THE REPUBLIC OF TURKEY

ANKARA YILDIRIM BEYAZIT UNIVERSITY

THE GRADUATE SCHOOL OF SOCIAL SCIENCES

UNDERSTANDING THE CONCEPT OF SHYNESS IN TURKISH CONTEXT: DIMENSIONS AND ITS OUTCOMES

DOCTOR OF PHILOSOPHY

Ahmet TEMEL

DEPARTMENT OF PSYCHOLOGY

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APPROVAL PAGE

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DECLARATION

I declare that this thesis is my own work, that I have not had any unethical behavior infringing patent rights and copyright at any stages from the planning to writing of the thesis, that I have obtained all the information in this thesis within academic and ethical rules, and that I have cited all the information and comments used in this thesis. 22-06-2023

Signature
Ahmet TEMEL

DEDICATION

To my family

&

To my friends

&

To everyone who contributed to the studies in the field of shyness

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ABSTRACT

Understanding the Concept of Shyness in Turkish Context: Dimensions and Its Outcomes

Shyness is one of the important factors affecting interpersonal relationships. For this reason, it has been one of the important study subjects. In particular, some studies have been conducted on cultural differences in terms of the definition and emergence of the concept of shyness. Considering the cultural differences in the conceptualization of shyness, it is seen that there are some differences between societies. This study aimed to understand the concept of shyness in Turkiye society and to develop a scale by revealing possible situations that cause shyness. In order to understand the concept of shyness and to determine the factors that cause shyness, open-ended questions were asked to a total of 147 participants from 3 different groups (rural, urban and shy people). The data collected from the participants were evaluated using the MAXQDA, and the results of the qualitative study were evaluated. Based on the results of the first study, data were obtained from a total of 450 participants for the second study and the factor structure, validity and reliability of the shyness scale were tested with the JASP. Finally, to test the model fit of the newly developed shyness scale, data were collected from 356 participants and confirmatory factor analysis was performed with the AMOS. According to the results of the exploratory and confirmatory factor analysis, the newly developed shyness scale was found to have 6 dimensions and a total score. In addition, the internal consistency of the sub-dimensions of the scale ranged from .83 to .92, and the internal consistency of the total score was .95. Furthermore, the scale showed both divergent and convergent validity.

Keywords: Turkiye society, shyness, culture, scale

ÖZ

Türkiye bağlamında Utangaçlık Kavramını Anlamak: Boyutları ve Sonuçları

Utangaçlık, kişilerarası ilişkileri etkileyen önemli faktörlerden biridir. Bu nedenle önemli çalışma konularından biri olmuştur. Özellikle, utangaçlık kavramının tanımı ve ortaya çıkma durumu açısından kültürel farklılıklarla ilgili bazı çalışmalar yapılmıştır. Utangaçlığın kavramsallaştırılmasındaki kültürel farklılıklar göz önüne alındığında, toplumlara ait bazı faklılıklar olduğu görülmektedir. Bu çalışma, Türkiye toplumunda utangaçlık kavramını anlamak ve utangaçlığa sebap olan olası durumları ortaya çıkararak ölçek geliştirmeyi amaçlamıştır. Utangaçlık kavramını anlamak ve utangaçlığa sebep olan etkenleri belirlemek için 3 farklı gruba (kırsalda yaşayan, kentte yaşayan ve utangaç kişiler) toplam 147 katılımcıya açık uçlu sorular yöneltilmiştir. Katılımcılardan toplanan veriler MAXQDA analiz programı kullanılarak nitel çalışma sonuçları değerlendirilmiştir. Birinci çalışmanın sonuçlarına dayanarak, ikinci çalışma için, toplam 450 katılımcıdan veri elde edilmiş ve JASP analiz programı ile utangaçlık ölçeğinin faktör yapısı, geçerlilik ve güvenilirliği test edilmiştir. Son olarak ise yeni geliştirilen utangaçlık ölçeğinin model uyumunu test etmek üzere 356 katılımcıdan veri toplanarak AMOS programı ile doğrulayıcı faktör analizi gerçekleştirilmiştir. Yapılan açımlayıcı ve doğrulayıcı faktör analizi sonucuna göre yeni geliştirilen utangaçlık ölçeği, 6 boyutlu ve toplam puana sahip olduğu görülmüştür. Benzer olarak, ölçeğin alt boyutlarına ait iç tutarlılığı .83 ile .92 arasında değiştiği ve toplam puana ait iç tutarlılığı ise .95 olduğu görülmüştür. Ayrıca ölçek hem ıraksak hem de yakınsak geçerlik göstermiştir.

Anahtar Kelimeler: Türkiye toplumu, utangaçlık, kültür, ölçek

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ABBREVIATIONS

PRCA-24 **:** Personal Report of Communication Apprehension

SCL-90 **:** Symptom Check List Inventory

DABS **:** Derogatis Affect Balance Scale

BFI **:** Big-Five Inventory

EFA **:** Explonatory Factor Analysis

CFA **:** Confirmatory Factor Analysis

KMO **:** Kaiser –Meyer Olkin

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1. INTRODUCTION

One of the important factors affecting interpersonal relationships is “shyness”, which can be defined as a sense of uneasiness and restraint on the ground (Jones et al, 1986). Shyness is seen as the most important factor that makes it difficult for an individual to meet new people, make new friends and enjoy different experiences (Zimbardo, 1977). According to Enç (1980) shyness is a disturbing emotion that is felt during relationship with others and inhibits correct behavior. Carducci (2000) also sees shyness as an interpersonal problem that arises due to the extreme distress experienced in interpersonal relationships, low self-esteem, and fear of rejection. Similarly, avoiding social interaction is defined as a tendency to fail to participate properly in social issues or a tendency to shy away from others or avoid contact with them (Pilkonis, 1977). In other words, the individual's understanding of shyness is interpreted as behaviors under the influence of social integration efforts rather than a reflection of the lack of social skills.

Although studies on shyness focus more on behaviors, some researchers have examined shyness in relation to the concept of social anxiety. Cheek and Busch (1981) defined shyness as a state of enduring feeling of social anxiety and interpersonal inhibition. McCroskey and Beatty (1986) describes social anxiety as uneasiness in front of others or discomfort from careful scrutiny or warnings of others, or solely from their presence. This similarity leads the measurements of shyness to be nearly indiscernible from measurements of social anxiety trait (see Anderson & Harvey, 1988). Nevertheless, shyness, which

includes a certain level of social anxiety is clearly distinguished from social anxiety that has widespread effects on life and stable continuity (Esemenli, 1995). Generally, chronically shy person may experience symptoms at cognitive (e.g., excessive negative self-evaluation), physiological (e.g., sweating), affective (e.g., increased negative emotion), and behavioral (e.g., withdrawing from social contact) level (Weiner & Craighead, 2009).

In order to examine the deterrent role of shyness in interpersonal relationships, several studies have been conducted that prevent shy people from turning inward on their own behavior and initiating conversation. As various studies indicated, shyness is often associated with less interpersonal interactions and poor social adjustment (Coplan et al., 2004). Shy persons have a need to form interpersonal relationship and to make positive impressions on others but they suffer from chronic doubt about their ability to make it (Henderson & Zimbardo, 2001). Preoccupation by fear of being rejected by others makes shy individuals to feel anxious in meeting strangers and initiating interpersonal relationships. Strengthening this, Asendorpf (2000) posited that it takes longer time for shy individuals to form friendship than less shy individuals. Furthermore, the number of friendship shy persons form is also fewer as compared to less shy individuals (Asendorpf & Wilpers, 1998).

Shyness, in general, is studied in two different ways. The first approach of shyness considered shyness as a continuous and distinct feature of personality or disposition. The second approach, on the other hand, considered shyness as situation dependent variable that occur occasionally, depending on the circumstances of the person. Generally speaking, trait shyness is more about or indicates to interindividual differences which could be studied using Thus, behavior of given persons is observed and compared at the same situation. With respect to conceptualization of shyness as disposition, the survey of

Zimbardo (1977) venerated to be one of the early works documented people's evaluation about the degree they see themselves being shy. In his survey, for instance, 25% of respondents categorized themselves as being extremely shy (no difference between past and present time). In that vein, investigation by Russell, Cutrona, and Jones (1986) showed that the high points participants scored in shyness measurement, the greater arousal of anxiety they elicited across all situations.

In general, shyness appears as an important emotion. In this context, Izard (1971, 1972) stated that an emotion is a complex process with phenomenological components in the theory of different emotions. Similarly, an emotion that is believed to be innate and universal and to have distinguishable components of the complex process that creates an emotion is called basic and discrete (Izard, 1972). Also, Izard (2013) argues that basic emotions should be distinguished from emotion patterns, which are combinations of two or more basic emotions that tend to occur together under certain conditions. For this reason, the theory of different emotions defines anxiety as a combination or model of basic emotions that includes two or more of the fear, anger, shyness, and positive emotions (Izard, 2013).

On the other hand, though it is not hard to note the scarcity of studies illustrating situational factors accountable for inducement of shyness, there are some indications of situation produce shyness. According to Buss (1986), three factors were postulated to give rise the immediate occurrence of shyness, which include the action and presence of other people and unfamiliarity or novelty. The core argument of Buss revolves about the idea that occurrence of shyness, a part of dispositional factor, may also hinge on conjunctional factors such as one being in unfamiliar situations, physical surroundings (e,g., attending lecture at new university), new social activity (e.g., meeting with new people), new role (e.g., being promoted to a new position within work place). Regarding the presence of

others, Buss (1986) contends that shyness is displayed here given to number of connotations such as presence of other in wedding ceremony (formality), meeting important person (high status) and feeling of bizarre like to have a strange thought regarding an issue contrary to others. Lastly, shyness might be engendered by actions of others that could involve being ignored by others, paid extensive attention (all eyes on you) or being exposed to personal question in crowd.

Shyness is considered as a universal concept; in the same way, although not defined, shyness has been suggested to exist in every culture (Carducci & Zimbardo, 1995). It is suggested that shyness exists in every culture, although it is not experienced at the same rate and defined in the same way (Carducci & Zimbardo, 1995). Shyness is a topic that has been emphasized in Western societies, especially in recent years. And this enormous concern springs from viewing or associating shyness most often with maladaptive behaviors (Rubin & Burgess, 2002). Within Western culture, for instance, manifestation of shy behavior is viewed as assign of social incompetence. This is because assessment of social maturity and social skills, within individualist culture, contingent upon expression of values like autonomy, assertiveness and social initiative (Greenfield et al., 2006). Contrarily, given the fact that social initiative may not promote cohesiveness and support harmony in group-based society, it is less endorsed and valued among these societies. Hence, while striving to installation of whether group or interpersonal harmony, individual encouraged to prioritize interest of group over personal interest as possible they can (Singelis et al., 1995). Interestingly, evidence from various studies showed divergent responses parents display toward shy behavior of their children. For instance, a study by Rubin and Burgess (2002) suggested that reaction of parents, from Northern America, to shy behavior was marked by feeling of disappointment, being worried, to extreme of rejecting and punishing children. Whereas parents of Chinese children reacted to shy

inhibited behavior in calm way demonstrating of promotion and acceptance (Chen et al., 1997).

Shyness is not seen as a problem in Turkey's society, although it seems quite high; it is accepted as a natural aspect of human behavior (Köknel, 1986). In fact, this aspect is considered as one of the gender-specific qualities such as affection and emotion in women (Köknel, 1986). These studies attest the role of culture in the conceptualization of shyness. They gave us insight on how cultural variation affects our understanding of shyness and our construal of shy individuals. Such studies are, however, scarce. Further studies are required to get a clear picture on what kinds of characters are considered as character of shy individuals and what are the eliciting factors. In addition to this, it is also important to develop shyness scale which is tailored to the specific cultural context. Unfortunately, however, such topics did not get adequate attention. The present study, therefore, was carried out to address this gap by taking the Turkish perspective of shyness as main point of analysis. To this end, a total of three studies were conducted. The first study strives primarily to capture how Turkish people conceptualize shyness construct and the most frequently shyness-eliciting situations. In doing so, this study qualitatively addresses factors causing shyness, characters of shy individuals, differences between genders, and public perspectives towards shy individuals. Based on data obtained from study 1, Study 2 and study 3 were carried out to develop shyness scale from the perspective of Turkish public and model tests and necessary analysis were conducted. Note that, the aim of this study is not to replace the prevailing approach, but to supplement it in some respect that seems important for an adequate understanding of the role of culture in conceptualizing shyness and shy-individuals and proposing shyness scale tailored to Turkish perspective.

1.1. Definition of Shyness

Like other emotions, shyness is an essential emotion that virtually touches each part of human life (Izard, 1972) and construed to be social emotion based on it is being learned and triggered within social context (Asendorpf, 1990). Hence, shyness is one among popular concepts that no one can dispute about it almost in all society, since no one can deny experiencing it at one point in their life. As Carducci (1999); Zimbardo (1989) stress this point, it is not a matter whether some individuals experience shyness and others not, rather it is about variation in the level of experience from one person to another.

Despite the ubiquity of shyness experience, the construct was not systematically studied for a great period of time until Zimbardo made his popular publication in 1977. Subsequently, it gave a great impetus to researchers to embark in exploring the nature and origin of shyness. Actually, what was interesting part in Stanford shyness project, a cross cultural study, of Zimbardo was the striking result of prevalence of shyness across societies and its palpable outcome. He found that 80% of survey participants emerged had had experienced shyness at one point in their lives; and 40% of them identified themselves as shy people. Findings of this study is, somewhat, in line with earlier study of Zimbardo, Pilkonis, and Norwood (1974) in which a high proportion of young adults (82%) reported as being dispositional shy and 90% of this population indicated had felt shy back in their lives. All in all, Zimbardo's project was a breakthrough in shyness researches which gave about an explosion of empirical investigations on aspect of shyness, rising out of etiology, personality and behavioral characteristics, instrumental measure, social impairment, and ways of treatment (Asendorpf, 1989; Cheek & Buss, 1981; Crozier, 1979; Leary, 1983).

Shyness construct is crippled by ambiguity and lacking clear cut definition due to containing multiple meanings. The confusion and dispute among researchers regarding definition of shyness stems chiefly from twofold; dispute about what factors discriminate

shyness from its related social anxiety constructs and about what obtrusive behavioral reactions that identify a shy person. In general, the controversy was brought about by popularity of the construct as well as being a lay term than being a term that emerged from research framework (Crozier & Alden, 2001; Jones et al., 1986). Because of that, Harris (1984) called on special attention that people should be more careful when using shyness terminology given its complex nature. Based on the categorical view, the most underlying definition that regards shyness as belonging to a particular category, shyness refers to subjective experience that manifests as a function of apprehension during social interaction. Looking at varying definitions of shyness offered in literature, it is easy to notice that each definition tends to stress on a particular line of shyness. As such, Buss (1980) in his definition emphasizes the social aspect of shyness, in which shyness is conceptualized as a behavior inhibited in social interaction and accompanied by feeling of apprehension. Behavioral inhibition is explained by the behavioral inhibition system. The aversive motivation system is called the behavioral inhibition system (BIS). Similarly, BIS inhibits behaviors that can lead to negative or painful consequences. Thus, BIS activation may also result in inhibition of movement towards targets (Gray, 1990). He also stated that BIS functioning is responsible for experiencing negative emotions such as fear, anxiety, frustration and sadness in response to these cues (Gray, 1990). Consistent with this line of research, shyness is used to embed solely an avoidance of social behavior (McCroskey & Beatty, 1986) and an unsuccessful participation in social interaction (Pilkonis, 1977).

In contrast to the proponents of behavioral aspect of shyness, (Jones et al., 1986; Russell et al., 1986) favored the view of defining shyness as emotion triggered during presence of others that results in avoidance. Compared to preceding definitions, Cheek et al. (1986) offered an encapsulating conceptualization as they regard shyness to denote uneasiness feeling, awkwardness that elicits as a results of interacting with a numbers of

encounter, including people in high position or authority, even familiar people. Despite the purported dissent view, the best way of aligning typical characteristics of shyness, as Cheek and Melchior (1990) suggested, is to make use of standard tripartite classification of experience into cognition, affective and behavioral reaction. And this trichotomy of conceptualization is in line with long history of psychology in terms of defining constructs (Breckler, 1984). Upon that, shyness concept refers to the experience comprising of three components, fear of negative evaluation pertains to certain social situations labelled as trigger, experience of discomfort and heightened of tension and a tendency of inhibiting certain behavior or hiding. With cognition component, Cowden (2005) indicated that what engenders the feeling of shyness is the fear of being negatively evaluated by others. Moreover, the experienced discomfort is more or less experienced during social interaction which is, as Garcia et al. (1991) claims, an underpinning aspect of this emotion. In the course of assuaging the adverse experienced discomfort, individuals initiate varying escaping behaviors (Gazelle et al., 2005). This definition derives from assumption made by Leary (1986) that distinguishes shyness from its close related constructs. The first assumption is grounded on viewing shyness as a social phenomenon, by which it is possible to exclude a number of instances of anxiety and inhibition occurring in social settings from shyness instances. Anxiety and inhibition reaction might be triggered as a result of a gun being pointed to someone, but this type of instance cannot be considered as instances of shyness, even though it takes place in social situation (Leary, 1986). The second assumption derives from the notion that as far as shyness is concerned, trigger of shyness premised to be solely interpersonal since individuals become preoccupied with how they are being evaluated by others. What really elicits shy anxiety and inhibition is the concern (Hoffman et al., 2004) people have in their minds regarding the impression others form about them (Leary & Schlenker, 1981; Schlenker & Leary,1982). As findings of

studies on impression show that others' view and thoughts have profound impact on our lives, it is obviously natural to find social anxiety and inhibition could be engendered by real or perceived evaluation by others. Thus, as Leary (1986) strongly claims, the presence and prospect of interpersonal evaluation is the underlying cause that differentiates shyness from others instances of anxiety and inhibition. On this point, however, some scholars (Buss, 1980; Sroufe, 1977) holds strong contention as they argue that children are observed to demonstrate fearfulness and inhibition even though they are incapable of being worried of other's evaluation. Actually, according to Buss (1980) shyness might be clustered to early developing and late developing. The former pertains to condition, in which infants elicits shy syndromes as they encounter novel situations and intruders, while the later indicates to typical syndromes manifesting among adults. In responding to the above argument, Leary (1986) considers no need for including that in conceptualization of shyness for three reasons. Firstly, infant reactions, stranger shyness and wariness, is akin to children's reactions to frightening stimuli such as scary to toys, masks and strange dog which don't derive from social factors. Hence, what brings about shyness among infants is rather physical appearance than social characteristic of people. Secondly, although there are some congruence between infants and adults in terms of displaying inhibition and anxious reaction, behavioral components of shyness, this congruence is incomplete. Because even though it is typically obvious to find adults covering their faces, screaming and crying as confronted by physically frightening stimuli, few people behave like that in shy contexts. Thirdly, it is plausible to believe infants and adults reactions are functionally complete different, given the fact that precipitation of shyness requires being worry of others' evaluation about one's self which it is not possible for infants. Third assumption is hemmed upon describing shyness as a psychological syndrome comprising of both subjective social anxiety and behavioral inhibition. In contrast to other definitions, Leary

(1986) claims that defining shyness as a psychological syndrome is the adequate conceptualization of shyness due to shyness experience being characterized by concurrent social nervousness and inhibition.

In that vein, some scholars have also attempted to explore characteristics of shy people based on classification of shyness (Arrends, 2000; Assendorpf, 1990; Kemple, 1995). Scholars have endeavored to explore types of shyness that may aide in unraveling most underlying characteristics of shy people. According to Buss (1980) shyness could be grouped into self-conscious and fearful. The latter believed to be more primitive emotion that prevails even in types of mammals. Hence, people start experiencing this form of shyness in early life as it comprises genetic component that manifest in sort of emotional reactivity. Moreover, emotional reactivity believed to increase proneness of shy children to adverse interaction and to exhibit fear and withdrawal from their encounters (Gard, 2000). As an emotion experience by children as a result of a threat they perceive, other scholars tend to labelled it as stranger anxiety (Page, 1990). Nevertheless, the impact of fearful shyness become less effective in later life and as children acquire cognitive skills (Buss, 1980).

Although shyness has been known with its negative aspects so far, it has also some positive aspects and literature supports a positive relationship of shyness with the emotions and adaptation. Given the fact that all emotions have adaptive functions, shyness, as a social emotion, tends to enhance harmony and collaboration among members of group by inhibiting unacceptable behaviors (Ford, 1987). Hence, this alternative view that conceptualizes the experience of shyness within the line of normal emotions that have adaptive value. As Sroufe (1979) pointed out there are number of ways that make shyness as an adaptive emotion, as it entails weary and fearful tendencies that enhances individual's knowledge capacity and avoidance of harms in the environment. Moreover,

scholars grounded the idea of normalizing shy behavior on patterns of reactions children demonstrate when encountering novel situation (Amsterdam & Levitt, 1980; Greenberg & Marvin, 1982; Smith, 1974). For instance, children have been found displaying certain behaviors categorized as pathological in the adult literature that includes reserve, immobility, gaze aversion and absent vocalization. However, these behaviors, according to childhood research, have an adaptive and normal functioning.

1.2.Types of Shyness in Literature

When the studies on shyness are examined, it is seen that there are different types of shyness. These types of shyness can occur both in childhood and adolescence. The types of shyness in the literature are explained in detail below.

1.2.1. Stranger Shyness

In literature, there had been early attempts to describe forms of shyness (Buss 1986) and its association with number of variables, such as self-esteem (Crozier, 1981; Wadman et al., 2008) sociability (Assendorpf & Meier, 1993; Poole et al., 2017). Generally, Buss (1986) suggested two distinct forms of shyness, fearful and self-conscious shyness. Thus, fearful shyness refers to exhibition of sensitivity in the face of unfamiliar settings involving social evaluation, intrusion and novelty. Note that, some scholars have delineated these two forms of shyness in much simple way as they termed stranger shyness and anxious shyness. Moreover, precipitation of stranger shyness is claimed to be underlined by unfamiliar peer setting (Kagan et al., 1988). That is, stranger shyness indicates to expression of fearful and withdrawal behavior due to be confronted with unknown peer and/or adult. Overall, Buss claims that the distinction between these two

forms of shyness is based on its original precipitators, as fearful shyness derives from frequent and extreme exposition to fear and isolation (Bruch, 1986).

In support to the distinctiveness between these two types of shyness, some studies had shown existence of specific biological basis for each type. Shyness towards stranger had generally been claimed to be associated with heart period (HP) and low excitability in amygdala (Kagan et al., 1988). Findings of number of studies conducted on children aged from 2 up to 5.5 years showed that compared to uninhibited children, extremely inhibited children displayed relatively lower heart rates in unfamiliar settings (Marshall et al., 1998; Schmidt et al., 1999). Similar findings reported by Scarpa et al. (1997) in their studies where Mauritian children with extremely inhibition portrayed higher or shorter heart rates opposite to uninhibited children after neutralizing the effect of height, weight and gender. Note that, some studies raised some questions regarding the claimed association of shyness toward stranger with HP as they argued the association was rather affected by several factors. That is, the measurement of shyness and HP was influenced by contexts, utilization of samples comprising of relatively high shy children and age of children. For example, a study by Buss et al. (2004) using unselected sample of toddlers, yielded insignificant relation between exhibition of shyness toward adult strangers and HP. With relation between variations of HP assessed by vagal tone and inhibition behavior, Rubin et al. (1997) found positive correlation when involving stranger adults and setting but not stranger peer. Similarly, Henderson et al. (2004) examined HP variations using respiratory sinus arrhythmia and found that compared to sociable-passive preschooler, reticent preschooler demonstrated lower HP variation when confronted with stranger peers.

1.2.2. Anxious Shyness

Anxious shyness indicates to unjustified reaction displayed in formal settings or being relatively high concerned with negative evaluation of others. Precipitation of anxious shyness revolves around familiar peer setting (Gazelle et al., 2005). Thus, when individual prefer isolation from familiar settings (peer adult) due to being worry of negative evaluation is considered as anxious shyness. The reason of associating shyness with self-conscious is because this type of shyness represents intensive awareness of being social object and perception of exposing private part. Overall, as Buss pointed out self-conscious shyness is believed to be associated with extreme internalization of social-self during socialization. Hence, self-conscious shyness doesn't involve fearfulness rather it involves excessive concern with the evaluations others form about oneself (Bruch, 1986).

With regard to biological basis for anxious shyness, behavioral inhibition system(BIS) is suggested to be acting as an underlying factor that differentiates between shyness toward stranger and anxious shyness (Asendorpf, 1993). According to Gray, (1982) the BIS may get activated either due to no reward cues (conditioned punishment) or new stimuli. Hence, manifestation of the BIS is claimed to be varying due to its type of activation. Whereas activation of the BIS due to no reward cues is related with social inhibition behavior children exhibit as a result of being neglected by familiar peer, for instance, activation of the BIS due to novel stimuli is associated with social inhibition displayed as a result of being faced with strangers. As strong support to the above claim comes from a 4-year longitudinal study conducted by Asendorpf (1990) on German children investigating their social inhibition toward familiar peer and stranger. His result showed that children displayed moderate social inhibition to both stranger and familiar classmates during the first year in the view of the fact they were completely unknown to each other. However, this pattern of behavior observed to be dropping over the next two

years. Note that, over the next years anxious shyness (inhibition with familiar peer) was found to be strongly related with peer rejection, while stranger shyness was not.

1.2.3. Executive Shyness

The concept of shyness is a complex phenomenon that has been explored in various cultures and contexts, and recent studies on the Chinese population have identified a distinct type of shyness called regulated shyness.

According to previous research on shyness, there seems to be a third type of shyness that is prevalent in collectivistic cultures. This type of shyness is referred to as regulated shyness, which has been found to lead to positive outcomes in social relationships. Studies conducted on Chinese populations have suggested that regulated shyness is more common in societies that are predominated by collectivistic cultures (Beer, 2002; Xu et al., 2007). The reason of terming regulated shyness is because unlike other types of shyness, this type of shyness was found to lead to positive results in relationship. Thus, by behaving in unassuming and non-assertive fashion, shy children were able to influence the perception of their encounters toward them, resulting to have their suggestion accepted without any challenge. As Leary and Buckley (2001); Xu et al. (2007) pointed out regulated shyness may produce less social engagement, however it helps significantly in increasing chances of winning acceptance of peer as it expresses the desire of shy children for fitting with a group. Conversely, anxious shyness appeared to have positive correlation with social anxiety and low peer acceptance. Given the fact that regulated shyness serves in fitting with a group and enhancing non-assertive behavior, it plausible to infer that this type of shyness would be more prevailing in societies that emphasize group harmony and exchanging of social obligation like Mainland China (Wu, 1996). As looking at the responses given by Chinese children and teachers when asked about their

conceptualization of shyness we note that, they constantly stressed on fitting behavior with a group (non-bold behavior). Thereby, regulated shyness could be premised to be an embedded part of their understanding and daily use expression (Xu et al., 2008). On the question whether regulated shy children demonstrate physiological reactivity, Xu et al. (2007) argues that negative social evaluation have less influence in making regulated shy children manifesting physiological responses based on aversive correlation between regulated shyness and self-reported social anxiety. Nevertheless, it is more likely stranger encounters to pose a challenge for regulated shy children due to the nature of uncertainty and unpredictability this type of encounter entails. Therefore, this begs the question whether low HP would manifest in responses of regulated shy children when encountering with strangers?

1.3. Shyness Eliciting Factors

A looking at the literature, multiple of approaches had been proposed for explaining the etiology of shyness, spanning from personality trait, social skills deficit, behavioral and cognitive approach. The following section entails dense account of each of the above.

1.3.1. Personality Trait Approach

Personality trait is vested on viewing individuals' behavior as being determined by collection of predispositions that result in exhibition of uniform pattern of behavior regardless of the context individuals involved into (Spielberger, 1972). Drawing on that, a number of theorists appear to favour the view that describes shyness as a personality trait, propelling such type of individuals to respond in prescribed manners. Specifically speaking, shy individual have inclination of experiencing diverse intensive apprehensions, feeling of awkwardness and preoccupation of anxiety in social settings (Briggs, 1988; Buss, 1980; Cheek & Briggs, 1990; Crozier, 1979). Due to shyness being one of the chief

predispositions throughout lifespan, it may happen to suffices in early childhood. In support to the heredity of shyness, findings of the studies by Buss and Plomin (1975); Plomin and Rowe (1977); Schmidt and Miskovic (2013) yielded that both social anxiousness and inhibition originates to some sort of biological components. Generally, prominent researcher of shyness (e, g., Briggs, 1988; Buss, 1980) tend to side with view that development of shyness and its manifestation is more or less being shaped by biological origins as social fear is evidenced to manifest in children's first years of life. Consequently, childhood shyness, whether inherited or learned, has been noted as a serious problem that devastates social interaction (Asendorpf, 1989; Buss, 1986). Overall studies have found dispositional shy individual to elicit remarkable physical intention over a wide range of contexts, relative to no shy people. Furthermore, these types of individuals have the proclivity of describing multiple encounters being rather evaluative and devoid of genuine closeness (Smith & Sarason, 1975). Beside the findings of studies that espousing the heredity view, proponents of this view also fetch their support partly from the entrenched belief that personality trait perspective has great contribution in demonstrating the significance of utilization of more than one strategies when treating shyness (e.g., Alden & Cappe, 1986).

1.3.2. Social Skills Deficit Approach

Unlike other approaches; social skill deficit approach tends to view shyness as a type behavior experienced in social interaction that is attributed to the lack of inadequate of social skills. Curran (1977); Stravyski and Greenberg (1989); Leary (1983); Rubin et al. (2014) argues, socially deficient individuals are highly likely to display undesirable manners, communicate ineffectively and respond inappropriately. As a result of consistently displaying an inappropriate response, those people are most probably to

experience discomfort in social interactions (Curran, 1977). Support to that, a myriad of studies have attempted to demonstrate the associated between inadequate social skills and experience of anxiety. As such, a study by Clark and Arkowitz (1975) yielded that people with low social anxiety were more likely to evaluate their performance positively. Similarly, Arkowitz et al. (1975) in their study found that compared to less socially anxious people, people with high social anxiety occurred to have inadequate social skills. What mostly describes socially anxious individuals is the pronounced tendency of communicating less with their partner and speaking less in conversation while using excessive body language (Arkowitz et al., 1975; Borkovec et al., 1974). Further supportive evidences come from studies that examined the effectiveness of programmes for treating shyness. Thus, practitioners have been employing two approaches; a response acquisition approaches for acquainting socially deficit individuals with new skills (Bellack et al., 1979). The second approach used by practitioners is a response practice tailored to teach individuals who don't lack social skill to respond in a skillful way (Christiansen & Arkowitz, 1974; Leary, 1983; Miller, 1995). The conclusive outcomes from the above studies describe shy individuals as people who lack adequate social skills which be improved by interventional programmes.

The vitality of the notion that people experience shyness as a result of lacking social skills has been questioned. This is because studies in this line have failed to explicate if individuals' differences in social skill is the real cause of the experience of shyness or not. That is, there is no specific behavioral patterns have been proposed for differentiating socially skillful and socially unskillful individuals. As Matsushima et al. (2000) pointed out that determined by demonstration of withdrawal from social situations, low social participation, or behavioral inhibition. Although people generally tend to view shy individuals as less socially skilled relative to less shy people, the precise nature of

these social skills has not clearly been identified. Hence, what determines social skills is more likely to be people' perception about their own social behavior than be an objective lack of social skills. Espousing to this, a study by DePaulo et al. (1990) exhibited strong association between the fear of being negatively evaluated by others and withdrawal of socially anxious or shy people. Furthermore, there were no differences between the behaviors of shy people and non- shy ones in situations where no evaluation expectation was involved. Overall, the arching point of deficit approach revolved around viewing shyness as a lack of acquisition of social skills that most probably are going to hamper shy individuals from fully engaging in interactions

1.3.3. Behavioral Approaches

A look at literature shows that a variety of behavioural theories on shyness have emerged since 1960 (Craske & Barlow, 1988; Beidel et al., 1998; Leary, 2013; Rachman, 1977). Even though, the late models using behavioral perspective as bases have evolved new dimensions such integrating cognitive theories, the early studies in shyness were primarily confined on conditioning. The main hypothesis driving this line of studies was people are motivated to behave in certain ways as long as their behavior get rewarded positively, and if such behavior accompanied by negative outcome, people automatically ceases to do that. Similarly, scholars from behaviour theory argues that shyness is being learned through repeated exposure to adverse experience in social interaction like being embarrassed and humiliated in front of others. Consequently, these negative experiences are more likely to bring about an individual to feel anxiety in similar social context.

As for causes of shyness, Zimbardo (1989) grouped themes into three conditionings; (a) past negative experiences associated with some individuals in certain settings; (b) deficit in acquiring the suitable social skills; (c)being occupied by constant

anxiety about one's performance that is prompted by poor performance expectation; and (d) perceiving oneself as shy. Subsequent behavioral studies have attempted to confer more specific insights about shyness such as the comprehensive model offered by Bidel and Turner (1998). In their model, psychological contributors to learned shyness were identified as a broad class consisting of observational learning, direct conditioning and information transfer components. Furthermore, as analyzing instances of social anxiety embedded in information transfer components, shy emerged to be verbally transmitted and thus being as a part of language-based learned behavior.

These behavioral models have received some supportive evidence for its viability from studies on shyness treatment. Given the fact that, as premised by behavioral perspective, any classically conditioned response could potentially be undone through reverse process, the decondition of shyness could be the same where the aversive stimuli are paired with the elicitors of positive response (Wolpe & Turkat 1985). Thus, the strategies employed in alleviating shyness rest upon inducement of systematic desensitization resulting in disassociation of social anxiety and avoidance as well as low arousal. For instance, the findings obtained by Paul (1966) elicited that individuals subjected to systematic desensitization displayed high dropping of public speaking anxiety relative to those who were given placebo pill or subjected to insight-oriented therapy. Overall, the findings drawn by this line of studies conclude on demonstrating the effectiveness of behaviorally oriented methods in alleviating shyness related with social settings (Bandura, 1969; Curran & Gilbert, 1975).

Despite behavioral approaches have been useful in understanding and treating social anxiety generally and shyness specifically, there are still some questions remain with no satisfactory answers. For instance, no clear theoretical guidance has been advanced to delineate under which conditions do these treatment work and what are the alternatives in

the event they fail (McNeil et al., 2001). Moreover, behavioral models offer inadequate explanations about the factors that lead some people to have negative experience in social settings (Halford & Foddy, 1982). For instance, despite of the treatment models being successful in attenuating social anxiety, it is not clearly confirmed whether that anxiety was initially conditioned or not. Likewise, a study by Ames et al. (2017) indicated that although unassertive individuals happened to act assertively on other instances, there were little or no incentives for their action. And more critical point, the models are incapable to explicate why some people develop shyness behavior while other do not despite being exposed to the same experiences. Hence, since 1970 it has been concluded that it is not possible to solely rely on behavioral explanations in accounting for the development of shyness due its insufficiency. Thus, purely behavioral theories have often been viewed as insignificant and dismissed for not considering the role of cognition in their interpretation (Anderson et al., 1997). Myriad of studies have unanimously concluded that certain cognitive processes advance valuable explanations on how automatic responses are produced, thereby playing a significant role in mediating conditioned responses (Bandura, 1969; Kanter & Goldfried, 1979; Rapee & Heimberg, 1997).

1.3.4. Cognitive Approaches

Another theoretical approach to shyness is the cognitive approach. In this approach, it is seen that shy people are considered within the scope of their negative beliefs. In general, the cognitive approach aims to make individuals more aware of the beliefs that cause them to feel bad, to see their beliefs as predictions or hypotheses about the events, to encourage them to accept that there are no definite truths, and to consider unrealistic ways of thinking realistically and by considering all the evidence (Antony, 2004). Cheek and Melchior (1990) in their study examining the cognitive tendencies of shy individuals,

stated that shy individuals believe that their behavior is inadequate and will be evaluated negatively, they have unrealistic beliefs about how their social performance should be, and they commonly focus on negative feedback. Similarly, it is seen that individuals with high social anxiety levels show some physical symptoms depending on this anxiety and they have thoughts that these symptoms will be negatively evaluated by other people (Antony & Swinson, 2000). It is also seen that shy people exhibit some safe behaviors (avoiding eye contact, repetitions about speaking in their minds, etc.) that are good for them in order to feel better in negative situations and to avoid shyness (Wells, 2000). These safe behaviors can actually manifest as managing the cognitive processes of the person. When we look at similar studies, situations such as self-blame, fear of negative evaluation, and high awareness are seen as determinants of shyness. In this negative evaluation situation, the individual makes negative evaluations about himself and thinks that his thoughts about himself are shared by others (Crozier & Birdsey, 2003).

When the literature on shyness is examined, it is emphasized that although there are different approaches to shyness, it is also emphasized that interventions that will provide more effective results in reducing the shyness of individuals, instead of relying on one of the above-mentioned approaches, both in determining the causes of shyness and in the process of coping with shyness (Cheek & Briggs, 1990).

1.4. Underlying Behavioral Components of Shyness

Even though definition of shyness is mired with disagreement, scholars tend to have virtually consensual view with regard to underpinning patterns of reaction shy individual display in certain social contexts (Cheek & Melchior, 1990). Broadly, regardless of the type of situational triggers for shyness, shy individuals are most likely to find themselves in social interaction overwhelmed with aversive thought and anxiety resulting

to social dysfunction. Consequently, in attempts of assuaging the experienced social discomfort, withdrawal reaction suffices to be more useful mechanism employed frequently by shy individuals. In that relation, Jones et al. (1986) suggests that the fear of being negatively assessed by others is the chief cause that increases shy individual's proneness for experience of uneasiness, self-awareness, and avoidance tendencies. Drawing on the model proposed by Cheek and Melchior (1990) responses of shy individuals is mostly described to entails three typical components, comprising of cognition, affective and behavior. Moreover, subsequent studies had lent sort of support to the above model. Note that, this is doesn't necessarily mean all three components must manifest in reaction of every shy individual, rather it implies to most cases.

Firstly, cognitive component pertains collection of inaccurate cognitive processes spanning from having negative view about oneself (e.g., lacking of social skills), excessive self-conscious, warrying of being negatively evaluated by other, and failing to understand the impression of others. Overall, due to the failure of processing information accurately, be it attribution of their action, or formation false beliefs about themselves, shy individuals end up of having extreme anxiety (Arkin et al., 1986; Clark & Arkowitz, 1975; Schlenker & Leary, 1982). Secondly, with regard to affective component, threefold typical manifestations seems to occupy shy individuals' emotion, including experience of general heighten arousal, fear of social encounters and some sort of physiological complaints that may entails blushing, unusual increasing of heart beat and stomach uproar (Buss, 1980; Cheek & Melchior, 1990). Lastly, the behavior component refers to the tendencies of withdrawal and avoidance of distressful social interaction. Thus, inhibition appears to be the opted mechanism shy individual deploy to neutralizing the aversive experience they undergo at that moment (Beidel et al., 1998). As such, when confronted with novel stimuli, shy people are more inclining to evade eye contact, display awkward body language and

number of heightened reactions (Cheek & Melchior, 1990; Miller et al., 2009). Furthermore, some studies (van der Molen, 1990; Lund, 2008) showed that behaviors of shy individual are marked of being generally passive as they seldom show any proactive behavior, speak out their mind and hardly exhibit their feeling. Nevertheless, the correlation of shyness with concomitant inhibition response should be interpreted with some sort of caution as Cheek and Watson (1989); Leary et al. (1986) pointed out only a relatively low proportion of shy individual exhibit avoidance tendency. Overall, although there is variation in terms of manifesting all three components or some of them among shy individuals, the three components, taken together, constitute the underpinning tendencies of shy people who distinguished by occupation of aversive thought, heightened arousal and inhibition behavior. Moreover, the implication that could be derived from individual variation is that, people's experience or exhibition varies based on the importance placed on each of three components.

1.5. Cultural Perspective

As discussing cultural differences in conceptualization of shyness, is very imperative to draw distinction between shyness-inhibition and other related social withdrawal constructs like social disinterest. As driven by a low approach motivation, social disinterest is encapsulated by a display of solitude behavior due to having low interest in mingling with others as opposed to shyness (Asendorpf, 1990; Coplan & Armer, 2007). Moreover, as a significant indication of social disinterest, the manifestation of passive play means involving into solitary constructive-activities and silent exploration (Rubin, 1982). This distinction is very important as cultural evaluation and perception may vary depending on the attributional emphasis placed on these different constructs (Corsaro & Nelson, 2003). For instance, studies have found that individualistic culture

(Canada and Unites States) not incessantly view preference for loneliness or social disinterest as maladjustment behavior as shyness-inhibition, since the former may denote a way of illustrating personal preferences which may be associated with good academic performance and well-being generally (Coplan et al., 2004; Leary et al., 2003). Moreover, what makes shy-inhibition viewed as incompetent behavior in these self-orient societies is because acquiring assertiveness and autonomy is one of socialization goals. Thereby, in such societies, the display of social initiative is seen as a sign of maturity. Contrarily, though shy-inhibited children occurred to be accepted generally in collectivistic culture, like traditional China, an intentional preference for playing a lone and solitary behavior are considered as against collective norms and values, resulting in rigorous social problem (Chen, 2008; Valdivia et al., 2005). Furthermore, as not enhancing cohesiveness and harmony, social initiatives are more likely to be less valued and encouraged in group-orient societies (Greenfield et al., 2006). In such societies, however, individuals are encouraged and rewarded to subordinate personal needs and desire to collective goals and needs (Singelis et al., 1995).

Shyness in western culture has often been viewed as a negative construct following a host of studies that associated shyness with maladjustment behaviors. For instance, studies concerned with preschool years has found shyness to be linked with academic difficulties, poor social competence, peer rejection, low self-esteem and etc. (Bohlin et al., 2005; Coplan et al., 2004; Hart et al., 2000). Similarly, studies on later childhood and adolescence seem to be consistent with latter as shyness depicted associating with low self-esteem, social anxiety and loneliness (Crozier, 1995; Prior et al., 2000). Even though Western culture generally tend to have a negative view toward shyness, this view appears to be rather biased on boys than girls. As Coplan and Armer (2007) pointed out that, not only Western societies tend to tolerate shy girl, but also hails it and regard it as a virtue as

opposed to shy boys. This is because, in both preschool and later childhood, findings show shy boys displaying more adjustment problems behaviors than shy girls such as being excluded by peers, lower self-esteem, poor social skills and isolation (Coplan et al., 2004; Eisenberg et al., 1998; Gazelle & Ladd, 2003; Morison & Masten, 1991). Henderson et al. (2004) indicated, the view and stance on shyness in Western is apparently shaped by gender as shy girls are more likely to be rewarded and praised while shy boys are less embraced.

Broadly, a number of studies had reported cross countries differences in the percentage of people who experience shyness as it varied from 66% to 92 % (Zimbardo et, al,. 1974); and this percentage is increasingly at high pace over the world (Carducci & Clark, 1993; Carducci & Zimbardo, 1995; Henderson & Zimbardo, 2001). In that relation, Chaidaroon (2003) indicated the impact of cultural difference in shyness perception as a communication competence. That is being assertive and responding in direct way is construed of as an indicators of communication competence in Western culture while being shy and reluctant in asking for a favor, for instance, is perceived as lacking communication competence. This notion; however appears to function oppositely in other cultures. In Thai culture, for instance, shyness or being shy is conceived as a strategic behavior employed in demonstrating communication competence. He further proposed three points as an underpinning elements of shyness concept within Thai context. That includes not responding quickly/speaking up, not requesting for help and extreme humbleness. Specifically, these three aspects of shyness are conceived to be situations, in which Thai people are more likely to display shyness behavior. Meaning, they may feel shy when asking for a favor, asserting their position and acknowledging their accomplishments. Note that, refusing to ask for help or speaking up does not mean Thai people are just shy per se, instead they are rather concerned by retaining relationship with others. Hence, we argue

that the implication of the proposed elements not only confined in conceptualization of shyness, but also in the development of its measurement. The crux of the point is shyness not invariantly implies social incompetence and personality weakness as may be assumed but its meaning mostly depends on the contextual culture. Shyness behavior within Thai culture like others non-Westerners is rather employed as a strategic behavior to attain recognition from others and maintain social harmony and therefore is a precursor of humility and humbleness (Fu et al., 2007; Richards, 1988). Supporting to this, recent findings have attempted to demonstrate the role of positive form of shyness on social adaptation function (Colonnesi et al., 2013; Reddy, 2000, 2005). For instance, Colonnesi et al. (2014) in their studies on the impact of the way shyness is expressed on anxiety found that toddlers' positive expression of shyness was related with lower anxiety and higher sociability. The contribution of such studies contend that shyness is just like any other emotions (curiosity surprise), people may experience positively or negatively and expressed positively (with a coy smile) or negatively (without a smile) (Reddy, 2001; Reddy, 2005). From this vantage point, therefore, shyness manifests to have an adaptive social function in regulating fear and wariness in anxiety-eliciting situations and enhancing interpersonal interaction. Overall, the above findings somewhat lend support to our core arguments that shyness may be conceived differently in others cultures as it emerges to resulting in positive social adaptive function. Interestingly, Feinberg et al. (2012) posit that what makes shyness being construed positively by other people is because shyness is a precursor of provinciality as opposed to the prevailing believe that associated shyness with reticence and withdrawal. All in all, the evidence conferred by Chen (2019) along others conclude the notion that shyness is a construct characterized by heterogenous conceptualizations in different cultures depending on its social adaptive function. Thus, shyness then is more likely to be viewed as personality deficit and social hindrance in

societies where competence is measured based on the degree of assertion individuals demonstrate, In contrast, shyness is more likely to be valued in societies where competence is measured depending on the degree of on maintain social harmony.

1.5.1. Cultural Difference in the Manifestation of Shy-Inhibitions and Parents' Responses

Though the display of shy-inhibition behavior in early childhood has traditionally been regarded a dispositional characteristic, its manifestation is significantly shaped by cultural factors. Consequently, culture not only influences the prevalence of shyness but also defines its adaptivity and maladaptively. As one of the defining factors, shyness-inhibition is most often linked with degree to which one displays self-expression and assertiveness during interaction with others (Chen, 2010). Reanalyzing the data derived from six studies, the work of Edwards (2000) revealed that children from agricultural society (i.e., India, Kenya) where self-expression and assertiveness is less emphasized, attained significantly low rates on social engagement compared to children from open society (i.e., United States and Okinawa). One of the explications of the incandescent low rates that noted in close society can be that this kind of cultures tends to less support assertiveness and expression of personal style interaction (Ariel & Sever, 1980; Edwards, 2000; Farver & Howes,1993; Gaskins, 2000). Thereby, resulting in less engagement of children in activities that require to exercise control of social anxiety. Similarly, a myriad of studies has reported cultural differences between East Asian North American in the display of shyness-inhibition. (Farver & Howes, 1988; Kagan, 1989). For instance, the result of a study by Farver et al., (1995) on the play behavior in preschools yielded that compared to European American children, Korean American children demonstrated more unoccupied and shy behavior. Furthermore, the shy behavior of Korean children was embodied by relatively low self-expression, less fantastic behavior, and fewer employment

of self-assertive strategies in communication. And these findings are in line with the results obtained by Rubin et al. (2006), in which Chinese and Korean toddlers displayed highly inhibited behaviors than did their counterpart Italian, Canadian, and Australian in their experiment. In that vein, recent evidences indicate that parents' reaction to shyness-inhibition is more likely to vary depending on different cultures. For instance, a study by Rubin and Burgess, (2002) showed that in North America, parents' reaction to shy-inhibited behavior was typically characterized by negative concerns as they expressed their disappointment and even punished that kind of behavior. In contrast, in Asian societies, the reaction of Chinese parents seemed to be more understanding as they treated shy-inhibited children with acceptance and encouragement. Chen et al. (2012). By the same token, Thai parents were less vexed by shyness and other internalized behavior in the evaluation of their children as opposed to American parents (Weisz et al., 1988). On the other hand, peers may also vary in their evaluation and response toward shy-inhibited behaviors across cultures. For example, Canadian peer were less positive toward shy-inhibited children as they elicited less warmth response. Chinese peers, however, were more positive and high warmth in responding to children who displayed shy-inhibited behaviors (Chen et al., 2006). The significance of such variation lies in emphasizing how greatly perception or evaluation of shy-inhibited behavior is shaped by cultural context, thereby resulting in various responses across culture accordingly.

1.5.2. Social and Psychological Concomitants of Shy-Inhibited Behavior

As discussed above that, cultural norms and values play an innocent role in shaping how parents and peer construe shy-inhibited behavior and how their reactions vary accordingly. Such effect of cultural norms and values is more relevant to the ways shy-inhibited behavior is linked with psychological adjustment in different societies. For

instance, Chen et al. (2012) found that in societies (e.g., North America and Western Europe) where values like autonomy and assertiveness is highly stressed and endorsed, shy-inhibited behavior is more often to be associated with developmental problems, including school, social and psychological adjustment. This view is different from societies where values of assertiveness and autonomy occurred to be less encouraged as shyness inhibition perceived less deviant behavior. Despite the findings being inconsistent regarding the above issue, a growing body of evidence denotes that shy-inhibited behavior emerges to be less connected with maladjustment among children in certain Asian societies (Eisenberg et al., 2001). Relying on reports from adults, for instance, a study by Eisenberg et al. (2001) yielded that Indonesian shy-children were positively evaluated as shyness was not associated with adjustment problem, dislike in peer nomination and teachers' rating of negative emotions. In support, Farver et al. (1995) indicated that, the observed reticent and shy behaviors among Korean American children were in line with both standards of well manners articulated in the school and general cultural values that discourage self-expression and individuality and instead place high significance on maintaining harmony. Furthermore, a series of works by Chin on Canadian and Chinese children lends more support regarding cultural diversity in the connection between shy-inhibited behavior and social and psychological adjustment. In one of their series, for instance, Chen et al. (2004) concluded the positive correlation of shyness-inhibition with a set of variables in China as it was linked with psychological well-being, academic competence, and good relationship with peers. That is, inconsistent to the general looming view, Chinese peers were willing to accept shy children as well as teachers tended to rate those children's performance as competent. Hence, due to cultural endorsement shy children in China culminated to have positive view about their competence, acquire leading position and not taken over by loneliness feeling. Likewise, their recent study lends support to the idea of Chinese

children particularly girls being shier than European Canadians (Chen & Tse, 2008). Overall, the above discussion concludes that shyness-inhibition behavior is not associated with maladjustment difficulties in certain cultures such as China and Swedish as opposite to North America. Thus, shy-children from these cultures may not face obstructions when getting along with others that reported by many in other cultures. This may be because social-oriented cultures as China, tend to render support and encouragement to shy-inhibited children, resulting in having confidence about themselves and competence in initiating relationship. As a result, shy-inhibited children are more likely to benefit from peer-interaction to acquire social skills and norms that help in matching with proper social behavior. Concurrently, the social relationship established by shy-inhibited children may work as a springboard for the development of positive views about school and the drive to high academic and career accomplishment.

1.6. Concepts Associated with Shyness

1.6.1. Differences between Shyness, Embarrassment and Shame.

Although Embarrassment and ashamedness conceived to be emotion that share negative valance, and is hardly to differentiate them, a growing body of research had been conducted to show how they are distinct emotions (Lewis & Ramsay, 2002). For instance, some scholars (Keltner & Buswell, 1997; Wierzbicka, 1999) defend the view that shame is an emotion underlined by moral nature in experience of it relative to embarrassment. Probyn (2005) and Harré (1990) shame and embarrassment stands in continuum line, in which shame premised to occur as result to breaching of intensive fault while embarrassment is a less form of shame triggered as a result to breach of trivial fault. See Crozier (2014) for more review. In an attempt of explicating embarrassment, shame, and shyness in terms of its encapsulating components, Dineenes (2008) pointed to tow

underpinning convergent and divergent components. All four emotions could be marked as an emotions taking place inside individual or being experienced and aversive emotions. With regard to divergent components, each emotion distinguishes by its trigger and response action. Being Embarrassed is a kind of negative feeling arises as a reaction to knowing that one is being seen doing something socially inappropriate and consequently there is an urge of terminating the feeling immediately. İn contrast, being ashamed, is a kind of feeling that arises as a reaction to knowing that one had breached rules of behavior and consequently not wanting people to know about it. As argues Dineenes (2008) the underlying distinctiveness between embarrassment and shame lays in their trigger; whereas embarrassment is triggered by awareness of presence of others in the event and an impulsive response of ending the event, ashamedness is triggered by awareness of breaching moral codes and a response of wanting to conceal the trigger action from others. Shyness is defined as emotion that arises as a reaction to when one sees that unfamiliar people are thinking of him and prompts the desire of stopping it. Note that, unlike embarrassment and ashamedness that involves knowing, trigger of shyness involves seeing which pertains only to present time of the event. That implies shyness cannot be triggered by recalling the event in which one felt shied. Contrarily, knowing refers to present and past time event, thereby extending the situation in which one felt embarrassed. Does not extend the situation in which shyness was felt. Furthermore, even though both shyness and embarrassment are triggered by presence of others, shyness is associated with people who perceived to be unfamiliar, while embarrassment is related people who perceived to be familiar. With engendered response, shyness and embarrassment have common response, both prompt motivation of not wanting the feeling to continue after now, while ashamedness prompt motivation of concealing the triggering action from people.

In a comparative elicitor situation for shyness, shame and embarrassment between Danish and English language, Dineenes (2008) concluded to both languages having distinct conceptualization of elicitors for aforementioned emotions. İn English language, conceptualization of elicitors of emotions (shame and embarrassment specifically, and shyness generally) appear to be related with taboo involving body parts (e.g., function and malfunction) and sexuality. Conversely, domain of triggers, in Danish language, revolves around social interactions and at a time may relates to personal views or beliefs regarding norms and standards of social interactions. To grasp this point, let's have a look at two phrases, reported by Dineenes, illustrating culturally distinctive view of shame and embarrassment in English and Danish. The English phrase "past shame" is regarded by Standard Danish dictionary to be an equivalent translation to Danish phrase "have bidet hovered of al scam". The latter is used to embody high praise for one in Danish culture, while the former represents a worst judgment could be made for someone in English Culture. Thus, whereas English conceptualization implies to grave disregard for social morals, in Danish it refers to compromise of personal interest for the sake of high good and obligations to others (see Dineenes, 2008; for further details).

1.7. Current Study

This study was carried out with a mixed method. The basis of the mixed method is the combination of qualitative and quantitative approaches to better analyze the structure studied (Abowitz & Toole, 2010; Creswell, 1999; Jick, 1979). In addition, Creswell (1999) showed three models for the mixed method: convergence, sequential and instrument-building model. Erzberger and Kelle (2003) explained the importance of the mixed method with a metaphor of triangulation. According to this model, the top of a triangle represents the theoretical level, and the two lower levels of the triangle represent the empirical level,

which consists of empirical findings of qualitative and quantitative data. The main purpose of the mixed study is to integrate the theoretical framework with the empirical findings of both qualitative and quantitative studies and to determine the level of convergence or completion between the two data (Erzberger & Kelle, 2003; Jick, 1979; Östlund et al., 2011). Although the use of the mixed method approach requires more time and energy, it increases the validity and reliability of the study by detecting repetitive patterns (Abowitz & Toole, 2010). Therefore, working with a mixed method makes it easier to reach more precise results. Therefore, the present study was carried out as 3 studies. In the first study, a qualitative study was conducted to make a cultural definition of the concept of shyness and to create a new shyness scale with the themes obtained. In the second and third study, a quantitative study was conducted to determine the factor structure of the new scale related to the concept of shyness and to conduct reliability and validity studies of the newly developed shyness scale. Based on the limitations mentioned above, a new approach is proposed to explore the concept of shyness from a cultural perspective by estimating the routine approach. For this reason, in order to determine the concept of shyness in the cultural context, qualitative study were conducted with 3 different groups in total: people living in rural areas in Turkey, living in metropolitan areas, and seeing themselves as shy.

2. **STUDY 1: A QUALITATIVE EXAMINATION RECONCEPTUALIZATION OF SHYNESS CONSTRUCT**

The aim of study1 was to obtain themes related to the concept of shyness by conducting a qualitative study to develop the new shyness scale, and as a result, to determine the shyness scale item pool. For this reason, a 15-item open-ended question was prepared by the researcher (Appendix A). Using the themes obtained from these questions, 6 main objectives were determined for study 1.

The first objective was identifying the characteristic of shy person from the context of Turkish culture. To address this objective, using an open-ended question, participants were requested to respond to four questions; *what do you understand by shyness? (Utangaçlık denilince ne anlıyorsunuz?)/ According to you, what type of feeling shyness is? (Sizce utangaçlık nasıl bir duygudur?)/ What do you think are the characteristics of a shy person? (Sizce "utangaç" bir kişinin Özellikleri nelerdir? / Davranışları, kişisel özellikleri, düşünceleri, vb.) How do people behave when feeling shy? (İnsanlar utandıkları zaman nasıl davranırlar?).* The items were partly adopted from Xu et al. (2007).

The second and the third objectives were identifying specific feelings individual feel when they experience shyness and the situations eliciting shyness. This was done by making the participants remember situations, in which they experience shyness and requested to provide their answer for items. *(Şimdi sizden geçmişte Utangaçlık hissettiğiniz bir olayı ya da durumu düşünmenizi istiyoruz. Geçmişteki utangaçlık hissettiğiniz bu durum ya da olayda neler olduğunu ve sizin için ne gibi sonuçlar getirdiğini hatırlamaya çalışınız. Daha sonra sizde utangaçlık yaratan bu olayı düşünerek aşağıdaki sorulara cevap olarak yazınız.)*

To identify the specific feelings individual feel when they experience Shyness, participants were requested to provide their answers for three items*; what did you feel when you felt shy? (Utangaçlık yaşadığınızda neler hissettiniz?) / How do you evaluate the shyness feeling that you experienced? (Utangaçlık yaşadığınız bu olayda hissettiğiniz utangaçlığı nasıl değerlendiriyorsunuz?) (Olumlu veya olumsuz)/How long the experience of shyness did last? (Utangaçlık durumunuz ne kadar sürdü?).*

Similarly, to explore the eliciting situations of shyness, participants were requested to report the list of common situations, in which shyness seems to bother them. Three main items were used to address this objective: *where were you when were you shy? (Utangaçlık yaratan bu olayı yaşadığınızda neredeydiniz?) / With whom were you when you experience shyness? (Utangaçlık yaratan bu olayı yaşadığınızda kiminle birlikteydiniz?)* Furthermore, in addition to the items derived from the scenario, one item was used to identify situations that may expose individuals to shyness in general: *In what environment or situation do you think people behave shyer? (Sizce insanlar hangi ortamda ya da hangi durumda daha çok utangaçlık gösterirler?).*

The fourth objective was to identify how individuals behave when the feel shy. One item was used for this objective; *what did you do when you felt shy? (Utangaçlık yaşadığınızda neler yaptınız?).*

The fifth objective was to explore how the participants perceive shyness and also how they think shyness is perceived by the public. *What do you think about shy people? (Utangaç insanlar hakkında ne düşünüyorsunuz?)/According to you, how shy individuals are evaluated by society? (Sizce utangaç insanlar toplum tarafından nasıl görülür?) /If you experienced the feeling of shyness with others, what were their reactions? (Eğer utangaçlık duygusunu diğerleriyle birlikte yaşamışsanız onların tepkileri neler oldu?).*

Finally, using one open-ended item, participants were requested to report whether shyness differs in terms of gender or not: *Do you think there is a difference between men and women in terms of shyness? (Sizce erkek ve kadın arasında utangaçlık bakımında fark var mıdır?) (Fark olduğunu düşünüyorsanız bunlara örnek verebilir misiniz?).*

2.1. Method

2.1.1. Participants

A total of 147 participants (Male=65, Female=82) were enrolled. The participants were recruited from three different groups; those who scored high points in shyness scale (50) and, residents of rural (47) and urban areas (50). Note that, the The Turkish version of the Shyness Scale, which was adapted into Turkish by Güngör (2021), was applied to determine the group with a high score in the shyness scale. Participants who scored high on this scale were also included in the study. Participants' age ranges from 20 to 50 with a mean age of 26.83 (*SD*= 6.52). Regarding the educational status of the participants, majority (65%) of them continue undergraduate. Similarly, in terms of the working status of the participants, 31.3% of the participants are students, while 68.7% work in different institutions. In addition, 52.4% of all participants lived in rural areas, while 47.6% stated that they lived in urban areas. (for further details, see table 2.1). In addition, to identify people living in urban and rural areas, the participants were asked whether they lived in the same place for at least 5 years. However, the aim here is to collect data in a mixed way rather than to identify cultural differences.

Table 2.1. Demographic characteristic of participants

Variables	Categories	Frequency	Percentage
Gender	Female	82	55,7
	Male	65	44,3
	Total	147	100
Education	MA and above	30	20,4
	Undergraduate	97	65,9
	High School	13	8,9
	Others	7	4,8
	Total	147	100
Job Status	Student	46	31,3
	Government/Private employee	83	56,5
	Self employed	7	4,8
	Housewife	8	5,5
	Soldier/Military	1	,6
	Unemployed	2	1,3
	Total	147	100
Residential area	Urban	70	47,6
	Rural	77	52,4
	Total	147	100

2.1.2. Instruments and the Structure of Shyness Survey

The framework of the shyness scale is based on 6 important clusters. The conceptualization of shyness (4 items), cognitive components (6 items), behavioral components (1 item), shyness perceived by the individual and perceived by others (3 items), and differentiation of shyness between genders (1 item) consists of a total of 15 questions. (See Table 2.2)

Table 2.2. Structure of shyness survey

Structure	Objective	Number of question
Defining of shyness	To identifying the characteristic of shy person (first objective)	1, 2, 3, 6
Feeling of shyness	To identifying specific feelings individual feel and (second objective)	12, 11, 14
Situation eliciting shyness	The situations eliciting shyness (third objective)	4, 9, 10
Ways to reduce shyness	To identify how individuals behave when the feel shy (fourth objective)	13
Evaluated by the others component	To explore how the participants perceive shyness and also how they think shyness is perceived by the public (fifth objective)	7, 8, 15
Gender differences	To determine whether shyness differs in terms of gender or not (sixth objective)	5

2.1.3. Procedure

The questions were prepared using google form and the link was distributed to the participants via email and WhatsApp group. The link was shared with the participants using three research assistants (one for each group). The full questionnaire comprises short introduction about the purpose of the study, consent statement (Appendix B), demographic information (Appendix C), and the 15 open-ended items prepared to address the main objectives of study 1.

2.1.4. Data Analysis Procedure

The method deployed to analyze the responses was content analysis using MAXQDA program designated for qualitative data analysis. Firstly, participants' responses to each open-ended question were entered in MAXQDA. Two experts (including the researcher) read each response thoroughly and tried to discern similarities in meaning

among responses (meaning of words and general idea) and categorize them based on basic themes.

After segmenting responses based on meaning congruence, we gave codes for each category that represents the underlying meaning of the responses included in each category. This allows us to summarize all responses for each item based on main themes. In order to identify the significance of each theme, for each question, frequency analysis was carried out using MAXQDA. Note that, for each theme we use the equivalent English word. In the process of translation, instead of dictionary meaning, we use the contextual meaning of the original Turkish terminology. For instance, the word "çekingenlik" could be translated as Shyness, timidity, and bashfulness. However, the word "çekingenlik" in Turkish context, comprise a meaning of being abstained from doing something due to fear. Hence, we believe that relative to the other words, the English word "timidity" provides a closer meaning to the Turkish word "çekingenlik". Not that, even though embarrassment is regarded to be a close equivalent word for "mahcubiyet" in English, it does not capture or meet the exact meaning of "mahcubiyet" in Turkish context. Thereby we decided to use "mahcubiyet" as it is.

2.2. Result

2.2.1. Defining Shyness

The first question we asked participants was to define shyness. Out of the total 147 participants, 18 participants did not respond to this item and thus excluded from the analysis. After examining the meaning of each response and checking the most repeated words using MAXQDA, the participants' responses were categorized into nine main themes. The themes include: *timidity, (çekingenlik), commucation problem (iletişim sorunu), passive (Pasif olma), nervousness (Tedirginlik), lack of self-confidence (Özgüven*

eksikliği), Mahcubiyet, fear of negative evaluation (eleştirilme korkusu), deviating from the norm (Değerlere uymama), physical symptoms (Fiziksel belirtiler), escape (ortamı terk etme).

In the course of drawing comparison between diverse groups regarding the definition of shyness, a crosstab analysis was computed. The percentage analysis exhibited that participants from urban area (30%) define shyness as timidity followed by shy individuals (26%) and rural area (25%). In contrast, shy individuals (31%) and urban inhabitants (22%) emerged to perceive shyness as a communication problem compared to rural inhabitants (18%) respectively. On another front, compared to shy individuals (4%), there were no significant differences between urban and rural inhabitants (14%) in construing shyness as being passive. With respect to the code nervousness, shy individuals (12%) tended to view shyness as being overwhelmed by nervous feeling relative to urban and rural inhabitants (11, 10%) respectively. Moreover, Compared to the rest (4%), rural inhabitants (5%) seemed to underline the mahcubiyet component in their definition. Compared to rural and urban inhabitants (3, 4%), shy individuals (7%) tended to conceptualize shyness as a lack of confidence. Similarly, shy individuals (8%) happened to view shyness as being characterized by the fear of negative evaluation compared to urban and rural inhabitants (2, 3%) respectively. Regarding physical symptoms, rural and urban inhabitants (7, 5%) respectively represented high percentage relative to shy (0%). And lastly, as for those who defined shyness as deviating from norms and mahcubiyet, rural inhabitants represented high proportion (10, 8%) respectively compared to the shy group (See table 2.3).

Table 2.3. Comparative analysis for groups regarding definition of shyness.

Themes	Urban	%	Rural	%	Shy	%
Timidity	23	31,6	14	24,6	19	27,1
Communication problem	17	22,3	10	17,5	22	31,4
Nervousness	9	12,1	6	10,6	9	12,8
Passive	11	14,2	8	14	3	4,2
Lack of self confidence	3	4	2	3,5	4	5,7
Mahcubiyet/innocence	3	4	5	8,7	4	5,7
Fear of negative evaluation	2	2,2	2	3,5	6	8,5
Physical symptoms	4	5,2	4	7	0	0
Deviating from the norm	2	2,2	6	10,6	0	0
Escape	2	2,2	0	0	3	4,2
SUM	74	100	57	100	70	100
N=Documents	50		47		50	

The general frequency analysis revealed that for the majority of the participants, shyness is defined as timidity (37%) and communication problem (32%). This response implies that shyness is mostly conceptualized as a feeling of timidity and failure to express oneself. Looking at the specific responses, participants explain shyness as a factor that inhibits individuals from expressing one's feelings or from acting (behaving) the way they like. The other main component of shyness is being passive (16%) and feeling of nervousness (17%) and the desire of escaping (4%) from certain anxious social interactions. That is shyness is construed to be a condition in which people are overwhelmed by anxiety resulting to avoid social contacts. Moreover, participants also define shyness as fear of negative evaluation (5%) and lack of self-confidence (7%).

In addition, shyness is also conceptualized as being "mahcup" (innocent) (5%). Similarly, (5%) of the participants defined shyness as a feeling that occurs when individuals feel they did something which is not acceptable by the norms of society (deviating from norms). This category entails that shyness is not always seen as a negative

construct among the community. On the other hand, few participants also defined shyness from the point of physical symptoms. For instance, around (5%) of the participants construe shyness as sweating, trembling, or blushing.

Table 2.4. What do you understand by shyness?

Themes	Frequency	Percentage
Çekingenlik/timidity	75	37,87
İletişim sorunu/communication problem	64	32,32
Pasif olma/passive	33	16,66
Tedirginlik/nervousness	35	17,67
Özgüven eksikliği/lack of self-confidence	14	7,07
Mahçubiyet /masumiyet/mahcubiyet/innocence	10	5,05
Olumsuz eleştirilme korkusu/fear of negative evaluation	11	5,55
Ortamı terk etme/escape	8	4,04
Gelenek dışı hareket etme/deviating from the norm	10	5,05
Fiziksel belirtiler/physical symptoms	10	5,05
Documents with code(s)	181	91,41
Documents without code(s)	17	8,58
Analyzed documents	147	100,00

In order to obtain group differences about the question “according to you, what type of feeling shyness is? / Sizce utangaçlık nasıl bir duygudur? a crosstab was run. The responses showed that rural inhabitants (64%) and shy individuals (63%) respectively were more inclining to describe shyness as an obstructive feeling compared to urban inhabitants (54%). On the contrary, relative to rural inhabitants (24%), shy individuals and urban inhabitants (29%) converged in viewing shyness as a regulative feeling. And lastly, urban and rural inhabitants (15, 11%) elicited a high likelihood of marking shyness as a feeling that indicates innocence relative to shy individuals (7%) (see table 2.5).

Table 2.5. Comparative analysis for groups regarding what type of feeling shyness is

Themes	Urban	%	Rural	%	Shy	%
Obstructive feeling	28	54,9	29	64,4	36	63,2
Regulative feeling	15	29,4	11	24,4	17	29,8
Innocence	8	15,7	5	11,1	4	7
SUM	51	100	45	100	57	100
N = Documents	50		47		50	

With regard to the question according to you, what type of feeling shyness is, the general frequency analysis demonstrated that the majority of the respondents (59%) described shyness as an obstructive feeling. Regardless of the group difference, the participants perceived shyness as a negative feeling that obstructs individuals from achieving their goals. Contrary to this, shyness is also perceived by participants as a regulative feeling (25%) and an innocent feeling (10%). İmplying that, shyness is described as a positive emotion that regulates the behavior of individuals on top of being a demonstration of how shy individual is a naive and pure heart.

Table 2.6. According to you, what type of feeling shyness is?

Themes	Frequency	Percentage
Engelleyici/ obstructive feeling	87	59,18
Düzenleyici/ regulative feeling	38	25,85
Masumiyet/ innocence	15	10,20
Documents with code(s)	140	95,20
Documents without code(s)	7	4,80
Analyzed documents	147	100,00

To inspect differences among groups regarding potent characteristics of shy individuals, a crosstab analysis was computed. As can be noted from the table below, rural inhabitants (40%) appeared to have a high proclivity of viewing staying quiet as the most delineating characteristic of shy individuals compared to urban inhabitants and shy

individuals (35, 28%) respectively. Following that, shy individuals (27 %) seemed to considerably characterize shy individuals as people who avoid eye contact, compared to rural and urban inhabitants (21, 14%) respectively. As for those who stated the failure of expressing oneself, urban inhabitants (15%) demonstrated a high inclination relative to shy individuals and rural inhabitants (7, 3%) respectively. On the contrary, shy individuals (11) represented a high proportion of those who mentioned lack of confidence, followed by urban and rural inhabitants (9, 8%) respectively. Also, shy individuals (12%) tended highly to say that shy individuals are more concerned with negative evaluation others would give regarding them compared to rural inhabitants (9%) and urban inhabitants (7%) respectively. On another front, compared to shy individuals and urban inhabitants (8, 3%) respectively, rural inhabitants (10%) were more likely to conceive shy individuals as people who have the tendency of doing mistakes. Concerning those who described shy individuals as innocent and attempting to control their feelings, urban inhabitants (7%) emerged considerably to do so compared to the rest. And lastly, compared to urban and rural inhabitants (1%) were more likely to view shy individuals as people who are characterized by conformity tendency.

Table 2.7. Comparative analysis for groups regarding characteristics of shy individuals

Themes	Urban	%	Rural	%	Shy	%
Staying quiet	34	35,1	32	40,0	32	28,6
Avoiding social contact	14	14,4	17	21,3	30	26,8
Lack of self confidence	9	9,3	7	8,8	13	11,6
Fear of negative evaluation	7	7,2	7	8,8	14	12,5
Inability to express oneself	15	15,5	3	3,8	8	7,1
Fear of making mistake	3	3,1	8	10,0	9	8,0
Self-control	7	7,2	3	3,8	1	0,9
Innocence	7	7,2	2	2,5	4	3,6
Conformity	1	1,0	1	1,3	1	0,9
SUM	97	100	80	100	112	100
N=Documents	50		47		50	

Based on the general frequency analysis about general characteristics of shy individuals, vast respondents tended to view them as people who favor staying quiet (56%) followed by avoiding social contact (%35). A proportion of respondents (16%) perceived them as people marked by fear of negative evaluation and lack of confidence, while (16%) described them as not being able to express their feelings. Besides, (11%) of respondents perceived shy individuals as people who fear making mistakes. Moreover, patterns of responses revealed that shy individuals are marked by regulative tendency, either through conforming with others (1%), controlling their feeling (6%) and behavior, or being innocent and decent(7%) (see table 2.8)

Table 2.8. *Accor*ding to you what are defining the characteristics of shy individuals?

Themes	Frequency	Percentage
Sessiz olma/staying quiet	98	56,64
Sosyal ilişkiden kaçınma/avoiding social contact	61	35,26
Özgüvensiz/lack of self confidence	29	16,76
Olumsuz değerlendirilme korkusu/fear of negative evaluation	28	16,18
Kendini ifade edememe/ inability to express oneself	26	15,02
Hata yapma korkusu/fear of making mistake	20	11,56
Masumiyet/innocence	13	7,51
Kontrollü olma/self control	11	6,35
Uyumlu olma/conformity	3	1,73
Documents with code(s)	167	96,53
Documents without code(s)	6	3,47
Analyzed documents	147	100,00

Lastly, we ask participants to respond to the question, how people behave when they feel shy? The crosstab analysis exhibit that shy individuals (29%) converged in viewing people behave nervously when feeling shy, followed by urban and rural inhabitants (26, 23%) respectively. As for those who said that people become silent when feeling shy, urban inhabitants appeared to represent a high proportion (24%) followed by rural inhabitants and shy individuals (22%), Besides, shy individuals (18%) elicited a high inclination of endorsing partial avoidance as the most pervasive behavior exhibited when feeling shy relative to rural and urban inhabitants (9, 8%) respectively. As for those who mentioned experience of shyness galvanizes the escape tendency, rural inhabitants (19%) represented a high proportion, followed by urban inhabitants (13%) and shy individuals (10%). And lastly, manifestation of physical symptoms when feeling shyness was highly

frequently reported by urban and rural inhabitants (28, 27%) followed by shy individual (20%) respectively (see table 2.9).

Table 2.9. Comparative analysis for groups regarding how people behavior when feeling shy?

Themes	Urban	%	Rural	%	Shy	%
Nervous	26	26,5	18	23,1	26	29,5
Physical symptom	27	27,6	21	26,9	18	20,5
Staying quiet	24	24,5	17	21,8	19	21,6
Escape	13	13,3	15	19,2	9	10,2
Avoidance	8	8,2	7	9,0	16	18,2
SUM	98	100	78	100	88	100
N=Documents	50		47		50	

On the other front, the general frequency analysis portrays that, in the throes of shyness, people incline to escape the situation totally (16%), avoid it partially (29%), or demonstrate a collection of physical responses (%33) such as blushing, trembling, bending their head, etc. Moreover, participants indicated that shyness precipitates people to behave nervously (35%) involving rambling on and shrinking (%18) as if nothing is happening around them.

Table 2.10. How do people behave when feeling shy?

Themes	Frequency	Percentage
Tedirgin /nervous	70	35,53
Fiziksel belirti /physical symptom	66	33,50
Kaçınma /avoidance	59	29,94
Sessiz kalma /staying quiet	37	18,78
Ortamı terk etme/escape	32	16,24
Documents with code(s)	193	97,97
Documents without code(s)	4	2,03
Analyzed documents	147	100,00

2.2.2. Feeling of Shyness

The second objective was identifying specific shyness feeling. To do so, participants were requested to recall about their past experience and respond to a number of questions. Firstly, participants were requested to describe their experience when they felt shy. Based on the responses, a crosstab was run to inspect group differences regarding the evaluation of the experienced shy. As for those who reported they felt negatively in general, urban and rural inhabitants (43, 42%) appeared to be representing a high proportion followed by shy individuals (40%) respectively. similarly, urban and rural inhabitants (19, 18%) exhibited high percentage of those who cited the proclivity of evaluating themselves negatively compared to shy individuals (9%) respectively. Concerning the feeling to hide, shy individuals (%15) demonstrated a magnitude proportion of this group followed by urban inhabitants (12%) and rural inhabitants (5%). On another front, shy individuals (19) represented a high percentage of those who reported they were afraid of negative evaluation of others compared to the rest (9%). Interestingly, as for those who cited the experience of physical symptoms, shy individuals (17%) inclined highly to do so relative to urban and rural inhabitants (15, 14%) respectively. Lastly, being "mahcub" was considerably cited by rural inhabitants (10%) compared to the rest (see table 2.11).

Table 2.11. Comparative analysis for groups regarding what did you feel when you felt shy?

Themes	Urban	%	Rural	%	Shy	%
Negative feeling	25	43,1	23	41,8	21	39,6
Negative self-evaluation	11	19,0	10	18,2	5	9,4
Physical symptoms	9	15,5	8	14,5	9	17,0
Hiding	7	12,1	3	5,5	8	15,1
Fear of negative evaluation	5	8,6	5	9,1	10	18,9
Mahcubiyet	1	1,7	6	10,9	0	0
SUM	58	100	55	100	53	100
N=Documents	50		47		50	

Drawing on the results of general frequency analysis, the majority of participants emerged to incline to describe their feeling to be generally negative feeling (47%), subsuming a wide-ranging of feeling such as having panic, fear, nervousness, etc., while others conferred physical reaction manifestation (17%), including of sweating, numbness and etc. Moreover, responses indicated experience of shyness engenders individuals to evaluate themselves negatively (17%), for instance feeling guilt, incompetence and so forth. On the contrary, some individuals seemed to be occupied with the fear of other's negative evaluation (i.e., they deride at me, all the eyes on me) and how their image has been reduced (13%). On the other hand, the experience of shyness gives rise to the feeling of hiding and disappearing from the situation (12%), whereas others tend to be "mahcup" (4%).

Table 2.12. What did you feel when you felt shy?

Themes	Frequency	Percentage
Olumsuz hisler/negative feeling	69	46,93
Kendini suçlama /negative self-evaluation	26	17,68
Gizlenme /hiding	18	12,24
Fiziksel belirtiler /physical symptoms	26	17,68
Olumsuz eleştirilme korkusu /fear of negative evaluation	20	13,60
Mahcubiyet	7	4,76
Documents with code(s)	136	92,51
Documents without code(s)	11	7,48
Analyzed documents	147	100,00

Secondly, with aim of grasping a deep understanding of how people evaluate their experience of shyness, participants were somewhat primed to recall a situation in which they experienced shyness. To draw a comparison between groups regarding people's evaluation of their experienced shy event, a crosstab was computed. As for the majority

who said it was an aversive experience, shy individuals represented a high percentage (74%), followed by urban inhabitants and rural inhabitants (65, 63%) respectively. Conversely, rural inhabitants (34%) emerged to be the majority of those who evaluated the experience as positive followed by urban inhabitants (28%) respectively relative to shy individuals (20%). And lastly, shy individuals and urban inhabitants (6%) represented a high percentage of the group who reported the experienced shy event to be both aversive and positive, followed by rural inhabitants (2%) (see table 2.13).

Table 2.13. Comparative analysis for groups regarding individuals' evaluation about their experience of shyness

Themes	Urban	%	Rural	%	Shy	%
Negative	32	65,3	28	63,6	37	74,0
Positive	14	28,6	15	34,1	10	20,0
Both of them	3	6,1	1	2,3	3	6,0
SUM	49	100	44	100	50	100
N=Documents	50		47		50	

The general frequency analysis elicited that, the overwhelming majority tended to appraisal shyness experience as a negative feeling (65%), while the low proportion seemed to appraisal it as a positive feeling (26%). Moreover, interestingly relatively few people appeared to be undecided as they indicated shyness to be both negative and positive at the same time (4%) (see table 2.14).

Table 2.14. How do you evaluate the shyness feeling that you experienced?

Themes	Frequency	Percentage
Olumsuz/ negative	97	65,98
Olumlu/ positive	39	26,53
Hem olumlu hem olumsuz/both of them	7	4,76
Documents with code(s)	143	97,27
Documents without code(s)	4	2,72
Analyzed documents	147	100,00

Lastly, participants were asked to estimate for how long did their experienced shyness last? To obtain differences among diverse groups, a crosstab analysis was computed. Shy individuals and rural inhabitants (75, 73%) seemed to be the leading of those who mentioned the experience took long, followed by students and urban inhabitants (66, 59%) respectively. In contrast, urban inhabitants (27%) were more inclining to say the experience to be average in this category, followed by shy individuals (20%) respectively, while rural inhabitants (13%) were the least. And lastly, compared to rural (13%) and urban inhabitants (12%), and shy individuals (4%) represented the least of those who mentioned the experience took short time or was brief. Note that, short indicates to 0-60 seconds, middle 1-10 minutes and long 10 minutes and more (see table 2.15).

Table 2.15. Comparative analysis for groups regarding how long did their experienced shyness last.

Themes	Urban	%	Rural	%	Shy	%
Long	28	59,6	33	73,3	37	75,5
Middle	13	27,7	6	13,3	10	20,4
Short	6	12,8	6	13,3	2	4,1
SUM	47	100	45	100	49	100
N=Documents	50		47		50	

With respect to the results of general frequency analysis, the vast majority of respondents claimed their experience being long (66%), followed by those who reported being middle (19%) and those who said to be short (9%).

Table 2.16. How long the experience of shyness did last?

Themes	Frequency	Percentage
Uzun/long	98	66,60
Orta/middle	29	19,72
Kısa/short	14	9,52
Documents with code(s)	141	95,91
Documents without code(s)	6	4,09
Analyzed documents	147	100,00

2.2.3. Situations Eliciting Shyness

To identify situations, in which people most often experience shyness, participants were requested to respond to three questions; In what environment or situation do you think people behave shier?/ where were you when you experience shyness?/ with whom were you when you experience shyness? To check group differences regarding under which conditions people have a high tendency of behaving shyly, a crosstab analysis was run. The responses patterns showed that urban inhabitants and shy individuals (41, 40%) respectively appeared to have a high tendency of citing crowded places as the most context relative to rural inhabitants (31%). Likewise, shy individuals (17%) inclined to cite novel context as the most context under which people behave shyly, compared to urban and rural inhabitants (12, 11%) respectively. In that relation, being with new people as an eliciting context of shyness appeared to be cited more by shy individuals (20%) compared to urban and rural inhabitants (15, 13%) respectively. Whereas being in low status as eliciting context seemed to be considerably cited by urban and rural inhabitants (16, 15%) relative shy individuals (9%) respectively, being with different gender was highly mentioned by rural and urban inhabitants and shy individuals (12, 7, 6%) respectively. Eventually, there were no significant differences among groups regarding the rest codes (see table 2.17).

Table 2.17. Comparative analysis for groups regarding situation under which people behave shyer

Themes	Urban	%	Rural	%	Shy	%
Crowded places	28	41,8	23	31,1	35	39,8
New environment	8	11,9	8	10,8	15	17,0
Strangers	10	14,9	10	13,5	18	20,5
Difference in status	11	16,4	11	14,9	8	9,1
Opposite sex	5	7,5	9	12,2	6	6,8
Deviating from the norm	0	0	9	12,2	2	2,3
In the presence of the elderly	1	1,5	2	2,7	4	4,5
When praised	4	6,0	2	2,7	0	0
SUM	67	100	74	100	88	100
N=Documents	50		47		50	

On the other front, the general frequency analysis shows the majority of the participants (58%) indicated crowded places as a main situation that expose people to shyness, while only (4%) of the participants stated being showered with praise to be among the situation exposing individuals to shyness. In that relation, (25%) and (20%) of the participants pointed out novel context and meeting new people as situations eliciting shyness respectively. In contrast, being faced with high-status people (20%) emerged to be highly cited as an eliciting situation compared to when being with a different gender (13%), not conforming norms (7%), and when being with people to whom one has hold high respect (4%).

Table 2.18. In what environment or situation do you think people behave shyer?

Themes	Frequency	Percentage
Kalabalıkta/crowded places	86	58,50
Yeni ortam/new environment	31	21,08
Yeni kişiler/ stranger	38	25,85
Statü farklılığı/difference in status	30	20,40
Karşı cinsiyet varlığı/opposite sex	20	13,60
Norma uyulmadığında/deviating from the norm	11	7,48
Büyüklerin varlığı/in the presence of the elderly	7	4,76
Övüldüğünde/when praised	6	4,08
Documents with code(s)	140	96,45
Documents without code(s)	7	3,55
Analyzed documents	147	100,00

Shifting to more specificity, participants were asked to report where were they when felt shy. To draw a comparison between groups regarding the latter question, a crosstab analysis was computed. The responses pattern showed that shy individuals (59%) represented a high proportion of those who said they were in school when experienced shyness compared to urban and rural inhabitants (44, 36%) respectively. In contrast, as for those who said they were in crowded places, rural and urban inhabitants (47, 38%)

appeared to be the vast majority relative to shy individuals (25%). And lastly, of those who said they were at home, urban inhabitants demonstrated a high inclination (17%) followed by shy individuals (16%) and rural inhabitants (15%) (see table 2.19).

Table 2.19. Comparative analysis for groups regarding where were you when you were shy?

Themes	Urban	%	Rural	%	Shy	%
School	21	44,7	16	36,4	29	59,2
Crowded	18	38,3	21	47,7	12	24,5
Home	8	17,0	7	15,9	8	16,3
SUM	47	100	44	100	49	100
N=Documents	50		47		50	

On the other hand, the general frequency analysis demonstrated the overwhelming majority of respondents tending to cite school (45%) as a place where they were when feet shy, followed by crowded places (35%) and home (15%).

Table 2.20. Where were you when you were shy?

Themes	Frequency	Percentage
Okulda/school	66	44,89
Kalabalıkta/ crowded place	51	34,69
Evde/ home	23	15,64
Documents with code(s)	140	95,23
Documents without code(s)	7	4,70
Analyzed documents	147	100,00

Eventually, respondents were asked to report with whom were they when felt shy and a crosstab analysis was computed. For those who reported they were with friends, rural inhabitants (70%) represented a high proportion followed by urban inhabitants (68%) and shy individuals (50%). Similarly, regarding those who reported they were with strangers,

rural inhabitants (17%) were the majority compared to shy individuals and urban inhabitants (13, 10%) respectively. On the other hand, shy individuals (20%) represented a high proportion of those who said they were with relatives followed by urban inhabitants (19%), while rural inhabitants were the least (12%) respectively (see table 2.21).

Table 2.21. Comparative analysis for groups regarding with whom were you when you experience shyness?

Themes	Urban	%	Rural	%	Shy	%
Friends	28	68,3	28	70,0	27	50,9
Relative	8	19,5	5	12,5	11	20,8
Strangers	4	9,8	7	17,5	7	13,2
Teacher	1	2,4	0	0	8	15,1
SUM	41	100	40	100	53	100
N=Documents	50		47		50	

As per general frequency analysis, friends (56%) surfaces to be the most cited people with whom one was when felt shy, followed by relative (16%), strangers (12%) and teacher (6%).

Table 2.22. With whom were you when you experience shyness?

Themes	Frequency	Percentage
Arkadaşlar/friends	83	56,46
Akraba/relatives	24	16,32
Yeni kişiler/strangers	18	12,24
Öğretmen/teacher	9	6,12
Documents with code(s)	134	91,15
Documents without code(s)	13	8,85
Analyzed documents	147	100,00

2.2.4. Ways to Reduce Shyness

To map out group differences pertaining to what did you do when felt shy, a crosstab analysis was run. As can be noted from the below table that, rural and urban inhabitants (59, 55%) emerged to be the leading of those who preferred staying quiet when felt shy, followed by shy individuals (40%) respectively. As for those who favored leaving the social contact completely (escape), shy individuals (23%) tend to do so at a high rate, followed by both urban and rural inhabitants (19%). Eventually, whereas shy individuals (13%) emerged to be the leading of those who reported ignoring the aversive feeling, compared to rural and urban inhabitants (8, 4%) respectively, shy individuals (9%) represented a high percentage of those who reported the desire of changing the topic (see table 2.23).

Table 2.23. Comparative analysis for groups regarding what did you do when felt shy

Themes	Urban	%	Rural	%	Shy	%
Staying silent	26	55,3	28	59,6	22	40,0
Escape	9	19,1	9	19,1	13	23,6
Explain	10	21,3	6	12,8	8	14,5
Ignore	2	4,3	4	8,5	7	12,7
Change the topic	0	0	0	0	5	9,1
SUM	47	100	47	100	55	100
N=Documents	50		47		50	

The result of general frequency analysis revealed that vast majority of individuals reported choosing to stay silent and question one-self to find out where one has done wrong (51%) and escaping from the place (21%) as the most preferable way for assuaging the aversive experience. Moreover, respondents indicated also other ways employed to attenuate experienced shyness such as acting ostensibly as if nothing has occurred (8%), and glossing over the topic (3%).

Table 2.24. What did you do when you felt shy?

Themes	Frequency	Percentage
Sessiz kalma/staying silent	76	51,70
Ortamı terk etme/escape	32	21,76
Açıklama yapma/explain	24	16,32
Olmamış gibi davranma/ignore	13	8,84
Konuyu değiştirme/change the topic	5	3,4
Documents with code(s)	145	98,63
Documents without code(s)	2	1,37
Analyzed documents	197	100,00

2.2.5. Other Evaluation

The section geared to explore how shy individuals are evaluated by people. To obtain group differences regarding people's views about shy individuals, a crosstab analysis was run. The response patterns demonstrated that urban and rural inhabitants (36, 35%) were more inclining to describe shy people as sincere individuals compared to shy individuals (17%) respectively. In contrast, as for those who described shy individuals as people who need treatment, both shy individuals (34%) represented a high proportion relative to both urban and rural inhabitants (22%). Compared to urban inhabitants (11%), rural inhabitants, shy individuals (16, 17%) respectively demonstrated a great proclivity of viewing shy individuals as people who have a communication problem. As for those who assessed shy individuals as customs observant, rural inhabitants (10%) showed a high likelihood of saying that in relation to shy individuals and urban inhabitants (6, 5%) respectively. In terms of describing shy individuals as people crippled with lack of confidence, shy individuals (6%) elicited a slight high tendency of saying that in comparison to rural and urban inhabitants (4, 3%) respectively. With those who said there is no difference between shy people and others, urban inhabitants and shy individuals (17, 13%) tended high likely to say so relative to rural inhabitants (8%) respectively. Eventually, it was seen that there

was no difference between those living in rural and urban areas (4%) and shy individuals (3%) and those who described shyness as anxious individuals (see table 2.25).

Table 2.25. Comparative analysis for groups regarding people's views about shy individuals

Themes	Urban	%	Rural	%	Shy	%
Need help	12	22,6	11	22,4	20	34,5
Sincerely	19	35,8	17	34,7	10	17,2
Communication problem	6	11,3	8	16,3	10	17,2
No differences	9	17,0	4	8,2	8	13,8
Observant of customs	3	5,7	5	10,2	4	6,9
Lack of self confidence	2	3,8	2	4,1	4	6,9
Anxious individuals	2	3,8	2	4,1	2	3,4
SUM	53	100	49	100	58	100
N=Documents	50		47		50	

From the results of general frequencies, it appears that responses could be grouped into three taxonomies. In the first taxonomy, people tend to hold negative evaluation towards shy individuals rising out from perceiving them as people need treatment (29%), having communication problem (16%), lacking self-confidence (5%), and anxious individuals (4). In the second taxonomy, participants emerged to appraisal shy individuals positively as they described them as sincere people (31%) and being highly sensitive to norms (8%). And lastly, some people seem to hold an uncategorized view as shy individuals perceived to be neither negative nor positive (14%).

Table 2.26. What do you think about shy people?

Themes	Frequency	Percentage
Yardıma ihtiyaçlı/need help	43	29,25
İyi niyetli/ sincerely	46	31,29
İletişim sorunu/communication problem	24	16,32
Farklılaşma yok/no differences	21	14,28
Geleneklere bağlı/observant of customs	12	8,16
Özgüvensiz/lack of self confidence	8	5,44
Tedirgin kişiler/anxious individuals	6	4,08
Documents with code(s)	136	92,51
Documents without code(s)	11	7,49
Analyzed documents	147	100,00

Shifting from personal evaluation to societal evaluation, participants were asked to respond how shy individuals are viewed by society. Relying on a crosstab analysis there was a considerable proclivity among shy individuals and rural inhabitants (33, 32%) to report shy individuals being viewed as passive people relative to urban inhabitants (30%). On the contrary, those who said they are viewed as humble people, rural and urban inhabitants (29, 23%) respectively were more likely to say so compared to shy individuals (12%). On another front, shy individuals and rural inhabitants (24, 21%) respectively represented a great proportion of those who reported that society tends to view shy individuals as prone to humiliation. Likewise, shy individuals (24%) inclined considerably to cite society views shy individuals as less valuable relative to urban inhabitants (16%). With those who reported being perceived as lacking confidence, urban inhabitants represented a high proportion (10%), followed by rural inhabitants and shy individuals (8, 6%). And lastly, rural inhabitants (8%) inclined to report that they are the kind of people who are derided by others compared to urban inhabitants (3%). (See table 2.27).

Table 2.27. Comparative analysis for groups regarding how shy individuals are evaluated by society?

Themes	Urban	%	Rural	%	Shy	%
Passive	17	30,4	12	32,4	22	33,3
Vulnerable to be exploited	9	16,1	8	21,6	16	24,2
Humble	13	23,2	11	29,7	8	12,1
Devalued	9	16,1	0	0	16	24,2
Lack of self confidence	6	10,7	3	8,1	4	6,1
Mocking	2	3,6	3	8,1	0	0
SUM	56	100	37	100	66	100
N=Documents	50		47		50	

In that vein, the general frequency analysis exhibited responses converging to two groups; negative and positive evaluation. İn the first group, a multitude of respondents tended to view shy individuals as being evaluated negatively by society ranging from people who have personality problem (34%) such as introvert, and communication problem, vulnerable to be crashed by other (22%), devalued (17%) or mocked (3%) and lack of confidence (8%). On the contrary, in the second group, some respondents indicated the possibility of shy individual being evaluated positively by society as they described them to be humble individuals (21%).

Table 2.28. According to you, how shy individuals are evaluated by society?

Themes	Frequency	Percentage
Pasif kişiler/passive	51	34,69
Ezilmeye meyilli/ vulnerable to be exploited	33	22,44
Mütevazı/ humble	32	21,76
Dışlanan/ devalued	25	17,00
Öz güvensiz/ lack of self confidence	13	8,84
Alay edilme /mocking	5	3,40
Documents with code(s)	127	86,39
Documents without code(s)	20	13,60
Analyzed documents	147	100,00

Shifting to another aspect of evaluation towards shy individuals, respondents were asked to describe others' reactions toward them when felt shy. A crosstab analysis portrayed that, as for those who reported people derided at me (mocked) when experienced

shy, urban inhabitants (37%) represented a high proportion followed by rural inhabitants and shy individuals (28, 17%) respectively. In contrast, regarding those who said they consoled me, shy individuals (37%) were more like to report that followed by rural and urban inhabitants (28, 20%) respectively. On another front, urban inhabitants (33%) represented a high proportion of those who reported people showed no reaction followed by rural inhabitants (28%) respectively, while shy individuals (22%) were the least. (See table 2.29).

Table 2.29. Comparative analyses for groups regarding others' reactions toward individuals when felt shy

Themes	Urban	%	Rural	%	Shy	%
Comfort	6	20,0	9	28,1	13	37,1
Mocking	11	36,7	9	28,1	6	17,1
No reaction	10	33,3	9	28,1	8	22,9
Not remembering	3	10,0	5	15,6	8	22,9
SUM	30	100	32	100	35	100
N=Documents	50		47		50	

As per general frequency analysis, respondents described others' reactions toward them when feeling shy as either comforting (19%), mocking (17%), showing no reaction (18%), or not remembering anything (10%).

Table 2.30. If you experienced the feeling of shyness with others, what were their reactions?

Themes	Frequency	Percentage
Teselli etme/comfort	28	19,04
Alaya alma/ mocking	26	17,68
Tepkisiz kalma /no reaction	27	18,36
Bilinmiyor/not remembering	16	10,88
Documents with code(s)	97	65,98
Documents without code(s)	50	34,01
Analyzed documents	147	100,00

2.2.6. Gender Differences

This section represents the last objective, in which respondents were asked to report whether if there are gender differences in terms of proneness to shyness and manifestation of it. To analyze group differences, a cross tab analysis was carried out. Generally, urban ihabitants (55%) seemed to represent a high proportion of those who indicated no gender difference, followed by rural inhabitants and shy individuals (47, 43%) respectively. With respect to those who said women are shyer than men, shy individuals represented a high proportion (52%) followed by rural inhabitants (43%) respectively, compared to urban inhabitants (25%). And lastly, urban inhabitants (19%) represented a high proportion of those considered men to be shyer compared to rural inhabitants and shy individuals (9, 4%). (See table 2.31).

Table 2.31. Comparative analysis for groups regarding gender differences in the experience of shyness

Themes	Urban	%	Rural	%	Shy	%
No difference	26	55,3	21	47,7	19	43,2
Women more	12	25,5	19	43,2	23	52,3
Men more	9	19,1	4	9,1	2	4,5
SUM	47	100	44	100	44	100
N=Documents	50		47		50	

The general frequency analysis elicited that, the overwhelming of participants reported the existence of no differences (44%). However, contrary to that, a considerable number of respondents emerged to believe women (36%) are more susceptible to shyness compared to those who claim men (10%) to be more susceptible.

Table 2.32. Do you think there is a difference between men and women in terms of shyness?

Themes	Frequency	Percentage
Fark yok/ no difference	66	44,89
Kadın çok/woman more	54	36,73
Erkek çok/ men more	15	10,20
Documents with code(s)	135	91,83
Documents without code(s)	12	8,17
Analyzed documents	147	100,00

2.3. Discussion

This study was conducted to explore the shyness in the context of Turkey culture. It generally consists of six objectives. In this context, responses were obtained from three different groups: those living in rural and urban areas, and those scoring high on the shyness scale. Relying on contents analysis method, themes of the obtained responses were created using the MAXQDA qualitative analysis program. Broadly speaking, the results surface to be consistent with the mainstream literature in terms of conceptualization of shyness, in addition to the revelation of novel aspects that are exclusive to Turkish contextual. In what follows is the elaborate discussion for main objective of study1.

2.3.1. Defining Shyness

The first objective of study 1 was identifying how shyness is construed in the context of Turkish culture. For this purpose, participants were requested to respond to four questions. The first question was to explain what they understand about shyness?' The overall analysis revealed ten basic themes; timidity *(çekingenlik),* communication problem *(iletişim sorunu),* passive *(pasif olma),* nervousness *(tedirginlik),* lack of self-confidence *(özgüven eksikliği),* Mahcubiyet, fear of negative evaluation *(olumsuz eleştirilme korkusu),*

deviating from the norms (*değerlere uymama),* physical symptoms *(fiziksel belirtiler),* escape *(ortamı terk etme).*

First of all, the above themes could be aligned into three main cluster of shyness definition; Timidity, Nervousness and Mahcubiyet. Relaying on the nature of responses, the other themes such as communication problem, fear of negative evaluation, lack of self-confidence, and a desire to fit the societal norm could be considered as auxiliary explanatory factors for shyness. Firstly, the majority of the participants define shyness as timidity. Regardless of group differences, most participants indicated that shyness is a state of being abstained (reserved) from saying or doing something. Respondents indicated that shy person refrain from expressing their idea. For instance, when participants responded to the question what they understand about shyness, they stated that "*shyness is being more reserved when they are in some situations and with some people/ İnsanın bazı durumlarda ve bazı insanlara karşı daha çekingen kalması*". Furthermore, responses from participants indicate to shyness being an emotion experienced in social contacts. Participants indicated that shy individuals experience difficulty of expressing themselves and initiating communication with others. For instance, they cited that "*shy individuals prefer to stay quiet and isolated/Konuşmaktan veya toplum içinde geri planda kalma veya dışa karşı duvarlar örmek"*.

Such definition of shyness addresses one main component of shyness; behavioral inhibition. As literature indicates, shyness results in behavioral inhibition, in which individuals shy away from unfamiliar persons, objects or situation. For instance, Buss (1986) defined shyness as discomfort and inhibition that may arise in the presence of social audiences. Similarly, Rubin et al. (2014) in their studies among North American children indicated that shy children are described as inhibited and limited in their social interaction. Such behavior includes, inhibited social behavior, aversion of eye contacts, staying quit,

and hesitating to do or say what they want (McCroskey & Richmond, 1982; Orr et al., 2009; Zimbardo et al., 1977). Various studies indicated that shyness related behavioral inhibition arises as a result of excessive attention to the self in social settings, negative self-evaluation, lack of self-confidence, and fear of negative evaluation from others (Henderson et al., 2010; Koydemir-Özden & Demir, 2009; Zhao et al., 2013). Corresponding to this, participants' responses indicated that fear of negative evaluation and lack of self-confidence could be the triggering factors that put them in a state of being reserved such as failure of expressing oneself and staying silent. These is illustrated clearly by some examples of respondents such as *"shyness is a state of emotion that prevents the person from expressing himself, his feelings and thoughts comfortably/kişinin kendisini, duygu ve düşüncelerini rahatça ifade etmesini engelleyen bir duygu durumudur*", that "shyness is *being passive/edilgen olma, Kalabalık ortamda sönük kalmak, var olanı göstermekten, sergilemekten imtina etmek"* and that *shyness is a demonstration or feeling of lack of self-confidence in a certain condition "Bir kişinin toplumda bir konuda özgüvensiz hissetme gibi davranışlar göstermesidir"*. Hence, according to the majority of the participants, the underlying meaning of shyness is being reserved which arises as a result of fear of negative evaluation and/or lack of self-confidence.

The other main theme identified in this study associate's shyness with nervousness. This perspective could be explained by one of participants' responses as he defined shyness as "*a state in which a person feels tense and constantly anxious/Bir kişinin bulunduğu ortamdan gerilmesi, sürekli kaygı içinde olması durumu*". Similar to the case of defining shyness as timidity, fear of negative evaluation and lack of self-confidence engender nervousness culminating to a variety of reactions that involves inability of expressing oneself, staying quiet, and escaping from facing the eliciting situation of shyness. Besides, both timidity and nervousness could be encapsulated by the theme

"physical symptoms". This is because some respondents preferred using physical symptoms in defining shyness. Such as, "*blushing, behaving awkward etc / yüz kızarması ve hareketlerde bütünsüzlük"*. Hence, the experience of shyness is accompanied by a number of physical symptoms, including blushing, sweating and stuttering.

Such definition of shyness addresses the other main component of shyness; social anxiety. As literature indicates, all instance of shyness involves at least a certain level of social anxiety. For instance, Henderson and Zimbardo (1998) defined shyness as the tendency to avoid social situations due to feeling anxious and uncomfortable. Similarly, various scholars conceptualized shyness as wariness in the face of social contacts with strangers (Asendorpf, 1991; Cheek & Busch, 1981). Likewise, Cheek and Buss (1981) define shyness relying on individual's reaction to social novelty. They indicated that shyness involves tension, feelings of awkwardness and discomfort during social interaction with casual acquaintances or strangers.

All in all, the above two main themes implied that shyness involves both affective (nervousness) and behavioral (avoiding social interaction) features. These points dovetail with literature as it highlights the dysfunctional role of shyness (Heiser et al., 2003; Hofmann et al., 2004; McNeil, 2010). Commonly, shyness is construed as a deficit characterized by social anxiety and inhibition from social or interpersonal situations that arises due to factors such as excessive self-consciousness, negative self-evaluation, lack of self-confidence, and fear of negative evaluation from others (Henderson et al., 2010; Koydemir-Özden & Demir, 2009; Poole et all., 2017; Zhao et al., 2013). Supporting this, Henderson and his colleague (2010) described shyness as excessive concern about the self in social settings that results to inappropriate overt behaviors (such as staying quiet, timidity, broken speech), emotional and cognitive distress (such as nervousness, negative self-evaluation, etc.). As can be inferred from literature, shy individuals believe that others

are very evaluative and critical, which in turn, leads to dysfunctional beliefs such as underestimating one's own performance, expectation of negative outcomes (Halford & Foddy, 1982; Maddux & Stanley, 1986), and others' expectations of perfectionist behaviors from themselves (Wallace & Alden, 1995). Consequently, such belief makes individuals to be reluctant to approach new people or take advantage of social opportunities. Thus, shy individuals feel discomfort in joining crowds, initiating new social contacts or involving in situations in which the perceived potential for scrutiny by others is high in general.

In sum, in the prevailing approaches, two main characteristics are considered as defining features of shyness; social anxiety and behavioral inhibition. Highlighting this, Leary (1986) indicated that shyness is viewed as subjective social anxiety coupled with behavioral inhibition, which arises as a result of fear of others evaluation. Accordingly, shyness is associated with variety of unpleasant and disruptive emotion and cognition that obstruct individuals from pursuing their interpersonal and professional goals (Henderson et al., 2010). Such approach of shyness is replicated by the main two themes discussed above (timidity and nervousness). Even though, the prevailing approach plays important role in our understanding of shyness, such approach however, overlook the non-anxious form of shyness. This could be related to the fact that most of the studies on shyness are carried out in Western countries wherein competence is defined mostly by individual's assertiveness and expressing one's personal interest (Sternberg & Grigorenko, 2004). In such culture, individuals are positively viewed when they are competitive, autonomous, and prioritize individual goals (Hofstede et al., 2010; Keller, 2012). Behaving otherwise, however, is considered as problem. For example, studies by Pines and Zimbardo (1978) revealed that among Americans Shyness is construed as social incompetence.

However, in societies wherein high value is given to group cohesion over individual goal, nonassertive and unassuming behavior sometimes could be appraised positively. As some cross-cultural studies revealed, shyness could be a functional construct that helps to maintain social harmony (Xu et al., 2007). Similar finding was also reported by Chen et al. (1992). The authors suggested that among Chinese culture, shyness or inhibition indicates self-control and maturity. The conceptualization of shyness as both positive and negative construct was also apparent in some classical studies conducted in Western culture. For instance, Zimbardo (1974) indicated that shyness is not always negative and sometimes shyness is appraised as an endearing quality by others. Explaining this Zimbardo (1974) stated that "*Shyness" means different things to different people; for some it is the reserved manner of the introvert, for others it connotes modesty and diffidence (p.1).* Similarly, Gough and Thorne (1986) indicated the presence of different isomorphs of shyness. They argued that while some forms of shyness carry strong titers of anxiety, fear, and timidity, some other form of shyness stress on qualities of tact and self-control. Nevertheless, the attention to the positive dimension of shyness has been gradually decreased through time. This could be related to rapid cultural change that occurs in Western society especially in this century (Inglehart & Baker, 2000; Lesthaeghe, 1983). Note that, the association of positive perception of shyness with collectivist society is not meant that shyness is always appraised positively in collectivist society. Of course, for the most part, even in collectivist society, shyness is construed negatively (Henderson et al., 2010; Xu et al., 2007). The positive shyness discussed in contemporary studies in collectivist society such as China merely shows the presence of both positive and negative type of shyness (Ding et al., 2014; Xu et al., 2007).

Corresponding to this, in addition to the timidity and nervousness dimensions, this study reveals the positive dimension of shyness. The third main theme identified in this

study comprises the responses of the participants that associate shyness with positive qualities. Opposite to the two perspective in definition of shyness, some of the participants defined shyness in a positive way as they reported shyness as being Mahcub or Masum (innocent). For instance, replying to the question how do you define shyness?, one of the participants stated that shyness is *"Sign of decency and mahçupluk in the person/Kişide oluşan edep ve mahçupluk belirtisi.* Echoing this, some participants also stated that shyness is *a sign of good manner or being disciplined/ terbiyeli ya da disiplinli olmak.* Similar findings were reported by Xu, et al. (2005). In their studies on parenting style among Mainland China, revealed that mothers perceive features such as not bragging about one's good deeds or backing off from facing potential conflicts with peers, and subjugating one's desire in order to conform to norms as endearing manners they expect their children to depict. Hence, such aspects of shyness (regulated shyness) embody most appealing behaviors anticipated from children and is positively evaluated by parents since it enhances cohesion among individuals in society. (For further details, see Xu, et al., 2014).

Furthermore, some participants also defined shyness as being *mahcub.* Commonly, the word *Mahcubiyet* is translated as embarrassment. Without casting any doubt regarding the overlap between these two words, we believe there are slight differences between them. To start by the similarities, both embarrassment and *mahcubiyet* could be appraised as self-conscious emotions precipitated by perceived failure of meeting personal or societal standards. For instance, literature indicated that embarrassment entails an awareness of unfulfilled expectations, which can be associated with failure to behave in accordance with personal standards (Edelmann, 1987; Modigliani, 1968, 1971) or social standards (Goffman, 1963; Scheff, 1988; Tangney et al., 1996). Strengthening this, Modigliani (1968) stated that embarrassment is precipitated by being cognizance of one's failure to demonstrate the behavior perceived appropriate to a certain social interaction. Such acts

threaten one's self presentation and creates private disapproval which leads to the feeling of embarrassment (Withers & Sherblom, 2008). Thus, individuals may experience embarrassment due to range of situations such as failure to maintain privacy, mistaking a stranger for an acquaintance or forgetting the name of a new acquaintance (Miller & Tangney, 1994; Modigliani, 1968; Withers & Sherblom, 2008). Thus, mostly embarrassment is caused by perceived violations of social conventions (personal standards) that increase social exposure (Babcock & Sabini, 1990; Crozier, 1990). Likewise, as it is apparent from some participants' responses, Mahcubiyet also involves a feeling of not meeting one's personal or social conventions. For instance, when asked to define shyness, one participant stated that it is *the emotion that arises when you act contrary to the values of society or to your person standards/Toplumun ya da kişinin değerlerine aykırı bir davranışta bulununca ortaya çıkan duygudur.* Similarly, participants also indicated that shyness is *an emotion that occurs when a person feels he/she committed a mistake/Kişinin hata yaptığını düşünmesi durumunda hissettiği duygu.*

Nevertheless, in addition to this, however, the Turkish conceptualization of the word *Mahcubiyet* bears some other meaning. Individuals may feel *Mahcub* not only when they fail to meet standards (personal or societal) but also due to positive factors such as receiving complements or unrequited gifts. One of the respondents, for instance, stated that shyness is *mahcub olmak that arises as a result of receiving unrequited gifts or praised by others especially in public places/karşılıksız iyilik gördüğümüzde, iltifat ya da hediye aldığımızda hissederiz.* Thus, unlike embarrassment that entails, for most part, inadequacy or failure, *mahcubiyet* entails, depending on the situations, sometimes a sense of inadequacy (failure) or feeling of innocency/decency. Therefore, when we say that a person is *mahcub* (*Mahcub oldu),* we are actually saying that he/she is experiencing shyness due to being innocent or decent. As a result, whereas embarrassment accompanied

by anxiety/nervousness such as sweating, stuttering, and blushing (Miller & Tangney, 1994; Modigliani, 1968; Withers & Sherblom, 2008), *mahcubiyet,* however, did not necessarily leads to such kind of distressing symptoms. That means, when individuals feel *mahcub* because of receiving unrequited gifts or praises, they may not experience nervousness/anxiety.

In sum, even though both embarrassment and *mahcubiyet* have similarities, they differ at least in two main points. The first difference lies in the causal factors of both emotions. For most part, while embarrassment is caused by violations of personal or social conventions that increase social exposure, the antecedence of *mahcubiyet,* on the other hand, may include both violations of social conventions and also positive factors such as receiving praises or unrequited gifts. The second difference is related to the affective outcomes. While embarrassment mostly accompanied by uneasiness/nervousness, the affective outcome of *mahcubiyet,* on the other hand, is not necessarily accompanied by such feelings.

Similar to the timidity and nervous shyness, the positive type of shyness may also involve passivity or withdrawn behavioral responses in social contexts. The difference lies on the causes and the end goal of the behavior. Unlike the negative shyness that arises due to excessive fearfulness or lack of self-confidence, the positive shyness such as decency or modesty arises mainly due to a belief in one's own mediocrity or a desire to adjust one's behavior according to the societal norms that values decency/modesty (Xu et al., 2009). Perhaps as a result, positive shyness may not necessarily leads to negative physiological arousals such as sweating, upset stomach and trembling (Nikolić et al., 2016).

Looking at the end goal of shyness behavior, whereas the motivation of anxiously shy person is to keep oneself as far away as possible from social context, in case of positive shyness, the motivation is to avoid disturbing social harmony or attracting the

attention of others (Farver, 1995; for further review see Chen, 2010). Explaining this, one of the participants stated that *shy people prefer to remain silent so as not to offend the people around them/ utangaç insanlar karşısındaki insanları kırmamak için sessiz kalmayı tercih ederler*. Similarly, participants indicated that shyness could be a sign of respect to others. For instance, some participants define shyness *as timidity out of respect to others/Saygıdan dolayı çekingenlik.*

Thus, positive shyness; modesty/decency could be explicated by the theme "fitting with norms". That is the desire to fit with the norms is more likely to make individuals feeling shy (described as being decent). Hence, shyness is more or less conceptualized as a desire/attempt to fit with norms that permeate in a given society. Thus, in addition to the mainstream approach that tends to subscribe shyness negatively as timidity and nervousness, Turkish society appears to have somehow positive conceptualization for shyness as is described as being decent or equanimity. Thus, it is worth noting that, though shyness is regarded to be one of negative self-conscious emotions (Sette et al., 2019), the positive perspective may contribute to making a claim shyness have a positive part in its conceptualization. Thus, apart from the prevailing premise shyness is a negative self-conscious emotion, shyness is also, based on the obtained result, a positive self-conscious emotion like pride.

Some cross-cultural study such as Xu et al. (2007) lends support to the positive functionality dimension of shyness. The authors indicated that regulated shyness is different from anxious shyness. As their study revealed, regulated shyness is appraised positively by peers because it signals the individuals' desires to fit in with the group (Leary & Buckley, 2001; Xu et al., 2007). Likewise, Chen et al. (1992) suggested that among Chinese culture, shyness among children reflects self-control and maturity. However, as

Xu and Krieg (2014) clearly indicated, relative to the anxious-shyness, positive shyness did not receive adequate attention.

Overall, the general codes obtained from responses to the first questions conclude to overarching points. Looking at the connections between codes, we conclude that some codes represent appraisal process component, others feeling or experience component and others physical and behavioral components. Thus, codes "fear of negative evaluation" and "fitting or deviating from norms" stand as the appraisal components. Secondly, codes "timidity/ nervousness" and "*Mahcubiyet/ masumiyet*" represents feeling components. And lastly, while symptoms such as blushing, sweating, and stuttering represent physical reaction, codes "communication problem" "being passive" and "escaping" indicate the behavioral component of shyness. On the other hand, the obtained results corroborate with mainstream literature as shyness is defined as being in a state of reserved (timidity) and nervousness in one part, while it also unveils an exclusive definition as shyness is viewed as being in a state of mahcubiyet in other part. Whereas fear of others' negative evaluation and lack of self-confidence works as the underpinning trigger for negative shy (timidity/nervousness), a desire to fit or deviating from norms functions as underlying trigger for feeling positive shy; (decency and mahcubiyet) respectively. Thus, from these points of view, shyness, like some other emotions such as surprise or curiosity, can be experienced as a negative or a positive emotion (see also Colonnesi et al., 2014).

Hence, based on the above discussion, shyness can be defined in two ways. First, shyness can be defined as a negatively valance emotion (timidity/nervousness) that arises from the fearing of negative evaluation from others or lack of self-confidence. As discussed above, this definition fits with the prevailing literature of shyness (Henderson et al., 2010; Zimbardo et. al, 1977). Second, in addition to this, however, shyness can be defined as an emotion that arises from being highly conscious of the societal norms.

According to this definition, shyness is an emotion arises either when individuals feel they have done something that deviates from the social conventions or when they try to fit with it. One thing that has to be clear here is that, when we say shyness arises from being conscious of social norms, it should not be interpreted in a general sense. Relying on the participants' response, it can be said that shyness that arises from being conscious of social norms are limited to some defined (specific) situations. For instance, *it is the emotion that arises when he acts against the values of the society or the person. The discomfort felt by people acting out of certain social rules and behaviors that are not appropriate to do in society./Toplumun ya da kişinin değerlerine aykırı bir davranışta bulununca ortaya çıkan duygudur. insanın toplum içinde yapılması uygun olmayan davranışlar sergilem esi, belli toplumsal kurallar dışında hareket eden insanların hissettiği rahatsızlık geliyor.*

The second question participants asked was to describe *what type of feeling shyness is?* The participants' responses were categorized under two main themes; *Obstructive and Regulative feeling*. As discussed earlier, shyness is commonly conceptualized as a negative emotion that interferes with pursuing one's interpersonal or professional goals (Henderson et al., 2010). In line with the prevailing conceptualization of shyness, for most participants, shyness is a feeling that obstructs individuals from expressing their want and achieving their goals. As respondents indicated, when individuals feel shy, *they become less expressive of their feelings verbally and non-verbally and fail to take advantage of their social situations, this in turn, may hold them back from standing for their interest/kişinin günlük yaşantısını önemli derecede olumsuz etkileyen ve kişinin hayallerine giden yolda en büyük engellerden biri olabilir.* Furthermore, as respondents indicated, the feeling of shyness obstructs individuals from claiming high-status positions such as leadership. This is because, such positions require people to behave in bold and assertive way, while feeling shy precipitates avoidance or withdrawal from such situations. Thus, for majority of

respondents' shyness is a feeling that hinders individuals from utilizing their potential properly. What can be inferred from the above discussion is that shyness is a feeling that falls in the category of avoidance emotions marked by withdrawing from the aversive conditions (Cheek & Buss, 1981). Note that, appraising shyness as negative emotion correspond with the two main themes (timidity and nervousness) discussed above. Such perception of shyness as an obstructive feeling generally corresponds to the anxious shyness literature.

On the other hand, some respondents indicated that shyness is also a feeling that regulates behaviors of individuals that help them fit with societal norms. They indicated that shyness makes individuals to feel responsible for their action and motivate them to abstain from repeating mistakes. For instance, respondents described shyness as *"a feeling that makes individuals feel responsible for their action/kişinin yaptığı eylemin sorumluluğunu almasını sağlar.* Participants further stated that shyness "*precipitates commitment not to repeat the past wrong doings/Davranışın tekrar edilmemesiyle ilgili bir taahhüt sunar".* This could be related to the conceptualization of shyness as *decency or innocence*. As discussed above, shyness is also conceptualized as feeling individuals experience when they perceive that they fail to fulfill one's responsibility, promises or receive unrequited gifts or praises. As it is apparent from earlier discussion, failure to fulfill one's responsibility or meeting certain norms result to "*Mahcubiyet*". As indicated by respondents, *this feeling prevents individuals from being punished by the community and ensures that the norms of society continue/ kişinin toplum tarafından cezalandırılması engellenir ve toplum normlarının sürmesini sağlar*". Thus, feeling shy is interpreted as an attempt to gauge oneself under the existing condition and see to what degree one is compatible with norms required by such condition. Hence, contrary to the view that

describes shyness as an obstructive feeling invariantly, this view tends to highlight the goal of shyness being positive in some situations.

Therefore, shyness or being shy appears to be more desirable feeling as it enhances individuals' behaviors fitting with society. Interestingly, some respondents described *shyness to be more likely as a child feeling that implies innocence, naive, sincerity, pure heart "Masumane, saflık çağrıştıran insandaki en çocuksu duygu"*. Note that, these adjectives don't imply negative side rather they suggest the degree of sensitivity individuals demonstrates in such situations. Furthermore, the physiological or behavioral expression of *Mahcubiyet* signals that the individual admits his/her mistakes and care about others around him/her. This in turn, makes observers to recognize *Mahcub* individual's expressions as a sign of prosocial behavior and commitment to social relationship which ultimately leads to increased trust (see Feinberg, et al., 2012). Besides, the description of shyness as regulative feeling corresponds to studies by Xu et al. (2007), Leary and Buckley (2001), and Chen et al. (1992).

The third question participants asked was according to you what are the defining characteristics of shy individuals? The respondents were classified into nine themes. Relying on the nature of the characteristics, these themes could be grouped into two main categories; *antecedent* and *outcome*. The first category comprises features that may leads to certain outcomes. Thus, the antecedent category constitutes features such as fear of negative evaluation, lack of self-confidence, fear of making mistakes, and fear of hurting others. The second category, on the other hand, consists behavioral outcomes that may result due to the aforementioned antecedents. This category includes behavioral characteristic such as inability of expressing oneself, staying quiet, avoiding social contact, and conformity. In line with the prevailing approaches, for the majority of participants, shy individuals described as kind of people who tend to stay quiet in social gathering and fail

to express themselves. Implying that, shy individuals would frequently prefer staying quiet or fail to express themselves when found in social situations that requires otherwise. As explained above, this may be because of being occupied by the fear of negative evaluation, making mistakes or lack of self-confidence. This can be explained by responses such as *because of not doing a mistake and saying something wrong or understood wrongly, I hardly express myself/Toplum içinde konuşmaktan çekinen, bir şey yapsam yanlış anlaşılır mı diye düşünen kendini ifade etmeye zorlanan ve yanlış anlaşılmaktan korkan*. I think classroom situation could be a good handy example to grasp these characteristics. In this situation, a shy student would prefer staying quiet and refrains from asking a teacher even though he or she wants to ask due to being shy. Overall, responses of participants show staying quiet, inability of expressing oneself, avoiding social contacts, lack of self-confidence and fear of either negative evaluation or making mistakes to be conspicuous characterizes of shy individuals. In addition to these, shy individuals may also stay quite or confirm with other due to the excessive fear of hurting others. As respondents indicated that *they may prefer staying quiet or withdrawn in order to conform to societal norms/Toplumda kabul görmek için sessiz kalmayı ve içine kapanmayı tercih ederler.*

The positive category subsumes characteristics related to self-control and conformity to norm. Unlike negative characteristics, some participants appeared to describe shy individuals as innocent people who attempt to control themselves and conform to norms entrenched in a given situations. That is to say, shy individuals are kind of people whose personality characterized by constant attempt to fit with societal norm and self-control. This were similar with Xu et al. (2007) findings that revealed the regulated form of shyness that involves self-control and social restraint behavior with the desire to fit in with others. Similarly, within Turkish cultural context, shy individuals are sometimes viewed as people who have good characteristics or personalities. Therefore, these

characteristics might further benefit personality studies and widen the list of shy personality. Simply put, the implication of the above discussion is that characteristics of shy individuals could be grouped into two main categories; either antecedent or outcome and negative or positive characteristics.

The last question participants asked was how people behavior when feeling shy? Relying on the meaning of the responses, five main themes were extracted; nervousness, physical symptoms, staying quiet, partial avoidance and escape. As indicated by overwhelming respondents, when individuals feel shy, they tend to behave nervously, involving stuttering, inability to converse or compose a complete sentence. And this nervous behavior is more likely to be accompanied by physical symptom such as blushing, shaking hands and sweating etc. That is demonstration of physical symptoms is a clear indicator of the degree of tension individuals feel due to the shyness. Moreover, as showed by respondents, when feeling shy, individuals may also demonstrate partial avoidance which includes behavior like bowing one's head, avoiding eye contact, retreating to a corner or shrinking, changing the topic and etc. Note that, partial avoidance distinguishes from general avoidance, because the latter refers avoiding the aversive situations before taking place such as avoiding attending a workshop in which one will have to make public speech (Fuller, 1984). In contrast, partial avoidance involves demonstration of numbers of shyness related behaviors (such as staying passive, hiding) while not trying to move away (leave) the place causing the shyness (Fuller, 1984). Hence, these partial avoidance behaviors aim to attenuate the nervousness caused by shyness.

2.3.2. Shyness Feeling, Eliciting Factors, and Duration from Individual's Personal Experience

Opposite to the general feeling, the second objective of study-1 was identifying specific feelings of shyness, evaluating of the experienced shyness and the period it lasted

from personal experiences. This objective is addressed using three questions, in which participants were primed to introspect their previous shy experience and respond to the questions accordingly. In the first question, participants were asked what you felt when experienced shy. Relying on the underlying meaning, the responses were clustered into six themes; Negative feeling, Negative self-evaluation, Hiding, Physical symptoms, Fear of negative evaluation, and *Mahcubiyet*. The majority of respondents reported they felt generally negative feelings subsuming a variety of feelings. Such as feeling panic, fear, and feeling lonely. The significance of these responses is that feeling negative emerge to be the underpinning feeling of shyness experienced by participants. Besides, as a result of experiencing shy, participants indicated also they tended to either evaluate themselves negatively, experience a number of physical symptoms, occupied with the desire of hiding from the aversive context, or occupied with fear of being evaluated. As for negative self-evaluation, it involved criticizing oneself, perceiving oneself as ignorant and underestimate oneself, while fear of negative evaluation entailed feeling as if all eyes on her/him, or interpreting others' glances as if they deride him/her and thinking as if others steering at him/her in awful or disgust way. On the other hand, whereas feeling of hiding pertained the desire of wanting an aversive event to end immediately, or the desire to disappear from that shy triggering situations, physical symptoms included feeling the increasing body temperature, experiencing slow movement or difficult in moving parts of the body. However, contrary to the above negative feelings, others participants indicated that when experienced shyness, they felt *Mahcub*.

Overall, regarding in the throes of shyness what respondents felt, a diverse of feelings was reported. That includes feeling generally negative, tending to evaluate oneself negatively, fear of being evaluated negatively by others or tending to interpret others' reactions in bad motives, experiencing physical symptoms and hiding oneself. Moreover,

the personal experiences reported by participants appear somewhat to correspond to the prevailing literature and general feeling mentioned earlier, in addition to revelation of novel feeling that is exclusive to Turkish contextual culture.

In the second question, participants asked to evaluate their shyness experience. The responses revolved around three main themes. The majority of respondents tended to evaluate their shyness experience negatively. And this view is in line with mainstream of literature that virtually describes shyness as aversive feeling (Cheek & Buss, 1981; Henderson et al., 2010; Leary, 1986). However, contrary to this, some participants also assessed their shyness experience as positive, while others assessed their shyness experience both negative and positive. And this is regarded to be defining contribution that suggests that a part from the prevailing notion that construe shyness as aversive feeling, shyness is also viewed as positive and desirable feeling in some situations. Hence, it is plausible to posit perception of shyness as positive or negative is more likely influenced by the cultures that permeate in a given society and also the way the respondents conceptualize shyness. While participants who conceptualize shyness as deficit considered their personal experience of shyness negatively, those who conceptualize shyness as innocence or modesty tend to appraise shyness positively.

The third question participants asked was for how long did the experienced shyness last? The responses fell into three groups, short, middle and long. Most respondents tended to report their shyness experience lasted for a short time expanding from 0 up to 60 seconds, followed by those who said last for 1 up to 10 minutes (middle) and those who said lasted for more than 10 minutes (long). Note that, though emotions known to be a rapid experience that occurs within seconds (Martin, & Tesser, 2006), respondents here appear to perceive as if their experience lasted for minutes. Hence, it is not about the

experienced shyness lasted for long rather is about their perception which may implies how tense or aversive it was.

Overall, the second objective was identifying specific feelings, and evaluating the personal experienced shyness in terms of positive and negative and how long it lasted. And this objective was encapsulated by three questions as stated in the above discussion.

2.3.3. Shyness Eliciting Factors

The third objective was identifying factors/situations that elicit shyness. The first question participants asked was under which situation do you think people experience shyness? Relying on the responses, eight themes were extracted. For the overwhelming respondents, crowded places were the most eliciting situation in which individuals feel shy, followed by novel conditions, meeting strangers, meeting people who have high status, and meeting/takin g with opposite sex. Taken together, the eliciting situations identified in this study emerge to be consistent with the prevailing literature. For instance, Buss (1986) suggested three situational factors that elicit shyness; novelty, presence of others, and the actions of others. The author further explained that novelty includes new physical environment (such as new school), new social gathering (such as meeting unfamiliar persons), and assuming new role (such as assuming new position). Besides, shyness could be elicited by the presence of others by virtue of formality (participating in wedding ceremony), high status (meeting authorities), and conspicuousness. Buss (1986) also forwarded three situations in which the actions of others trigger shyness; excessive attention, insufficient attention, and intrusiveness. These classifications have got support from various literatures. Henderson et al. (2010), for instance indicated that one-on-one interaction with opposite sex, interaction with unfamiliar persons and high-status individuals are among the most typical situations that trigger shyness. Besides, respondents

indicated some other eliciting situations which could be regarded as exclusive contribution of this study. As such, participants indicated that individuals are more susceptible to feel shy when deviating from norms. Interestingly, this point unduly stressed or stated by rural inhabitants compared to the rest groups. Moreover, respondents indicated that individuals are more likely to feel shy in the presence of elders, when praised or received unrequited gift. Association of shyness with deviation from norms was mostly reported by participants from rural area. Thus, feeling shy here is not about being in crowded place or novel situation etc... Rather is about perceiving one's behavior deviating from the norms.

Following this, to further understand factors that elicit shyness, participants were asked to respond where were they when they experience shyness? Responses were arranged on three themes; schools, crowded place and home. The majority of respondents indicated they were in school or crowded places when they felt shyness. Listing school as the most eliciting situation might be surmised to the fact that students represented high proportion of the participants. Nevertheless, these school and crowded places correspond to the eliciting situation discussed above. On the other hand, some respondents indicated they were at home when they felt shy. Implying that, in Turkish culture individuals may feel shy even when they are at home, which is something very scarce to come across in other cultures. This might be surmised to the possibility that individuals may feel shy at home in the presence of elders or relatives. The significance of this theme is people not only feel shy in the presence of unfamiliar, but also in the presence of familiars. All in all, responses of personal experiences emerge to correspond to eliciting situations mentioned in the general question addressed above, in addition to the revelation of a significant eliciting situation, home which is exclusive for Turkish cultural context.

The last question participants asked was who were with you when you felt shy? The responses were extracted into four themes. The majority of respondents indicated they

were with friends, then relatives, strangers and teachers. And these could be grouped into two main clusters; familiar (friends, relatives and teachers) and unfamiliar (strangers). The implication of this result is future studies could benefit in terms of merging the type of people one was with when feeling shy with eliciting situation in exploration shyness. For instance, one may manipulate eliciting situations and check with whom individuals are more likely to feel shy?

2.3.4. Ways to Reduce Shyness

The fourth objectives were identifying the ways participants utilized for attenuating the experienced shyness. This objective is encapsulated by one question, in which participants were asked to report, how they react (what they did) the moment they experience shyness. Relying on the responses derived from the question what did you do when you felt shy, five themes were extracted? The majority of respondents indicated they preferred staying quiet when they felt shy, hence letting shyness go away as time passes. Other respondents indicated they tried to ignore the shyness situation and continued as if nothing has happened, while others tried to change the topic as way of assuaging the experienced shyness. These two ways are regarded be representing partial avoidance. In contrast, some respondents indicated they tried to avoid or leave the areas that trigger shyness. Lastly, respondents indicated they tried to explain and justify themselves when feely shy. This theme or method seems to indicate to the *Mahcubiyet* type of shyness, in which individuals feel shyness as a result of perceiving one has deviated from the norms. Overall, staying quiet, ignoring the situation as if nothing has happened, changing the topic or escaping completely from the situation are consistent with ways individuals used to reduce shyness mentioned in the literature. For instance, in the throes of shyness, individuals are more likely to manifest behavioral inhibition, freezing and escape

(Buss, 1986; Schmidt & Buss, 2010) and avoid social interaction (Asendorpf, 1990). On the other hand, explaining and justifying oneself could be claimed as a specific way used by individuals when feeling *Mahcubiyet*.

2.3.5. Others' Evaluation of Shyness

So far, we have seen how individuals construe shyness by stressing on exploring the meaning of shyness and situations that could potentially elicit shyness. In this section, we tried to explore participants' perception on how shyness is viewed by the society. To do so, first two questions, participants were requested to report their perception and the society's perception regarding shy individuals. In the course of soliciting this, diverse responses were proffered. The responses were categorized in to three main categories; Negative, Positive, and Indifferent.

First, majority of participants believed that shy individuals are construed negatively among the society. As can be inferred from the responses, shyness is considered as an individual problem that arises due to lack of certain social skills. For instance, regardless of group difference, participants indicated that shy individuals are construed by the society as individuals with communication problem, lack self-confidence, and anxious. Hence, shyness is construed as a deficit in some basic social skills. Such deficit may put shy individuals to be vulnerable to exploitation. As it is explained above, shy individuals inhibit themselves from expressing what they want which may make them to be susceptible to be abused by others. Individuals may take advantage of shy persons' silence and exploit them.

Perhaps, as a result, shy persons are appraised as persons who need some psychological treatments. Such perception is in line with the mainstream approach of shyness. For instance, Rubin and Asendorpf (2014) indicated that in North American

context, shy children are considered as at risk for being neglected or rejected by peers, which may contribute to some psychological problems such as depression and other adjustment problems (see Henderson, et al., 2010).

The survey responses have indicated, however, that shy individuals could also be appraised positively by the society. As responses indicated, among Turkish community, there are instances wherein shy individuals are appraised as sincere, humble, and obedient to the norms and values of the society. Furthermore, participants also indicated that shy persons are considered as pure hearted, innocent, and person with high moral standards. Unlike to the mainstream approach that construe shyness as dysfunctional construct that refrains individuals from wide ranging of social settings, this study reveals, at least in some particular circumstances, shyness behavior is appraised as a virtue that signals good manner, thoughtfulness and sensitiveness to societal norms. Besides, considerable size of participants also indicated that shy individuals are not considered differently from the 'normal' person. Corresponding to this, Gough and Thorne (1986) stated that the ways shyness is appraised affects the way others/observers construe shy individuals. Explaining this, the authors stated that if shyness is perceived as fear, anxiety, or indecisiveness in dealing with others, then shy individuals are appraised as weak or timid. However, if observers define shyness using positive attributes such as patience, modesty, or self-control, then their evaluation of shy person will be more favorable.

2.3.6. Gender Difference

The six objectives were exploring if there are gender differences in experiencing shyness. To do that participants were asked to respond to '*Do you think there is a difference between men and women in terms of shyness?'* The obtained responses yielded three themes. Contrary to the common belief that associates shyness behavior more with

women comparative to men, majority of respondents indicated there is no difference between men and women in the likelihood of feeling shyness. However, some participants suggested existence of difference between male and females in the experience of shyness. As for the latter, some respondents tended to see women are more likely to feel shy, while for some others men are more susceptible to shyness. Interestingly, shy individuals and rural inhabitants represented a high proportion of those who said women have high tendency of feeling shy. Nevertheless, the prevailing view is most people see there is no difference between men and women in terms of feeling shy. This finding was in line with Zimbardo (1974) finding. In his study Zimbardo (1974) revealed that women are no shyer than men.

In sum, study-1 revealed that shyness is construed both positively and negatively. For majorities shyness is a deficit in social skills and self-confidence that obstruct individuals from expressing their feeling and achieving their goals. As a result, shy individuals are considered as lacking some basic social skills and therefore needs some level of psychological treatments. For others, however, shyness is a sign of modesty, *Mahcubiyet*, or sensitiveness to societal norms. Correspondingly, shy individuals are appraised favorably and shyness behavior considered as a sign of maturity or pure-heartedness.

On another front, the study revealed a variety of shyness eliciting situations that grouped into corresponding eliciting situations (consistent with literature) and exclusive to Turkish context. The corresponding shyness eliciting situations include crowded places, novel context, strangers, difference status and opposite sex, while exclusive shyness eliciting situation consists of in the presence of elders, when being praised, deviating from norms. Overall, the significance of the obtained results lies in two fold points. Firstly, the results corroborates to the mainstream as it revealed shyness is construed negatively and

shyness eliciting situations that consistent with literature. Secondly, the results unveiled exclusive findings as shyness, at times, is construed positively in addition to pinpoint to new eliciting situations of shyness.

3. STUDY 2: DEVELOPING NEW SHYNESS SCALE AND VALIDATION

The aim of study 2 is to develop an applicable scale that measures the shyness level of individuals in terms of social psychology of the concepts obtained through qualitative data in the cultural context. Therefore, based on the results of study 1, the shyness scale was created in specific contexts and different targets. Just before moving to the development stages of the scale, it would be useful to illustrate general opinions about existing shyness measures. Thus, this section presents, a brief discussion of shyness scales available in the literature, the development stages of the new shyness scale, data analysis and results, and a discussion about the finally obtained items.

3.1. Prevailing Approaches to Measure Shyness

In general, shyness has been examined in two different frameworks. Firstly, it is examined as a situation that arises depending on the circumstances of the person, and secondly, it is examined as a permanent and distinctive feature of the personality. In other words, studies were carried out within the framework of state and trait approaches. When we look at the literature, the second method, the trait approach, is more commonly used. When we look at the first studies on this subject, it is seen that there are experimental studies by Cattel (1947) and Guilford (1959) (as cited in Smith, 1986). However, in recent years, studies on shyness have become increasingly important in western societies. In this context, a 13-item shyness scale was first developed by Cheek (1990). This shyness scale was developed as a new 20-item shyness scale by adding 7 items with the adaptation study conducted by Güngör (1999). This developed scale is commonly seen within the scope of the trait approach. When we look at the scale studies on shyness in our country, it was

developed by Balcı and Kalkan (2002) in order to determine the level of shyness experienced in various situations. This scale consists of 35 items with 4 sub-dimensions. These dimensions were determined as affective, behavioral, cognitive and physiological symptoms. When we look at the content of these dimensions in general, we see that they are handled within the framework of the trait approach. In addition, it is seen that concepts such as social anxiety and shame are used synonymously with shyness in our country. The Guilt and Shame scale, adapted to Turkish by Şahin and Şahin (1997), was developed for adolescents and adults. The other scale is seen as an inventory of self-evaluation in social situations developed by Liebowitz (1985) and adapted into Turkish by Eren (1997). However, this scale is only used to determine the level of social anxiety. When we look at the studies on shyness in the literature, using these scales, comparisons were made between shy and non-shy people (Bell, 1995; Bruch et al., 1995, Goering-Breidenstein-Cutspec, 1989; Pilkonis, 1977) or between shyness and different variables (Asendorpf, 1992; Briggs and Smith, 1986; Carducci, 2000; Jones et al., 1986).

3.2. Generation of Items Pool for the New Scale

As stated above, the aim of study 2 is to develop a scale that determines the shyness levels of individuals in the cultural context. The concept of shyness was defined based on the data obtained in study 1 and it was discussed in the context of features such as triggering situations of shyness, individual's characteristics, and behaviors of shy individuals. As it is recalled, in study 1 basic themes for shyness scale were identified. The identified themes were categorized as environment (crowded or new), status difference, presence of others (new people or opposite sex), individual level factors (self-control, timidity, communication problem, self-confidence, passivity, and fear of criticism), and strategies (escape or avoidance). In study 2, a 79-item scale pool was developed based on

the themes identified in study-1 and given to experts in the field (2 literature, 1 sociology, and 4 psychology scholars) for evaluation. Based on the experts rating, items that were not suitable for this study were discarded from the pool. Finally, a pool of 50 items were obtained (Appendix D). The scale was designed to be measure using a 5-point Likert scale ranging from never (1) to all time (5). The final version of the scale was distributed to 10 participants for pilot study to check for minor errors and technical limitations. The result from the pilot study indicated that there was no problem with the intelligibility of the items, and the scale was ready for reliability and validity analysis.

3.3. Convergent and Divergent Validity

To assess convergent and divergent validity of the newly developed scale, six scales were proposed; Big five inventory, 5 sub-dimensions of the SCL-90, Guilt, Shame, PRCA-24 and DABS.

The first scale used to check convergent and divergent validity was the Turkish version of The Big Five Inventory (BFI) which were developed by John et al. (1991) and adapted into Turkish by Karaman et al. (2010). The scale has 40-items designed to assess four dimensions of personality: agreeableness, conscientiousness, neuroticism, and openness using 5-point Likert-type scale, from “strongly agree” to “strongly disagree”.

The other scale used for convergent and divergent validity test was the Hopkins Symptom Check List inventory. The test developed by Derogatis et al. (1977) is defined as a self-assessment scale. The Turkish version of this scale was tested for validity and reliability by Dağ (1991). Five sub-dimensions of the SCL-90 scale were used in this study for convergent. These dimensions are; interpersonal relationships, anxiety, phobic, somatization and depression.

Furthermore, a 24-items five-point likert type scale developed by Şahin and Şahin (1992) in order to measure the guilt (12-items) and shame (12-items) levels of individuals was also used. This scale was considered important because it used to test the relationship between the newly developed shyness scale and guilt and shame scale in terms of similarity and differences.

The other scale included for validation test was the Personal Report of Communication Apprehension (PRCA-24) scale. This scale was developed by McCroskey (1982) and its validity and reliability was reconstructed by McCroskey et al. (1985). The Turkish adaptation of this scale was carried out by Çakmak (2014). It is widely used to determine the communication apprehension of individuals in different environments and about people. Communication apprehension is a human aspect characterized by fear or anxiety that arises in the individual's efforts to communicate with other people (McCroskey, 1978).

Finally, Derogatis affect balance scale developed by Derogatis (1995) consists of 40 words of positive and negative emotions was used. This scale is used to determine the mood and affective experiences of individuals. The scores obtained from positive and negative emotions were used to test the convergent and divergent validity of the new scale. Overall, to assess the extent to which the current scale is related to the adjacent structure, the newly developed scale was administered together with four different scales namely; guilt and shame (Şahin and Şahin, 1992), 5 sub-dimensions of the Hopkins Symptom Check List inventory (Derogatis, 1977), the personal report of Communication Apprehension (McCroskey, 1985), and the negative dimension of Derogatis affect balance scale (Derogatis, 1995). Since these scales measure similar features, positive correlation is expected between the newly developed scale and the above scales. As for the evaluation of the divergent validity of the current scale, the researcher examines its relationship with the

4 sub-dimensions of Big Five Inventory and the positive sub-dimension of DABS. Therefore, if there is a low negative correlation between the new scale and these scales or there is no relationship, it will be assumed that there is divergent validity. This is because the features measured by these scales are different from the current scale or vice versa.

To sum up, since the new shyness scale determines individuals' shyness levels as both social and individual characteristics, the new scale is expected to have positive correlation with PRC-24, guilt and shame, negative dimension of DABS, and dimensions of SCL-90. Theoretically, individuals' interpersonal relationships and individual situations are determined using similar measures. Therefore, we proposed that:

Hypothesis 1: There is a positive correlation between the new shyness scale and PRCA-24

Hypothesis 2: There are positive correlations between the new shyness scale and the guilt and shame scales

Hypothesis 3: There are positive correlations between the new shyness scale and five dimensions of the SCL-90 (Somatization, Interpersonal Sensitivity, Depression, Anxiety, and Phobic Anxiety)

Hypothesis 4: There is a positive correlation between the new shyness scale and dimension of the DABS (negative emotion)

Hypotheses 5: There is a positive correlation between the new shyness scale and the dimension of the Big-five scale (neuroticism)

Hypotheses 6: There are no/low correlations between the new shyness scale and the dimensions of the Big-five scale (openness, conscientiousness, and agreeableness)

Hypotheses 7: There is no/low correlation between the new shyness scale and dimensions of the DABS (positive emotion)

3.4. Method

3.4.1. Procedure and Scale Administration

3.4.1.1. Sample

The scale was applied to 450 participants using the Google form. According to the gender of the participants, 28% are men and 72% are women. The ages of the participants ranged also from 18 to 30. Participants were selected from 7 universities: Osmangazi University, Siirt University, Gümüşhane University, Trakya University, Giresun University, Hasan Kalyoncu University, and Ankara Yıldırım Beyazıt University. Through acquaintances working at the relevant universities, participants were recruited via WhatsApp and e-mail to participate in the study presented in Google form link. The Google form consists of brief introduction, consent form, demographic information, and scales. Majority of the participants are 86.3% undergraduate students. In addition, 49.8% of the participants live in metropolitan areas, while 48.2% live in rural areas (See detail table 3.1).

Table 3.1 Demographic information

		Frequency	Percent
Gender	Male	126	28
	Female	324	72
Education	High school	28	6,2
	Bachelor's degree	380	86,3
	Graduate degree	34	7,5
University	Ankara Yıldırım Beyazıt	113	25,2
	Hasan Kalyoncu	62	13,8
	Giresun	62	13,8
	Gümüşhane	60	13,3
	Osmangazi	47	10,4
	Trakya	54	12
	Siirt	52	11,6
Living area	Metropolitan	224	49,8
	City	168	37,3
	Village/town	58	12,9
Income	0-1.500	28	6,2
	1.500-3.000	111	24,7
	3.000-5.000	157	34,9
	5.000-10.000	123	27,3
	10.000 and up	31	6,8

3.4.2. Instruments of Data Collection

3.4.2.1. New Shyness Scale

The new shyness scale consists of 50 items and is worded on a 5-point likert scale from 1 (never) up to 5 (all time).

3.4.2.2. Big Five Inventory

The Turkish version of the Big Five Inventory (BFI) which were developed by John et al. (1991), and translated in to Turkish by Karaman et al. (2010) was used. The Turkish version of the BFI consists of 40 short items instead of 44 as in the original questionnaire. Respondents were asked to rate how much they agree with each of the 40 short items on a 5-point Likert-type scale, from “strongly agree” to “strongly disagree”. The test of internal consistency was conducted for the five dimensions: extraversion, agreeableness, conscientiousness, neuroticism, and openness. In the present study, internal consistency of all subscales was found to be acceptable (α= .71 for agreeableness, α = .75 for conscientiousness, α = .76 for neuroticism and α = 74 for openness). The internal consistency coefficients of the dimensions of the BFI ranged between .71 and .76, indicating acceptable internal consistency.

3.4.2.3. Hopkins Symptom Check List inventory (SCL-90)

Secondly, the Hopkins Symptom Check List inventory developed by Derogatis et al. (1977) is used. The Turkish version of this scale was tested for validity and reliability by Dağ (1991). Five sub-dimensions of the SCL-90 scale were used in this study for convergent and divergent validity test. These dimensions are; interpersonal sensitivity, anxiety, phobic, somatization and depression. The test of internal consistency was run for the five dimensions. The alpha value of SCL-90 Inventory subscale for five version was α = .84, α = .89, α = .83, α = .91, and α = .90 respectively.

3.4.2.4. Guilt and Shame Scale

The other scale used for our validity test was Guilt and Shame scales developed by Şahin and Şahin (1992). These scales consist 24-item measure in a five-point Likert type scale. The scales were developed to measure the guilt and shame levels of individuals. 12

items measure guilt and 12 items measure shame. These scales were selected to test the relationship between the newly developed scale and the similar aspects of the guilt and shame scales. In this study, internal consistency was conducted and the reliability coefficient was α = .91 for guilt, and α = .88 for shame. The coefficients were determined to be quite high.

3.4.2.5. Personal report of Communication Apprehension (PRCA-24)

For the validity test, we also used the Personal report of Communication Apprehension (PRCA-24) scale. This scale was developed by McCroskey (1982) and its validity and reliability study were reconstructed by McCroskey et al. (1985). The Turkish adaptation of this scale was carried out by Çakmak (2014). This scale is widely used to determine the communication apprehension of individuals in different environments and about people. In the present study, reliability analysis was performed for PRC-24 and α = .92.

3.4.2.6. Derogatis Affect Balance Scale (DABS)

Finally, DABS Developed by Derogatis (1995) consists of 40 words of positive and negative emotions was used. This scale is developed to determine the mood and affective experiences of individuals. The scores obtained from positive and negative emotions were used to test the convergent and divergent validity of the newly developed shyness scale. In the present study, Cronbach alpha coefficient of DABS for its negative and positive dimensions sufficed to be α = .91, α = .92 respectively.

3.5. Result

This section includes data screening, exploratory factor analysis (EFA), and examination of convergent and divergent validity.

3.5.1. Data Screening for the Newly Developing Shyness Scale

Firstly, after all the data were collected and entered into JASP 16.1, the data evaluation process took place. The evaluation process consisted of checking for missing values, outliers, and data frequency. On the other hand, it included the descriptive analysis examination of Skewness and Kurtosis for the normal distribution. For the new shyness scale, there were no missing values reported due to the use of the forced response design in Google Form. Also, there were no missing data in the responses to demographic information. First, Boxplot was run for each variable using exploratory factor analysis and it was noted that few responses deviated from general patterns. Based on Gaskin's (2018) assumption that overreactions on the Likert scale are not indicative of outliers, these responses were ignored and included in the analysis.

Secondly, participant responses were reviewed using the Excel program to determine whether they included conflicting answers. However, since no conflicting answers were identified, the analysis was performed with no changes to the available data.

The result from the normality test revealed that the normality distribution is within the acceptable range for Skewness (+1/-1) and Kurtosis (+1/-1) (Byrne, 2013; Chemingui, 2013). The normality analysis of the new shyness scale was found .15 for skewness and -.30 for Kurtosis. As a result, it was determined that the skewness and kurtosis values were in the acceptable range (see table 3.2).

Table 3.2. Normality of distribution

Scale	Shyness scale
N	450
Skewness	.15
Std. error of skewness	.11
Kurtosis	-.30
Std. error of kurtosis	.23

Shyness Scale (the new shyness scale)

3.5.2. Exploratory Factor Analysis

3.5.2.1. Factorial Assumptions

There is almost a consensus among scientists that the relevance of exploratory factor analysis depends on meeting a number of presuppositions (Beavers et al., 2013; Hair et al., 2010; Tabachnick and Fidell, 2013). This includes the evaluation of the bivariate correlation matrix for all items and the adequacy of the sample size. To test the structural validity of the newly developed shyness scale, explanatory factor analysis was applied using maximum likelihood method and direct oblique rotation technique. The result indicated that the Kaiser-Meyer-Olkin (KMO) sample adequacy value was .957 and the sample size was sufficient for factor analysis. The significance of the Bartlett test of sphericity ($\chi 2$ (1225)=15479,495; $p<.001$) indicates that the correlations between the items are suitable for factor analysis. (See table 3.3).

Table 3.3. KMO and Bartlett's Test

Scale		New shyness
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.957
Bartlett's Test of Sphericity	Approx.Chi-Square	15479,695
	Df	1225
	Sig.	.000

Note: the new shyness scale 50 items

3.5.2.2. Extraction of Factors

After the prerequisite assumption of factor analysis was met, explanatory factor analysis was performed. Since this study aims to develop a new shyness scale in the context of Turkish cultures, the analysis was conducted using Maximum Likelihood analysis and oblique rotation technic on 50 items. The reason behind using oblique rotation

lies in the theoretical assumption that shyness can vary from person to person as well as contextually. Therefore, it is predicted that there will be a mutual connection between the latent variables (factors) that make up the shyness structure (Xiong & Liu, 2003). Note that, the process of factor extraction includes checking for communality values, rotation of factor loadings, actuated variances, and the uniqueness of the obtain dimensions.

3.5.2.3. Communality Value Test and Factor Loading

To test the structural validity of the developed scale, EFA was applied using maximum likelihood method and direct oblique rotation technique. If the eigenvalues (eigenvalues) in EFA are greater than 1, the formation of factors is ensured. The initial EFA result revealed 9 factors. However, it was much more difficult to distinguish the underlying meaning of these factors from factor loading. Hence, in addition to the eigenvalues, other checkups were carried out to determine the exact numbers of factors for the new scale. First, considering the screen plot, factor loading, and communalities values, some corrections were made. For instance, it was observed that some items were not included in any factor, resulting to be excluded from the analysis one by one, and EFA was performed repeatedly. EFA was performed again after items that did not load in any factor were excluded from the analysis one by one. Besides, in the rotated factor analysis table, the cut-off point for factor loading was taken as 0.40 (Field, 2013; Guadagnoli and Velicer, 1988). In other word, factor loads below the value of 0.40 were removed from the table. Likewise, we also use a parallel analysis to envision the optimal set of significant factors. The refinement process was based on comparing the percentages of variance explained by each factor from the eigenvalues to the corresponding parallel analysis. However, some items were loading in more than one factor and the value between factor loads was less than 1. Thus, these items were removed from the analysis, respectively, and

the EFA was performed again. The final EFA analysis revealed that the 34-item scale with a 6-factor structure.

The factors explained 62% of the total variance, and in all the 6 factors, the factor loadings of the items were above .5 except 1 item (shy16= .42). As can be seen from the table 3.4, it is observed that no item loads on more than one factor, and that they form a stable structure under their own factors. Hence, 34 variables were reduced to 6 basic factors as a result of factor analysis. Factors obtained based on loading values are named as (1) Spotlight effect *(Shy11=.76, Shy4=.68, Shy15=.66, Shy1=.66, Shy12=.65, Shy2=.61, Shy24=.53, Shy3=.51);* (2) Being appreciated (*Shy7=.88, Shy14=.87, Shy23=.87, Shy36=.77, Shy49=.74)*; (3) Being criticized *(Shy6=.71, Shy5=.70, Shy25=.67, Shy32=.66, Shy37=.64, Shy21=.60, Shy9=.52);* (4) Self apprehension *(Shy41=.80, Shy35=.70, Shy18=.70, Shy26=.68, Shy40=.57, Shy16=.42)*; (5) interaction with high status *(Shy47=.71, Shy48=.66, Shy43=.64, Shy46=.64)*; (6) interaction with opposite sex *(Shy31=.57, Shy34=.57, Shy39=.53)* factors. According to the EFA with the remaining 34 items (Appendix E), the factor loadings for the new shyness scale were quite high; range from .42 to .88. In general, this loadings are in the acceptable range (Nelson et al., 2016). Factors is minimized when it is found to have a lower percentage of eigenvalues than the corresponding eigenvalues generated by parallel analysis (Patil Vivek et al., 2017). After eliminating the variables with a commonality value less than 0.1 and the unloaded factors, 6 factors were preserved for the new shyness scale (see detail table 3.4).

Table 3.4. Rotated factor loading of the new shyness scale

Items	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Uniqueness
Shy11	0.762						0.307
Shy4	0.686						0.420
Shy15	0.667						0.311
Shy1	0.664						0.566
Shy12	0.652						0.524
Shy2	0.613						0.560
Shy24	0.598						0.442
Shy3	0.534						0.601
Shy33	0.510						0.324
Shy7		0.880					0.236
Shy14		0.873					0.205
Shy23		0.872					0.235
Shy36		0.777					0.238
Shy49		0.743					0.331
Shy6			0.715				0.311
Shy5			0.701				0.468
Shy25			0.672				0.342
Shy32			0.668				0.365
Shy37			0.649				0.313
Shy21			0.602				0.593
Shy9			0.529				0.409
Shy41				0.802			0.301
Shy35				0.707			0.391
Shy18				0.703			0.416
Shy26				0.688			0.459
Shy40				0.575			0.396
Shy16				0.422			0.470
Shy47					0.717		0.280
Shy48					0.667		0.283
Shy43					0.645		0.411
Shy46					0.643		0.365
Shy31						0.577	0.472
Shy34						0.571	0.254
Shy39						0.531	0.332

Note. Applied rotation method is oblimin.

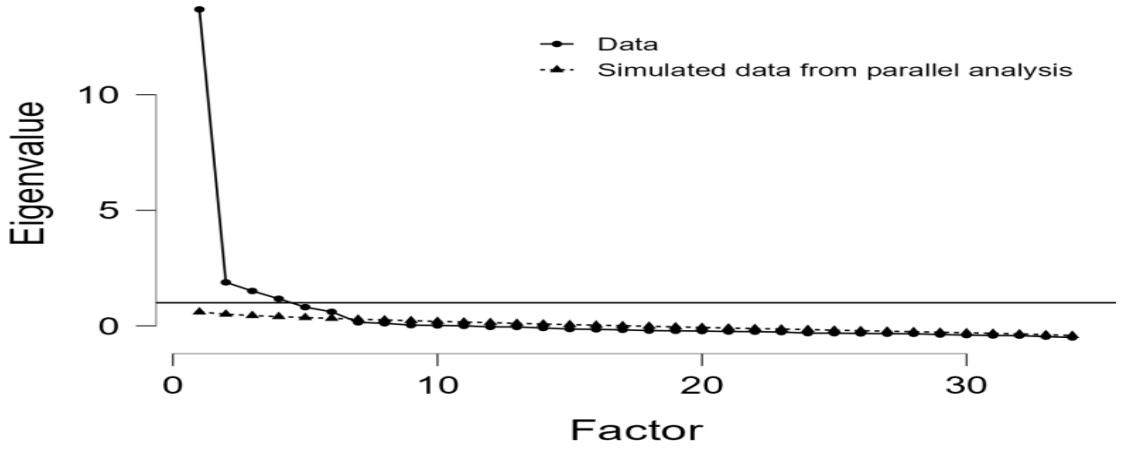
Table 3.4. Names of the items

Factor 1	Loadings	Uniqueness	Factor 2	Loadings	Uniqueness	Factor 3	Loadings	Uniqueness
Kalabalık ortamlarda dikkat çekmemek için sessiz kalırım.	0.762	0.307	İnsanların önünde takdir edildiğimde mahcup olurum.	0.880	0.236	Kalabalık ortamlarda bir kişi beni eleştirdiğinde yerin dibine girmiş gibi hissederim.	0.715	0.311
Toplulukta göz önünde olmaktan kaçınırım.	0.686	0.420	Yabancı bir ortamda takdir edildiğimde mahcup olurum.	0.873	0.205	Sosyal ortamlarda hakkımda olumsuz bir şey söylendiğinde ortamı terk etmek isterim.	0.701	0.468
Yabancı bir ortama girdiğimde dikkat çekmemek için sessiz kalırım.	0.667	0.311	Bilmediğim/tanımadığım kişiler tarafından takdir edildiğimde mahcup olurum.	0.872	0.235	Bilmediğim/tanımadığım kişiler beni eleştirdiğinde yerin dibine girmiş gibi hissederim.	0.672	0.342
İnsanların yoğun olduğu ortamlara girmekten kaçınırım.	0.664	0.566	Karşı cinsten kişiler tarafından takdir edildiğimde mahcup olurum.	0.777	0.238	Karşı cinsten kişilerin yanında eleştirildiğimde ortamı terk etmek isterim.	0.668	0.365
Yeni bir ortama girdiğimde kendimi rahat ifade ederim.	0.652	0.524	Üst konumdaki kişiler tarafından takdir edildiğimde mahcup olurum.	0.743	0.331	Karşı cinsten bir kişi beni eleştirdiğinde yerin dibine girmiş gibi hissederim.	0.649	0.313
Grup ortamlarında kendimi ifade ederim.	0.613	0.560				Bilmediğim/tanımadığım biri hakkımda olumsuz bir şey söylediğinde yanından ayrılmak isterim.	0.602	0.593
Bilmediğim/tanımadığım kişilerin bulunduğu ortama girmekten kaçınırım.	0.598	0.442				Kalabalık ortamlarda eleştirilmekten çekinirim.	0.529	0.409
Sosyal ortamlarda soru sormak istesem de sormaktan çekinirim.	0.534	0.601						
Karşı cinsten kişilerin ortamında dikkat çekmemek için sessiz kalırım.	0.510	0.324						

Table 3.4. Names of the items (continue)

Factor 4	Loadings	Uniqueness	Factor 5	Loadings	Uniqueness	Factor 6	Loadings	Uniqueness
Karşı cinsten kişilerle konuşurken fikirlerimi söylemeden önce tekrar tekrar düşünürüm.	0.802	0.301	Yüksek statüdeki kişilerle konuşurken elim ayağım birbirine dolanır.	0.717	0.280	Karşı cinsten kişilerle konuşurken yüzümün kızardığını hissederim.	0.577	0.472
Karşı cinsten kişilerin yanında hal ve hareketlerime dikkat kesilirim.	0.707	0.391	Yüksek statüdeki bir kişi beni eleştirdiğinde yerin dibine girmiş gibi hissederim.	0.667	0.283	Karşı cinsten kişilerle konuşurken tedirgin olurum.	0.571	0.254
Yeni bir ortama girdiğimde fikirlerimi söylemeden önce tekrar tekrar düşünürüm.	0.703	0.416	Üst konumdaki kişilerle konuşurken tedirgin olurum.	0.645	0.411	Karşı cinsten kişilerle konuşurken elim ayağım birbirine dolanır.	0.531	0.332
Bilmediğim/tanımadığım kişilerin yanında hal ve hareketlerime dikkat kesilirim.	0.688	0.459	Yüksek konumdaki kişiler beni eleştirdiğinde yüzüm kızarır.	0.643	0.365			
Karşı cinsten kişilerle konuşurken hata yapmaktan çekinirim.	0.575	0.396						
Yeni bir ortama girdiğimde hata yapmaktan çekinirim.	0.422	0.470						

Figure 3.1. Scree plot for new shyness scale



The first factor explained 14.1% of the total variances, the second factor 11.8%, the third factor 12.7%, the fourth factor 10.2%, the fifth factor 0.8% and the last factor 0.5%. In addition, it is clear from the percentages that the first factor of the shyness scale explained many variances compared to the others. Also, the 6-factors together explain 62% of the total variance (See table 3.5)

Table 3.5. Eliminated variables for the failure of loading

	Unrotated solution			Rotated solution		
	SumSq. Loadings	Proportion var.	Cumulative	SumSq. Loadings	Proportion var.	Cumulative
Factor 1	13.900	0.409	0.409	4.786	0.141	0.141
Factor 2	2.240	0.066	0.475	3.995	0.118	0.258
Factor 3	1.720	0.051	0.525	4.307	0.127	0.385
Factor 4	1.402	0.041	0.567	3.462	0.102	0.487
Factor 5	1.021	0.030	0.597	2.770	0.081	0.568
Factor 6	0.806	0.024	0.620	1.748	0.051	0.620

Note:the new shyness scale

Following this, for each factor, reliability test was carried out. The result indicated that the first factor labelled as spotlight effect with 9-items has α: .90; the second factor as being appreciated, α: .92 (5 items); the third factor as being criticized, α: .90 (7 items); the

fourth as self apprehension, α: .87 (6 items); the fifth as interaction with high status, α: .87 (4 items) and the sixth factor as interaction with opposite sex, α: .83 (3 items). In terms of reliability, it varies between α = .92, and α = .83 and total reliability is very high, α: .95 (for more details table 3.6).

Table 3.6. Cronbach alpha test

	Dimension	α	Number of items
The new shyness scale	Spotlight effect	.90	9
	Being appreciated	.92	5
	Being criticized	.90	7
	Self apprehension	.87	6
	Interaction with high status	.87	4
	Interaction with opposite sex	.83	3
Total		.95	34

3.5.3. Inter-Dimension Correlation

To examine the interdimensional correlation of the shyness scale, Pearson bivariate correlation was conducted. The result indicated that all dimensions of the shyness scale were significantly positively correlated with each other (See table 3.7).

Table 3.7. Inter-dimension correlations (N=450)

Variable	Spotlight effect	Being appreciated	Being criticized	Self apprehension	Interaction with high status	Interaction with opposite sex
Spotlight effect	1					
Being appreciated	.562**	1				
Being criticized	.665**	.458**	1			
Self apprehension	.576**	.457**	.590**	1		
Interaction with high status	.566**	.466**	.663**	.558**	1	
Interaction with opposite sex	.624**	.455**	.642**	.560**	.545**	1

*Note: "**" indicates the significance level (p < .01)*

3.5.4. Convergent and Divergent Validity

This part is composed of divergent and convergent validity result between new Shy Scale and Personal Report of Communication Apprehension (PRCA-24), Guilt and Shame Scale, Hopkins Symptom Check List inventory (SCL-90), Derogatis Affect Balance Scale (DABS), Big five Inventory.

3.5.4.1. Convergent Validity

Since the shyness scale is determined as a more specific measure of individual situations in a cultural context compared to existing measures, there will be a significant relationship between the total score of the scales that almost theoretically evaluate similar aspects of interpersonal relationships.

As it is recalled our first hypothesis was "*There is a positive correlation between the new shyness scale and PRCA-24"*. To test Hypothesis 1 this hypothesis, the Pearson correlation was carried out. The results revealed a moderately significant positive correlation between the new shyness scale and the Personal Report of Communication Apprehension $r(450)=.70$, $p< .01$. In addition, we also checked the correlation between the Personal Report of Communication Apprehension with each of the six factors of the new shyness scale. The result indicated that Personal Report of Communication Apprehension was significantly positively correlated with shyness scale dimensions Spotlight effect $r(450)= .74$, Being appreciated $r(450)= .36$, Being criticized $r(450)= .60$, self apprehension $r(450)= .43$, Interaction with high status $r(450)= .56$, and Interaction with opposite sex $r(450)= .55$, $p<.01$. (See table 3.8).

The second hypothesis of this study predicts that "*There will be a positive correlation between the new shyness scale and the guilt and shame scales*".

Similarly, to test this hypothesis, the Pearson Bivariate correlation was run. According to the results, there was a significant positive correlation between the new shyness scale and shame r(450)=.58, and guilt r(450)=.17, p<.01. Also, between shame and shyness scale dimensions Spotlight effect r(450)= .44, Being appreciated r(450)= .34, Being criticized r(450)= .51, self apprehension r(450)= .53, interaction with high status r(450))= .55, and interaction with opposite sex r(450)= .36, p<.01 significantly positive correlated. Similarly, the result revealed positive correlation between guilt and the new shyness scale dimensions; spotlight effect r(450)= .12, being appreciated r(450)= .14, being criticized r(450)= .09, self apprehension r(450)= .22, interaction with high status r(450)= .17, p<.01. As can be seen from the result, the correlation between the new shyness scale and guilt was low. Furthermore, no significant correlation was found between guilt and dimension of the new shyness scale (interaction with opposite sex) (See table 3.8).

In our third hypothesis, it was predicted that "There are positive correlation between the new shyness scale and five dimensions of the SCL-90 (somatization, interpersonal sensitivity, depression, anxiety, and phobic anxiety)."

To test this, a Pearson Bivariate correlation was conducted. According to the results, there was a significant positive correlation between the shyness scale and somatization r(450)=.27, iInterpersonal sensitivity, r(450)=.69, depression r(450)=.48, anxiety r(450)=.41, and phobic anxiety r(450)=.34, p<.01. Also, though it is weak, the result revealed a significant positive correlation between somatization and the shyness scale dimensions of Spotlight effect r(450)= .24, being appreciated r(450)= .19, being criticized r(450)= .25, self apprehension r(450)= .15, interaction with high status r(450))= .25, and interaction with opposite sex r(450)= .22, p<.01.

Likewise, the analysis revealed a positive correlation between interpersonal sensitivity and the new shyness scale dimension of spotlight effect r(450)= .62, being

appreciated r(450)= .41, being criticized r(450)= .61, self apprehension r(450)= .52, interaction with high status r(450)= .58 , and interaction with opposite sex r(450)= .56, p<.01. Similarly, depression was positively correlated with spotlight effect r(450)= .43, being appreciated r(450)= .30, being criticized r(450)= .42, self apprehension r(450)= .32, interaction with high status r(450)= .43, and interaction with opposite sex r(450)= .38, p<.01. The result of revealed a low positive and significant correlation between anxiety, phobic anxiety and the dimensions of the shyness scale (See table 3.8).

Hypothesis- 4 predicted a *positive correlation between dimensions of the new shyness scale and the dimension of the Derogatis Affect Balance Scale (negative emotion).*

This hypothesis was tested using the Pearson Bivariate correlation. According to these results, it was found that there was a significant positive correlation between the shyness scale and negative emotion r(450)=.43, p<.01. Also, a significant positive correlation was found between negative emotion and new shyness scale dimensions, spotlight effect r(450)= .39, being appreciated r(450)= .22, being criticized r(450)= .42, self apprehension r(450)= .29, interaction with high status r(450)= .36, and interaction with opposite sex r(450)= .35, p<.01. (See table 3.8).

In Hypotheses-5, it was predicted that "*there will be positive correlations between dimensions of the new shyness scale and the dimension of the Big-five scale (neuroticism)*".

Confirming our hypothesis, the Pearson bivariate correlation resulted indicated, a significant positive correlation between the shyness scale and neuroticism r(450)=.38, p<.01. Also, a significant positive correlation was found between neuroticism and the shyness scale dimensions, spotlight effect r(450)= .34, being appreciated r(450)= .16, being criticized r(450)= .36, self apprehension r(450)= .26, interaction with high status r(450))= .40, and interaction with opposite sex r(450)= .30, p<.01 (See table 3.8).

Table 3.8. Pearson bivariate correlations between the shyness scale and PRCA-24, guilt, shame, SCL-90, big five, and DABS (N=450)

Variable		Shy_34	Spotlight effect	Being appreciated	Being criticized	Self apprehension	Interaction with high status	Interaction with opposite sex
PRCA-24	r	.700***	.742***	.363***	.603***	.434***	.566***	.550***
Guilt	r	.173***	.127**	.149**	.096*	.224***	.177***	.080
Shame	r	582***	.446***	.347***	.516***	.537***	.555***	.368***
Somatization	r	.277***	.245***	.198***	.256***	.151**	.254***	.228***
Interpersonal sensitivity	r	.695***	.621***	.411***	.611***	.524***	.581***	.562***
Depression	r	.482***	.433***	.304***	.424***	.321***	.437***	.381***
Anxiety	r	.412***	.344***	.277***	.396***	.299***	.347***	.346***
Phobicanxiety	r	.345***	.312***	.198***	.328***	.226***	.289***	.286***
Negative emotion	r	.434***	.397***	.225***	.421***	.290***	.361***	.350***
Neuroticism	r	.388***	.346**	.162***	.365***	.265***	.404***	.300***

Note: *p < .05, ** p < .01, *** p < .001 significant level, Shy_34=new shyness total score

3.5.4.2. Divergent

As it is recalled, it was hypothesized that the new shyness scale will have no correlations (or low negative correlation) with the dimensions of the Big-five scale (openness, conscientiousness, and agreeableness) (*Hypothesis -6*) and dimension of the Derogatis balance affect scale (positive emotion) (*Hypothesis-7*). To test these hypothesizes, the Pearson Bivariate correlation was conducted. Both hypothesizes were confirmed. Confirming hypothesis-6, the result revealed a significant negative correlation between the shyness scale and Conscientiousness r(450)= -.28, Openness r(450)= -.23, and Agreeableness r(450)= -.12, p<.01. Besides, a significant negative correlation was found

between Conscientiousness with Spotlight effect r(450)= -.32, Being appreciated r(450)= -.18, Being criticized r(450)= -.27, Self apprehension r(450)=.09, Interaction with high status r(450) = -.23, and Interaction with opposite sex r(450)= -.19, p<.01 (see table 3.9).

Similarly, the result also indicated a significant low negative correlation between Agreeableness and Spotlight effect r(450)= -.21, Being criticized r(450)= -.14, and Interaction with opposite sex r(450)= -.14. Similarly, hypothesis-7 was also confirmed. The Pearson Bivariate correlation result revealed a significant low negative correlation between the shyness scale and positive emotion r(450)= -.24, p<.01. In addition, it was found that there was a significant low negative correlation between negative emotion and the shyness scale dimensions, Spotlight effect r(450)= -.30, Being appreciation r(450)= -.10, Being criticized r(450)= -.20, Self apprehension r(450)= -.09, Interaction with high status r(450)= -.18, and Interaction with opposite sex r(450)= -.21, p<.01 (See table 3.9).

Table 3.9. Pearson bivariate correlations between the shyness scale dimension and big five, DABS (N=450)

Variable		Shy_34	Spothlight effect	Being appreciated	Being criticized	Self apprehension	Interaction with high status	Interaction with opposite sex
Conscientiousness	r	-.288***	-.328***	-.189***	-.270***	-.094*	-.230***	- .193***
Agreeableness	r	-.126**	-.211***	-.021	-.145**	-.067	-.063	-.142**
Openness	r	-.233***	-.272***	-.075	-.203***	-.110*	-.187***	-.220***
Positive emotion	r	-.242***	-.300***	-.101*	-.203***	-.096*	-.181***	-.212***

Note: *p < .05, ** p < .01, *** p < .001, Shy_34= the new shyness total score

3.6. Discussion

Drawing on the results obtained from study 2, an applicable scale measuring the shyness level of individuals in terms of social psychology of the concepts obtained through

qualitative data in the cultural context were discussed. In discussing study 2, general opinions related to existing shyness measurements were focused. The main purpose of current study was to determine the factors related to shyness by conducting an exploratory factor analysis. Therefore, factor analysis was conducted by using JASP 16.1. According to results of the EFA, six factors were extracted as spotlight effect, being appreciated, being criticized, self apprehension, interaction with high status, interaction with opposite sex.

To test the structural validity of the developed scale, Firstly convergent validity was conducted to find out whether the current scale measures what it supposed to measure. This was done by checking how the newly developed scale converges to some selected scales exist in the literature (PRCA-24, Guilt, Shame, SCL-90, Big-five, and DABS). The result revealed that the newly developed shyness scale has positive correlation with PRCA-24, Shame, Guilt, SCL-90 (Depression, Anxiety, Phobic Anxiety, Interpersonal Sensitivity), Big-five (Neurotism), and DABS (negative emotion).

Following this, a more detailed analysis was conducted to check how the six factors identified related with the different scales. According to the Pearson correlation, there was a positive correlation between the shyness sub-dimensions and the big-five (neuroticism), PRCA-24, shame, guilt, and DABS (negative emotion) scales, However there was no relationship between guilt and interaction with opposite sex.

Secondly, divergent validity was conducted to find out whether the current scale measures what it supposed to measure. To do this, analysis were run using the scales in the litreture. According to the Pearson correlation, there was a negative/low correlation between the shyness total score and the big-five (conscientiousness, agreeableness, openness) and DABS (positive emotion) scales.

Subsequently, a more detailed analysis was conducted to check how the six factors identified related with the different scales. The results of analysis show that there was

negative/low corelation between shyness (spotlight effect, being criticized, interaction with opposite sex) and big-five (conscientiousness, agreeableness, openness) and DABS (positive emotion) scales. Similarly there was no relationship between shyness (being appreciated, self apprehension, interaction with high status) and agreeableness. Moreover, no relationship was found between openness and being appreciated. On the base of these, it was hypothesised that the new shyness scale will have negative/low correlation with Big-five (conscientiousness, agreeableness, openness) and DABS (positive emotion). The result supports our hypothesis that low level of negative correlation was found between the total score of shyness and conscientiousness, agreeableness, openness and possitive emotion. In addition, no relationship was found between agreeablesness and being appreciated, self apprehension and interaction with high status. Considering these results, it can be said that the newly developed shyness scale has divergent validity.

3.6.1. Spotlight Effect Dimension

The Spotlight effect is a term used by social psychologists to describe the tendency to exaggerate how much others notice us. In other words, it is expressed as the impression formed by the person that his/her faults or faults will be seen by others while performing an action (Gilovich et al., 2000). From this perspective, the spotlight effect appears to have an impact on the ability to work or feel comfortable with other people for people with social anxiety (Jackson et al., 2017). It is not unusual for a person to feel shy. However, this feeling is overemphasized for people with social anxiety (De caso et al., 2017). Similarly, people, especially those with social anxiety, are more focused on themselves, their actions, and their appearance, and they believe that everyone else is just as aware. In this context, the spotlight effect can become a cognitive bias that causes people to exaggerate the extent to which they are observed and noticed by others, as well as how

much they care about what others notice about them. For example, the spotlight effect may make an individual think that a small blemish on his shirt will be noticed by everyone, when in reality almost no one will notice. Similarly, people's assessments of how they appear to others may tend to be egocentrically biased. People become so focused on their own behavior, appearance, and inner state that they exaggerate how obvious they are to others. Therefore, others are less likely to notice an embarrassing blunder or a worthwhile personal victory, and a person's inner states such as irritability, disgust, or alarm rarely leak out as might be expected (Gilovich et al., 1999).

The Spotlight effect can strongly influence thinking in various situations. That's why it's important to understand it, especially when it comes to making you feel less self-conscious and more secure. Therefore, being aware of the spotlight effect can help reduce tension or shyness in social situations (Vriends et al., 2019). In other words, when you realize that people aren't really paying attention to you, you may find that your worries are lessened. Again, to overcome the spotlight effect is to be aware of your belief that other people notice and evaluate you. In other words, people may tend to think that their inner states can be seen by others even though they are not (Carlson et al., 2015). You can overcome the spotlight effect by focusing your attention outside and noticing other people's reactions to you. This can help you both stop focusing on your anxiety and realize how little attention other people pay to you. While it may seem like everyone knows what you think of yourself, no one actually has the ability to read your mind. When you can see that people are really caught up in their situation, it's easy to imagine that all the attention isn't on you and you're not highlighting your flaws (Gilovich et al., 2000).

When evaluated in general, the spotlight effect means that individuals do not want to be in the spotlight and tend to hide or stay away from the environment in order not to be noticed. Individuals with these characteristics avoid expressing their own thoughts in order

not to be noticed in the crowd, they cannot ask questions even if they want to, they do not want to sit in the front row at school, they prefer silence in their environment.

3.6.2. Being Appreciated Dimension

The other dimension identified in the newly developed shyness scale was shyness due to being appreciated. This dimension entails shyness feeling emanates from being appreciated for doing something good. Like other emotions, appreciation can be conceptualized as both an emotion and a disposition. Emotions are short, but if over time one tends to feel appreciated, or in many cases appreciated, then one may have a tendency to appreciate. Appreciation has been defined as accepting the value and meaning of something, an event, a person, a behavior, an object and feeling a positive emotional connection with it (Adler & Fagley, 2005). Studies have reported that there are individual differences in the tendency to feel appreciated (eg, Adler & Fagley, 2005; Tucker, 2007). While these differences are consistent with the personal observations of most people that they are people who appreciate kindness or opportunity and value family and friends, sometimes they can also create people who do not realize these positive aspects of their lives and accept their positive situations or experiences as they are (Fagley, 2012). However, although there are individual differences in the tendency to feel appreciated, it is possible to increase the tendency to appreciate through certain beliefs and practices that can be learned (Adler & Fagley, 2005). Similarly, positive emotional experiences have been associated with beneficial psychological health outcomes, such as lower depression and an increased likelihood of experiencing positive emotions in the future (Fredrickson & Joiner, 2002). From this perspective, one particular positive emotion that stands out in relation to psychological health is the experience of gratitude. In this context, similar results emerge when the relationship between gratitude and psychological health is

examined. Regarding psychological health, gratitude was found to predict higher levels of subjective well-being and optimism (Froh et al., 2009). Similarly, it has been suggested that appreciation plays an important role in creating and maintaining social bonds (Adler & Fagley, 2005; Algoe et al., 2008; Fagley & Adler, 2012).

In general, it is stated that the being appreciated is quite meaningful for people. In this context, it can say that being appreciated factor, which is the sub-dimension of shyness, is also important in strengthening social ties culturally and in the level of social well-being of people. In this study, being appreciated was determined as the sub-dimension of shyness. In this dimension, it is important for individuals to be praised, appreciated, received positive feedback, etc. by others. In such cases, it is expressed as the state of being embarrassed that occurs in individuals. Similarly, it can be seen as individuals' staying silent in this situation, withdrawing inwardly, not being able to express themselves and not reacting. The sense of shyness experienced in the case of being appreciated can vary culturally. In some cultures (intensely individualistic culture), this may not have a certain meaning, while in some societies (intensely collectivistic culture), it may be a desired and supported situation by the society. In this context, it can be experienced intensely in Turkish culture in general and can be seen as a desired behavior. Especially in Turkish society, it can show itself as a cultural norm in smaller cities (rural areas) rather than metropolitan cities. Similarly, this norm in Turkish society is known as being dignified, seen as modest and respectful to the person in front of them.

3.6.3. Being Criticized Dimension

The next dimension was determined as being criticized. This dimension is expressed as the inability of individuals to express themselves or being passive due to the presence of other people and the fear of criticism. When we look at the literature, it is seen

that there are many approaches that support these situations. Cognitive-behavioral theorists have identified fear of negative evaluation as a core feature of social anxiety (eg Clark & Wells, 1995; Rapee & Heimberg, 1997). Rapee and Heimberg (1997) suggested that individuals with social anxiety form a preconceived image or mental representation of themselves as seen by others, and also focus their attention on negative aspects of the image and monitoring the social environment for indicators of negativity. In other words, being evaluated by others in terms of individual differences; Perceived negative evaluation creates a maladaptive feedback loop by stimulating increases in anxiety as well as other negative aspects of self-image as seen by others. This concept is also consistent, in part, with the evolutionary explanation of social anxiety put forward by Gilbert. Gilbert (2001) suggested that social anxiety is an evolutionary mechanism that facilitates nonviolent interactions between individuals and suggested that individuals with social anxiety may fear status increases that may lead to conflict with stronger people. Similarly, they stated that individuals with social anxiety experience fear of both positive and negative evaluation and are generally afraid of being evaluated (Horley et al., 2004). This situation that individuals experience in social environments has been associated with the concept of social anxiety, which is used in a similar sense to the concept of shyness. Although these concepts are not separated from each other with certain lines, they can express a more similar situation with the sub-dimension of shyness (being criticized).

Generally speaking, individuals with a fear of criticism may tend to define the emotional expressions of others negatively because their ability to distinguish between different emotional states is not developed. Therefore, a highly anxious person may often negatively evaluate the feelings of others. Similarly, when we look at the scale items, individuals in this sub-dimension are also expressed as exhibiting shy behaviors when

criticized by others. In addition, it is seen that he tends to have a shy personality structure that cannot express himself, avoids being with others, prefers to be alone.

3.6.4. Self Apprehension Dimension

The other dimension of the new shyness scale was determined as self apprehension. Self-apprehension is basically seen as the internal evaluation of the individual and is generally known as the formation of repetitive emotions or thoughts in an interaction situation that the individual encounters (Shields & Kappas, 2006). Similarly, it is defined as the tendency of an individual to analyze his ideas, problems and concerns repeatedly and passively before taking action to solve his problems (Nolen-Hoeksema et al., 2008). It is also seen as a method that can be used to evaluate whether mistakes are made in social environments and whether it is accepted by other people. In this context, it is seen as repetitive thoughts on subjective experiences, including personal evaluations, physical evaluations and lived events of the individual during the social interaction that the individual has recently entered (Abbott, and Rapee, 2004; Edwards et al., 2003). While this situation gives positive results in people who are not anxious, it can give more negative results in people who are anxious (Grant, 2008). These anxious individuals may also tend to focus on issues such as negatively evaluating their social performance, reflecting their anxiety, and fear of rejection (Wong & Molds, 2009).

The frequency of repetitive thoughts may be related to personal differences and differences in emotional reactions to events (Nolan et al., 1998). Individuals with low self-esteem who ignore their own achievements and think too much about what other people think are more likely to have such repetitive thoughts. (Davis & Nolen-Hoeksema, 2000). Individuals with these characteristics continue to think about the situation repetitively, as they have difficulty in understanding and accepting a situation they are experiencing. They

want to find their faulty behavior to solve problems and prevent similar things from developing in the future, but they may be insufficient in solving them. For this reason, they think that they can review and control an event repetitively in certain situations (Lyubomirsky et al., 1999).

When evaluated in general, individuals in this sub-dimension intensely try to manage their own mental processes, but they cannot express themselves correctly by staying in intense thoughts because they cannot achieve positive results. Similarly, individuals may tend to guilt thoughts because they cannot express themselves as a result of intense thoughts. In other words, individuals may tend to avoid making mistakes, hide their thoughts constantly, and experience intense regret.

3.6.5. Interaction with High Status Dimension

Another dimension determined in the new shyness scale is shyness that occurs in interaction with high status. In order to understand how such a role or status awareness in interpersonal relationships affects communication, it can be evaluated in terms of "symmetrical or complementary relationship orientation". According to Watzlawick, Bavelas, and Jackson (1967), interpersonal relationships can be arranged symmetrically or complementary to an interpersonal relationship. When evaluated in this context, in a symmetrical relationship, people tend to reflect each other's behaviors and create a state of equality, while in a complementary relationship, one's behavior can complement the other's behavior and strengthen the interpersonal status difference. Similarly, Watzlawick et al. (1967) emphasizes that human communication has a universal aspect, that both cultures and individuals, symmetrical and complementary relationship interaction leads to a very important change in the type of interpersonal relationship. In this context, it is seen how symmetrical or complementary relationship orientation tends to minimize or maximize the

status difference in the communication situation of the individual or cultural group. When viewed at the cultural level, more symmetrical relationship orientation is observed in individualistic communities, and complementary relationship orientation is observed in collectivist cultures (Ishii, 1987). The use of these concepts in interpersonal relationships may also affect the level of shyness depending on the status differences experienced in interpersonal relationships. When evaluated in this context, differences in the levels of shyness experienced by individuals can be seen in situations arising from status differences in complementary relationships. The use of expressions of respect for status in Turkish society, when combined with the fear of making mistakes cognitively, can contribute to shyness.

When evaluated in general, it has been determined as the situations in which individuals prefer to stay passive or avoid the environment towards people who are in a higher position than themselves. Individuals may exhibit behaviors of withdrawing or accepting everything that is said without questioning those who are in a higher position.

3.6.6. Interaction with Opposite Sex Dimension

The final dimension was determined as interaction with opposite sex. This dimension refers to situations such as timidity, inability to express oneself, and escaping from the environment that occur in the communication of individuals with the opposite sex. The basic understanding of gender difference in this dimension refers to genetic sex. In this context, when the literature is examined, different studies have revealed the relationship between shyness and the opposite sex. Shyness is a multivariate personal characteristic that causes anxiety in displaying individual communication skills in the social environment in which the person lives, initiating and maintaining communication, and in relationships with people of the same or opposite sex (Zimbardo, 1990). Similarly,

shyness is defined as the tendency to avoid social interactions and not participate appropriately in social situations (Zimbardo et al., 1974). In addition, Pilkonis (1990) conducted an experimental study to determine the communication and situations of individuals who are shy and not shy in the presence of the opposite sex. According to this study, it was stated that individuals who are shy in the presence of the opposite sex exhibit more shy behaviors and wait longer to initiate communication than individuals who are not shy. Similarly, it is seen that the interactions of individuals with the opposite sex differ according to their shyness levels. In other words, it was observed that individuals with high shyness levels had less interactions with the opposite sex (Pilkonis, 1990). When evaluated in this context, it is seen that interacting with the opposite sex is important in the development and maintenance of social relations.

When evaluated in general, when we look at the items belonging to the sub-dimension (interaction with opposite sex) of the newly developed shyness scale, it is seen that shy individuals cannot express themselves or show a tendency to avoid in the presence of the opposite sex. Similarly, it is seen that shy individuals compulsorily prefer to remain silent or not to enter the environment in the presence of the opposite sex, and they have difficulty in starting and continuing the conversation.

4. STUDY 3: MODEL TESTS OF THE DEVELOPED NEW SHYNESS SCALE

The aim of the third study is to test whether the new shyness scale, which was obtained from the results of the first study and created by exploratory factor analysis with the second study, has a valid structure. Researchers in social sciences can use explanatory and confirmatory factor analyzes to test the structures of their studies. Explanatory factor analysis is used to determine under which factor the items are collected, while confirmatory factor analysis is used to determine whether the structure of the developed scales is compatible with the new data (Büyüköztürk, 2002; Kline, 2011). CFA is performed in order to verify the relationships underlying the structure formed by the variables and the theoretically developed hypotheses. CFA begins to be applied on a theoretical basis and differs from EFA in this aspect (Bryne, 2010). In CFA, 3 basic elements must be specified in order to make the necessary analyzes regarding a model. The first of these is that the number of factors is determined a priori. Second, the loads of the observed set of variables have been determined. The last is that the relationships of the factors have been determined (Bollen, 1989; Brown, 2015).

Thus, in study 3, a confirmatory factor analysis was performed using the IBM AMOS-24 package program to test the model. In general, confirmatory factor analysis is used to reveal the structural validity (factorial structure, etc.) of a newly developed scale and to test measurement models in the first stage of structural model tests. Confirmation of

a scale with CFA is important to indicate whether the scale is a valid scale (Bandalos & Finney, 2010; Büyüköztürk, 2002; Kline, 2011).

The main purpose of study 3 was to test the EFA results. While doing this, alternative models was also tested to determine the model with the best fit values in the context of alternative models of the scale. In this study, three alternative models were used to test CFA: one factor model (one-dimensional scale), first-order factor model (multi-dimensional scale), and second-order factor model.

One-factor model refers to model in which all observed variables that make up a latent variable are gathered under a single factor, called a single factor model. In other words, it is the gathering of all items included in the measurement around a single structure and structurally adapting to the model.

The multidimensional scale (first-order factor), on the other hand, refers to a measurement model in which the observed variables in a scale are gathered under more than one factor. In this measurement model, observed variables with similar common variances are gathered under the same factor. In other words, the items collected under the same factor show that while they are similar to each other, they are partially separated from the other factors. When values compatible with this model are determined, it means that the scale is multidimensional.

The second-order factor model is used to determine whether the factors obtained for the first-order factor analysis fit under the new latent variable. Likewise, Second-order models are factor analysis models that show how new model fit occured with the combination of different models. The difference of this model from the first-order factor model is that the scale itself is added to the model. Hence, all these three possible factor structures were tested for the new shyness scale, the model test results obtained were evaluated and discussed within the framework of the prevailing literature.

4.1. Method

4.1.1. Procedure and Scale Administration

4.1.2. Sample

The scale was applied to 356 participants using the qualtrix. The ages of the participants ranged from 18 to 59. Participants were selected from 5 universities: Gümüşhane University, Trakya University, Çanakkale 18 Mart University, Bingöl University, and Ankara Yıldırım Beyazıt University. Beside, few participants (25) were also selected from general population. The acquaintances working at the relevant universities were reached, and the Qualtrix form link, which was prepared before, was sent to the participants via WhatsApp and e-mail, and the participants were requested to participate in the study. This form consists of brief introduction, consent form, demographic information, and the scales. As depicted in the table 4.1, most of the participants (57.9%) are women. Considering the educational status; majority of the participants (88.5%) are undergraduate students, while only 7.1% and 4.5% are high school and postgraduate students respectively. Regarding residence; it was stated that 46.9% of them live in metropolitan, 46.3% in cities and 6.7% in village/town.

Table 4.1. Demographic information

		Frequency	Percent
Gender	Male	150	42,1
	Female	206	57,9
Education	High school	25	7,1
	Bachelor's degree	315	88,5
	Graduate degree	16	4,5
University	Ankara Yıldırım Beyazıt	93	26,1
	Bingöl	32	9,0
	18 Mart	57	16,0
	Gümüşhane	24	6,7
	Trakya	150	42,1
Living area	Metropolitan	167	46,9
	City	165	46,3
	Village/town	24	6,7

4.1.3. Instruments of Data Collection

The scale used for this study was the new 34-item shyness scale, which was created as a result of the exploratory factor analysis performed in the second study. Also, this scale is designed as a 5-point Likert scale from 1 (never) up to 5 (all time). In addition, Big Five Inventory, Hopkins Symptom Check List inventory, Guilt and Shame Scale, Personal report of Communication Apprehension and Derogatis Affect Balance Scale were used for this study.

4.2. Result

As it is recalled, 3 alternative models were tested to determine the most compatible CFA model for this study. The results of these models was presented below, respectively.

4.2.1. One Factor CFA Model

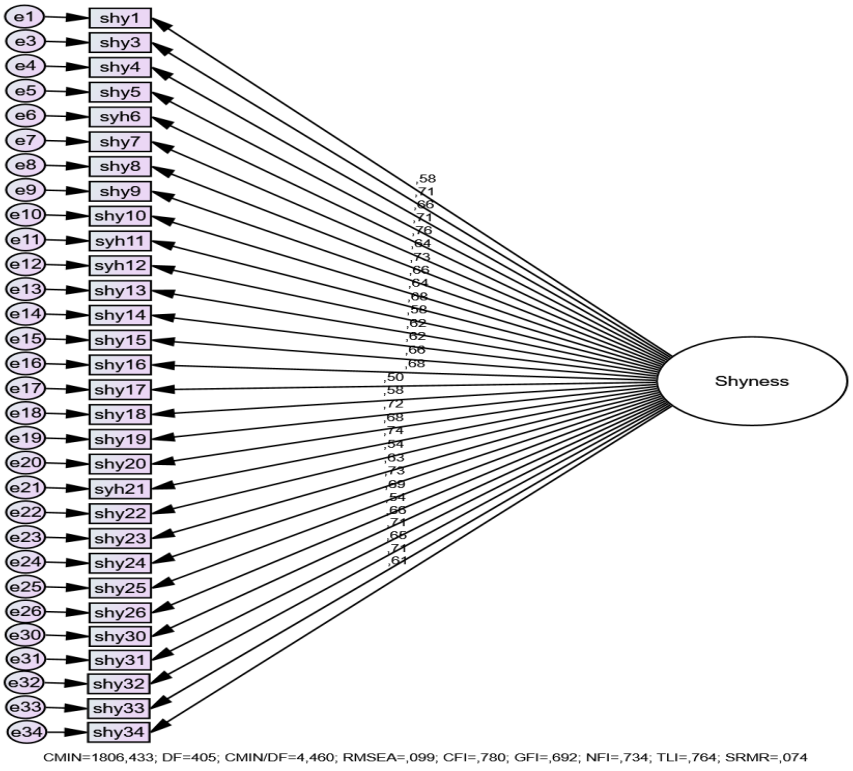
For the new shyness scale, initially, a one-factor CFA model was tested. In order to determine whether the model tested in IBM AMOS-24 (Analysis of Moment Structures) applications is compatible with the data, a decision is made within the scope of the goodness of fit indices values obtained as a result of the analyzes. In addition, model fit was assessed using different indices such as; CMIN (Chi-Square) statistics, CMIN/DF (Chi-Square/Degree of Freedom), Standardized Squared Root Mean Residual (SRMR), Goodness of Fit Index (GFI), and Comparative Fit Index (CFI). CMIN (Chi-Square): tests the compatibility of the data with the proposed model. Being nonsignificant indicates that the proposed model and sample covariances are similar. CMIN/DF (Chi-Square/Degree of Freedom): It shows a more reliable sample by dividing the chi-square value by the degree of freedom value. RMSEA (Root Mean square Error of Approximation): It shows how well the model is compatible with the sample covariance. SRMR (Standardized Root Mean Square Residual): tests the residual covariances between the covariance matrix of the

universe and the covariance matrix of the sample. CFI (Comparative Fit Index): It shows the fit of the tested model with respect to the baseline model, taking into account the degrees of freedom and sample size. GFI (Goodness of Fit Index): tests model fit independent of sample size. NFI (Normed Fit Index).

For GFI, NFI, TLI, and CFI values above 0.90 indicate a good fit, whereas for SRMS and root mean square error of approximation (RMSEA) smaller values indicate a better fit (Hair, Black, Badin, & Anderson, 2009).

The first model that tests the one factor CFA model reveals a poor model fit, χ^2 (527) = 2202,997, p <.01; CMIN/DF= 4.18, RMSEA=.095, CFI=.75, NFI=.69, TLI=.73, GFI=.68, and SRMR = .074. Since the obtained fit criteria were not within the desired limits, they were examined for modification indices. According to the analysis, the items with low regression coefficient (shy2, shy27, shy28, and shy29) were removed and reanalysis was performed. The results of the re-analysis also revealed poor model fit; χ^2 (405) =1806,433, p <.01; CMIN/DF= 4.46, CFI= .78, GFI= .69, NFI= .73, TLI= .76, RMSEA=.09, and SRMR=.06 modal fit values were obtained. According to this model fit values, it was understood that one-dimensional factor was not suitable for the new shyness scale. (see figure 4.1).

Figure 4.1. One factor model for the new shyness scale

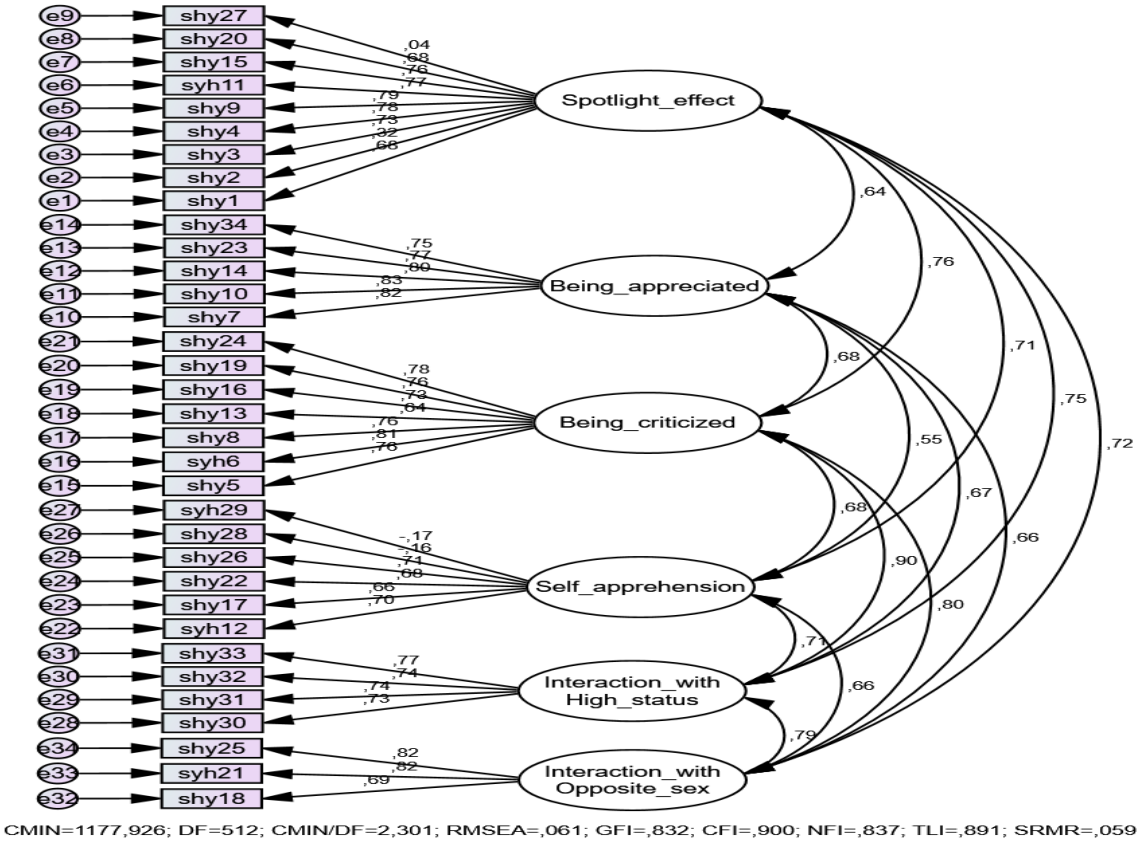


4.2.2. The First-Order CFA Model

Following this, for the new shyness scale, first-order CFA model is tested. To do so a structure consisting of 34 items and 6 factors (spotlight effect 9 items; being appreciated 5 items; being criticized 7 items; self apprehension 6 items; interaction with high status 4 items; and interaction with opposite sex 3 items) was tested using the IBM AMOS-24 program. Since the data collected from 356 people in a five-point Likert scale showed normal distribution, the covariance matrix was created by using the maximum likelihood method (Kline, 2011). The path diagram with the parameter values of the first-order confirmatory factor analysis (CFA) results of the scale is presented below. (see figure 4.2). As a result of confirmatory factor analysis revealed poor model fit; χ^2 (512) = 1177,926, p <.01; CMIN/DF= 2,30; RMSEA= .061; CFI= .90; GFI= .83; NFI= .84; TLI=0.89; SRMR=0.059. Since the obtained fit criteria were not within the desired limits, the

modification indices were examined. As a result of this index analysis, the 2nd item (.319) and 27th item (.035) under the spotlight effect dimension, and the 28th item (-.161) and 29th item (-.171) under the self apprehension dimension are not statistically significant. It was determined that the regression weight coefficients were very low. Hence, these items were removed sequentially and the data were reanalyzed.

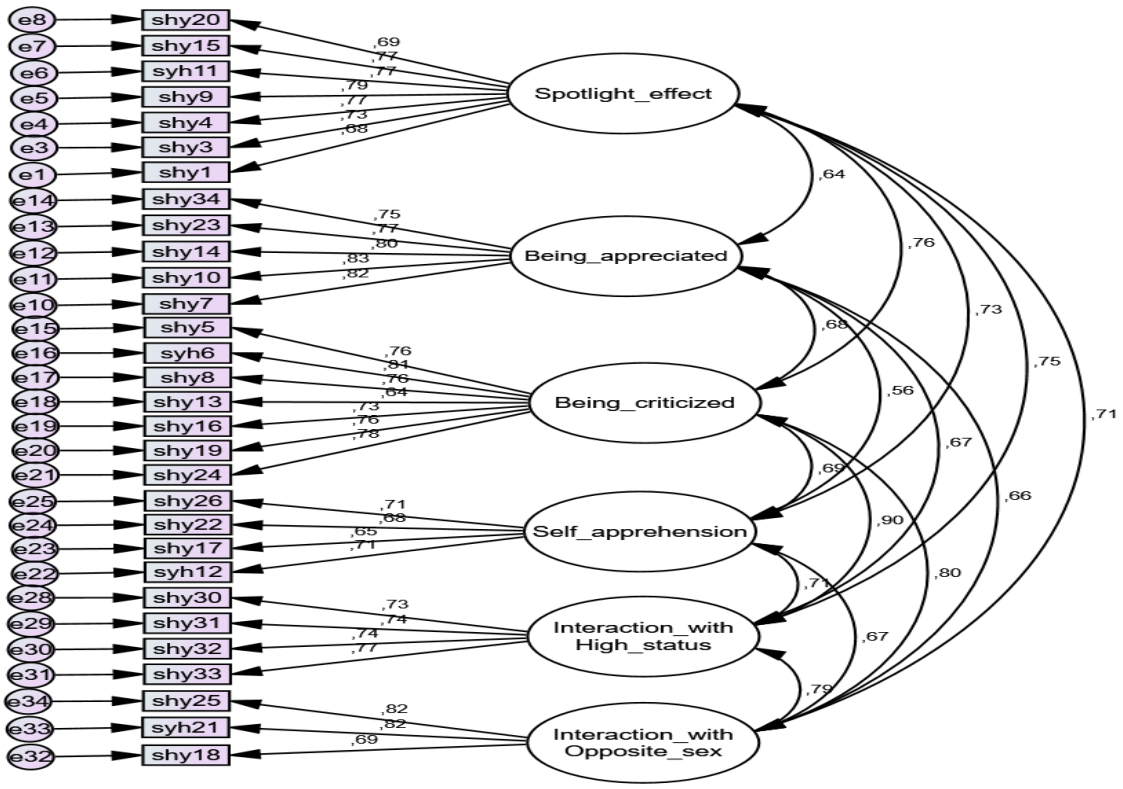
Figure 4.2. First-order multi-factor model for sub-dimensions of the new shyness scale



First-order confirmatory factor analysis was performed again by removing 4 items with low regression coefficients from the model. As a result of confirmatory factor analysis revealed good model fit; χ^2 (390) = 798,640, p <.01; CMIN/DF=2,04; RMSEA=.054; CFI=.94; GFI=.90; TLI=.93; NFI=.90 and SRMR=.046. This means that the model fit is good. The goodness of fit index values obtained as a result of the first-order CFA show that the proposed 6-factor model is compatible with the data and is acceptable. These

results show that the data obtained in the study are compatible with the predicted theoretical structure of the shyness scale (six-factor model). (see figure 4.3).

Figure 4.3. Modified first-order multi-factor model for sub-dimensions of the new shyness scale



CMIN=798,640; DF=390; CMIN/DF=2,048; RMSEA=,054; CFI=,936; GFI=,901; NFI=.896;TLI=,928; SRMR=,461

By applying first-order confirmatory factor analysis to the corrected measurement model, it was determined to what extent the latent variables could be explained by the observed variables. In addition, the explained variances and standardized and non-standardized values of the factors calculated in order to determine the validity and reliability of the measurement model are shown in the table 4.2. The table explains the standard and non-standard factor loads, standard errors, and t values of the parameters in the measurement model.

When the first-order confirmatory factor analysis results are examined, it is seen that the new shyness scale model consisting of 6 dimensions is acceptable. In the confirmatory

factor analysis, the path coefficients of all the items under shyness were found to be statistically significant. Path coefficients obtained for spotlight effect were β_0=.685 and .792 [p<.05]; β_0=.748 to .831 for being appreciated; β_0=.627 to 817 for being criticized; β_0=.649 to .707 for self apprehension; β_0=.681 to 771 for interaction with high status; and β_0=.693 and .823 for interaction with opposite sex; found to be between values. When these values are considered in terms of model fit values, it is seen that they are acceptable values. (for detail table 4.2).

Table 4.2. Unstandardized regression, standardized regression, and standard errors for the first-order CFA model (n =356)

Items	Path	Factors	β_0	β_1	SE.	C.R.	P
shy1	<---	Spotlight effect	0,685	1			
shy4	<---	Spotlight effect	0,773	1,159	0,087	13,27	<.001
shy3	<---	Spotlight effect	0,727	1,049	0,084	12,56	<.001
shy9	<---	Spotlight effect	0,792	1,104	0,081	13,573	<.001
syh11	<---	Spotlight effect	0,773	1,08	0,081	13,277	<.001
shy15	<---	Spotlight effect	0,765	1,087	0,083	13,16	<.001
shy20	<---	Spotlight effect	0,686	0,913	0,077	11,911	<.001
shy7	<---	Being appreciated	0,824	1			
shy10	<---	Being appreciated	0,831	0,999	0,055	18,066	<.001
shy14	<---	Being appreciated	0,803	0,983	0,057	17,227	<.001
shy23	<---	Being appreciated	0,771	0,94	0,058	16,291	<.001
shy34	<---	Being appreciated	0,748	0,957	0,061	15,646	<.001
shy5	<---	Being criticized	0,745	1			
syh6	<---	Being criticized	0,817	1,129	0,072	15,714	<.001
shy8	<---	Being criticized	0,760	1,11	0,076	14,509	<.001
shy13	<---	Being criticized	0,627	0,918	0,07	13,137	<.001
shy16	<---	Being criticized	0,734	1,001	0,072	13,969	<.001
shy19	<---	Being criticized	0,758	0,987	0,068	14,464	<.001
shy24	<---	Being criticized	0,781	0,937	0,063	14,954	<.001
syh12	<---	Self apprehension	0,704	1			
shy17	<---	Self apprehension	0,649	0,962	0,09	10,642	<.001
shy22	<---	Self apprehension	0,681	1,037	0,093	11,094	<.001
shy26	<---	Self apprehension	0,707	0,988	0,086	11,454	<.001
shy30	<---	Interaction with high status	0,681	1			
shy31	<---	Interaction with high status	0,752	1,129	0,089	12,696	<.001
shy32	<---	Interaction with high status	0,688	0,957	0,064	14,903	<.001
shy33	<---	Interaction with high status	0,771	1,261	0,097	12,979	<.001
shy18	<---	Interaction with oppsite sex	0,693	1			
syh21	<---	Interaction with oppsite sex	0,823	1,212	0,089	13,59	<.001
shy25	<---	Interaction with oppsite sex	0,814	1,2	0,089	13,483	<.001

β_0=Standardized regression weight β_1=Unstandardized regression weight

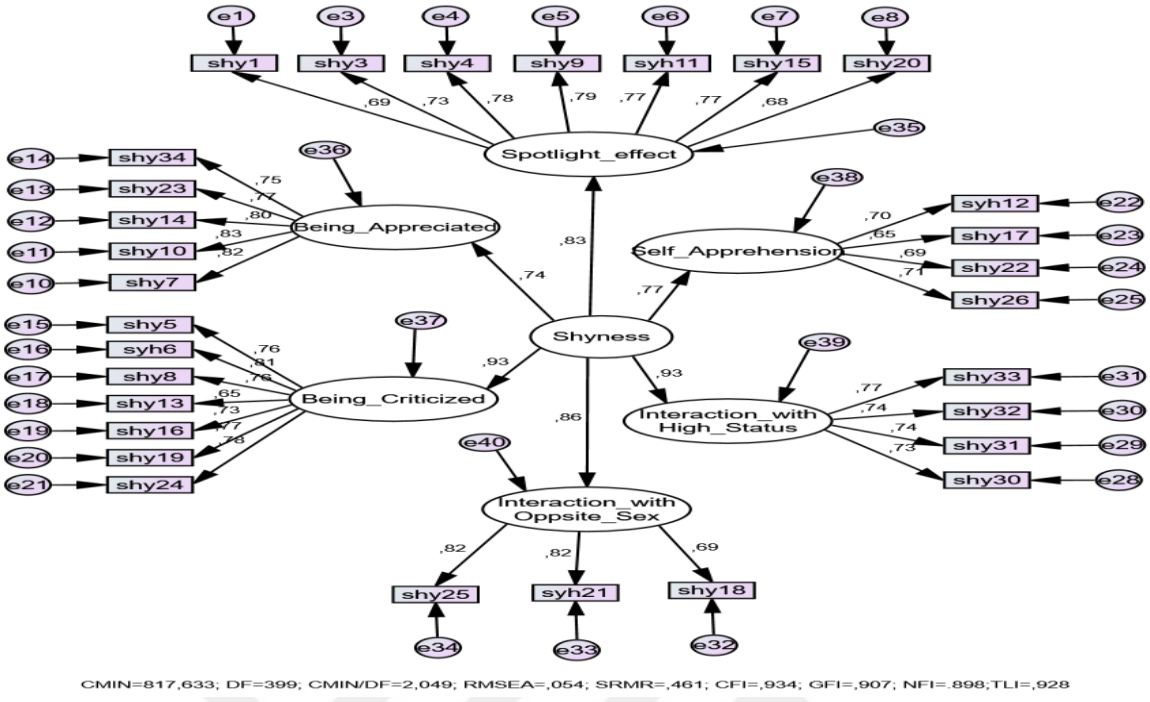
4.2.3. Second-Order CFA Model

In scale development studies, sometimes the scores obtained from the factors are evaluated separately, sometimes it is desired to get a total score from the scale. Gathering different factors under one structure shows that the developed scale will obtain a total score To test this, an upper latent variable is defined and associated with factors in the CFA model. This model is second-order confirmatory factor analysis.

The second-order CFA model was tested to examine whether the newly developed 30-item six-factor shyness scale loaded on the theorized underlying construct (Shyness). As a result of second-order confirmatory factor analysis revealed good model fit; χ^2 (399) = 817,633, p <.01. The chi-square (CMIN) value calculated for the fit of the model is 817,633, the degree of freedom (DF) value is 399, CMIN/DF=2.04; the Comparative fit index (CFI) value is .93; Goodness-of-Fit Index value is (GFI) value is .90, the Normed fit index (NFI) value is .89, Tucer Lewis Index value (TLI) is .92, Standardized Root Mean Square Residual (SRMR) value is .04, and Root Mean Square Error of Approximation (RMSEA) value is .05.

The factor loads of the items representing each dimension were 0.68-0.79 for the spotlight effect; 0.75-0.83 for the being appreciated; 0.65-0.81 for being criticized; for self apprehension 0.65-0.71; for interaction with high status 0.73-0.77 and for interaction with opposite sex 0.69-0.82 varied respectively (see figure 4.4).

Figure 4.4. Second-order multi-factor model for sub-dimensions of the new shyness scale



By applying second-order confirmatory factor analysis to the corrected measurement model, it was determined to what extent the latent variables could be explained by the observed variables. In addition, the explained variances and standardized and non-standardized values of the factors calculated in order to determine the validity and reliability of the measurement model are shown in the table 4.3. The table explains the standard and non-standard factor loads, standard errors, and t values of the parameters in the measurement model.

When the results of the second-order confirmatory factor analysis are examined, it is seen that the new shyness scale model with 6 factors under the latent variable is acceptable. In the confirmatory factor analysis, the path coefficients of the items belonging to all the factors under shyness were found to be statistically significant. Path coefficients obtained for spotlight effect were β_0=.681 and .792 [p<.05]; β_0=.748 to .831 for being appreciated; β_0=.650 to 810 for being criticized; β_0=.649 to .710 for self apprehension; β_0=.681 to 771

for interaction with high status; and β_0=.692 and .821 for interaction wit opposite sex; found to be between values. When these values are considered in terms of model fit values, it is seen that they are acceptable values. In addition, the path coefficients between the factors and shyness were found as spotlight effect β_0= .83, [p<.05]; β_0= .73 being appreciated; β_0= .93 being criticized; β_0= .77 self apprehension; β_0= .95 interaction wit high status; β_0= .85 interaction wit opposite sex respectively. In terms of model fit values, it is seen that these values are in the acceptable range (for detail table 4.3).

Table 4.3. Unstandardized regression, standardized regression, and standard errors for the second order CFA model (n =356)

Items	Path	Factors	β_0	β_1	S.E	C.R.	P
Being Appreciated	<---	Shyness	0,736	0,981	0,096	10,215	<.001
Being Criticized	<---	Shyness	0,936	1,206	0,108	11,194	<.001
Self apprehension	<---	Shyness	0,77	0,92	0,099	9,258	<.001
Interaction with High Status	<---	Shyness	0,959	1,092	0,104	10,484	<.001
Spotlight effect	<---	Shyness	0,83	1			
Interaction with Oppsite Sex	<---	Shyness	0,858	0,843	0,085	9,938	<.001
shy1	<---	Spotlight effect	0,686	1			
shy3	<---	Spotlight effect	0,729	1,051	0,083	12,601	<.001
shy4	<---	Spotlight effect	0,776	1,163	0,087	13,334	<.001
shy9	<---	Spotlight effect	0,792	1,103	0,081	13,584	<.001
syh11	<---	Spotlight effect	0,769	1,073	0,081	13,223	<.001
shy15	<---	Spotlight effect	0,768	1,09	0,082	13,209	<.001
shy20	<---	Spotlight effect	0,681	0,904	0,076	11,824	<.001
shy7	<---	Being appreciated	0,823	1			
shy10	<---	Being appreciated	0,831	0,999	0,055	18,063	<.001
shy14	<---	Being appreciated	0,803	0,983	0,057	17,229	<.001
shy23	<---	Being appreciated	0,77	0,939	0,058	16,269	<.001
shy34	<---	Being appreciated	0,748	0,957	0,061	15,642	<.001
shy5	<---	Being criticized	0,758	1			
syh6	<---	Being criticized	0,81	1,1	0,069	15,955	<.001
shy8	<---	Being criticized	0,757	1,086	0,074	14,747	<.001
shy13	<---	Being criticized	0,65	0,936	0,075	12,42	<.001
shy16	<---	Being criticized	0,73	0,977	0,069	14,142	<.001
shy19	<---	Being criticized	0,766	0,98	0,066	14,954	<.001
shy24	<---	Being criticized	0,779	0,919	0,06	15,25	<.001
syh12	<---	Self apprehension	0,696	1			
shy17	<---	Self apprehension	0,649	0,974	0,093	10,5	<.001
shy22	<---	Self apprehension	0,688	1,06	0,096	11,02	<.001
shy26	<---	Self apprehension	0,71	1,003	0,089	11,309	<.001
shy30	<---	Interaction with High status	0,687	1			
shy31	<---	Interaction with High status	0,751	1,118	0,088	12,748	<.001
shy32	<---	Interaction with High status	0,691	0,952	0,064	14,936	<.001
shy33	<---	Interaction with High status	0,767	1,242	0,096	12,978	<.001
shy25	<---	Interaction with Oppsite sex	0,817	1,206	0,09	13,476	<.001
shy18	<---	Interaction with Oppsite sex	0,692	1			
syh21	<---	Interaction with Oppsite sex	0,821	1,212	0,09	13,527	<.001

β_0=Standardized regression weight β_1=Unstandardized regression weight

Explanatory factor analysis was performed to determine the structure of the newly developed shyness scale. Confirmatory factor analysis was performed with the maximum likelihood technique to determine whether a 34-item single factor or 6-factor structure obtained as a result of EFA had model fit. As a result of the CFA, it was determined that the data did not provide sufficient fit for model 1. The 4 items that were determined to have a very low regression coefficient were removed and reanalyzed for model 2. However, it was determined that the data did not provide sufficient fit for model 2. Therefore, these two models were rejected as model 1 and model 2 did not have sufficient fit indexies. Then, a multi-factor (first-order factor analysis) model analysis, which is an alternative model 3, was carried out with the data obtained. According to the results of this analysis, it was determined that the model 3 fit values were within the criteria of the desired fit values. It was accepted that the shyness scale, which was developed because of the good fit of the model-3 fit values, has a 6-factor structure and is a valid model. As a result of this process, second-order factor analysis (model 4) was performed to test whether the 6-factor structure was combined under a latent variable. As a result of the CFA analysis made with the data, it was determined that the model 4 fit values were within the desired criteria. For this reason, the alternative model, model-4, was accepted. In addition, a new latent variable was obtained by combining the sub-dimensions of the shyness scale (for detail table 4.4)

When evaluated in general, alternative models 1 and model 2 were not accepted because they did not show good fit values. However, alternative models-3 and model 4 were accepted because they showed good fit values. In addition, by accepting the model 3 and model 4 fit values, it was determined that the shyness scale had both a 6-factor structure and a total score.

Table 4.4. Alternative model comparisons

Models	Number of item	CMIN	DF	RMSEA	CFI	GFI	NFI	TLI	SRMR
Model 1	34	2202,997	527	.095	.75	.68	.69	.73	.074
Model 2	30	1806,433	405	.090	.78	.69	.73	.76	.060
Model 3	30	1177,926	512	.061	.90	.83	.84	.89	.059
Model 4	30	798,64	390	.054	.94	.90	.90	.93	.046

Note: model-1=one dimensional first model, model-2=one dimensional second model, model-3= first-order model, model-3=second-order model

4.2.4. Correlations between Sub-Dimensions and the New Shyness Scale

Pearson correlation analysis was performed to determine the relationship between the new shyness scale and 6 factors. Correlations between factors and total score were calculated for developed the newly shyness scale and presented in Table 4.5. As can be seen from the table 4.5, a significant and positive relationship was found between shyness total score and spotlight effect (r=.87), Being appreciated (r=.77), Being criticized (r=.89), Self apprehension (r=.74), Interaction wit high status (r=.84), Interaction wit opposite sex (r=.78), $p<.05$ respectively. In addition, all correlations between factors were found to be positively significant (for detail table 4.5).

Table 4..5. The correlation matrix between factors and total score for new shyness scale

Variables	*M*	*SD*	Shy_30	Spotlight effect	Being appreciated	Being criticized	Self apprehension	Interaction with high status	Interaction with opposite sex
Shy_30	2,35	0.76	1						
Spotlight effect	2,36	0.91	.869**	1					
Being appreciated	2,28	0.94	.774**	.580**	1				
Being criticized	2,25	0.93	.897**	.694**	.615**	1			
Self apprehension	2,82	0.93	.744**	.612**	.468**	.581**	1		
Interaction with high status	2,49	0.94	.847**	.657**	.580**	.568**	.572**	1	
Interaction with opposite sex	1,86	0,84	.782**	.617**	.577**	.676**	.519**	.646**	1

*Note: "**" indicates the significance level (p < .01) M= Mean; SD= Standart deviation; Shy_30= New shyness total score (30 items)*

When the results of the general analysis were evaluated, a new 30-item shyness scale (Appendix F) was obtained after CFA was performed with the obtained data. In addition, the number of items belonging to the sub-dimensions of this scale was determined. Number of items belonging to each dimension, spotlight effect (7 items), being appreciated (5 items), being criticized (7 items), self apprehension (4 items), interaction with high status (4 items), and interaction with opposite sex (3 items)) are given in table 4.6 below (for detail see Appendix G).

Table 4.6. Last remaining shyness items after CFA

Dimensions	Number of items
Spotlight effect	1, 3, 4, 9, 11, 15, 20
Being appreciated	7, 10, 14, 23, 34
Being criticized	6, 5, 16, 19, 24, 13, 8
Self apprehension	26, 22, 12, 17
Interaction with high status	32, 33, 30, 31
Interaction with opposite sex	18, 21, 25

4.3. Discussion

In study 3 confirmatory factor analysis (CFA) was performed using the AMOS program to identify the appropriate model structure of the newly developed shyness scale. To do this, data were collected again with the 34-item new shyness scale obtained as a result of the exploratory factor analysis, and 3 different confirmatory factor analyzes were performed to determine the model fit. First, the one-dimensional model was tested. The result of the one-dimensional confirmatory factor analysis indicated that fit values were not in the acceptable range. To modify the model, 4 items that were found to have low regression coefficients were removed from the analysis and reanalysis was performed. However, the result was still not enough. Afterwards, the modification indices were applied, but the results showed that the model fit values were still not good. Thus, the newly developed shyness scale did not support the one-dimensional model. This was contrary to other commonly known shyness scale such as Buss (1990). Such scales are indicated to have one-dimension. For instance, Cheek (1990) developed 13 item shyness scale and conducted factor analysis, and later, it was adapted to Turkish by Güngör (1999) and added 7 items to form a 20-item shyness scale.

Following this, first-order factor analysis was performed to test whether a 6-factor structure had model fit. The confirmatory factor analysis was carried out using the full

scale with 34-items. However, it was understood that the fit values were not at the desired range. To modify the model, 4 items that were found to have low regression coefficients were removed and the data was analyzed again. The result revealed that the fit values for the model were in the acceptable range. In other words, the 6-dimensional shyness scale showing compatible values as a result of the first order factor model shows that it can contribute to the literature.

Finally, second-order factor analysis was performed to determine whether a 6-factor construct was collected under a latent variable. The result indicated a good model fit. Based on the second-order factor analysis result, it was determined that the data were compatible for this model. Follow up analysis was conducted to check the correlation between the total shyness score and the 6-factors. The results of the Pearson correlation analysis revealed a positive significant relationship between the total shyness score and other factors.

In general, the 30-item shyness scale did not show good fit values for the one-dimensional model. However, these data showed good fit indexes for both first-order and second-order analysis. Suggesting that the newly developed shyness scale has both a 6-factor structure and the total score of the shyness scale can be obtained with the scores obtained from these factors. The reliability for each factor was checked and the Cronbach alpha for all factors were in acceptable range (above .70). Similarly, the reliability for the full scale was also found to be high (.95). As a result of the studies, significant results were obtained regarding the reliability of the newly developed shyness scale.

5. GENERAL DISCUSSION

In this thesis, it was aimed to develop a new shyness scale in Turkish cultural context. To do so, three studies were carried out. Study 1 focused on determining the concept of shyness in the cultural context, identifying themes related to the concept of shyness from Turkish society perspective, and developing item pool for the new shyness scale. This was done using 15 open ended items. Following this, an item pool was created for the shyness scale by performing frequency analysis with the data obtained. In study 2, Explanatory factor analysis (EFA) was performed to determine the factor structures of the items obtained from study 1. In addition, divergent and convergent analysis were performed in order to check the reliability and validity of the new shyness scale. Finally, in study-3 confirmatory factor analysis (CFA) was performed using the AMOS program to identify the appropriate model structure of the newly developed shyness scale. Detail discussion for each study was given at the end of each study. Therefore, this section presents discussion for the whole studies in general. In addition, the limitations of the research and suggestions for future research are presented. Finally, the conclusions of the current study and its contributions to the literature are mentioned.

Studies have been carried out within the scope of different frameworks related to the concept of shyness in social sciences. The concept of shyness, which is generally considered as a permanent and distinctive personality trait in the literature, has been tried to be used universally (see datail Cheek & Buss, 1981). Commonly, shyness is appraised as negative emotion resulted due to some limitation on basic skills such as communication, self-confidence, or relationship (Asendorpf, 1990; Buss, 1986; Zimbardo, 1989). Contemporary cross-cultural studies, however, challenged one-side view of shyness. Cross-cultural studies on shyness revealed that the concept of shyness could vary based on

cultural difference. For instance, Xu (2007) indicated that among the society wherein high value is given to group cohesion over individual goal (such as China) non accertive and unassuming behavior could be appraised positively. Xu et al. (2007) further indicated that shyness could be a functional construct. Similarly, Chen (1992) among Chines culture shyness indicates maturity and self-control. Such studies revealed the possibility of varietion on how shyness is appraised accross culture.

For this reason, a qualitative study was first conducted to investigate whether the concept of shyness differs in Turkish cultural context. To do so, six different objectives; (i) defining shyness, (ii) feeling shyness, (iii) situation eliciting shyness, (iv) ways to reduce shyness, (v) others evaluation and (vi) gender differences were identified. In order to carry out this study, a 15-item open-ended questions were prepared. These questions were used to determine the definition of shyness in general, the reactions given in the situation of shyness, the feeling of shyness, and the places and situations where shyness is experienced. When we look at the results, different themes were obtained about what shyness is and the determinants of shyness. Study-1 findings indicated that participants tried to define shyness as emotion arises due to being in new social environment, crowded areas (such as school and workplace), high status or relations with the opposite sex, being praised or criticized by others, and meeating with strangers. This finding was in line with Assendorpf (1990), Xu and Farver (2009) and Cheek and Buss (1981) findings. In their studies social novility, being in croweded areas, experiencing criticizem by others, public attention, meeting strangers were identified as factors eliciting shyness. Shyness due to being praised (Mehçubiyet), however, was unique situational factor identified in this study as factor eliciting shyness. In line with the themes obtained as a result of the qualitative study, an item pool of 79 items was created. In order to test the content validity of the scale, expert opinions were taken and accordingly, inappropriate items were removed from the study.

Then, pilot test was conducted to further control the items and improve minor errors. As a result of these evaluations, necessary adjustments were made and a 50-item shyness scale was maintained.

Study 2 was conducted to check the factor structure, reliability, and validity of the scale developed in study 1. In scale reliability and validity studies, the number of items has an important place in determining the sample size. Child (2006) reported that the size of the sample reached in factor analysis studies should be 5 times the number of items/questions, and Kline (1994) reported that the sample size should be 10 times the number of items. Therefore, in factor analysis, the sample size is related to the number of items in the scale. Erkuş (2007) reported that the sample size affects the reliability coefficient, therefore, as the sample size increases, the reliability coefficient also increases. In this study, which had 50 items in the scale, approximately 9 times the number of items in the scale was reached, and data were collected from 450 participants in order to test the construct validity of the newly developed scale.

EFA was performed to group the variables and make the relationship between the data more understandable. EFA was conducted using the oblique rotation technique with maximum likelihood. Before determining the factor structure of the shyness scale, KMO Barlett test analysis was performed to determine whether the data obtained were suitable for factor analysis. In the analysis, it was seen that the KMO value was .966, indicating that the sample size was sufficient, and the chi-square value was significant ($p<.05$) and the data were suitable for factor analysis. Initially, EFA revealed 8 factors, but it was observed that some items were loading on more than one factor, and similarly, some items were not loading on any factor. Thus, the items that did not load on any factor were removed, respectively, and the EFA was performed again. Then, the items with cross loading were removed respectively and the analysis was performed again. As a result of these

procedures, 16 items were removed from the analysis and a 6-factor structure consisting of 34 items emerged, which explained 62% of the total variance. By looking at the meaning of each item of this 6-factor structure appropriate naming was made for the factors. Similarly, correlation analysis between factors was performed for the 6-factor structure obtained. According to the Pearson correlation analysis, it was determined that there were high correlations between the factors.

The validity of the newly developed shyness scale was controled by checking the new scale's correlation with other well known scales; Guilt, Shame, PRCA-24, Big five, SCL-90 and DABS. Literature indicated shyness as a multivariate personal characteristic that causes the individual to experience anxiety in the current social environment or especially in the new social environments he will enter, in the relationships he will establish with individuals of his own or opposite sex (Zimbardo, 1990). Similarly, Pilkonis (1990) stated that individuals with high levels of shyness experience high levels of anxiety in their communication with the opposite sex. Based on such literature, it was hypothesised that the newly developed shyness scale to have positive correlation with Guilt, Shame, PRCA-24, SCL-90 (somatization, interpersonal sensitivity, depression, anxiety, phobicanxiety), DABS (negative emotion), and Big-five (neuroticism). To check this pearson correlation analysis was made. Confirming our hypothesis, the convergent analysis revealed a significant positive relationship between the total shyness score and the PRCA-24, guilt, shame, SCL-90 (somatization, interpersonal sensitivity, depression, anxiety, phobicanxiety), DABS (negative emotion), and Big-five (neuroticism). Similarly, a significant correlation was found between shyness sub-dimensions and other scales. However, although there was no relationship between Guilt and interaction with opposite sex, a low level of relationship was found between Guilt and shyness total score and other

sub-dimensions. According to the results of these evaluations, it can be said that the newly developed shyness scale is a valid scale in terms of convergent validity.

Similarly, Pearson correlation analysis was performed to determine divergent validity of the newly developed shyness scale. On the base of these, it was hypothesised that the new shyness scale will have negative/low correlation with Big-five (conscientiousness, agreeableness, openness) and DABS (positive emotion). The result supports our hypothesis that low level of negative correlation was found between the total score of shyness and conscientiousness, agreeableness, openness and possitive emotion. In addition, no relationship was found between agreeablesness and being appreciated, self apprehension and interaction with high status. Considering these results, it can be said that the newly developed shyness scale has good divergent validity.

5.1. Dimensions of the New Shyness Scale

The first factor identified was spotlight effect. This factor refers to shyness experience due to fear of being the center of attention. Shy individuals are known to have difficulty meeting someone new, speaking in front of a crowd, or expressing their thoughts and feelings. However, it is stated that one of the most important skill deficiencies observed in shy individuals is the inability to start a new relationship (Carducci & Zimbardo, 1995). In this context, the spotlight effect factor obtained in the study shows parallelism with the literature. This means, since shy individuals have difficulty in meeting new people, initiating relationships, maintaining relationships and exhibiting their skills in public speaking, they communicate less and express their feelings and thoughts more difficult than non-shy individuals. It is seen that shy individuals who communicate with fewer people and speak less, stay away from environments because they lack skills in

expressing themselves. From this point of view, it is seen that shy people have problems in communicating with others and have limitations in fulfilling their tasks.

The other factor identified in this study was self apprehension dimension. Literature indicated that shy people experience an intense internal evaluation process when talking to others, making it very difficult for them to express themselves and experiencing more intense anxiety (McCroskey, 1982). When evaluated in this context, individuals in the self-apprehension dimension find it very difficult to express themselves because they experience intense anxiety, and they have self-directed thoughts to get rid of this process. For this reason, shy individuals have difficulty in expressing themselves because they think their thoughts repeatedly and continuously. At the end of this process, they tend to remain silent more commonly.

There are many studies in the literature on the behavior of individuals in the event of criticism (Carducci, 2000; Carducci & Zimbardo, 1995; Henderson et al, 2014). When the studies are examined, it is stated that shy individuals experience anxiety because they think that others may evaluate them negatively, and this anxiety causes the individual to form false and negative beliefs about himself (Henderson et al, 2014). In other words, the fear of being negatively evaluated by others can cause the individual to exhibit shyness behavior. Similarly, it is emphasized that thoughts of negative criticism of individuals trigger social anxiety and individuals exhibit avoidance behavior (Carducci, 2000). In line with the literature, in this study, fear of being criticised by others was identified as a different dimension of shyness. This dimension indicate that shy individuals may engage in escape or passive behaviors due to their fear of being critisised by others.

One of the important determinants of shyness is related to the individual's being affected by social values and norms. In this context, it is emphasized that the definition of shyness is supported by the basic values of the society and cultural values play a decisive

role in the prevalence of shyness in the society (Chen, 2018; Liu et al, 2019; Zimbardo, 1979). In this respect, cultural factors play an important role in the development of shyness, as well as personal experiences (Chen & Schmidt, 2015). In this study, it can be said that being appreciated, which is the shyness sub-dimension of Turkish society, emerged as a result of cultural values. In other words, in some cases, it can be said that the shyness caused by the appreciation or praise of individuals is effective in the cultural context. It can be stated that this situation experienced in Turkish society is actually a feeling accepted and desired by the society. As a result of these evaluations, it is seen that cultural differences are important in determining shyness. For this, it was necessary to develop a new shyness scale in the cultural context. Therefore, in this study, it was aimed to develop a new shyness scale in the cultural context in general. For this purpose, both qualitative and quantitative studies were conducted to determine the concept of shyness in Turkish society.

CFA was carried out with the AMOS program to test the model of the structure obtained as a result of EFA. Three different models were tested to determine the model most compatible with CFA. First model one-dimensional factor analysis, second model first-order factor analysis, and finally, second-order factor analysis were performed to determine whether the shyness scale had a total score. First, one-dimensional factor analysis was performed with the obtained data. According to this model test, it was determined that the model fit indices were not good. In addition, it was observed that the regression coefficients of 4 items were quite low, and these items were removed from the analysis, respectively, and the analysis was performed again. However, according to the results of the analysis, it was seen that the fit indices were still not at the desired level. For this reason, it was determined that the model was not suitable according to the results of the one-dimensional factor analysis made with the obtained data. Secondly, first-order

factor analysis was performed. As a result of this analysis, when the model test of the 30-item shyness scale was performed, it was found that the model was compatible with the data obtained and that the other fit indices had very good fit values (χ^2 (390) = 798,640, p <.01; CMIN/DF=2,04; RMSEA=.054; CFI=.94; GFI=.90; TLI=.93; NFI=.90 and SRMR=.046). According to this result, it has been determined that there are acceptable values and the model fit is at the desired levels. In other words, it was determined that the shyness scale was suitable for model testing of a 6-factor structure. Finally, second-order factor analysis was performed to model test the newly developed shyness scale. As a result of the second-order factor analysis, it was determined that the shyness scale had good fit values under multidimensional and single factor (χ^2 (399) = 817,633, p <.01; CMIN/DF=2,04; RMSEA=.05; CFI=.93; GFI=.90; TLI=.92; NFI=.89, and SRMR=.04). Therefore, the newly developed shyness scale showed good fit values both as 6 different factors and under the latent variable obtained by the combination of these 6 factors. That is, the newly developed shyness scale shows that it can both calculate separate points for each factor and have a total score. In addition, according to the results of the psychometric analyzes, it was determined that the newly developed shyness scale is a reliable and valid measurement tool. In conclusion, the present study expands the previous knowledge about shyness by exploring shyness-related behavior patterns unique to Turkish culture. Based on the content analysis, the definition of perceived shyness in Turkish society was investigated. Although the discovered structures and existing shyness structures are found to be universal, some differences in the content of shyness have also been identified. These differences generally manifested as the behavior patterns of shy people. For example, the factor of being appreciated generally occurs in situations of being praised by others. For this reason, being appreciated by others is not actually seen as a problem by the society and can be seen as behaviors that should be desired and encouraged in practice. Thus, in a

cultural context, shyness is not seen as a completely negative situation and in some cases, it can be seen as a desired positive behavior.

5.2. Contributions of Current Study

Looking at the literature, it has been seen that there is no measurement tool that reveals cultural differences in Turkish society about shyness. For this reason, there was a need to develop a new shyness scale in the cultural context. Thus, in this study, it was aimed to develop a new shyness scale in the cultural context in general. For this purpose, both qualitative and quantitative studies were conducted to determine the concept of shyness in Turkish society. Since this study, which was conducted to determine the concept of shyness, is both qualitative and quantitative, its contribution to studies in the field is considered very important. Similarly, it can be stated that it is very important in terms of making sense of shyness from the point of view of shy individuals. It can be said that the newly developed shyness scale is a useful measurement tool in terms of both having sub-dimensions and being used as a total score.

As a result, this study includes both qualitative and quantitative methods that make valuable contributions to both theoretical and practical understanding of the concept of shyness in Turkish culture.

5.3. Limitation and Directions for Future Researches

The overarching aim of this study was to reconstruct the concept of shyness in Turkish society and then develop a cultural shyness scale. So, the excellent contribution of the present study is to reveal how the concept of shyness is conceptualized in Turkish culture and what are the situations that cause shyness. It was also to develop a new scale by determining the determinants of the concept of shyness in Turkish society. In a cultural

context, the newly developed scale can make interpersonal relationships more understandable. Similarly, it provides understanding of social relations from different perspectives. This study was conducted in line with the reasons for shyness. For this reason, it can be recommended to carry out studies in line with the results of shyness for future studies. Similarly, this study was conducted for adults. For this reason, a similar study can be conducted for children in future studies.

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7. APPENDICES

APPENDIX A. QUALITATIVE STUDY QUESTIONS

Bu çalışmanın amacı Türkiye toplumunda utangaçlıkla ilgili veri toplamaktır. Aşağıda utangaçlıkla ilgi bazı açık uçlu sorular yer almaktadır. Bu soruların doğru veya yanlış cevapları yoktur kişiden kişiye cevaplar değişebilmektedir. Lütfen soruları dikkatlice okuyarak cevaplayınız.

1. Utangaçlık denilince ne anlıyorsunuz?

2. Sizce utangaçlık nasıl bir duygudur?

3. Sizce "utangaç" bir kişinin Özellikleri nelerdir? (Davranışları, kişisel özellikleri, düşünceleri, vb.)

4. Sizce insanlar hangi ortamda ya da hangi durumda daha çok utangaçlık gösterirler

5. Sizce erkek ve kadın arasında utangaçlık bakımında fark var mıdır?
   (Fark olduğunu düşünüyorsanız bunlara örnek verebilir misiniz?)

6. İnsanlar utandıkları zaman nasıl davranırlar?

7. Utangaç insanlar hakkında ne düşünüyorsunuz?

8. Sizce utangaç insanlar toplum tarafından nasıl görülür?

ŞİMDİ sizden geçmişte Utangaçlık hissettiğiniz bir olayı ya da durumu düşünmenizi istiyoruz. Geçmişteki utangaçlık hissettiğiniz bu durum ya da bu olayda neler olduğunu ve sizin için ne gibi sonuçlar getirdiğini hatırlamaya çalışınız. Daha sonra sizde utangaçlık yaratan bu olayı düşünerek aşağıdaki sorulara cevap olarak yazınız.

9. Utangaçlık yaratan bu olayı yaşadığınızda neredeydiniz?

10. Utangaçlık yaratan bu olayı yaşadığınızda kiminle birlikteydiniz?

11. Yaşadığınız bu olayda hissettiğiniz utangaçlığı nasıl değerlendiriyorsunuz? (Olumlu ve ya olumsuz)

12. Utangaçlık yasadığında neler hissetiniz?

13. Utangaçlık yasadığınızda neler yaptınız?

14. Utangaçlık durumunuz ne kadar sürdü?

15. Eğer utangaçlık duygusunu diğerleriyle birlikte yaşamışsanız onların tepkileri neler oldu?

APPENDIX B. CONSENT FORM

Sizi AYBÜ Psikoloji Bölümü Araştırma Görevlisi Ahmet Temel tarafından yürütülen "Türkiye Toplumunda Utangaçlığı Anlamak" başlıklı araştırmaya davet ediyoruz. Bu çalışmadaki soruların doğru ya da yanlış cevapları bulunmamaktadır, sadece sizin konuyla ilgili fikirleriniz ve deneyimleriniz merak edilmektedir. Çok kısa cevaplar yazmamanız ve soruları boş bırakmamanız önemlidir. O yüzden lütfen, düşüncelerinizi rahatlıkla ve detaylı olarak yazmaya gayret ediniz. Çalışma süresi sizin cevap verme hızınıza bağlı olarak değişebilir.

Bu araştırmaya katılıp katılmama kararını vermeden önce, araştırmanın neden ve nasıl yapılacağını bilmeniz gerekmektedir. Bu nedenle bu formun okunup anlaşılması büyük önem taşımaktadır. Eğer anlayamadığınız veya sizin için açık olmayan şeyler varsa, ya da daha fazla bilgi isterseniz ahmet Temel' mail adresinden araştırmacıya ulaşabilirsiniz.

Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmadan çıkma hakkına sahipsiniz. Çalışmayı yanıtlamanız, araştırmaya katılım için onam verdiğiniz biçiminde yorumlanacaktır. Size verilen formlardaki soruları yanıtlarken kimsenin baskısı veya telkini altında olmamaya özen gösteriniz. Bu formlardan elde edilecek bilgiler tamamen araştırmanın amacı kapsamında kullanılacaktır.

Yukarıda yer alan ve araştırmadan önce katılımcıya/gönüllüye verilmesi gereken bilgileri okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Evet

Hayır

APPENDIX C. DEMOGRAPHIC FORM

1- Cinsiyetiniz? ☐ Kadın ☐ Erkek

2- Doğum yılınız? _____

3-Eğitim durumunuz nedir?

☐ Okur-yazar değil ☐ Yüksekokul mezunu (2 yıllı ☐ Üniversite mezunu

☐ Okur-yazar ☐ Ortaokul mezunu ☐ Yüksek lisans derecesi

☐ İlkokul mezunu ☐ Lise mezunu ☐ Doktora derecesi

4- Yaşamınızın büyük bir bölümünü nasıl bir yerde geçirdiniz?

☐ Büyükşehir ☐ Şehir/ İlçe ☐ Köy/Kasaba

5- Ne kadar süredir burada yaşıyorsunuz

☐ Beş(5) yıl veya daha az ☐ Beş(5) yıldan fazla

6- Çalışma durumunuz nedir?

☐ Maaşlı bir işte çalışıyor ☐ Ev hanımı ☐ Öğrenci ☐ Aşı ☐

Kendi işinde çalışıyor ☐ Emekli ☐ Çalışamaz durumda

7- Ne sıklıkla utangaçlık duygusu yaşarsınız?

☐ Hiçbir zaman ☐ Ara sıra ☐ Bazen ☐ Sık sık ☐ Her zaman

8- Kendinizi ne kadar utangaç olarak görüyorsunuz? (0 ile 10 dahil olmak üzere bir rakam seçiniz.)

0—1—2—3—4—5—6—7—8—9—10

APPENDIX D. SHYNESS SCALE (50 ITEMS)

	İnsanlar farklı durumlarda farklı davranışlar sergileyebilmektedir. Aşağıda çeşitli durumlar karşısında verilmesi muhtemel çeşitli tepkilerle ilişkili ifadeler yer almaktadır. Lütfen bu ifadeleri dikkatlice okuyunuz ve bu tepkilerin sizi yansıtma derecesini **''1=Hiçbir Zaman'' ve 5=Her Zaman''** arasında değişen seçeneklerden size en uygun olanını işaretleyerek belirtiniz.	**Hiçbir Zaman**	**Nadiren**	**Bazen**	**Sıklıkla**	**Her Zaman**
1.	İnsanların yoğun olduğu ortamlara girmekten kaçınırım.	1	2	3	4	5
2.	Grup ortamlarında kendimi ifade ederim.	1	2	3	4	5
3.	Sosyal ortamlarda soru sormak istesem de sormaktan çekinirim.	1	2	3	4	5
4.	Toplulukta göz önünde olmaktan kaçınırım.	1	2	3	4	5
5.	Sosyal ortamlarda hakkımda olumsuz bir şey söylendiğinde ortamı terk etmek isterim.	1	2	3	4	5
6.	Kalabalık ortamlarda bir kişi beni eleştirdiğinde yerin dibine girmiş gibi hissederim.	1	2	3	4	5
7.	İnsanların önünde takdir edildiğimde mahcup olurum.	1	2	3	4	5
8.	Sosyal ortamlarda düşüncelerimi ifade edemediğim için kendimi suçlarım.	1	2	3	4	5
9.	Kalabalık ortamlarda eleştirilmekten çekinirim.	1	2	3	4	5
10.	Kalabalık ortamlarda zor duruma düşmemek için uyum sağlarım.	1	2	3	4	5
11.	Kalabalık ortamlarda dikkat çekmemek için sessiz kalırım.	1	2	3	4	5
12.	Yeni bir ortama girdiğimde kendimi rahat ifade ederim.	1	2	3	4	5
13.	Yeni bir ortama girdiğimde oradan hemen ayrılmak isterim.	1	2	3	4	5
14.	Yabancı bir ortamda takdir edildiğimde mahcup olurum.	1	2	3	4	5
15.	Yabancı bir ortama girdiğimde dikkat çekmemek için sessiz kalırım.	1	2	3	4	5
16.	Yeni bir ortama girdiğimde hata yapmaktan çekinirim.	1	2	3	4	5
17.	Yeni bir ortama girdiğimde zor durumlara düşmemek için uyum sağlarım.	1	2	3	4	5
18.	Yeni bir ortama girdiğimde fikirlerimi söylemeden önce tekrar tekrar düşünürüm.	1	2	3	4	5
19.	Bilmediğim/tanımadığım kişilerle konuşmayı başlatmakta zorlanmam.	1	2	3	4	5
20.	Bilmediğim/tanımadığım kişilerle konuşurken olumsuz değerlendirilmekten çekinirim.	1	2	3	4	5
21.	Bilmediğim/tanımadığım biri hakkımda olumsuz bir şey söylediğinde yanından ayrılmak isterim.	1	2	3	4	5
22.	Bilmediğim/tanımadığım kişilerle konuşurken hata yapmaktan çekinirim.	1	2	3	4	5
23.	Bilmediğim/tanımadığım kişiler tarafından takdir	1	2	3	4	5

	edildiğimde mahcup olurum.					
24.	Bilmediğim/tanımadığım kişilerin bulunduğu ortama girmekten kaçınırım.	1	2	3	4	5
25.	Bilmediğim/tanımadığım kişiler beni eleştirdiğinde yerin dibine girmiş gibi hissederim.	1	2	3	4	5
26.	Bilmediğim/tanımadığım kişilerin yanında hal ve hareketlerime dikkat kesilirim.	1	2	3	4	5
27.	Bilmediğim/tanımadığım kişilerle konuşurken elim ayağım birbirine dolanır.	1	2	3	4	5
28.	Bilmediğim/tanımadığım kişilerle konuşurken tedirgin olurum.	1	2	3	4	5
29.	Yeni tanıştığım biriyle konuşurken düşüncelerimi ifade edemediğim için kendimi suçlarım.	1	2	3	4	5
30.	Karşı cinsten kişilerin bulunduğu ortamlarda düşüncelerimi rahatlıkla ifade ederim.	1	2	3	4	5
31.	Karşı cinsten kişilerle konuşurken yüzümün kızardığını hissederim.	1	2	3	4	5
32.	Karşı cinsten kişilerin yanında eleştirildiğimde ortamı terk etmek isterim.	1	2	3	4	5
33.	Karşı cinsten kişilerin ortamında dikkat çekmemek için sessiz kalırım.	1	2	3	4	5
34.	Karşı cinsten kişilerle konuşurken tedirgin olurum.	1	2	3	4	5
35.	Karşı cinsten kişilerin yanında hal ve hareketlerime dikkat kesilirim.	1	2	3	4	5
36.	Karşı cinsten kişiler tarafından takdir edildiğimde mahcup olurum.	1	2	3	4	5
37.	Karşı cinsten bir kişi beni eleştirdiğinde yerin dibine girmiş gibi hissederim.	1	2	3	4	5
38.	Karşı cinsten kişilerle konuşmayı başlatmakta zorlanmam.	1	2	3	4	5
39.	Karşı cinsten kişilerle konuşurken elim ayağım birbirine dolanır.	1	2	3	4	5
40.	Karşı cinsten kişilerle konuşurken hata yapmaktan çekinirim.	1	2	3	4	5
41.	Karşı cinsten kişilerle konuşurken fikirlerimi söylemeden önce tekrar tekrar düşünürüm.	1	2	3	4	5
42.	Karşı cinsten kişilerle konuşurken göz teması kuramam	1	2	3	4	5
43.	Üst konumdaki kişilerle konuşurken tedirgin olurum.	1	2	3	4	5
44.	Üst konumdaki kişilerle konuşmayı başlatmakta zorlanmam.	1	2	3	4	5
45.	Yüksek statüdeki kişilerle konuştuğumda göz teması kuramam.	1	2	3	4	5
46.	Yüksek konumdaki kişiler beni eleştirdiğinde yüzüm kızarır.	1	2	3	4	5
47.	Yüksek statüdeki kişilerle konuşurken elim ayağım birbirine dolanır.	1	2	3	4	5
48.	Yüksek statüdeki bir kişi beni eleştirdiğinde yerin dibine girmiş gibi hissederim.	1	2	3	4	5

49.	Üst konumdaki kişiler tarafından takdir edildiğimde mahcup olurum.	1	2	3	4	5
50.	Üst konumdaki bir kişi konuşma yaptığı ortamda göz önünde bulunmaktan kaçınırım.	1	2	3	4	5

APPENDIX E. SHYNESS SCALE (LAST REMAINING AFTER EFA, 34 ITEMS)

	İnsanlar farklı durumlarda farklı davranışlar sergileyebilmektedir. Aşağıda çeşitli durumlar karşısında verilmesi muhtemel çeşitli tepkilerle ilişkili ifadeler yer almaktadır. Lütfen bu ifadeleri dikkatlice okuyunuz ve bu tepkilerin sizi yansıtma derecesini **''1=Hiçbir Zaman'' ve 5=Her Zaman''** arasında değişen seçeneklerden size en uygun olanını işaretleyerek belirtiniz.	**Hiçbir Zaman**	**Nadiren**	**Bazen**	**Sıklıkla**	**Her Zaman**
1.	İnsanların yoğun olduğu ortamlara girmekten kaçınırım.	1	2	3	4	5
2.	Sosyal ortamlarda soru sormak istesem de sormaktan çekinirim.	1	2	3	4	5
3.	Toplulukta göz önünde olmaktan kaçınırım.	1	2	3	4	5
4.	Sosyal ortamlarda hakkımda olumsuz bir şey söylendiğinde ortamı terk etmek isterim.	1	2	3	4	5
5.	Kalabalık ortamlarda bir kişi beni eleştirdiğinde yerin dibine girmiş gibi hissederim.	1	2	3	4	5
6.	İnsanların önünde takdir edildiğimde mahcup olurum.	1	2	3	4	5
7.	Kalabalık ortamlarda eleştirilmekten çekinirim.	1	2	3	4	5
8.	Kalabalık ortamlarda dikkat çekmemek için sessiz kalırım.	1	2	3	4	5
9.	Yabancı bir ortamda takdir edildiğimde mahcup olurum.	1	2	3	4	5
10.	Yabancı bir ortama girdiğimde dikkat çekmemek için sessiz kalırım.	1	2	3	4	5
11.	Yeni bir ortama girdiğimde fikirlerimi söylemeden önce tekrar tekrar düşünürüm.	1	2	3	4	5
12.	Bilmediğim/tanımadığım biri hakkımda olumsuz bir şey söylediğinde yanından ayrılmak isterim.	1	2	3	4	5
13.	Bilmediğim/tanımadığım kişiler tarafından takdir edildiğimde mahcup olurum.	1	2	3	4	5
14.	Bilmediğim/tanımadığım kişilerin bulunduğu ortama girmekten kaçınırım.	1	2	3	4	5
15.	Bilmediğim/tanımadığım kişiler beni eleştirdiğinde yerin dibine girmiş gibi hissederim.	1	2	3	4	5
16.	Bilmediğim/tanımadığım kişilerin yanında hal ve hareketlerime dikkat kesilirim.	1	2	3	4	5
17.	Karşı cinsten kişilerle konuşurken yüzümün kızardığını hissederim.	1	2	3	4	5
18.	Karşı cinsten kişilerin yanında eleştirildiğimde ortamı terk etmek isterim.	1	2	3	4	5
19.	Karşı cinsten kişilerin ortamında dikkat çekmemek için sessiz kalırım.	1	2	3	4	5
20.	Karşı cinsten kişilerle konuşurken tedirgin olurum.	1	2	3	4	5
21.	Karşı cinsten kişilerin yanında hal ve hareketlerime dikkat kesilirim.	1	2	3	4	5
22.	Karşı cinsten kişiler tarafından takdir edildiğimde mahcup olurum.	1	2	3	4	5
23.	Karşı cinsten bir kişi beni eleştirdiğinde yerin dibine girmiş gibi hissederim.	1	2	3	4	5
24.	Karşı cinsten kişilerle konuşurken elim ayağım birbirine dolanır.	1	2	3	4	5
25.	Karşı cinsten kişilerle konuşurken fikirlerimi söylemeden önce tekrar tekrar düşünürüm.	1	2	3	4	5
26.	Aile büyükleri tarafından takdir edildiğimde mahcup olurum.	1	2	3	4	5

27.	Aile büyükleriyle konuşurken elim ayağım birbirine dolanır.	1	2	3	4	5
28.	Aile büyüklerinin yanında rahat konuşmaktan çekinirim.	1	2	3	4	5
29.	Aile büyüklerinin yanında dikkat çekmemek için sessiz kalırım.	1	2	3	4	5
30.	Üst konumdaki kişilerle konuşurken tedirgin olurum.	1	2	3	4	5
31.	Yüksek konumdaki kişiler beni eleştirdiğinde yüzüm kızarır.	1	2	3	4	5
32.	Yüksek statüdeki kişilerle konuşurken elim ayağım birbirine dolanır.	1	2	3	4	5
33.	Yüksek statüdeki bir kişi beni eleştirdiğinde yerin dibine girmiş gibi hissederim.	1	2	3	4	5
34.	Üst konumdaki kişiler tarafından takdir edildiğimde mahcup olurum.	1	2	3	4	5

APPENDIX F. SHYNESS SCALE (LAST REMAINING AFTER CFA, 30 ITEMS)

	İnsanlar farklı durumlarda farklı davranışlar sergileyebilmektedir. Aşağıda çeşitli durumlar karşısında verilmesi muhtemel çeşitli tepkilerle ilişkili ifadeler yer almaktadır. Lütfen bu ifadeleri dikkatlice okuyunuz ve bu tepkilerin sizi yansıtma derecesini **''1=Hiçbir Zaman'' ve 5=Her Zaman''** arasında değişen seçeneklerden size en uygun olanını işaretleyerek belirtiniz.	**Hiçbir Zaman**	**Nadiren**	**Bazen**	**Sıklıkla**	**Her Zaman**
1.	İnsanların yoğun olduğu ortamlara girmekten kaçınırım.	1	2	3	4	5
2.	Toplulukta göz önünde olmaktan kaçınırım.	1	2	3	4	5
3.	Sosyal ortamlarda hakkımda olumsuz bir şey söylendiğinde ortamı terk etmek isterim.	1	2	3	4	5
4.	Kalabalık ortamlarda bir kişi beni eleştirdiğinde yerin dibine girmiş gibi hissederim.	1	2	3	4	5
5.	İnsanların önünde takdir edildiğimde mahcup olurum.	1	2	3	4	5
6.	Kalabalık ortamlarda eleştirilmekten çekinirim.	1	2	3	4	5
7.	Kalabalık ortamlarda dikkat çekmemek için sessiz kalırım.	1	2	3	4	5
8.	Yabancı bir ortamda takdir edildiğimde mahcup olurum.	1	2	3	4	5
9.	Yabancı bir ortama girdiğimde dikkat çekmemek için sessiz kalırım.	1	2	3	4	5
10.	Yeni bir ortama girdiğimde fikirlerimi söylemeden önce tekrar tekrar düşünürüm.	1	2	3	4	5
11.	Bilmediğim/tanımadığım biri hakkımda olumsuz bir şey söylediğinde yanından ayrılmak isterim.	1	2	3	4	5
12.	Bilmediğim/tanımadığım kişiler tarafından takdir edildiğimde mahcup olurum.	1	2	3	4	5
13.	Bilmediğim/tanımadığım kişilerin bulunduğu ortama girmekten kaçınırım.	1	2	3	4	5
14.	Bilmediğim/tanımadığım kişiler beni eleştirdiğinde yerin dibine girmiş gibi hissederim.	1	2	3	4	5
15.	Bilmediğim/tanımadığım kişilerin yanında hal ve hareketlerime dikkat kesilirim.	1	2	3	4	5
16.	Karşı cinsten kişilerle konuşurken yüzümün kızardığını hissederim.	1	2	3	4	5
17.	Karşı cinsten kişilerin yanında eleştirildiğimde ortamı terk etmek isterim.	1	2	3	4	5
18.	Karşı cinsten kişilerin ortamında dikkat çekmemek için sessiz kalırım.	1	2	3	4	5
19.	Karşı cinsten kişilerle konuşurken tedirgin olurum.	1	2	3	4	5
20.	Karşı cinsten kişilerin yanında hal ve hareketlerime dikkat kesilirim.	1	2	3	4	5
21.	Karşı cinsten kişiler tarafından takdir edildiğimde mahcup olurum.	1	2	3	4	5
22.	Karşı cinsten bir kişi beni eleştirdiğinde yerin dibine girmiş gibi hissederim.	1	2	3	4	5
23.	Karşı cinsten kişilerle konuşurken elim ayağım birbirine dolanır.	1	2	3	4	5
24.	Karşı cinsten kişilerle konuşurken fikirlerimi söylemeden önce tekrar tekrar düşünürüm.	1	2	3	4	5
25.	Aile büyükleri tarafından takdir edildiğimde mahcup olurum.	1	2	3	4	5
26.	Üst konumdaki kişilerle konuşurken tedirgin olurum.	1	2	3	4	5
27.	Yüksek konumdaki kişiler beni eleştirdiğinde yüzüm kızarır.	1	2	3	4	5
28.	Yüksek statüdeki kişilerle konuşurken elim ayağım birbirine dolanır.	1	2	3	4	5
29.	Yüksek statüdeki bir kişi beni eleştirdiğinde yerin dibine girmiş gibi hissederim.	1	2	3	4	5
30.	Üst konumdaki kişiler tarafından takdir edildiğimde mahcup olurum.	1	2	3	4	5

APPENDIX G. ETHICAL APPROVAL FORM

ANKARA YILDIRIM BEYAZIT ÜNİVERSİTESİ (AYBÜ)
ETİK KURULU
PROJE ONAY BELGESİ

Ankara Yıldırım Beyazıt Üniversitesi İnsan ve Toplum Bilimleri Fakültesi Psikoloji bölümü Arş.Gör. Ahmet TEMEL'in, "Understanding The Concept of Shyness in Turkish Context: Dimensions and its Outcomes" adlı araştırması değerlendirilmiştir.*(Bu kısım başvuru sahibi tarafından doldurulmalıdır)*

Proje etik açısından uygun bulunmuştur. ☒
Proje etik açısından geliştirilmesi gerekmektedir. ☐
Proje etik açısından uygun bulunmamıştır. ☐

AYBÜ ETİK KURULU KARARI (Etik Kurul tarafından doldurulacaktır)	
Araştırma kodu (Yıl – Araştırma sıra no)	2020 – 450
Başvuru formunun Etik Kurula ulaştığı tarih	25.12.2020
Etik Kurul Karar toplantı tarihi ve karar no	14.02.2022 – 34
Yer	Yıldırım Beyazıt Üniversitesi, Esenboğa Külliyesi
Katılımcılar	Formda imzası bulunan üyelerimiz toplantıya katılmıştır.

KURUL BAŞKANI, BAŞKAN YARDIMCISI VE ÜYELER:

		İMZA
Prof. Dr. Cem Şafak ÇUKUR	**Üye**	
Prof. Dr. Muharrem KILIÇ	**Üye**	
Doç. Dr. Behlül TOKUR	**Üye**	
Doç. Dr. Birgül ÖZKAN	**Üye**	
Doç. Dr. Yüksel Akay UNVAN	**Üye**	
Dr. Ögr. Üyesi Şule KAYA	**Üye**	
Dr. Ögr. Üyesi Ertuğrul DEMİRDEL	**Üye**	
Dr. Ögr. Üyesi Nimet YILDIRIM TİRGİL	**Üye**	

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