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The Painful, Hidden Handicap Known as "Shyness": Its Devastating Effects on Young and Old

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DIGEST

THE PAINFUL, HIDDEN HANDICAP KNOWN AS "SHYNESS":

ITS DEVASTATING EFFECTS ON YOUNG AND OLD

relationship between a condition of shyness in a juvenile individual and manifestations of maladjusted behaviors on the part of that individual was designed utilizing two sample groups, each totaling 40 juvenile individuals. The first sample group was an experimental group, composed of juvenile individuals who had been detained for a period of 48 hours or longer by the St. Louis County Juvenile Court.



ROSE MARIE LIUZZA, B.A., ED.

random from among the student populations of two St. Louis County area high schools.

Each of the individuals included in the two sample groups was administered the "Quay Personal Opinion Assessment" instrument. Twenty-five of the

A Digest Presented to the Faculty of the Graduate School of the Lindenwood Colleges in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Counseling/Psychology

(this identification was based on findings of the literature review performed.)

Thesis
L741P
1983



DIGEST

The purpose of this study was to establish the relationship, if any, and the nature of the relationship between a condition of shyness in a juvenile individual and manifestations of antisocial behaviors on the part of that individual. The study was designed utilizing two sample groups, each totaling 40 juvenile individuals. The first sample group was an experimental group, composed of juvenile individuals who had been detained for a period of 48 hours or longer by the St. Louis County Juvenile Court. The second sample group was selected at random from among the student populations of two St. Louis County area high schools.

Each of the individuals included in the two sample groups was administered the "Quay Personal Opinion Assessment" instrument. Twenty-five of the one hundred items on the instrument were identified as indicators of shyness in juvenile individuals (this identification was based on findings of the literature review performed.)

The scores received were analyzed through the application of chi square analysis to the data collected through the administration of the instrument.

A research hypothesis was formulated and tested, which stated that:

It is hypothesized that juvenile individuals detained for 48 hours or longer by juvenile court authorities will receive higher shyness scores on the modified "Quay Personal Opinion Assessment" than will be received by a randomly selected group of juvenile individuals from the general population. This research hypothesis was tested in its null form by the application of chi square analysis to the data collected for the study.

Based upon the findings of the research performed for this study, it was concluded that:

1. The condition of shyness is implicated, to some extent, in the manifestations of anti-social behaviors exhibited by juvenile individuals detained by juvenile court authorities.

2. A far greater proportion of juvenile individuals manifesting antisocial behaviors are likely to be shy than is a randomly selected group of juvenile individuals.

and

3. To the extent that shyness in juvenile individuals is a correctable condition, the manifestations of antisocial behaviors by some shy juvenile individuals may also be correctable to some extent.

The recommendations developed as a result of the findings were as follows:

1. It was recommended that the results of this study be provided to juvenile justice authorities and to agencies responsible for providing psychological assistance to juvenile individuals for their guidance in the development of programs for juvenile individuals manifesting antisocial behaviors.

and

2. It is recommended that additional re-

search be performed for the purpose of determining to what extent shyness therapy can reduce the manifestations of antisocial behaviors by juvenile individuals.

BY

ROSE MARIE LITTLE, B.A., ED.

A Culminating Project Presented to the Faculty of the
Graduate School of the Lindenwood Colleges in
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Program Coordinator

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DEDICATION

by

ROSE MARIE LIUZZA, B.A., ED.

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I would like to express my appreciation to the members of my committee, Richard Richard, Nancy Glass and Ed DEDICATION, for participat-

I wish to dedicate this thesis to my husband, Vic, who has been my "Rock of Gibraltar" for many years.

For her staunch loyalty and support of Lindenwood College and its students.

Finally, I wish to acknowledge:

My daughter, Nicky Linnea, for generously helping me tabulate the statistics for this project.

and,

My aunts, Marie Louise Schultz, who patiently did the typing. I will long remember their loving concern and cooperation.

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PREFACE

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to read the book seriously -- little by little memories began to flood my mind and numerous anxiety filled recollections of my childhood and teen years flashed by.

Needless to say, I was not able to put the book down until every page was read. At this point, I was ready and eager to discover more reading material on this fascinating subject.

All these years I felt puzzled and frustrated, knowing something was wrong -- something that caused me to feel constant discomfort.

PREFACE

One day while browsing in the psychology section of the library, I came across Dr. Philip Zimbardo's book, "Shyness: What It Is, What To Do About It." Almost immediately I knew I was hooked on the subject matter. In fact, I felt absolutely sure that somehow Dr. Zimbardo knew me and was using me as an anonymous example throughout his book.

In the privacy of my own home, I settled down to read the book seriously -- little by little memories began to flood my mind and numerous anxiety filled recollections of my childhood and teen years flashed by.

Needless to say, I was not able to put the book down until every page was read. At this point, I was ready and eager to discover more reading material on this fascinating subject.

All these years I felt puzzled and frustrated, knowing something was wrong -- something that caused me to feel continual discomfort.

Now at last I knew -- I am and always have been
shy!

CHILDREN LEARN WHAT THEY LIVE

- If a child lives with criticism
He learns to condemn.
- If a child lives with hostility
He learns to fight.
- If a child lives with ridicule
He learns to be shy.
- If a child lives with shame
He learns to feel guilty.
- If a child lives with tolerance
He learns to be patient.
- If a child lives with encouragement
He learns confidence.
- If a child lives with praise
He learns to appreciate.
- If a child lives with fairness
He learns justice.
- If a child lives with security
He learns to have faith.
- If a child lives with approval
He learns to like himself.
- If a child lives with acceptance &
friendship
He learns to find love in the
world.

Dorothy Law Nolte

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Chapter 1

INTRODUCTION

Shyness, or bashfulness, as the condition has been defined, is a psychological context as "a condition of discomfort, embarrassment, and inhibition in the presence of others" (Chaplin, 1982, p. 39). Shyness in an individual has long been recognized as an impediment to satisfactory social intercourse--an impediment which may create significant problems for an individual in the conduct of interpersonal relations, in the pursuit of a career, and in a number of other activities in which effective social intercourse is required.

For scores of years, perhaps centuries, shyness was looked upon as a condition which was an unchangeable characteristic, much as is the color of one's eyes. In this context, Samuel Johnson said in 1776 that

I know not whether any remedies of such efficacy can be found. To advise a man unaccustomed to the eyes of the multitude to stand a tribunal without perturbation, is to tell him what 1 life was passed in the

Chapter 1

INTRODUCTION

Shyness, or bashfulness, as the condition has sometimes been called, is generally defined in the psychological context as "a condition of discomfort, embarrassment, and inhibition in the presence of others" (Chaplin, 1982, p. 489). Shyness in an individual has long been recognized as an impediment to satisfactory social intercourse--an impediment which may create significant problems for an individual in the conduct of interpersonal relations, in the pursuit of a career, and in a number of other activities in which effective social intercourse is required.

For scores of years, perhaps centuries, shyness was looked upon as a condition which was an unchangeable characteristic, much as is the color of one's eyes. In this context, Samuel Johnson said in 1778 that:

I know not whether any remedies of much efficacy can be found. To advise a man unaccustomed to the eyes of the multitudes to mount a tribunal without perturbation, to tell him whose life was passed in the

shades of contemplation, that he must not be disconcerted or perplexed in receiving and returning compliments of a splendid assembly, is to advise an inhabitant of Brazil or Sumatra not to shiver at an English winter, or him who has always lived upon a plain to look upon a precipice without emotion. It is to suppose custom instantaneously controllable by reason, and to endeavor to communicate, by precept, that which only time and habit can bestow (A Johnson Sampler, 1963, p. 131).

In the mid and late 1970's, the interests of professional psychologists and lay observers alike in the condition of shyness began to assume new dimensions. Where past work on shyness had emphasized means of overcoming the condition by individuals, even if Dr. Johnson's "time and habit" was considered as the only remedy, this later work began to investigate the causes of shyness. These studies rejected the assumption that shyness was a condition with which individuals are born and looked to the personal backgrounds of shy individuals in attempts to identify the psychological causes of shyness.

These later-day studies also assumed that, if there were identifiable psychological causes of the

condition of shyness, psychologically-based remedies for the condition could also be developed.

Statement of the Problem

Studies which have emphasized the identification of the causes of the condition of shyness have opened up new areas of scientific inquiry. Erich Fromm reported a psychological condition in which subjects desired to "lose one's self" (Fromm, 1969, p. 283). Zimbardo (1977) related such desires to the ability of a great many stage, screen, and television actors and actresses to conquer shyness by assuming different roles. The finding that actors and actresses, in some instances, are overcoming a condition of shyness through the assumption of different personality roles on the stage, screen and television suggests that other individuals in society may also be assuming personality roles in individual efforts to overcome the condition of shyness.

The specific problem which will be investigated in the conduct of this study is the determination

of the extent to which juvenile antisocial behavior is a manifestation of efforts by individuals exhibiting such behavior to overcome a condition of shyness. Unfortunately, some of the methods juveniles resort to, in their endeavors at overcoming shyness, are dangerous.

A universal symptom of shyness is not feeling good about one's self. This feeling of dissatisfaction and low self-esteem, almost automatically triggers an inability to have positive and effective communication with peers. When a person does not feel good about himself, drug and alcohol abuse becomes attractive and likely.

Drugs have become a medium of communication today, and often persons who can't communicate in a meaningful way become involved with drugs.

Juveniles, along with people of all ages, often abuse drugs because chemical feelings (or "highs") are simple to obtain and for those plagued by the shyness affliction, these chemicals supply the cour-

age and/or ability that they lack, to cope with shyness.

Delimitations

The investigations of this study will be limited to the establishment of the relationship, if any, between juvenile antisocial behavior and a condition of shyness present in individuals exhibiting such behavior. The research performed in the conduct of this study will not attempt to identify reasons for the existence of shyness in certain individuals, as this topic has been investigated thoroughly in other studies; nor will the research performed in the conduct of this study attempt to suggest remedies for either the condition of shyness in individuals or for the antisocial behavior observed in some juveniles. The development of remedies for either the condition of shyness in individuals or for juvenile antisocial behavior are topical areas of inquiry which are beyond the scope of this study.

Significance of Study

The significance of this study lies in its potential to identify a cause for some antisocial behavior on the part of juveniles, which, in the past, has not been recognized as a significant cause of such behavior and which may, in many individuals, be a cause more easily correctable than are many other causes. It is well understood that the correction of a condition of shyness in an individual will not correct other causes of antisocial behavior; however, overcoming shyness, or the causes of shyness, may result in an ability to develop more effective therapies for other individual psychological problems, and, if the causes of shyness are treated sufficiently early in the life of an individual, more serious causes of juvenile antisocial behavior may never be developed.

Research Hypothesis

In order to provide a focus for the research to be performed in the conduct of this study, the following research hypothesis will be tested:

It is hypothesized that individuals held in detention by juvenile courts for time periods of 48 hours or longer will receive higher shyness scores on a modified "Quay Personal Opinion Assessment" (Quay and Peterson, 1968) than will be received by a randomly selected group of juveniles.

Presentation of Findings

The findings of the research performed in the conduct of this study will be presented in a six-chapter format. Following this introductory chapter, the following chapters will be included in the study:

Chapter 2 - "Literature Review,"

Chapter 3 - "Theoretical Orientation,"

Chapter 4 - "Research Methodology,"

Chapter 5 - "Results of the Study,"

and

Chapter 6 - "Summary, Conclusions, and Recommendations."

In addition to the six chapters, supportive data will be included in the report of the study in the

form of appendices. These appendices will include the following items:

1. A copy of the modified Quay personal opinion instrument.

and

2. A scoring key for the establishment of individual shyness scores.

develop remedies for the condition of shyness in juveniles, it was, nevertheless, necessary to examine these topical areas of interest in this review of literature, in order to establish the validity of any statistical relationship between the condition of shyness in a juvenile individual and the manifestation of antisocial behavior by that individual.

In this review of the literature, the following topical areas of interest related to the condition of shyness were examined:

1. The extent of the prevalence of the condition of shyness.

Chapter 2

LITERATURE REVIEW

The purpose of this study was to establish the existence and the nature of the relationship between shyness and the manifestation of anti-social behavior in juvenile individuals. Although this study specifically did not set out to identify the causes of shyness in juveniles nor to develop remedies for the condition of shyness in juveniles, it was, nevertheless, necessary to examine these topical areas of interest in this review of literature, in order to establish the validity of any statistical relationship between the condition of shyness in a juvenile individual and the manifestation of antisocial behavior by that individual.

In this review of the literature, the following topical areas of interest related to the condition of shyness are examined:

1. The extent of the prevalence of the condition of shyness.

2. The causes of the condition of shyness in individuals.

3. The effects of shyness in individuals and on the lives of individuals.

4. Some remedies for the condition of shyness in individuals.

The Extent of Shyness

A six-country survey conducted by Philip Zimbardo of Stanford University (1978) found that 80.0 percent of all individuals either considered themselves to be shy at the time the survey was conducted or considered themselves to have been shy at one time in their lives. The same survey found that 40.0 percent of all individuals considered themselves to be shy at the time the survey was conducted, with 25.0 percent said that they had been shy in their younger years but were not shy at the time the survey was conducted (Zimbardo, 1977). Conversely 20.0 percent of the college aged individuals surveyed

This survey, the "Stanford Shyness Survey,"

was, eventually, extended to a total of eight different countries with a total sample exceeding seven thousand individuals (Marks, 1979). The highest incidences of shyness were found in Oriental populations -- Japan and Taiwan (Republic of China -- "Nationalist China"). The lowest incidence of shyness was found in Israel, where one-third of the individuals surveyed considered themselves to be shy at the time of the survey. In all countries, adolescent girls constituted the population group with the highest incidences of shyness, with two-thirds of all such individuals considering themselves to be shy at the time the survey was conducted. The ratio for adolescent boys was significantly lower than that for the girls.

Of those adult individuals surveyed, 40.0 percent said that they had been shy in their younger years but were not shy at the time the survey was conducted (Zimbardo, 1977). Conversely 20.0 percent of the college aged individuals surveyed

said that they were shy at the time the survey was conducted but had not been shy in their earlier years.

Zimbardo (1978) believed that more than 80 million Americans were shy in 1978, and, if this proportion continued essentially unchanged, almost 95 million Americans are shy in 1983. Obviously, shyness is a pervasive condition among human beings; however, in most instances, the conditions will not be sufficiently critical as to produce antisocial behavior in those individuals afflicted.

Causes of Shyness

Zimbardo (1978) believes that two of the more significant causes of shyness in individuals are feelings of personal inferiority and the fear of taking risks. Although these are considered to be two separate causes, it is quite obvious that the two factors are highly related. Zimbardo also holds that shyness "evolves out of the experi-

iences we have in the home, in school and with peers" (1978, p. 117).

In many cases the culprit, or culprits are parents or teachers guilty of the following:

1. Affixing the shy label when not deserved
2. Being insensitive to shyness when it is present and
3. Creating or perpetuating environments that breed shyness.

According to Dacey (1979), for adolescents who are particularly vulnerable, the inability to relate successfully to peers has dire effects, such as mental illness or delinquency. Cliques may have a strong influence on under- and over-achieving. Dacey (1979) indicates that studies on the effects of the school setting on peer interactions show that the higher the socioeconomic status, the more likely the adolescent is to attend college and to stay in school to graduate.

Dacey (1979) also states that teachers can improve peer group communications by using a "language of acceptance" which is characterized by active listening, restating the youngster's statements, and the use of "I" messages. Zimbardo adds that a core cause of shyness in individuals "is an excessive concern for security, going with something you know rather than chancing something uncertain" (Zimbardo, 1978, p. 118).

Zimbardo also believes that shy people can be classified into two groupings. The first grouping is what is called the "publicly shy" -- the most obvious of the shy individuals, they cannot look another individual in the eye, they tend to blush and to stutter, and they avoid painful encounters at all costs (Marks, 1979). The second group is the "privately shy": individuals who possess the same mental attitude of shyness as do the "publicly shy" but who do not manifest the physical signs. The "privately

shy" group includes actors and actresses who attempt to overcome their shyness through assuming other roles (Marks, 1979).

In their desperate, continuing battle to cope with anxiety filled, shyness ruled lives, many people both young and old, fall victim to various types of chemical dependencies. According to Lambert, et. al. (1978), never before in history has there been a period when people, especially young adults, turned so readily to drugs as during the years since the early 1960's. Dacey (1979) has stated that it appears illegal drug users take drugs for the same reason that legal users do: to alleviate boredom, to change moods and mainly to reduce anxiety.

Whereas in the 1960's and early 1970's marijuana and chemical drug abuse were main concerns of parents and those working with juveniles, the 1980's indicate that the abuse of alcohol is becoming a major problem. Chamberlain (1978), reporting from a study completed by the National Institute on Alcohol Abuse and Alcoholism, states that teenage liquor consumption has

doubled in the past ten years.

Chamberlain (1978) indicates that teenagers usually start drinking in imitation of older people for whom alcohol is a key component of social behavior. According to Chamberlain (1978), experimentation with alcohol is natural for adolescents because adolescence is a period during which adult behaviors are normally copied. Too, adolescence is a period of stress and it doesn't take teenagers long to figure out that alcohol can make them feel more adult-like, more relaxed, self-confident, and even joyful and ecstatic.

A direct result of drug and alcohol misuse is suicide. These suicides are not always planned, in fact the majority of them occur when youths are under the influence of these chemicals. According to Klagsbrun (1977), the percentage of deaths by suicide among adolescents has been rising during the past two decades. Suicide ranks third in the causes of death in 15 to 19 year olds and is roughly one-tenth of the deaths due to accidents, the first cause of death in

this age group.

Klagsbrun (1977) states that it is difficult to know the extent of the suicide problem in the United States, because many suicide attempts are possibly "covered-up" by doctors, parents, or friends, and/or may be seen as accidents.

Miller (1975) indicates that among the major factors in the causes of suicide, are the characteristics of the suicide.

Characteristics: According to Miller (1975), the most striking characteristics of those who attempt suicide are the following:

1. Hypersensitivity. Adolescents occasionally overreact to situations, but the hypersensitive will have an extreme reaction to such a situation that may result in a suicide attempt.
2. Suggestibility. This may describe the "expendable child", who believes that his parent (s) wish him dead. This parental wish may be conscious/unconscious, spoken/unspoken, true/untrue. But to the extent that children are suggestible,

they are likely to comply with this perceived wish.

3. Depression. A feeling of deep depression usually always accompanies a suicide attempt but in adolescents it may be difficult to determine because adolescents seldom let on that they are depressed. Adolescent depression may exhibit itself in boredom, restlessness and preoccupation with trivia.

4. Magical thinking. Many adolescents have an unrealistic view of death's finality and use suicide as a means to radically transform the world and solve one's problems.

5. Religious fanaticism. Some adolescents, whose faith in the omnipotence and omniscience of God is particularly strong, and who are doubtful about whether they are good or worthy enough to continue living, may attempt suicide and let God decide the ultimate outcome.

It has also been found that shy parents tend to produce shy children (Marks, 1979). Such events

are not the result of genes; rather, they are the results of behaviors learned from parents. It has been estimated that 70.0 percent of shy parents produce shy children (Marks, 1979).

There is substantial evidence that young children who are exposed to a variety of people tend to be less shy and make better social adjustments than those who are cared for exclusively by their parents.

Children don't leap abruptly from the dependency of their early years into some grand adult world of polished self-confidence. The path from shyness to growing self-esteem comes with a child's growing inner sense of mastery and success in coping with the daily work of growing up and establishing positive relationships with others.

Ego Identity

According to Dacey (1979), the adolescent, is a person between the ages of 11 and 19 who has started the search for a personal identity. In

this process, the adolescent examines many of the philosophical, psychological, social and physical options which are available. The adolescent tries out numerous self-images and behaviors and accepts or rejects them. Dacey (1979) states, however, that not until there is at least some sense of self-acceptance can adolescence end.

Perhaps the clearest explication of adolescent identity problems can be found in the work of Erik Erikson. As a psycho-social theorist, Erikson views human development as the interaction between heredity and environment. According to Erikson (1963), human life progresses through a series of eight stages. Each of these stages is marked by a particular crisis that needs to be resolved in order for growth to occur. At each of these life stages, the individual is pressured by internal needs and external demands of society to make a major change in a new direction. Erikson (1963) indicates that the age at which people go through these stages varies,

but that the sequence is fixed; that is, that it is necessary to have experienced each crisis before proceeding to the next. Critical to Erikson's sequential theory is that inadequate resolution of the crisis at any particular stage hinders development at all succeeding stages, unless special help or intervention is undertaken. Thus, according to Erikson (1963), successful ego identity is predicated on a successful resolution of the crises of the foregoing stages.

Erikson's work reflects possible causes of childhood initiation into shyness, especially Erikson's descriptions of the first four of his eight stages.

STAGE 1

Basic trust vs. mistrust: birth - 1½ years.

For Erikson, this stage is the most important. Trust is given an unusually broad meaning. The trusting infant is learning to expect that his/her world is an orderly, predictable place. The crisis to resolve is that the child's world won't be so chaotic and irregular so as to develop an

inordinate sense of mistrust of one's world. However, Erikson (1963) states that some mistrust is necessary in order to function realistically in the world. Thus, the development of trust in one's self and in others is the basis of the subsequent stages and the beginning of self-identity.

STAGE 2

Autonomy vs. shame and doubt: 1½ - 3 years.

Although Erikson professes that Stage 2 covers children 1½ - 3 years of age, research has shown this period to last until eleven years old in boys. It is during this period, according to Erikson, that children begin to gain control over their bodies and this is generally the time of toilet training. Erikson (1963) agreed with psychoanalytic theorists with respect to the importance of toilet training. That is, that toilet training has far more important consequences in one's life than merely the control of one's bowels. According to Erikson (1963) the sources of generosity and creativity lie in those experiences surround-

ing body exploration. He stated that if children were encouraged to explore both their bodies and the environment, self-confidence develops. The crisis of this period is generated when they are regularly reprimanded for their inability to control their excretion. Self-doubt begins and they become ashamed and afraid to test themselves. Erikson (1963) states that some self-doubt is appropriate but that self-control is the desirable element to be fostered at this stage.

STAGE 3

Initiative vs. guilt: 3 - 5 years.

Building on their ability to control themselves, children now learn to have some influence over others in the family and to successfully manipulate their surroundings. If parents and others make them feel incompetent, they will develop a generalized feeling of guilt about themselves and this forms the crisis that needs to be resolved at this stage. According to Erikson (1963), in

the autonomy stage they can be made to feel ashamed by others; in this particular stage they learn to make themselves feel ashamed. Erikson suggests that the child's superego emerges during this period and that family members become models of proper behavior. Erikson (1963) further suggests that if these models are capable, achieving people, the child will tend to develop a sense of personal initiative. If they are not, a deep and generalized sense of guilt will rob the child of the strength needed to deal with upcoming crises.

STAGE 4

Industry vs. inferiority: 5 - 12 years.

This fourth stage corresponds closely with the child's elementary school years and the developmental task of this period is to go beyond imitating ideal models and to learn the elementary technology of the dominant culture. At this point, a child's identity begins to be shaped increasingly more by influences outside the home,

neighbors, peers, teachers, etc. Play becomes more purposeful during this stage and children actively seek knowledge in order to complete tasks that they have set for themselves. According to Erikson (1963), a sense of accomplishment in making and building should prevail. If it does not, children may develop a lasting sense of inferiority. Erikson (1963) warns that it is during this period that the cumulative effects of inadequate crisis resolution is manifested. Productivity during this stage may be viewed by children as a way of pleasing others (mother, father, teacher) and may fail to develop the satisfaction of pleasing themselves with their own industry.

A study of graduate students in prominent business schools found that a primary cause of shyness was an absence of verbal fluency (Gardner, 1979). Technological skill levels and individual intelligence levels could not counter the potential for shyness induced by weakness in ver-

bal fluency.

Wassmer (1979, p. 32) said that the "important thing to understand is that 'shyness' doesn't describe people; it describes behavior."

Shy people live with the awful feeling that whenever they are with other people they are "on stage," and the others are critically judging the performance. This feeling of being constantly evaluated creates a mind-paralyzing anxiety that makes it difficult or impossible to relate to what other people say. Conversation inevitably breaks down into a series of uncomfortable, silent gaps.

Effects of Shyness

Gerald Phillips said of the effects that shyness has on the lives of individuals that people

"who form exclusive relationships and invest everything they have into them are shy . . . shy people are usually resigned to their 'fate.' They believe they were created to be ignored. They expect people to treat them as

if they do not exist or as if something was wrong with them . . . There are even occasions where colleagues milk quiet people of their ideas and claim them as their own . . . The main personal consequences of shyness are loneliness, boredom, and impotence . . . Thus the shy person is trapped in a web of deception and frustration" (1981, pp. 5-7).

Roberts (1979) noted that shyness in children causes the child to seem deeply preoccupied and withdrawn in the home; and Zimbardo (1978, p. 117) notes that shyness is an "alienating force" for individuals of all ages "that prevents us from realizing our full potential and enjoying the company of other people." Additionally, Zimbardo states that the presence of the condition of shyness in individuals also results in (1978, p. 118):

1. Difficulties in meeting new persons.
2. Difficulty in the making of friends.
3. An inability to express opinions.
4. An inability to express values.

5. An inability to communicate effectively.

6. An inability to express justifiable criticism.

7. A fostering of self-consciousness.

8. Difficulty in intimate situations.

9. A tendency toward dissatisfaction.

and

10. The more extreme cases of shyness often produce conditions of:

a. Depression.

b. Anxiety.

c. Loneliness.

d. Impotence.

and

e. Frigidity.

It is not at all surprising, therefore, that the combination of many of these manifestations of shyness could result in displays of antisocial

behaviors in some individuals -- particularly in younger individuals who may not have developed the maturity required to live with a severe condition of shyness. Not all antisocial behavior, of course, is of the type which requires incarceration.

Remedies for Shyness

There are almost as many remedies for the condition of shyness as there are remedies for hiccups, and many of the preferred remedies for shyness are probably no more effective than most of the remedies for hiccups. In this review of literature, only the more reliable remedies are discussed.

Zimbardo (1977) states that shy people can learn to cope with the difficulties that come with shyness. Shyness can be modified through skills training, self-confidence building, conscious control of autonomic arousal, reattribution of anxiety from inner to outer targets,

role-playing experiences, and learning appropriate self- and social-feedback monitoring. He has also found that merely giving information about the statistical normalcy of shyness has therapeutic value.

Zimbardo (1978) insists that an essential in the remedying of shyness is the inducing of a sense of self-worth in shy individuals. In this context, he stated that it "should be made clear that a person, young or old, has worth independent of his or her latest achievement, bank account or looks" (Zimbardo, 1978, p. 118). He also believes that shy persons must be taught social skills in order for them to overcome their conditions of shyness.

Roberts (1979) concurs in the need to build individual self-confidence through the development of a sense of self-worth. He also believes that it is important for an individual to be given the opportunity to make choices, if shyness is to be overcome. In the building of self-

confidence to overcome shyness, Zimbardo (1981) states that they shy individual must be made to believe that:

1. Someone cares about the individual.
2. Someone desires to share experiences with the shy individual.
3. It is all right for the shy individual to dare to take a risk -- that all is not lost through failure.

and

4. It is all right for the shy individual to express anger -- even through swearing.

Dr. Arthur C. Wassmer (1979) has helped people in his shyness workshops to discover that their shyness is not ingrained, but is a learned way of behaving.

They see that if shyness is what they do and not what they are, it follows that they can become un-shy by doing things differently. And if shyness is a product of learning, then the shy way of behaving can be unlearned!

Dr. Samuel Johnson, in 1784, had yet another outlook on the remedy for shyness. He stated that:

"Of a boy whose father proposed to send him to a great public school to cure him of shyness: This is a preposterous expedient for removing his infirmity; such a disposition should be cultivated in the shade. Placing him at a public school is forcing an owl upon day." (A Johnson Sampler, 1963, p. 71).

Synthesis

The data presented in this review of literature can be synthesized into the following indications of shyness in an individual:

1. An inability to discuss certain sensitive matters.
2. An inability to make and retain friends.
3. A desire to lose one's self.
4. A belief that others laugh at you.
5. An inability to control one's actions.
6. A feeling of hopelessness.

7. A feeling of being physically unwell most of the time.
8. A feeling of being unloved.
9. A feeling that life will be short and unpleasant.
10. A desire to cry often.
11. A feeling that you are not as happy as other people are.
12. A wish never to have been born.
13. A belief that you are misunderstood by other people.
14. Finding it difficult to work within a set of rules or to live within a set of rules.
15. Being nervous in most of life's situations.
16. A feeling that you are denied the opportunities available to other people.
17. Frequent feelings of intense anger.
18. An inability to be liked by others.
19. A feeling that one's life is usually boring.

20. A feeling that failure will accompany any of one's activities.

21. A desire to begin life anew in some far away place.

22. A feeling of unjustified punishment.

The literature reviewed in the preceding chapter demonstrated that the onset of shyness can occur in adulthood, as well as in childhood. However, the literature also indicates that, for most individuals, shyness begins in childhood. Thus, the theoretical orientation of this study is that of a development of behavioral traits of shyness in early childhood, which develops to the point where juveniles exhibit antisocial behaviors as a means of overcoming shyness through assuming different roles.

Most certainly, this theoretical orientation

Chapter 3

THEORETICAL ORIENTATION

It is the purpose of this study to establish both the existence and the nature of the relationship in juveniles between conditions of shyness and manifestations of antisocial behavior. Specifically, the hypothesis formulated for this study states that high shyness scores will be correlated with manifestations of antisocial behavior in juveniles.

The literature reviewed in the preceding chapter demonstrated that the onset of shyness can occur in adulthood, as well as in childhood. However, the literature also indicated that, for most individuals, shyness begins in childhood. Thus, the theoretical orientation of this study is that of a development of behavioral traits of shyness in early childhood, which develops to the point where juveniles exhibit antisocial behaviors as a means of overcoming shyness through assuming different roles.

Most certainly, this theoretical orientation

does not imply that:

1. All shy juveniles exhibit or will exhibit at some point in their lives antisocial behaviors.

nor

2. All juveniles exhibiting antisocial behaviors are, by so doing, attempting to overcome conditions of shyness.

This theoretical orientation does imply, however, that shyness may be a major causal factor, along with others, for the antisocial behaviors exhibited by many juveniles. In the context of the "privately shy" individuals, actresses such as Genevieve Bujold, Catherine Deneuve and Carol Burnett; television personality, Barbara Walters; notables such as Ex-President and Mrs. Carter and England's Prince Charles all profess to be shy individuals, as do sports celebrities Fred Lynn of the Boston "Red Sox" Baseball Club and Terry Bradshaw of the Pittsburgh "Steelers" Football Club (Zimbardo, 1979). In each instance, these

celebrities are "privately shy" individuals attempting to overcome their conditions of shyness through assuming other roles publicly.

Theoretically, it is quite feasible to assume that juveniles who manifest antisocial behaviors are also "privately shy" individuals who are attempting to overcome their conditions of shyness through assuming different public roles. One reason for the manifestation of antisocial behaviors by shy juveniles is offered by Zimbardo (1979), who holds that shy individuals imagine others to be continually evaluating them and they are hostile to being judged by others.

In the case of actors and actresses, studies have indicated that approximately 75.0 percent are shy, to some degree, and use their fictional roles to overcome their shyness in the public context (Marks, 1979). In fact, Zimbardo (1978) states that many of these individuals enter the performing arts with the specific idea that public appearances will act as a therapy for their shyness.

It is difficult to state what proportion of shy juveniles will opt for antisocial behaviors as a means of overcoming their conditions of shyness. However, Phillips (1981) has recognized the theoretical basis for such action. He stated that (Phillips, 1981, p. 5) once shy people

"decide they are shy because they are sick, they may begin to act in sick ways. They drink a bit too much or go to psychiatrists to have their insides examined . . . or they take pills . . . and join strange religions. Nothing seems to break the pattern of solitary anxiety."

Both fear and anxiety are involved in the behavioral traits creating the condition of shyness. Anxiety is the imminent coming to awareness of a threatening, conflict-producing factor. Fear is the reactive feeling to the very possibility of such emergence (Freedman, Kaplan, and Sadock, 1982, p. 129). Both fear and anxiety are present in the psychological make-up of the shy individual; and, while both are at work in most manifestations

of shyness, one or the other of the factors may assume a dominant role in different situations.

To establish the statistical relationship, if any, and the nature of that statistical relationship which exists between a condition of shyness in juvenile individuals and manifestations of anti-social behaviors by such individuals. The research hypothesis which will be tested in the conduct of this study states that:

It is hypothesized that juvenile individuals who are detained by juvenile court authorities for periods of forty-eight hours or longer will have higher shyness scores as measured by the modified "Oxy Personal Opinion Assessment" than will a randomly selected group of juvenile individuals.

Research Framework

This study will be designed to include both an experimental group and a control group. The ex-

Chapter 4

RESEARCH METHODOLOGY

The specific purpose of this study will be to establish the statistical relationship, if any, and the nature of that statistical relationship which exists between a condition of shyness in juvenile individuals and manifestations of anti-social behaviors by such individuals. The research hypothesis which will be tested in the conduct of this study states that:

It is hypothesized that juvenile individuals who are detained by juvenile court authorities for periods of forty-eight hours or longer will have higher shyness scores as measured by the modified "Quay Personal Opinion Assessment" than will a randomly selected group of juvenile individuals.

Research Framework

This study will be designed to include both an experimental group and a control group. The ex-

perimental group will be juvenile individuals who have been detained by the St. Louis (Missouri) County Juvenile Center, which is supervised by the Juvenile Court of St. Louis County. The control group will be comprised of a randomly selected group of juvenile individuals residing in St. Louis County. The modified "Quay Personal Opinion Assessment," which will be discussed in detail later in this chapter of the study, will be administered to each individual included in both the experimental and control groups. The shyness scores which will be developed through the administration of the "Quay Personal Opinion Assessment" will be employed in the conduct of a comparative correlation analysis in order to test the research hypothesis formulated for this study.

Sample Selection

A total of 40 juvenile individuals will be selected for the experimental group, at random,

from among the juvenile individuals detained at the St. Louis County Juvenile Center for a period of forty-eight hours or longer during a designated fourteen-day time period. As the juvenile individuals detained at the St. Louis County Juvenile Center come, in theory, from all parts of the county, the 40 juvenile individuals selected for the control group will be selected, at random, from among the student populations of two high schools located within the county. A total of 20 juvenile individuals will be selected from among the student population of an inner-city high school and a total of 20 juvenile individuals will be selected from among the population of a suburban high school. These forty juvenile individuals will be treated as a single group, which will be the control group for this study.

Data Collection

The data required for this study will be collected through the administration of a modified

"Quay Personal Opinion Assessment" to the individuals included in the research sample for this study. The "Quay Personal Opinion Assessment" is a one-hundred item instrument designed for self-assessment by the subject. Based upon the review of literature performed for this study, a total of twenty-five of these one-hundred items have been identified as indicators of shyness in individuals.

The complete "Quay Personal Opinion Assessment" instrument is included in this study as Appendix A, while the twenty-five items identified as shyness indicators, together with the shyness scoring key for these twenty-five items, are included in this study as Appendix B.

Quantitative Analysis

The total potential shyness score for individuals on the modified "Quay Personal Opinion Assessment" is 25, which is one point for each of the 25 items included in the modified assessment

instrument. All scores for each of the sample groups will be placed into one of five scoring groups. These five scoring groups will be established according to the following boundaries:

1. Scores of 0 through 5 points.
2. Scores of 6 through 10 points.
3. Scores of 11 through 15 points.
4. Scores of 16 through 20 points.

and

5. Scores of 21 through 25 points.

The data will then be analyzed through the application of chi square analysis to the data, in which the experimental and control groups will form the rows in the chi square matrix and in which the distribution according to score groups will form the columns in the chi square matrix. Statistical significance of any differences in distribution will be established at the $p < 0.05$ level of probability.

Hypothesis Testing

The hypothesis formulated for this study will be tested in its null form, which holds that no statistically significant differences should exist between the distribution of scores between the control and experimental groups. A failure to reject the null form of the hypothesis will result in the rejection, by inference, of the research hypothesis. Rejection of the null hypothesis will, by inference, permit a more detailed look at the data. If, in the event that the null form of the hypothesis is rejected, the scores of the experimental group fall preponderantly in the upper score groups, the research hypothesis will be accepted, while if the scores of the experimental group fall preponderantly in the lower score groups, the research hypothesis will be rejected.

Summary

This study will be an experimental design, in which a correlation, if any, is established between a condition of shyness in an individual

and the exhibition by that individual of anti-social behaviors. The detention of juveniles by Juvenile Court for a period of forty-eight hours or longer will be accepted in this study as evidence of the exhibition of antisocial behaviors on the parts of such individuals.

The study will also compare shyness scores received by juveniles exhibiting antisocial behaviors and those received by a randomly selected control group of juveniles in the hypothesis testing performed for this study. The hypothesis formulated for the study will be tested in its null form by the application of chi square analysis to the data collected for the study. Significance tests in the performance of the chi square analysis will be established at the $p < 0.05$ level of probability and will be the rejection criterion for the null hypothesis.

Chapter 5

RESULTS OF RESEARCH

It was the purpose of this study to establish the relationship, if any, and the nature of the relationship between a condition of shyness in a juvenile individual and an exhibition by that individual of antisocial behaviors. The research hypothesis formulated for this study states that higher shyness scores will be received by juveniles exhibiting antisocial behaviors than will be received by a randomly selected group of juvenile individuals.

Shyness scores were established through the administration of the "Quay Personal Opinion Assessment," which is a one-hundred item instrument (refer to the preceding chapter of this study for a discussion of the instrument, and refer to Appendix A of this study for a copy of the complete instrument.) Out of the one hundred items included in the "Quay Personal Opinion Assessment," a total of twenty-five items were identified as



indicators of shyness in individuals (refer to the preceding chapter of this study for a discussion of these twenty-five items, which were identified on the basis of the findings of the literature review conducted for this study -- Chapter 2, and refer to Appendix B of this study for an identification of the twenty-five shyness related items, together with the shyness scoring key for these twenty-five items).

Assessment Results

The shyness scores received by individuals included in the experimental group ranged from a low of 3 to a high of 20 for the forty juveniles included in the group. The mean score received by these individuals was 12.2 and the standard deviation was 4.665, which is a very high standard deviation for a group of scores. The median score for the group was 12.5, which is sufficiently close to the mean to indicate



that an unusual dispersion of scores does not exist for the experimental group.

By contrast, the scores for the control group ranged from a low of 2 to a high of only 14. The mean shyness score for the control group was 6.6, with a standard deviation of only 2.245. The median score for the control group was 5.5, which is, proportionately, some distance from the mean of 6.6, and is indicative of the fact that 45.0 percent of those juvenile individuals included in the control group received shyness scores of 5.

A breakdown of the scores for both groups is presented in Table 5-1, which may be found on the following page of this chapter. A breakdown of the scores for both groups according to score group is presented in Table 5-2, which may be found on the page following Table 5-1.

Table 5-1

As these raw scores Raw Score Breakdown exists

Score	Experimental	Control
2	0	1
3	2	1
5	1	18
6	1	0
7	5	6
8	1	6
9	3	6
10	3	0
11	1	1
12	3	0
13	2	0
14	3	1
15	3	0
16	5	0
17	1	0
18	2	0
19	2	0
20	2	0

As these raw scores indicate, there exists a marked difference in the distribution patterns of the scores for the two groups. This difference in distribution becomes somewhat more pronounced when the scores are grouped (refer to Table 5-2, below on this page).

Table 5-2

Distribution by Score Groups

<u>Score Group</u>	<u>Experimental</u>	<u>Control</u>
0 - 5	3	2
6 - 10	13	36
11 - 15	12	2
16 - 20	12	0
21 - 25	0	0

Experimental Group Responses

Of the twenty-five items on the "Quay Personal Opinion Assessment" which were identified as indicators of shyness, some were far more prevalent in the responses of the individuals included in the experimental group than were others. It is useful to note the prevalence of the various items in the responses of the juveniles included in the experimental group. A summary of the response proportion is presented in Table 5-3, which may be found on the following page of this chapter. The more pervasive indicators are discussed separately in this section.

Feeling that others are happier	35.0%
Difficulty in adapting to school rules and regulations	30.0%
Feeling of being misunderstood	32.5%
Feeling of being punished without cause	32.5%
Have urges to do something shocking or harmful	50.0%

Table 5-3

<u>Assessment Item</u>	<u>Response Proportions</u>
Inability to speak to others on some subjects	87.5%
Feeling that others attempt to control life	87.5%
Feelings hurt sufficiently to cause crying	87.5%
Belief that life will be short	65.0%
Belief that good things will not last	65.0%
Gets extremely nervous often and easily	62.5%
Feeling of being unloved	55.0%
Feeling that others are happier	55.0%
Difficulty in adapting to strict rules and regulations	55.0%
Feeling of being misunderstood	52.5%
Feeling of being punished without cause	52.5%
Have urges to do something shocking or harmful	50.0%

Feeling that good things will not last	50.0%
Feeling that good things will not occur	50.0%
Cannot stop doing things regretted later	47.5%
Feel that future is bleak	45.0%
A wish to be dead	42.5%
Feeling that others receive more breaks	40.0%
A wish never to have been born	32.5%
Feeling that life is boring most of the time	32.5%
Does not feel well and strong most of the time	27.5%
Gets intensely angry	27.5%
Belief that laughing is always directed at subject	25.0%
Difficulty in keeping friends	15.0%
Difficulty in gaining friends	12.5%

Factors of Greatest
Prevalence Among Experimental Group

Factors included in the items on the "Quay Personal Opinion Assessment" which were most prevalent in the responses of the individuals included in the experimental group were:

1. An inability or unwillingness of subjects to talk to others on specific topics. Obviously, some topics were so directly and so negatively related to the individual ego that individuals who were shy could not converse on the topics with others.

2. A feeling that others were in a position to, and continually did, tell subjects what to do and how things should be done. This feeling is consistent with findings that shy persons feel that they are not in control of their own lives or of their own emotions.

and

3. Frequently being hurt emotionally so badly that subjects were reduced to crying.

These three factors were by far the most

frequently mentioned factors related to shyness on the "Quay Personal Opinion Assessment" by individuals included in the experimental group. The first and last of these factors are most definitely related, and the second factor is indirectly related to the other two factors.

Other Frequently Indicated
Factors by the Experimental Group

Other factors indicating shyness in individuals which were mentioned by at least 80.0 percent of the juvenile individuals included in the experimental group were:

1. An expressed belief on the part of the subjects that they would have a relatively short life span.
2. A feeling on the part of subjects that they would like to start a new life in a location different from that in which they have previously lived.
3. A propensity to become extremely nervous on a frequent basis.

4. A perception on the part of subjects that no one loves them or really cares about them. This perception is in keeping with Zimbardo's contention that a feeling that someone else cares is essential if an individual is to be able to overcome a condition of shyness.

5. A perception on the part of subjects individuals are happier, by-and-large, than are the subjects.

6. A difficulty for subjects to work within a framework of strict rules and regulations.

7. A feeling by subjects that they are not understood by others.

8. A feeling by subjects that they are frequently punished for unjustifiable reasons. In most respects, this factor is directly related to the feeling by subjects that they are misunderstood by others.

9. An urge on the part of subjects to do something which is either harmful or which would be considered to be shocking to others.

10. A feeling on the part of subjects that events may be acceptable in the short-run but that they will always be unacceptable to or for the subject in the long-run.

and

11. A feeling on the part of subjects that it is improbable that events will ever work out in a favorable aspect for the subjects.

Hypothesis Testing

The hypothesis formulated for this study stated that:

It is hypothesized that juvenile individuals who are detained for forty-eight hours or more by Juvenile Court authorities will receive higher shyness scores on the modified "Quay Personal Opinion Assessment" than will a randomly selected group of juvenile individuals.

This hypothesis was tested in its null form by the application of a chi square analysis to the data collected for the study. The two

sample groups -- the experimental group and the control group -- formed the rows for the chi square matrix, while the distribution among the score groups formed the columns in the chi square matrix. The chi square matrix for this hypothesis test is presented in Table 5-4, which may be found on the following page of this chapter.

TABLE 5 - 4
CHI SQUARE MATRIX

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	TOT	
*Cont.		1	1		18		6	6	6		1			1													40
*Exp.			2		1	1	5	1	3	3	1	3	2	3	3	5	1	2	2	2							40
*Tot.		1	3		19	1	11	7	9	3	2	3	2	4	3	5	1	2	2	2							80

	0-5	6-10	11-15	16-20	21-25	TOTAL
*Cont.	2	36	2	0	0	40
*Exp.	3	13	12	12	0	40
*Tot.	5	49	14	12	0	80

* Control
Experimental
Total

The results of the chi square analysis found a chi square statistic of 30.08, which was far in excess of the critical value of 7.815 for three degrees of freedom (df:3) at a probability of less than 5.0 percent ($p < 0.05$). Thus, the differences in the distribution among the score groups for the two sample groups was found to be statistically significant at $p < 0.05$. On the basis of this finding, the null form of the hypothesis was rejected.

On the basis of the rejection of the null form of the hypothesis on statistical grounds, the data collected for this study were examined in further detail. This examination found that the preponderance of the shyness scores for those individuals included in the experimental group of the sample were in the upper score groups -- 60.0 percent of these individuals had shyness scores of 11 or above, while the preponderance of those individuals included in the control group of the sample were in the lower score

groups -- 95.0 percent of these individuals had shyness scores of 10 or less. On the basis of these findings, the research hypothesis formulated for this study was accepted.

The acceptance of the research hypothesis formulated for this study was based, in part, on inference on the basis of the rejection of the null form of the hypothesis, and, in part, on the fact that the preponderance of the shyness scores of the experimental group were in their higher score groups, while the preponderance of the shyness scores for the control group were in the lower score groups.

A discussion of the implications of these findings is presented in the following chapter of this study, together with the conclusions based upon these findings.

Each sample group was composed of forty individuals. One sample group was an experimental group, which was composed of individuals selected at random from among those juv-

Chapter 6

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents a summary of the complete study, a summary of the findings of the study, a statement of the conclusions of the findings of the study, a discussion of the implications of the findings and the conclusions of the study, and a statement of recommendations as to both the application of the study findings and as to indicated additional research.

Summary of the Study

The purpose of this study was to establish the relationship, if any, and the nature of the relationship between the condition of shyness in juvenile individuals and manifestations of anti-social behaviors on the part of such individuals. The study was designed so that two sample groups were selected. Each sample group was composed of forty individuals. One sample group was an experimental group, which was composed of individuals selected at random from among those juve-

nile individuals detained at the St. Louis County Juvenile Center by the St. Louis County Juvenile Court for forty-eight hours or longer. The second sample group was selected at random from among St. Louis County high school students.

Each individual included in each of the sample groups was administered the "Quay Personal Opinion Assessment" instrument. This instrument was scored on the basis of a modification developed through the review of the literature performed for this study. Of the total of one hundred items included on the "Quay Personal Opinion Assessment," twenty-five were identified and were scored as indicators of shyness in individual respondents.

The scores received by individuals included in the two sample groups were compared through the application of a chi square analysis to the data. Statistical significance of the differences in distribution in the scores of the two sample groups was established at the $p < 0.05$ level of probability.

The hypothesis formulated for this study was tested in its null form. The research hypothesis held that juvenile individuals held in detention for forty-eight hours or longer would receive higher shyness scores than would the randomly selected group of juvenile individuals.

Summary of Results

The chi square analysis performed for this study resulted in the rejection of the null form of the research hypothesis. Therefore, by inference, the research hypothesis could not be rejected, and the data was examined further. This further examination revealed that the preponderance of shyness scores for those individuals included in the experimental group were in the higher score groups -- 11 or above, while those individuals included in the control group were in the lower score groups -- 10 or below. Therefore, the research hypothesis that individuals detained for forty-eight hours or longer by the Juvenile

Court would receive higher shyness scores than would a randomly selected group of juvenile individuals was accepted.

Conclusions

Based upon the findings of the research performed for this study, it was concluded that:

1. The condition of shyness is implicated, to some extent, in the manifestations of antisocial behavior exhibited by juvenile individuals detained by Juvenile Court.

2. A far greater proportion of juvenile individuals manifesting antisocial behaviors are likely to be shy than is a randomly selected group of juvenile individuals. Of the individuals included in the experimental group of the research sample for this study, 92.5 percent received a shyness score of 6 or greater and 60.0 percent received a shyness score of 11 or greater, while the group of juvenile individuals selected from the general population reported shyness

scores of 9 or less for 95.0 percent of the group. Adolescents are generally more shy as a group than are older individuals, with as high a proportion as two-thirds of adolescent girls indicating that they are shy. If a score of 7 is used as the cut-off point for the designation of a shy individual on the modified "Quay Personal Opinion Assessment," 90.0 percent of the juvenile individuals included in the experimental group would be considered as shy, while only 50.0 percent of the juvenile individuals included in the control group would be considered to be shy.

and

3. To the extent that shyness in juvenile individuals is correctable, the manifestations of antisocial behaviors by shy juvenile individuals may also be partly correctable.

Implications

The findings and the conclusions drawn from the findings of the research performed in the con-

duct of this study imply that a study of the condition of shyness in individuals manifesting antisocial behaviors may provide new avenues of therapy and corrective actions. These findings and conclusions also imply that it may well be possible to preclude the manifestations of antisocial behaviors by a significant proportion of juveniles, if the conditions of shyness in these individuals are detected and corrected at an early age.

Recommendations

The recommendations developed as a result of the findings, conclusions based upon these findings, and the implications of both the findings and the conclusions of this study pertain to both the application of the findings and conclusions of this study and to indicated further research.

Application of Findings

It is recommended that the results of this study be made available to juvenile justice author-

ities and to agencies providing psychological assistance to juveniles for guidance in the development of programs for juveniles manifesting antisocial behaviors.

Additional Research

It is recommended that additional research be conducted for the purpose of determining to what extent shyness therapy can reduce the manifestations of antisocial behaviors in juvenile individuals who have, in the past, manifested such behaviors.

Appendix A

QUAY PERSONAL OPINION ASSESSMENT

The Quay Personal Opinion Assessment is the instrument which was used to collect the primary data upon which the analysis of this study was based. The entire instrument was administered to the individuals included in the research sample for this study, although only twenty-five of the one hundred items included in the instrument were used in this study for the measurement of shyness. In this appendix, the entire one hundred item instrument is presented, while, in the following appendix, the twenty-five items used to measure shyness in this study are identified, together with scoring key (for shyness) for the twenty-five identified items.

All items were to be answered as either "true" or "false." There are no correct or incorrect answers, as each question simply asks for an opinion.

Appendix A

QUAY PERSONAL OPINION ASSESSMENT

The Quay Personal Opinion Assessment is the instrument which was used to collect the primary data upon which the analyses of this study were based. The entire instrument was administered to the individuals included in the research sample for this study, although only twenty-five of the one hundred items included in the instrument were used in this study for the measurement of shyness. In this appendix, the entire one hundred item instrument is presented, while, in the following appendix, the twenty-five items used to measure shyness in this study are identified, together with scoring key (for shyness) for the twenty-five identified items.

All items were to be answered as either "true" or "false." There are no correct or incorrect answers, as each question simply asks for an opinion.

THE PERSONAL OPINION STUDY

Herbert C. Quay, Ph.D. and Donald R. Peterson, Ph.D.

Children's Research Center
University of Illinois

Read each statement on the following pages and decide whether it is true or false, as far as you are concerned. There are no right or wrong answers for any of the items; It is your own personal opinion that matters. If a statement seems true or mostly true, circle the T on the ANSWER SHEET. If a statement seems false or mostly false, as far as you are concerned, circle the F on the answer sheet. Please complete every item.

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FORM #483

1. The best teachers are the ones who are very easy.
2. I would be a happier person if I could satisfy all of my parent's wishes.
3. Sometimes I wonder if I'll ever grow up.
4. My folks usually blame bad company for the trouble I get into.
5. In this world you're a fool to trust other people.
6. Before I do something, I try to consider how my friends will react to it.
7. We ought to pay our elected officials better than we do.
8. I never used to steal little things from the neighborhood stores.
9. My teachers have given me lower grades than I deserve just because they think I'm a trouble maker.
10. I don't worry about the future; there's nothing much I can do about it anyway.

11. I often say mean things to other people and then feel sorry for it afterwards.

12. When I think I am right nobody can change my mind.

13. I don't mind hurting people who get in my way.

14. Most people are squares.

15. I am always hurting the people I love the most.

16. I am so touchy on some subjects that I can't talk about them.

17. You have to get the other guy before he gets you.

18. Most boys stay in school because the law says they have to.

19. Policemen are friendly and try to help you.

20. You have to admire somebody who has enough guts to talk back to a cop.

21. One day I will get even with everybody

who has done me dirty.

22. I have never seen a policeman yet who cared about anyone but himself.

23. I feel tired a good deal of the time.

24. People seem to like me at first, but I have trouble keeping friends.

25. When a group of boys get together, they are bound to get into trouble sooner or later.

26. You gotta fight to get what's coming to you.

27. I never wish that I were dead.

28. Only a fool would spend his life working a 40 hour week.

29. I never worry about a thing.

30. It seems as if people are always telling me what to do or how to do things.

31. I do what I want to whether anybody likes it or not.

32. At times I have a strong urge to do something harmful or shocking.

Appendix A-5

33. I think people like me as much as they do other people.

34. Even when things go right for a while, I know it won't last.

35. I can easily "shake it off" when I do something I know is wrong.

36. I never have the habit of jerking my head, neck, or shoulders.

37. A person is better off if he doesn't trust anyone.

38. The best way to get ahead in the world is to be tough.

39. It is very important to have enough friends and social life.

40. All this talk about honesty and justice is a lot of nonsense.

41. There is something wrong with a person who can't take orders without getting angry or resentful.

42. I am doing as much or as well as my

Appendix A-6

parents expect me to.

43. When I see people laughing, I often think they are laughing at me.

44. The only way to settle anything is to lick the guy.

45. It's dumb to trust older people.

46. I just can't stop doing things that I am sorry for later.

47. For all the things I have done, I should have been punished more than I have.

48. I usually feel well and strong.

49. I sometimes feel that no one loves me.

50. When I was going to school, I played hooky quite often.

51. My future looks bright.

52. I find it hard to drop or break with a friend.

53. Sometimes I don't think I will live very long.

54. It doesn't matter what you do as long

Appendix A-7

as you get your kicks.

55. I wish I had not been such a disappointment to my family.

56. The most important thing is to win no matter how.

57. Everyone should be required to finish high school.

58. I owe my family nothing.

59. My feelings are never hurt so badly that I cry.

60. The only way to make big money is to steal it.

61. In school I was sometimes sent to the principal for cutting up.

62. I have never been in trouble with the law.

63. The worst thing that a person can do is to get caught.

64. I don't think that I'm quite as happy as others seem to be.

Appendix A-8

65. I sometimes wish that I'd never been born.
66. A guy's only protection is his friends.
67. A person who steals from the rich isn't really a thief.
68. I have had a real fight.
69. My way of doing things is apt to be misunderstood by others.
70. If you're clever enough, you can steal anything and get away with it.
71. The average policeman is not strict enough about the law.
72. The only way to get what you want is to take it.
73. I must admit I find it very hard to work under strict rules and regulations.
74. Success in this world is a matter of luck.
75. I often get so nervous I have to get up and move around to calm myself down.
76. Nobody has ever called me "chicken"

and gotten away with it.

77. I just don't seem to get the breaks other people do.

78. I get so angry that I "see red."

79. It's hard to get others to like me.

80. I don't really care what happens to me.

81. No matter how hard I try I always get caught.

82. My eyes often pain me.

83. Women are only good for what you can get out of them.

84. My life is pretty boring and dull most of the time.

85. I have been expelled from school or nearly expelled.

86. The only way to make out is to be tough.

87. It is hard for me to just sit still and relax.

88. Once you've been in trouble, you haven't got a chance.

Appendix A-10

89. Hitting someone sometimes makes me feel good inside.
90. Being successful usually means having your name in the paper.
91. Even when things go right I know it won't last.
92. I'd like to start life anew somewhere else.
93. If you don't have enough to live on, it's O.K. to steal.
94. It's important to think about what you do.
95. I can outwit almost anybody.
96. On my report card I usually get some failure marks.
97. I feel that I have often been punished without cause.
98. Whenever I do something I shouldn't, it worries me.
99. It's all right to steal from the rich because they don't need it.

100. Sometimes I have stolen things that I really don't want.

101. I am so lonely or was subjects that I can't talk about them.

102. People seem to like me at first, but I have trouble keeping friends.

103. I never wish that I were dead.

104. It seems as if people are always telling me what to do or how to do things.

Appendix B

SHYNESS INDICATORS

The twenty-five items presented in this appendix are those of the one hundred items included in the "Quay Personal Opinion Assessment" which were identified on the basis of the findings of the literature review conducted for this study as those which indicate the presence of the condition of shyness in juvenile individuals. These twenty-five items are presented in this appendix, together with the shyness scoring key for each item.

16. I am so touchy on some subjects that I can't talk about them.

Shyness is indicated by a "true" response.

24. People seem to like me at first, but I have trouble keeping friends.

Shyness is indicated by a "true" response.

27. I never wish that I were dead.

Shyness is indicated by a "false" response.

30. It seems as if people are always telling me what to do or how to do things.

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Shyness is indicated by a "true" response.

32. At times, I have a strong urge to do something harmful or shocking.

Shyness is indicated by a "true" response.

34. Even when things go right for awhile, I know it won't last.

Shyness is indicated by a "true" response.

43. When I see people laughing, I often think they are laughing at me.

Shyness is indicated by a "true" response.

46. I just can't stop doing things that I am sorry for later.

Shyness is indicated by a "true" response.

48. I usually feel well and strong.

Shyness is indicated by a "false" response.

49. I sometimes feel that nobody loves me.

Shyness is indicated by a "true" response.

51. My future looks bright.

Shyness is indicated by a "false" response.

53. Sometimes I think that I won't live.

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very long.

Shyness is indicated by a "true" response.

59. My feelings are never so badly hurt that I cry.

Shyness is indicated by a "false" response.

64. I don't think I'm quite as happy as others seem to be.

Shyness is indicated by a "true" response.

65. I sometimes wish that I'd never been born.

Shyness is indicated by a "true" response.

69. My way of doing things is apt to be misunderstood by others.

Shyness is indicated by a "true" response.

73. I must admit I find it very hard to work under strict rules and regulations.

Shyness is indicated by a "true" response.

75. I often get so nervous that I have to get up and move around to calm myself down.

Shyness is indicated by a "true" response.

77. I just don't seem to get the breaks other people do.

Shyness is indicated by a "true" response.

78. I get so angry that I "see red."

Shyness is indicated by a "true" response.

79. It's hard to get others to like me.

Shyness is indicated by a "true" response.

84. My life is pretty boring and dull most of the time.

Shyness is indicated by a "true" response.

91. Even when things go right I know it won't last.

Shyness is indicated by a "true" response.

92. I'd like to start a new life somewhere.

Shyness is indicated by a "true" response.

97. I feel that I often have been punished without cause.

Shyness is indicated by a "true" response.

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