior authorization was obtained from the principals of each college in Jaysingpur city in order to collect data. Participants were first briefed on the significance and goals of the study before the group of 10–15 students at a time were given the scale of shyness and communication apprehension. In order to encourage candid responses, the participants were given the assurance that their answers would be kept private. Lastly, they received gratitude for their assistance.

## RESULT

*Table No.1 Showing Mean, SD, t-value of Male and Female students with respect to Shyness.*

Group	N	Mean	SD	df	t value	Sig.
Male	50	40.8	7.16	98	3.45	0.01*
Female	50	46.52	9.29			

Table 1 illustrates that both male and female students have a moderate level of shyness. From the obtained scores female students have higher level of shyness than male students. The mean & SD scores of females are 46.52 & 9.29 on shyness while mean & SD scores for males are 40.8 & 7.16. The calculated t value is 3.45 which is significant at 0.01 level. Hence, hypothesis no.1 is accepted. From the above table females are shyer than males.

*Table No.2 Showing Mean, SD, t-value of Male and Female students with respect to Communication Apprehension.*

Group	N	Mean	SD	df	t value	Sig.
Male	50	71.82	6.38	98	7.57	0.01*
Female	50	83.42	4.58			

Table 2 demonstrates that female students have a higher level of communication apprehension while male students have moderate level. However, the aforementioned table makes it abundantly evident that, when it comes to communication apprehension, the mean score (83.42) of female students is higher than the mean score (71.82) of male students, and this difference is significant at the.01 level of significance. Thus, hypothesis number one is approved. When it comes to communication apprehension, female students have higher level of communication apprehension as male students.

*Table No.3 Showing correlational coefficient of shyness and communication apprehension.*

		Shyness	Communication apprehension
Shyness	Pearson Correlation	1	.148**
	Sig.(2-tailed)		000
	N	50	50
Comm. apprehension	Pearson Correlation	.148**	1
	Sig.(2-tailed)	000	
	N	50	50

*\*\*Correlation Coefficient is significant at 0.01 level (2 tailed)*

Table no. 3 stated correlation between shyness and communication apprehension of adolescents. There is a positive correlation (.14) found between them. It means that if the level of shyness increases then the level of communication apprehension also increases.

## DISCUSSION

The present study aims to find out the level of shyness and communication apprehension among adolescents. Researchers studied the study on 100 adolescents who studied in higher secondary schools of Jaysingpur. Table no.1 revealed that female students were higher level of shyness than their counterparts. These findings are in line with Nagzoi & Jonathan (2017), Singh and Singh (2017) and Prakash and Coplan (2007).

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Table no. 2 showed that female have higher level of communication apprehension while male have moderate level. These results similar to studies of Faridizad and Simian (2015), Wan & et al. (2010), Frantz & etal (2005). Table no.3 stated positive relationship between shyness and communication apprehension.

Being shy is the experience of anxiety, unease, or awkwardness, particularly in social situations. This frequently happens in novel settings or with strangers; a bashful person may choose to stay away from these circumstances. The main trait that distinguishes shyness is a fear of what other people may think of one's behavior, yet shyness can also be a sign of low self-esteem. A shy person may withdraw out of fear of unfavorable outcomes like being laughed at, degraded, or patronized, or they may get criticism or rejection. Social anxiety and social phobia are terms used to describe stronger types of shyness.

A person's personality is greatly influenced by the family environment in which they are raised. A person's early upbringing affects how they interact with those around them. The majority of studies show that inconsistent parenting styles are the primary cause of shyness. There are variations in the upbringing of boys and girls within a family. In our culture, parents are typically seen to be overly protective of their kids, particularly when it comes to girls compared to boys. Over protected girls frequently have fewer opportunities to be independent, which manifests in their personalities and frequently results in insecurity and low self-esteem, which in turn leads to shyness. It has been discovered that the home environment influences how shyness develops. Parents who are anxious tend to have more reserved children.

Additionally, there are gender stereotypes connected to parents. Parents frequently have the tendency to believe that while shyness can be acceptable and even a virtue for girls, it is not the same for boys (Hide & etal 1985). Verma (2003) claims that because of enduring cultural norms that require women to be more obedient, submissive, and to fulfil more traditional gender roles, women are more socially reclusive than men. According to Zhan & etal (2008) studies, gender differences emerge gradually throughout childhood, with girls seeming more scared and nervous than boys in their adolescent.

### CONCLUSION

Females showed higher level of shyness and communication apprehension than males. There is positive relationship found between shyness and communication apprehension.

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### **Conflict of Interest**

The author declared no conflict of interest.

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