

# EFFECT OF SHYNESS ON EMOTIONAL INTELLIGENCE OF ADOLESCENTS

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## **Abstract:**

*The present study reports the effect of emotional intelligence and shyness among respondents aged 13-21 years who were studying in and around Mysore city. A total of 915 studying in classes from VIII to PUC from English and Kannada medium were randomly selected for the study. They were administered Shyness Assessment Test (SAT) by D'Souza (2006) and emotional intelligence scale by Hyde, Pethe, and Dhar (2005). Two way ANOVA was employed to find out the significance of difference between shyness levels and developmental stages on emotional intelligence scores. Results revealed that shyness had significant influence on components of emotional intelligence- integrity value orientation, commitment, altruism and total emotional intelligence scores, as the shyness levels increased more or less emotional intelligence decreased linearly and significantly. In components self awareness, empathy, self motivation, emotional stability, Integrity, commitment and altruistic behaviour and in total emotional intelligence adolescents in early and middle stages had higher emotional intelligence compared to adolescents in late adolescent stage. Further, it was found that adolescents in early and middle adolescence stages with low and medium levels of shyness had least emotional intelligence, where as adolescents in late adolescence stages with high levels of shyness had least emotional intelligence scores*

**Key words:** Emotional intelligence, shyness, adolescents

## **I. Introduction**

The concept of emotional intelligence which was made popular first by Daniel Goleman's book in 1998, greatly influenced many psychologists to understand emotional development and its effects on personal success. 'Emotional Intelligence' refers to our ability to manage our emotional mind with intelligence in every facet of life. In a very real way, our human intelligence affords us the ability to regulate our emotions. Every decision we make is directly influenced by our emotions-a specific part of the brain, the amygdala, handles all basic emotional reactions, such as fear and anger. The neocortex, or "thinking" part of the brain, allows us to fully comprehend situations-our

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reactions are the result of our unique and individual combination of "thinking" and "feeling". Our specific manner of comprehending situations dictates our subsequent reactions.

One of the prominent problems faced by students is shyness. Shyness is universal and everyone experiences it at varying levels from high to low in human beings, who behave and think in various ways that may be normal or abnormal. When the personality traits and behaviors are not standard, it will create problems for individuals and society. For example shyness is more prevalent among school children (Zimbardo, 1977). Vanaja, Shehalatha and Bhaskara (2004) indicated that shyness influences the health of individuals, and causes many problems in the educational, physiological and psychological aspects of their lives. A recent study by Gowda and D'Souza (2010) social intelligence had a direct negative influence over shyness, as the social intelligence increased, shyness decreased significantly. Hajloo and Farajian (2013), showed that all components of emotional intelligence have a significant negative correlation with shyness. Regression analysis also showed that the shyness's prediction model from emotional intelligence is significant and the share of self-awareness, self management and relationship management is significant in predicting shyness. The results implicitly stressed on importance of self-awareness, self management and relationship management reinforcement in shy people. Study by Montazer, Ahghar and Azad (2010) revealed that emotional intelligence was negatively associated with shyness and it was possible to predict shyness from emotional intelligence scores. Interpersonal relationship, independence and self-regard were better predictors of shyness than problem solving, happiness, stress tolerance, self actualization, emotional self- awareness, reality testing, optimism, impulse control, flexibility, social responsibility, empathy, and assertiveness.

From the preceding paragraphs it is evident that shy individuals have difficulty in controlling their emotions. They find it difficult to understand emotions and their decision making and adjustment will be poor. Assessing emotional intelligence through different components and trying to establish the relationship with shyness is the focus of the current study. The study tries to answer the question, Does shyness influences emotional intelligence? Further, the study attempts to find out the influence of developmental stages on emotional intelligence too.

## **II. Method:**

### **Sample**

Students of adolescent age studying in classes VIII to PUC were selected for the present study. Of the total 915 students included in the study 468 were boys and remaining 447 were girls. They were studying in several high schools and PU colleges in and around Mysore, Mandya, and Chamrajanagar districts. Stratified Random sampling technique was used to select the sample. The sample involved students studying in both Kannada and English medium. Their age varied from 13 to 21 years.

### **Tool:**

#### **Emotional Intelligence Scale**

Emotional Intelligence Scale is constructed and standardized by Anukool Hyde, Sanjyot Pethe, and Upinder Dhar (2002). This scale consists of 34 statements. These statements are related to ten skills of emotional intelligence. These are self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self development, value-orientation, commitment and altruistic behaviour. Each statement has a range of five alternative answers. Each statement is scored 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree. The students obtaining a score in the range of 52-84 on the scale may be considered as 'normal' in their emotional intelligence; students obtaining a score in the range of 85 and above on the scale may be considered as 'high' in their emotional intelligence and the students obtaining a score in the range of 51 and below on the scale may be considered as 'low' in their emotional intelligence. The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split half reliability was found to be .88. Validity (Garret 1981) of .93 reported by authors.

### **Shyness assessment test**

Shyness Assessment Test (SAT) was developed by D'Souza (2006). It consists of 54 items and requires the subject to indicate his/her response by marking 'Yes' or 'No' or 'don't know'. The items in the test pertain to three domains of shyness Cognitive/Affective (32 items), Physiological (11 items) and Action-oriented (11 items). The reliability index ascertained by split half (odd-even) method and Cronbach's alpha coefficient for the scale as a whole were found to be 0.735 and 0.812 respectively. Further, the scale had sufficient high validity. High scores on the test indicate high shyness.

**Procedure:** permission for data collection was obtained from few high schools and colleges in and around Mysuru city. The test was administered to students who are pursuing their education by asking them to fill up the relevant Demographic details. Later they were requested to answer both emotional intelligence scale and shyness assessment test. They were asked to indicate their responses in the respective sheets given to them. Once the data was collected, they were screened for completeness, scored and fed to the Computer. Later the data were analyzed using two-way ANOVA.

## **III. RESULTS**

Table 1 presents mean emotional intelligence scores of adolescents in different developmental stages and different levels of shyness and results of two- way ANOVA.

Table 1

Mean emotional intelligence scores of adolescents in different developmental stages and different levels of shyness and results of two- way ANOVA

Levels of shyness	Dev't'l stage	Components of emotional intelligence									
		Self awareness		Empathy		Self motivation		Emotional stability		Managing relations	
		Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D
Low	Early	13.95	4.75	16.50	4.46	20.58	5.50	13.47	3.36	13.92	3.90
	Middle	16.74	3.05	19.05	3.36	23.77	3.55	14.37	3.06	14.89	2.91
	Late	16.76	2.65	17.97	3.28	21.59	4.99	14.66	2.44	14.28	2.96
	Total	16.26	3.38	18.02	3.62	22.04	4.84	14.37	2.83	14.39	3.14
Medium	Early	14.17	3.51	16.48	4.10	20.52	4.94	13.52	3.09	13.54	3.37
	Middle	15.46	3.15	17.88	2.95	22.14	3.34	13.90	2.85	14.54	2.69
	Late	16.31	2.73	17.53	3.13	22.13	4.01	13.84	2.60	14.56	2.84
	Total	15.32	3.25	17.36	3.43	21.65	4.13	13.77	2.85	14.25	2.98
High	Early	15.85	2.97	18.69	4.05	24.08	4.44	14.46	4.24	15.77	2.46
	Middle	16.71	1.85	18.71	4.58	23.52	3.98	16.43	2.36	14.48	2.29
	Late	14.50	3.09	15.05	3.79	19.95	3.46	13.60	2.16	13.00	2.66
	Total	15.69	2.77	17.35	4.47	22.33	4.27	14.91	3.07	14.24	2.66
F (shy levels) 2,906		F= 1.954; P=.142		F= 1.709; P=.182		F=1.522 ; P=.219		F=4.403 ; P=.013		F=.253 ; P=.777	
F (dev span) 2,906		F=7.220 ; P=.001		F=8.736 ; P=.000		F= 7.427; P=.001		F=4.793 ; P=.009		F=1.883 ; P=.153	
F (interaction) 4,906		F=4.229 ; P=.002		F=4.444 ; P=.001		F=5.212 ; P=.000		F=2.998 ; P=.018		F=3.199 ; P=.013	

Table 1 cont'd

Mean emotional intelligence scores of adolescents in different developmental stages and different levels of shyness and results of two- way ANOVA

Levels of shyness	Devt'l stage	Components of emotional intelligence											
		Integrity		Self development		Value orientation		Commitment		Altruistic behaviour		Total emotional intelligence	
		Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D
Low	Early	10.03	3.67	6.95	2.19	6.82	2.13	7.11	2.25	7.82	2.00	117.13	27.30
	Middle	12.08	2.57	8.15	1.57	7.73	1.71	8.81	1.47	7.85	1.72	133.44	17.46
	Late	11.60	2.32	7.76	1.90	7.52	1.79	8.13	1.85	7.50	2.01	127.77	17.06
	Total	11.46	2.75	7.73	1.90	7.46	1.85	8.14	1.91	7.66	1.92	127.52	20.00
Medium	Early	9.69	2.76	6.88	2.04	6.64	1.83	6.94	1.98	6.99	1.83	115.37	21.31
	Middle	11.10	2.46	7.53	1.66	7.25	1.69	7.71	1.83	7.53	1.65	125.03	14.32
	Late	11.49	2.20	7.80	1.81	6.94	1.84	7.88	1.71	7.31	2.11	125.79	15.24
	Total	10.79	2.59	7.41	1.86	6.98	1.79	7.53	1.88	7.31	1.86	122.37	17.53
High	Early	11.54	2.18	8.31	1.65	7.62	1.26	7.92	2.22	6.77	1.88	131.00	20.90

	Middle	12.00	2.07	7.14	2.54	7.10	2.12	7.90	1.55	7.24	2.23	131.24	14.35
	Late	10.20	3.14	6.35	2.48	6.15	2.21	5.75	2.90	5.20	2.07	109.75	13.51
	Total	11.22	2.63	7.13	2.41	6.87	2.04	7.11	2.48	6.37	2.25	123.22	18.73
F (shy levels) 2,906		F=2.999 ; P=.050		F= 1.125; P=.325		F=3.645 ; P=.026		F=6.236 ; P=.002		F=10.326 ; P=.000		F=3.771 ; P=.023	
F (dev span) 2,906		F=6.948 ; P=.001		F= 0.945; P=.389		F=2.584 ; P=.076		F=8.92 ; P=.000		F= 7.433; P=.001		F=10.522 ; P=.000	
F (interaction) 4,906		F=3.823 ; P=.004		F=5.227 ; P=.000		F=2.252 ; P=.062		F=7.561 ; P=.000		F=3.216 ; P=.012		F= 7.761; P=.000	

**Shyness and emotional intelligence:** Only in few dimensions, shyness had significant influence over emotional intelligence. In components, integrity (F=2.99; p=.05), value orientation (F=3.645; p=.026), commitment (F=6.236; p=.000) and altruism (F=10.326; p=.000), where the general trends observed that as the shyness levels increased more or less emotional intelligence decreased linearly and significantly. For total emotional intelligence scores also, as the shyness levels increased emotional intelligence scores decreased linearly and significantly (F=3.771; p=.023). The mean total emotional intelligence scores of adolescents with low, medium and high shyness were 127.52, 122.37 and 123.22 respectively. In rest of the components of emotional intelligence- self awareness, empathy, self motivation, emotional stability and in managing relations, adolescents with low, medium and high levels of shyness did not differ significantly in their emotional intelligence scores.

**Developmental stages and emotional intelligence:** In components self awareness, empathy, self motivation, emotional stability, Integrity, commitment and altruistic behaviour F values revealed significant differences between adolescents in early, middle and late stages. Even in total emotional intelligence, adolescents in different levels of developmental stages differ significantly (F=10.522; p=.000). It was found that adolescents in early and middle stages had higher emotional intelligence compared to adolescents in late adolescent stage. However, in components-managing relations, self development and value orientation, early, middle and late adolescents did not differ significantly in their emotional intelligence scores.

**Shyness, developmental stages and emotional intelligence:** Most of the interaction effects between shyness levels and developmental stages were found to be significant for all the components except for value orientation. For total emotional intelligence scores, interaction F value of 7.761 was found to be significant at .000 level. From the mean table it is evident that adolescents in early and middle adolescence stages with low and medium levels of shyness had least emotional intelligence, where as adolescents in late adolescence stages with high levels of shyness had least emotional intelligence scores.

#### IV. Discussion

Main findings of the study are

- Shyness had significant influence on components of emotional intelligence- integrity, value orientation, commitment, altruism and total emotional intelligence scores, as the shyness levels increased more or less emotional intelligence decreased linearly and significantly.
- In components self awareness, empathy, self motivation, emotional stability, Integrity, commitment and altruistic behaviour and in total emotional intelligence adolescents in early and middle stages had higher emotional intelligence compared to adolescents in late adolescent stage.
- Adolescents in early and middle adolescence stages with low and medium levels of shyness had least emotional intelligence, where as adolescents in late adolescence stages with high levels of shyness had least emotional intelligence scores

The present study clearly indicated that shyness had significant negative influence over emotional intelligence, where in most of the components and total emotional intelligence, those adolescents with high shyness scores less on emotional intelligence. The results of the present study are in agreement with the studies done by Hajloo and Farajian (2013) and Montazer, Ahghar and Azad (2010), where they indicated a negative correlation of shyness with emotional intelligence. They argued that relationship between emotional intelligence features of university students with their shyness rate was negative and their shyness rate is predictable by their emotional intelligence grade as well as emotional intelligence acts as a shyness adjuster, so students with high emotional intelligence experience less shyness. Further, studies by Mayer, Salovey- Caruso (2000), Hashemi (2009) and Schutl & Malouff (2001) revealed that high emotional intelligence has more relation with social skills. They opined that shyness is kind of social fear or stress that cause stress in person as well as person avoidance to face with unfamiliar persons and social relation between emotional intelligence correlates with higher life and less stress (Basteen, Bern, Bek, 2005). Salovey and his colleagues (2002) in their study found that a positive significant relation between understanding emotional intelligence and interpersonal operation and psychological operation. Charlotte (2007) indicated that self-focus is central to the social cognitive processes of shy individuals, they also suggest that self-focus cannot fully explain attribution to internal causes in general and shy individuals' attributional pattern in particular. Blankson (2007) provides evidence that the correlation between shyness and cognitive abilities might range from positive through zero

to negative across different studies depending on the composition of the shyness scale, as well as the measure of cognitive ability.

Further, study revealed that intelligence adolescents in early and middle stages had higher emotional intelligence compared to adolescents in late adolescent stage, which is quite contrary to the study done by Rajkova (2002) where the researcher found age related increased in emotional intelligence.

It is argued that paying attention to emotional intelligence and its components to decrease shyness will be effective. Especially shyness affected integrity, value orientation, commitment, and altruism. Focusing on these components of emotional intelligence and trying to improve may pave the way to reduce shyness to reduce stress and improve their quality of life.

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