



A Comparative Study between Oman and Sharjah University Students Related to Shyness and Demographic Variables

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Authors' contributions

This work was carried out in collaboration between both authors. Authors ASH and MAAD designed the study. Authors ASH and MAAD wrote the protocol and supervised the work. Author ASH carried out all laboratories work and performed the statistical analysis. Authors ASH and MAAD managed the analyses of the study. Author MAAD wrote the first draft of the manuscript. Authors ASH and MAAD managed the literature searches and edited the manuscript. Both authors read and approved the final manuscript.

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ABSTRACT

This study investigates the relationship between shyness and gender, region, major, level of study of Sultan Qaboos and Sharjah University students. A sample of two hundred thirty six male and female students from different colleges in both Universities completed the revised twenty-item' Cheek & Melchior, 1985. Participants responded to each item on five points scale. Descriptive statistics such as means, standard deviations, ANOVA are used to analyze the collected data. Results revealed that female students had more shyness than males; that is these differences were significant. The freshmen had more shyness than juniors and seniors. In addition, the study found no significant differences between the means related to region and major.

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1. INTRODUCTION

Zimbardo [1] a well-known developer of shyness research, noted that shyness research before 1970 was primarily centered on adolescents. He, therefore, contributed significantly to expanding the research scope to include other age groups and found, with other researchers, that avoidance behaviors in college students with social anxiety disorders can cause considerable impairment in their educational, social, and occupational functioning [2-5] identified examples of occupational impairment as fear of interview or failing to apply for a job. Shyness has often been referred to as another word for social anxiety. The findings seem to show that shyness is highly correlated with social anxiety [6].

Shyness as a social anxiety disorder: Shyness or social anxiety disorder is an unremitting disorder. If untreated, social anxiety disorder can last throughout an individual's lifetime [7-9]. Social anxiety disorder is the most common diagnostic mental disorder in the United States [10 -11]. For individuals with social anxiety disorder, the fear of negative evaluation from others creates intense anxiety and distress. This intense anxiety and distress significantly interferes with the individual's normal routine, even though the individual recognizes the fear is unreasonable or excessive. Unlike social anxiety disorder, shyness is not a diagnosable mental disorder with specific criteria to define it. However, there is empirical evidence of similarities in cognitive, behavior and psychological features of individuals with social anxiety disorder and shyness [12-15].

A distinctive feature of humanity is the need to socialize. Socializing involves some form of communication and interaction with one or more individuals. The anxiety felt before and during interaction with someone is known as shyness. Shyness is a personality contrast that plagues a large percentage of the population on a day-to-day basis because of the pain it causes to many individuals. Research is needed to answer questions about shyness. Psychologists have made great advances toward understanding how and why shyness has made such a large impact on so many individuals [16].

Shy college students may often have desires to have social interactions; however, inhibition results from the fear and anxiety of the actual social situation, to the anxiety [17]. The shyness

students might well want to interact more, but would be prevented from doing so by fear of social disapproval, the role of interaction was shown in the Symbolic Interaction (SI) theory of shyness that emergent property of interaction is more influential than individual property [18-20]. As shy-students graduate, they will continue to experience hardships developing relationships and maintaining good job performance, however, there is a relationship between higher levels of social aversion and lower college admissions test scores as well as college grade point average [21].

Shyness definition and nature: Shyness is a psychological state that causes a person to feel discomfort in social situations in ways that interfere with enjoyment or that cause avoidance of social contacts altogether. It is an effective-behavioral syndrome characterized by social anxiety and interpersonal inhibition resulting from the prospect of presence of interpersonal evaluation. It is a people phobia, a social anxiety created by the apprehension that others are negatively evaluating a person. [22] Defines shyness as "avoidance in social situations such as those that are important for personal and professional development (p. 79)". [23] Define shyness as "the tendency of social interaction which appears in different shapes such as lack of eye contact and listening more than participating, and stress continuity (p.4)." [24] Argue that shyness appears as a symptom of avoidance that includes isolation, withdrawal, social anxiety and phobia. Sometimes it appears as a symptom of neuroses and extravert behavior. [25] Define shyness as "a fear of, or withdrawal from, other people or social situations (p.1)". The main arguments resolved around whether shyness should be defined as an emotional experience, a behavioral reaction to a situation, or a combination of both.

People who are shy often hesitate before they try something new. They often prefer watching others joining on a group activity. The number of people reporting some form of shyness has been gradually increasing. The most recent research suggests that at any given point of time, close to 50% of the general population report that they experience some degree of shyness in their lives (Payne, no date). People who shy are much more vulnerable to developing other kinds of psychological problems such as depression or anxiety.

Causes/Effects of shyness: The Literature on shyness has shown that there are multiple causes of shyness, including strong genetic predispositions as well as powerful environment factors resulting in a shyness response style in adolescents and adults. An additional characteristic associated with social anxiety disorder includes a low self-esteem, difficulty in being assertive, hypersensitivity to criticism and feeling of inferiority. [18-27] believes that an individual's biological makeup, along with life experiences and how these experiences are interpreted, helps to create shyness. Both Social anxiety disorder and shyness contain cognitive, behavioral, and psychological factors [28-29].

Moreover, areas related to the psychological factors consist of feeling of anxiety, blushing, increased heart rate and blood pressure [30]. Many researchers have studied the treatment of shyness from a cognitive perspective [31-33]. They believe that negative self-evaluation, faulty attributions, distorted thinking, unrealistic expectations, irrational beliefs, and a negative dialogue of thoughts and images play important roles in the development of shyness [34].

Relationship between shyness and level of study: It has been noticed that shyness is more common among university students [35-40]. It has been perceived as an undesirable personality trait that may interfere with the student's interpersonal interactions and adversely affect his/her life satisfaction. The shyness college student was at a social disadvantage as disproportionate amounts of time were spent on academic activities [41]. However, college students with social anxiety disorder might assume they are merely shy and their anxiety is simply part of their personality [42-43]. Shyness can also be seen as an academic determinant. It has been determined that as the shyness of an individual increased, classroom performance was seen to decrease [44].

Compared to their non-shy counterparts, shy individuals relied on their pre-college friendships more. It took shy students up to one year to attain a social network of the size reached by non-shy students in three months. Further, [45] conducted a study to determine the relationship between shyness and some other personal characteristics of American and Japanese students at American universities. They concluded that students' shyness level is affected by the student's age, and that older

students are less shy than the younger ones. [46] find that shyness in infancy predicted symptoms of social anxiety and depression at age 21 years. [47] states that "...the interpersonal challenges experienced by shy students in high school may present themselves differently in university due to a lack of intimacy", he continues to explain, "...university student population is typically much larger than that of a high school, students are regularly in the presence of new people and are unlikely to know each student crowding their first-year lecture hall, let alone every person attending the institution". [48] find that shy students tended to experience greater social challenges during their first year of university compared to their more sociable counterparts. In general, shy students are likely to suffer from chronic loneliness [49].

Relationship between shyness and gender: Several studies [6,17,50,51] reported that there was no gender difference in the total shyness score. Studies of gender differences in shyness and other forms of inhibited temperament have not been consistent. While some studies reported inhibition in female more than that in males, others have reported relatively similar gender ratios. Research has shown even when there are no main effects of gender, the correlations between shyness and other measures are moderated by gender. In an Arabic context, [52] found no statistical significant differences between males and females Saudi and Kuwaiti university students in terms of shyness. In addition, [53] who compared between Arab, American and British university students, found that Kuwaiti females are shy than males' university students are. With no significant differences among American, British university students in terms of shyness and gender.

Relationship between Shyness and region/cultures: Culture affects all aspects of life, how people view things, shyness and the way they act and behave. In line with these statements, studies analyzing students' academic achievement indicate that students from Eastern countries are more likely to experience higher levels of achievement as well as anxiety than do students from Western countries [e.g. 54]. Indeed, research proves that adversary behaviors associated with shyness is a general cross-cultural conduct [55]. In Chinese culture, however, shy children are favored for their seeming social competence and self-discipline. They are well liked by their peers and

teachers and considered socially fit [56]. Research in the United States typically indicates that shyness is highest among Asian Americans and lowest among Jewish Americans. This difference prompted efforts to assess shyness across diverse cultures. The overall pattern of results indicated a universality of shyness since a large proportion of participants in all cultures reported experiencing shyness to a considerable degree-- from a low of 31% in Israel to a high of 57% in Japan and 55% in Taiwan. In Mexico, Germany, India and Newfoundland, shyness was more similar to the 40% U.S. statistic. Other data from this cross-cultural research shows that the majority in each country perceive many more negative than positive consequences of being shy, and 60% or more consider that shyness is a problem (except for Israel where the figure is 42%) [57]. the steadily increasing percentage of children and young adults, who report being shy is at alarming (53.5% from moderate to severe levels of shyness) [58]. The various perception of shyness by different cultures and the impact of shyness have been found to be debilitating to the individuals whose shyness is an ongoing problem [59]. In an Arabic context, [52] generally found no statistical significant differences between Saudi and Kuwaiti university students in terms of shyness. On the contrary, [53]) found that Kuwaiti university students are shyer than their British are and American colleagues are.

Relationship between shyness and major:

Results of [60] study shows that art and science students have high self-esteem and low shyness. In the Arabic context, [52] that there were no statistical significant differences between art and science university students. Further, [53] found no statistical significant differences between art and science students.

1.1 Study Importance

These Difficulties in establishing new peer relationships could lead to feelings of loneliness, negative self-concept and could affect the individual's mental and interfere with academic achievement. Additional academic areas that might be affected include choice of collegiate activities such as athletic involvement, leadership involvement, choice of college major or indecisiveness in selecting a major, grade point average, amount of credits completed, and peer group development and positive interactions with faculty members. In fact, research indicated that shyness students who attend college have significantly lower grade-point averages than

students who do not suffer from shyness. It is thus clear that the variable shyness, which has three, cognitive, emotional, and behavioral components represent the main symptoms to him, has been widely and one or more components with the shyness person and is those components in social skills incomplete. Several Studies [e.g. 36,39,61] reported that there was a negative correlation between shyness and social skills relationship, and the need to train shy individuals on social skills. Examples of social skills focused on during social skills training for social anxiety and shyness disorder include initiating conversations, establishing friendships, interacting with members of the opposite sex, constructing a speech and assertiveness skills [27].

The lack of research focusing on shyness and social anxiety, specifically in the Arabic higher education environment, encourage us to conduct this research. Taking in consideration that [62] study shows the need to conduct research on gender differences and validity evidence of shyness in a cross-cultural manner, the results of this study may help to assist male and female students in UAE and Oman to cope with social anxiety and to improve their educational, social and vocational outcomes. The study provides a scale adapted to measure university students' shyness in an Arabic context with high factorial and correlational validity and reliability.

1.2 The Statement of Problem

The present study attempts to answer the following two questions:

1. What is the level of shyness among students of Sultan Qaboos University and Sharjah University?
2. Are there significant differences in shyness due to differences in gender, region, major, level of study?

1.3 Study Hypotheses

1. There are no significant differences between student's responses on shyness behavior due to gender (males & females).
2. There are no significant differences between student's responses on shyness behavior due to region of Sultan Qaboos University (Oman) & Sharjah University (UAE).

3. There are no significant differences in student's responses on shyness behavior due to major (science & arts).
4. There are no significant differences in student's responses on shyness behavior due to level of study (freshmen & juniors).

1.4 Study Sample

A sample consisted of (236) students from Sultan Qaboos University (SQU) and Sharjah University were randomly selected from science/arts colleges and freshmen/junior levels of study.

(1189 students) with percentage of (20%), one hundred and five students were chosen from (SQU). The SQU sample was made up of (51) males and (54) females. Additionally, One hundred and thirty one students participated in this study from Sharjah University. The Sharjah University sample consisted of (61) males and (70) females. This sample consisted of (129) freshmen, and (107) juniors represented all two college majors.

2. INSTRUMENT

The shyness scale [62] was one of the scales categorized as one measuring subjective and behavioral aspects of social anxiety. The scale was created in an attempt to distinguish shyness as a separate construct from sociability. It is a distinct personality construct.

The shyness scale has high test-retest reliability (0.88) and the internal consistency -measured by Cronbachs Alpha 0.90. The inter-item correlation was within the range of 0.39 to 0.66. Scores on the shyness scale correlate highly with other measures of shyness, in the present study, we used a translated Arabic version of Cheek and Melchior's (1985) scale. The response format is based on a five-point Likert scale ranging from 1 (untrue) to 5 (true). Thus, a higher score reflect greater shyness. The Amos program was used to run Confirmatory Factor analysis using from the two Universities. The results are illustrated in Table 1.

Table 1. Results of confirmatory factor analysis on shyness scale

Items	B	SE	CR
1 I feel tense when I'm with people, I don't know why.	1.562	0.701	2.228
2 During conversations with new acquaintances, I worry about saying something dumb.	1.709	0.753	2.269
3 I am socially somewhat awkward.	1.219	0.529	2.304
4 I do not find it difficult to ask other people for information.	1.210	0.595	2.048
5 I am often uncomfortable at parties and other social gatherings.	1.283	0.651	1.971
6 When in a group of people, I have trouble thinking of the right things to talk about.	1.984	0.799	2.483
7 I feel relaxed even in unfamiliar social situations.	1.571	0.754	2.084
8 It is hard for me to act natural when I am meeting new people.	2.142	0.954	2.245
9 I feel painfully self-conscious when I am around strangers.	3.001	1.115	2.691
10 I am confident about my social skills.	2.006	0.975	2.057
11 I feel nervous when speaking to someone in authority.	1.957	0.931	2.102
12 I have trouble looking someone right in the eye.	1.421	0.713	1.993
13 I am usually a person who initiates conversation.	1.597	0.719	2.221
14 I often have doubts about whether other people like to be with me.	2.159	0.854	2.528
15 Sometimes being introduced to new people makes me feel physically upset (for example, having an upset stomach, pounding heart, sweaty palms, or heat rash).	3.021	1.006	3.002
16 I do not find it hard to talk to strangers.	1.958	0.854	2.293
17 I worry about how well I will get along with new acquaintances.	2.045	0.967	2.095
18 I am shy when meeting someone of the opposite sex.	1.548	0.757	2.045
19 It does not take me long to overcome my shyness in a new situation.	1.489	0.701	2.124
20 I feel inhibited in social situations.	2.568	0.958	2.681

Table 2. Matching indicators of the model data

Indicator	RMSEA	PCFI	PNFI	CFI	IFI	TLI	RFI	NFI	χ^2
Value	0.049	0.975	0.961	0.957	0.952	0.953	0.958	0.97	1.594

The results in Table 1 show that all the values of Critical Ratio (CR) were greater than the standardized critical value (1.96). All items were compatible with Confirmatory Factor Analysis, which means that the scale had acceptable validity, and these items accounted for one factor which is shyness. Table 2 shows the matching indicators of shyness scale items.

The results in Table 2 show that the Chi square is 1.594. In addition, the fit indices (PCFI, PNFI, CFI, IFI, TLI, RFI, NFI) were all greater than 0.95. The value of RMSEA is smaller than 0.05 indicated that the data was congruent with the model.

The second method was concurrent validity with scale developed by [2]) of University College of Cardiff. It consists of 26 items and requires the subject to indicate his/her response by ticking "YES", "NO" or "DON'T KNOW". The items of the scale were based on classroom situations. The validity was assessed by administering both scales to a sample of 50 students in both universities. Correlation coefficient was 0.86. Internal consistency of the scale with Cronbach Alpha was 0.85. Test- retest reliability was 0.82.

3. RESULTS

To answer the first question "What is the level of shyness among students of Sultan Qaboos

University and Sharjah University?" means, standard deviations and item rank order were used (See Table 3).

To judge the level of Shyness is the following: (1-1.79) is very small, (1.80 - 2.59) small, (2.60 - 3.39) Average, (3.40 - 4.19) large, (4.20 -5.00) is very large.

It can be observed from Table 3 that the means of items ranged between (2.74 and 4.01) for SQU students, while they ranged between (2.72 and 3.79) for the Sharjah University students. The average responses of SQU students on all items of the scale was (3.04), while it was (3.13) for the Sharjah University students. If we compare this with the average of the five point rating scale which is (3), we will see that the averages for both universities are close to the average of the rating scale. This explains that the levels of shyness behavior in both universities are in the middle.

To answer the research hypotheses, full factorial ANOVA (2x2x2x4) was used. Significant statistical differences were found for gender and level. The gender effect was significant (F=4.545 (df=1), p. < 0.05) and in favor of females (M=3.33; SD= 0.603) compared to males (M=3.04; SD= 0.411). The level effect was significant (F=4.795 (df=3), p. < 0.05), and in favor of freshmen (M=3.45; SD=1.061) compared

Table 3. Means, standard deviations and rank order of items

Rank	Sharjah Univ. students responses			Rank	Sultan Qaboos students responses		
	SD	M	Item		SD	M	Item
1	1.201	3.79	16	1	1.251	4.01	16
2	1.144	3.69	4	2	1.225	3.65	4
3	1.231	3.62	19	3	1.201	3.55	19
4	1.152	3.47	13	4	1.176	3.44	13
5	1.221	3.41	10	5	1.329	3.43	10
6	1.239	3.40	18	6	1.382	3.27	18
7	1.081	3.36	2	7	1.161	3.19	2
8	1.044	3.35	14	8	1.241	3.17	14
9	1.305	3.30	5	9	1.405	3.12	5
10	1.307	3.27	17	10	1.351	3.07	17
11	1.108	3.18	6	11	1.322	3.04	6
12	1.11	3.11	20	12	1.135	3.03	20
13	1.258	3.03	15	13	1.158	3.02	15
14	1.262	3.02	12	14	1.132	3.00	12
15	1.218	3.01	7	15	1.244	2.97	7
16	1.157	2.98	11	16	1.151	2.96	11
17	1.458	2.93	9	17	1.131	2.95	9
18	1.324	2.91	3	18	1.289	2.88	3
19	1.159	2.87	1	19	1.203	2.77	1
20	1.376	2.72	8	20	1.352	2.74	8
	0.416	3.13	Total		0.488	3.04	Total

to juniors and seniors (M=3.042; SD=0.593, M=3.004; SD=0.639). There was no statistically significant difference for major (f=0.247; p>0.05); region (f=0.675; p>0.05). In addition, not all interactions among the four variables are statistically significant. Table 4 and Fig. 1 explains that.

4. DISCUSSION

Findings revealed that the means of shyness scores were moderate. This means that the culture is the same if we consider the culture as important factor in creating shyness. This finding corroborates [52] who found no statistical significant differences between Saudi and Kuwaiti university students in terms of shyness. This is normal since both Arabian Gulf countries share the same values and culture. Since shyness is less sensitive to cultural values, the mediation model established in the present study may be generalized to other similar cultures. Nevertheless, more cultural variations could be expected if regulated shyness is examined. Developmental research indicated that gender, and cultural contexts may play an important role in determining the exhibition as well as the significance of human behaviors [53,63, 64].

In regard with gender, results from several studies indicated no significant gender differences in overall mean of shyness according

to data obtained from parental observations or ratings [e.g.65-66].Some of these studies consider males shy more than females [e.g. 67], while others consider girls shy than boys [e.g. 53,57,68]. The third group found no significant differences between genders [e.g. 6,52,69]. The findings in this study showed significant differences in shyness due to gender. This means that this study agreed with some studies as in the second group and disagreed with other studies as in the first and third groups. These results can be explained by the fact that there is no coeducation exists in high schools as the educational system is based on separating males and females. Even in the university, males always sit in front seats of the classroom while females sit in back seats. Experience shows that usually all males conduct presentations in the classroom but only few girls do the same. In an Arab culture, gender differences gradually become apparent across childhood with girls appear more fearful and anxious than do the boys. The same is observed with girls in other cultures beginning in preschool and becoming clearly more anxious during adolescence [70-71].

The results also showed significant differences in students' responses of shyness due their level of study. This finding agrees with the finding of [45,52,72]. The differences may be attributed to the fact that freshmen are new students at the university environment and consider it as

Table 4. ANOVA (2x2x2x4) effect of the four independent variables on the dependent variable (Shyness)

Source	S. square	Df	M. square	F	Sig.
Gender	.883	1	.883	4.545	.034
Major	.048	1	.048	.247	.620
Level	3.947	3	1.316	4.795	.019
Reign	.131	1	.131	.675	.412
Gender * major	.557	1	.557	2.863	.092
Gender * Level	.842	3	.281	1.445	.231
Gender * region	.053	1	.053	.273	.602
major * Level	.392	3	.131	.672	.570
major * region	.143	1	.143	.734	.392
Level * region	.689	3	.230	1.182	.318
Gender * major * Level	.076	3	.025	.130	.942
Gender * major * region	.124	1	.124	.638	.426
Gender * Level * region	.769	3	.256	1.318	.269
major * Level * region	.125	3	.042	.215	.886
Gender * major * Level * region	.014	2	.007	.036	.965
Error	39.850	205	.194		
Total	2303.672	236			
Corrected Total	47.786	235			

a. R Squared = .166 (Adjusted R Squared = .044)

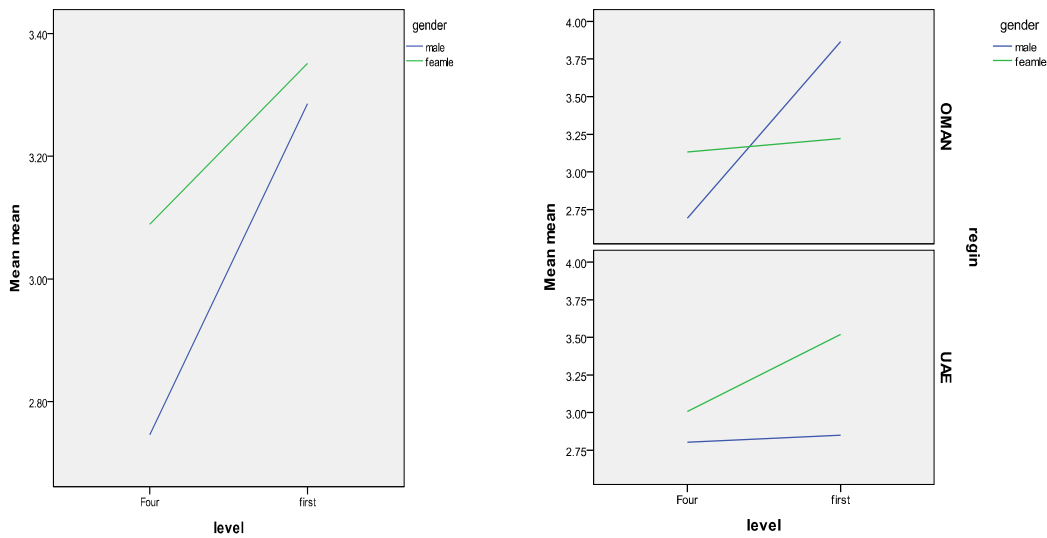


Fig. 1. The differences in shyness for gender and level of study of the total sample and for each country separately

different system compared to the high school single-gender environment. In addition, the behavior of students with staff member may differ and as such, they may put off this interaction normally. This can exert specific psychological pressures on the students to protect their status and self-esteem. Shyness is the only an outlet for them.

The results also showed no significant differences in students' responses of shyness due to major variable (science & arts). Studies have shown that shyness negatively affects students overall educational experience [60,73]. Further, both [52,53] found no statistical significant differences between art and science students which substantiate this study finding.

5. CONCLUSION

Evidenced by the results of the current study that shyness level of total respondents for both countries was average; the mean was (3.06) for the total sample, (3.04) for the Omani sample and (3.14) for UAE sample. However, despite this average level of shyness, it has been shown that there are statistically significant differences in gender variable where females are shy than males. There are also statistically significant differences in level of study where freshmen are shy than juniors and seniors. We have explained the reasons for these differences in the discussion section. Moreover, no statistically significant differences appear in the major

variable. Although shyness is average among students, the researchers see the necessity of activating the role of counseling and guidance centers in the two universities to improve their roles. Next section explains the latter findings implications.

6. IMPLICATIONS FOR COUNSELING

The study helps identifying a problem that may be common among students in different settings namely, shying which have effects on their personalities by developing social disorders. Shyness needs to be studied deeply at university and the students' levels of study because students at these stages look forward to get important jobs in different community settings. One of shyness and social anxiety disorder manifestations is avoidant behavior. These behaviors can cause considerable impairment especially for college students in their educational, occupational, and social functioning. Examples of occupational impairment could include fear of an interview or failing to apply for a position [11].

Avoidant behaviors may also result in educational impairment as indecisiveness in career decisions and early academic drop out. The behaviors accompanied by shyness and social anxiety disorder and their psychological and social effects need to employ effective counseling services offered to the students. Avoidant behaviors in college students with

social anxiety disorder can cause considerable impairment in their educational, occupational, and social functioning. Examples of occupational impairment could include fear of an interview or failing to apply for a position. [11] identified educational impairment as indecisiveness in career decisions, and early academic drop out.

The counseling centers at both Sultan Qaboos University and Sharjah University to use above findings to diagnose and treat the referred cases related to anxiety, fears and shyness in different situations such as examinations, presentations and practicum. These problems are more common among females than males. [74] States that "...the targeted introduction of group psychological counseling in P.E. teaching can effectively lessen the shyness of college students, especially female undergraduates". In addition, the centers needs to give due concern to issues related to the assessment of these problems and therapeutic methods and interventions to deal with them. The tools provided by this study could help in this assessment. The study can be also of interest to the master's students who are eager to study these problems in children and adolescents in schools. In addition, the school counselors can benefit from the findings of this study.

7. RECOMMENDATION OF THE STUDY

The following recommendations related to findings were posed:

1. Individuals should learn how to receive compliments and to stop assuming the worst.
2. Individuals need to be aware of their thoughts and feelings and become active in changing them and their behaviors.
3. Social skills training may also be important, especially for individuals who worry about performing well in a social situation. This training will reduce their anxiety and enable them to concentrate on thoughts and behaviors (Carducci & Zimbardo, 1995).

DISCLAIMER

The title of the manuscript was presented in the conference "The International Journal of Arts & Sciences Conference".

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COMPETING INTERESTS

Authors have declared that no competing interests exist.

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APPENDIX A

20 Item Shyness Scale

INSTRUCTIONS: Please read each item carefully and decide to what extent it is characteristic of your feelings and behavior. Fill in the blank next to each item by choosing a number from the scale printed below.

- 1 = very uncharacteristic or untrue, strongly disagree
2 = uncharacteristic
3 = neutral
4 = characteristic
5 = very characteristic or true, strongly agree
-

- ____ 1. I feel tense when I'm with people I don't know well.
____ 2. During conversations with new acquaintances, I worry about saying something dumb.
____ 3. I am socially somewhat awkward.
____ 4. I do not find it difficult to ask other people for information.
____ 5. I am often uncomfortable at parties and other social gatherings.
____ 6. When in a group of people, I have trouble thinking of the right things to talk about.
____ 7. I feel relaxed even in unfamiliar social situations
____ 8. It is hard for me to act natural when I am meeting new people.
____ 9. I feel painfully self-conscious when I am around strangers.
____ 10. I am confident about my social skills.
____ 11. I feel nervous when speaking to someone in authority.
____ 12. I have trouble looking someone right in the eye.
____ 13. I am usually a person who initiates conversation.
____ 14. I often have doubts about whether other people like to be with me.
____ 15. Sometimes being introduced to new people makes me feel physically upset (for example, having an upset stomach, pounding heart, sweaty palms, or heat rash).
____ 16. I do not find it hard to talk to strangers.
____ 17. I worry about how well I will get along with new acquaintances.
____ 18. I am shy when meeting someone of the opposite sex.
____ 19. It does not take me long to overcome my shyness in a new situation.
____ 20. I feel inhibited in social situations.
-

Items 4, 7, 10, 13, 16, & 19 are reversed, recode before scoring. (1=5) (2=4) (4=2) (5=1)

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