The Relationship between Worry and Fear of Negative Evaluation wit Social Anxiety in Students

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Abstract

The purpose of this study was to the relationship between worry and fear of negative evaluation wit social anxiety in students. The population of this study is to include students who were enrolled in the first semester of the academic year 2013-14. 160 students (80 girls and 80 boys) were selected wit using a multi-stage random sampling. The worry questionnaire, fear of negative evaluation scale and the phobic stimuli response scales were used for data collection. Statistical analysis was performed whit stepwise regression analysis wit SPSS 16. The total number of students is a significant correlation between fear of negative evaluation and social anxiety. There is also a high correlation in the total number of students between worry and social anxiety. So that 29% of the variance in social anxiety is explained by these variables. The results show that people with social anxiety are concerned that social events are being negatively evaluated by others. So the fear of negative evaluation that will lead them toward greater avoidance of social environment and predicts the persistence of social anxiety. Increased awareness and use of cognitive therapy helps to treat social anxiety and improve social performance.

Keywords: Worry, Fear of negative evaluation, Social anxiety, Students.

Introduction

Social anxiety is one of the most common psychiatric disorders in a student population. Epidemiologic studies show that this disorder is the fourth largest psychiatric disorder in their lifetime (with a prevalence of 12.1 %) (Sadock & Sadock, 2007; Heinrichs & Hofmann, 2001; Kessler et al., 2005). Social anxiety appears wit obvious and persistent fear of one or more social position. Where people feel they are being judged by the actions and behaviors and avoid social situations and interpersonal relationships. Social anxiety disorder is characterized by some of physiological features (cheeks blushing, sweating, dry mouth, and tremors of concern when dealing with social situations): Psychological characteristics (shame, embarrassment, fear of being wrong, fear of negative evaluation and fear of waiting) and behavioral characteristics (stepping down, avoiding eye contact, fear of assertiveness, fear of speaking in public or being addressed) (Stravynski et al., 2004).

The findings of several studies show (Abbott & Rapee, 2004; Hofmann, 2007; Hirsch & Mathews, 2000; Kindt & Brosschot, 1998; Borkovec & Inz, 1990; Collins et al., 2005) can play an important role in the cognitive process of creating and sustaining social anxiety. Cognitive theorists have emphasized the role of distorted perceptions and assessments of interpersonal relationships, distorts in social information processing, cognitive avoidance of environmental events, fear of negative evaluation and anxiety. Clark and Mc Manus (2002) describe anyone faced with a social position makes assumptions about her. Which can lead to the formation of physical and psychological symptoms of social anxiety. Aspects of cognitive, anxiety and fear of negative evaluation plays an important role in shaping social anxiety. In recent years, cognitive theories of anxiety have focused on anxiety and worry. Borkovec (1994) and Mathews & MacLeod (1994) showed that the cognitive component of anxiety as the central of several anxiety disorders, this shows the importance of clinically.

Worry as a cognitive process, it is anticipated a threat that Involving recurring thoughts and images, and Issues arousing anxiety and potentially traumatic events and catastrophic consequences. Model of cognitive-behavioral concerns that have been raised by Dugas outlined four cognitive variables that are important in creating and sustaining excessive and uncontrollable worry in adults. These variables do not tolerate uncertainty, negative problem orientation, pos
Rapee and Heimberg (1997) suggest that socially anxious individuals show a negative image of themselves that seems to have been observed by others and automatically focus on the negative aspects of them. People in fear of negative evaluation, When in a position to be evaluated by others, they are nervous. The fear of negative evaluation, one always tries to withdraw and avoids positions of evaluation (Weeks et al., 2008a). The majority of patients who seek treatment for this disorder are reported to moderate impairment in areas such as education, family relationships, marriage, romance and friendship (Weeks et al., 2008b). The purpose of this study was to the relationship between worry and fear of negative evaluation whit social anxiety in students.

Methodology

The research method is descriptive-correlation. The statistical population was composed of undergraduate students of Islamic Azad University of Iranshahr Branch that were studying in the first semester of the academic year 2013-14. Among them, 160 students (80 girls and 80 boys) by using a multi-stage random sampling method were selected as samples. The worry questionnaire, fear of negative evaluation scale and the phobic stimuli response scales were used for data collection. Statistical analysis was performed whit stepwise regression analysis in SPSS 16.

Worry questionnaire
Penn State Worry Questionnaire has 16 questions (1992). This questionnaire has high internal consistency and the student population has been reported Cronbach's alpha coefficient equal to 0.95.

Fear of negative evaluation scale
Fear of negative evaluation scale (FNE) made by Watson and Friend (1969) for the detection and assessment of social anxiety and consists of 30 questions.

The phobic stimuli response scales
This scale is a self-report instrument that was built for the first time by Cutshal and Watson (2004). The scale consists of 46 items that are divided into five subscales fear of blood-injection (10 items), fear of physical harm (8 items), social phobia (11 items), fear of animals (8 items), and fear of indoor (9 items). In the study of social phobia subscale was used to measure social anxiety.

Results

Table 1 shows the descriptive subjects, including mean and standard deviation for all subjects.

<table>
<thead>
<tr>
<th>Predictor variables</th>
<th>Average</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worry</td>
<td>48.95</td>
<td>9.42</td>
</tr>
<tr>
<td>Fear of negative evaluation</td>
<td>22.17</td>
<td>4.00</td>
</tr>
<tr>
<td>Social anxiety</td>
<td>24.25</td>
<td>6.39</td>
</tr>
</tbody>
</table>

Table 2 shows the simple correlation between anxiety and fear of negative evaluation in social anxiety of college students.

<table>
<thead>
<tr>
<th>Statistical indicators of predictor variables</th>
<th>r</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worry</td>
<td>0.46</td>
<td>0.001</td>
</tr>
<tr>
<td>Fear of negative evaluation</td>
<td>0.48</td>
<td>0.001</td>
</tr>
</tbody>
</table>

The results showed that the simple correlation coefficient between social anxiety (0.46), and fear of negative evaluation and social anxiety (0.48) that is meaningful at the level (p<001) (Table 2). The result shows stepwise regression analysis between worry and fear of negative evaluation in social anxiety in all subjects (Table 3).

Table 3. The regression analyze results of variables concerned with worry and fear of negative evaluation whit social anxiety in method stepwise for all subjects.

<table>
<thead>
<tr>
<th>Statistical indicators of predictor variables</th>
<th>MR</th>
<th>RS</th>
<th>F</th>
<th>Standardized coefficients B</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear of negative evaluation</td>
<td>0.48</td>
<td>0.23</td>
<td>66.47</td>
<td>0.47</td>
<td>6.81</td>
<td>0.001</td>
</tr>
<tr>
<td>Worry</td>
<td>0.54</td>
<td>0.29</td>
<td>32.29</td>
<td>0.29</td>
<td>3.77</td>
<td>0.001</td>
</tr>
</tbody>
</table>

As can be seen in table 3 in multivariate linear regression analysis (stepwise method) worry and fear of negative evaluation is entered as predictor variables and social anxiety score was considered as the dependent variable:
In students, fear of negative evaluation and worry predicted 29% of the variance in social anxiety. In addition, this column shows the beta coefficients that the fear of negative evaluation and worry significantly able to predict social anxiety in students.

Discussion and Conclusion

Social anxiety is one of the most common anxiety disorders in college students. In recent decades, researchers and practitioners in psychology began to pay special attention to structural worry. Although it may be common but when he takes on extreme aspects worry, can cause confusion, inconsistency and is self-destructive. Fear is intertwined with everyday life. Unforeseen events occur always. Preoccupation and concern about possible future events, not only has a negative impact on a person's feelings, but also increases one's sense of powerlessness in the face of a good deal. Concerns are the mental effort to solve the problem in cases where the outcome is uncertain, but may also cause negative consequences.

In other words, fear causes a feeling of pressure, boredom and anxiety or increases them. A feeling of pressure and worries increases a person's discomfort and that will lead him into anxiety disorders. But not always harmful as worry and negative emotional states, because man is forced to take to achieve the objective obstacles from their path and Then the endure emotional pressure. Current research indicates that anxiety is one of the predictors of social anxiety. This finding is consistent with previous studies (Borkovec et al., 2004). So, worry and fear of being in social situations so that they feel they are being judged, Leads to continued anxiety and avoidance of social situations.

On the other hand, many people with social anxiety, fear of negative perceptions of others, When you are in a position to be evaluated by others, avoid the situation assessment. It has also been found that fear of negative evaluation and worry significantly ability to predict social anxiety in students.

References


