"A Cross Sectional Study to Assess the Cognitive Predictors of Social Anxiety Among ADALOSCENTS Studying in Selected High School of Bagalkot".

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ABSTRACT:

Background: Social anxiety (SAD) is a chronic mental health condition where social interactions cause irrational anxiety, fear, self-consciousness, and embarrassment. It leads to excessive social avoidance and substantial impairment.

Method: The data was collected from250 High school students. By using stratified random sampling technique data was selected. Leibowitz social anxiety Scale (Likert's scale) was utilized to evaluate social anxiety of the students and Negative social cognition scale (Rating scale) was utilized to assess social cognition of students, social behaviour scale was utilized to assess the social behaviour of the students.

Results: There was an association found between the Age, gender year of studying with social anxiety of students (χ^2 =10.978, 28.195, 11.784) $p<0.05$ & association found between the gender with social behaviour (χ^2=3.992).

Conclusion: There was a significant positive correlation between two variables social anxiety and social cognition is found statistically significant ($r = 0.7$) & weak positive correlation between the two variables social behaviour and social cognition is found statistically significant($r = 0.4$).

Key-words: Adolescents, Cognitive predictors, Social anxiety, Social behaviour, Social cognition.

1.   Introduction:

Social phobia is a prevalent anxiety disorder among adolescents and younger age groups, affecting their functioning capabilities if left untreated. Educational institutions play a significant role in a person's social and personal development, with an average of 20 years spent in them. Social Anxiety Disorder (SAD) is defined as extreme fear or anxiety about social situations where individuals are exposed to scrutiny. College students face interpersonal communication problems, which are common psychological problems affecting their studies and lives. SAD is a disease across the cultural spectrum, with a significant increase in social anxiety experience from childhood development to adolescence. Social anxiety occurs when an individual wants to present a favourable public image but doubts their ability to do so, fuelled by low self-worth and internalized shame. Adolescence is a transitional period with considerable individual variability in its onset and length.[1]

Negative social cognitions are negative thoughts and beliefs held by the client following an experience that

limit current functioning. Negative symptoms, such as blunted affect, alogia, sociality, avolition, and anhedonia, are a key element of schizophrenia. Historically, the focus on neurocognition has been on negative symptoms due to its stronger association with negative symptoms and potential impact on work-related performance. However, recent interest has shifted towards social cognition and related aspects such as self-concepts, dysfunctional beliefs, attitudes, and expectancies. The Adolescent Social Cognitions Questionnaire (ASCQ) measures the frequency and belief of negative automatic thoughts in social situations. The relationship between social cognition and negative symptoms depends on where social motivation fits into social cognition.[2]

Safety behaviours are used to prevent fears from coming true and feel more comfortable in anxious situations. Examples include sitting in the back row, avoiding eye contact, wearing sunglasses, over-preparing for presentations, mentally rehearsing conversations, carrying anti-anxiety medication, leaving the house only with trusted loved ones, and creating an escape plan. Unsafe human behavior accounts for 88% of accidents, while an unsafe psychical environment accounts for 10%. The Adolescent Social Behaviour Questionnaire (ASBQ) measures the frequency of seeking safety in social situations, with each item rated 0-3.[3]

Social anxiety disorder is a persistent fear of being watched and judged by others, affecting daily activities and making it difficult to make and keep friends. Symptoms include blushing, sweating, shaking, and feeling nervous. The incidence of anxiety disorders varies by age, with adults experiencing it in 22.3% and adults in 22.7%. The global prevalence of social anxiety is significantly higher than previously reported, with 36% of respondents meeting the threshold criteria. The disorder typically starts in childhood or adolescence, with the median age of onset in the early to mid-teens.[4]

2. Objectives:

To assess the level of social anxiety among adolescents. To find out the association between cognitive predictors with their socio demographic variables. To find out the association between social anxiety among adolescents with their socio demographic variables.

3. Methods:

A cross sectional study directed among 250 High school students between the age gatherings of 14-16 years in M.D.B High school of Muchakhandi Bagalkot. And the sample has been selected by stratified random sampling technique.

Study participants:

The study participants were students from 14-16 years of age residing in rural areas of Bagalkot District. The data was collected from 250 High school students in selected school at Bagalkot.

Setting of the study:

Based on the investigator's familiarity, availability of the subjects and feasibility to conduct the study, the present study was conducted in M.D.B High school of Muchakhandi Bagalkot.

Sampling technique:

: The sample was chosen using proportionate stratified random sampling technique for the selection of the High school of Muchakhandi Bagalkot.

Data collection Instrument:

➤ Leibowitz social anxiety Scale (Likert scale) - Assess the Social anxiety.
➤ Negative social cognition scale (Rating scale) - Assess the Negative social cognition of Students.
➤ Social behaviour scale - Assess the Social behaviour.

Translation and reliability of data collection instruments:

The instruments were translated in to Kannada language and retranslated in to English. Similarity between original and translated tool were ascertained by linguistic experts.

The reliability of all 2 tools was established by test-retest method. And 1 tool was established by split half method. The tools were administered to 250 high school students. Spearman's rank order correlation co-efficient for baseline Performa was R=1. For social anxiety Scale [r= 0.71] and for social cognition scale [r= 0.8] Social behaviour scale [r= 0.81] suggesting all the tools were reliable for conducting the study.

Data collection Procedure:

Data collection was done for 10 days from 26-06-2023 to 6-07-2023 M.D.B High school of Muchakhandi Bagalkot. A formal Permission was obtained from the Principal of Sajjalashree Institute of Nursing Sciences Navanagar, Bagalkot. Then permission was obtained from the Principal of M.D.B High school of Muchakhandi Bagalkot. The purpose of the study was explained to the principal of this school. The investigator given self-introduction explained the purpose of data collection to the subjects and subject's willingness to participate in the study was ascertained. The subject was assured the anonymity and confidentiality of the information provided by them. Likert scale was administered to students to assess the social anxiety of students, and rating scale was administered to students to assess the adolescent social cognitions of students and social behaviour scale was administered to students to assess the adolescent social behaviour of students. Each participant has taken around 45 minutes to complete both the scale.

Ethical clearance:

Ethical clearance certificate was obtained from Institutional ethical clearance committee, B.V.V.S Sajjalashree Institute of Nursing sciences, Bagalkot (ref No. BVVSSIONS-IEC/2022-23/306 Dt: 30/10/2023) written consent of participation was obtained from participants before data collection.

Statistical analysis:

Statistical analysis in the current review was finished with the assistance of SPSS28.Expressive measurements, for example, recurrence rate dissemination and mean, middle and standard deviation were utilized to portray the socio-segment factors and result factors, inferential insights, for example, Karl Pearson's correlation co-efficient test and chi-square test were used to test hypothesis.

4. Results

PART I: Sociodemographic variables of Students

Socio-demographic variables	Number of respondents	Percentage (%)
Age (Year)	79	
a.　　14 years	87	31.6
b.　　15 years	84	34.8
c.　　16years		33.6
Gender		
a.　　Male	117	53.2
b.　　Female	133	46.8
Religion		
a.　　Hindu	203	81.2
b.　　Muslim	57	18.8
c.　　Christian	0	0
d.　　Others	0	0
Year of studying		
a.　　8th std	79	31.6
b.　　9th std	86	34.4
c.　　10th std	85	34
Type of Family		
a.　　Nuclear	150	60
b.　　Joint	100	40
Family in come		
a.　　Below Rs:10000	113	45.2
b.　　Rs: 10001-15000	77	30.8
c.　　Rs: 15001-20000	44	17.6
d.　　Rs: 20001 & above	16	6.4
Residential area		
a.　　Rural	146	58.4
b.　　Urban	104	41.6

Table 1: Dispersion of Sociodemographic variables of Students.　　　　**N= 250**

Assessment of Adolescents Social anxiety:

Range of score	social anxiety	Number of respondents	Percentage (%)
0-24	Mild	79	31.6
24-48	Moderate	169	67.6
>48	Severe	2	0.8

Table 2: Distribution of students based on their social anxiety　　　　**N= 250**

The students social anxiety shows that the (31.6%) of students had mild level of social anxiety, 67.6 % students had moderate level of social anxiety, 0.8% of students had severe level of social anxiety.

Assessment of Adolescents Social cognition:

Table 3: Distribution of students based on their Social cognition

N= 250

Social cognition	Rang of score	Number of respondents	Percentage (%)
Mild negative	0-28	145	58
Moderate negative	28-52	104	41.6
Severe negative	>52	1	0.4

The level of Social cognition it shows 58% of students were having Mild negative social cognition, 41.6% of students were having Moderate negative social cognition, 0.4% of students having Severe negative social cognition.

Assessment of Adolescents Social behaviour:

Table 4: Distribution of students based on their Social behaviour.

N= 250

Social behaviour	Rang of score	Number of respondents	Percentage (%)
Poor	0-26	172	68.8
Average	27-52	78	31.2
Good	>52	0	0

The level of Social behaviour it shows 68.8% of students were having poor social behaviour, 31.2% of students were having Average social behaviour, 0% of students having Good social behaviour.

Table 5: Relationship between the Social anxiety with their chose sociodemographic factors.

sociodemographic variables of students	Chi-square test
Age (year)	10.9
Gender	28.1
Religion	2.386
Year of studding	11.78
Type of Family	0.267
Family income	3.472
Residential area	0.662

Df= 1, Level of Significant α = 0.05, table value=3.846

Table 5 Portray significant associations between choose sociodemographic factors with social anxiety of students. P>0.05. This shows there is critical affiliation tracked down between friendly uneasiness of the understudies with their Age, Gender, Year of studying (10.978, 28.195, 11.784) choose sociodemographic of students.

Hence, **H₂**: There is significant association between Social anxiety of students with their choose sociodemographic factors is Accepted for Age, Gender, Year of studying of sociodemographic factors.

Table 6: Association between the Social cognition with their selected sociodemographic variable

Sociodemographic variables of students	Df	Chi-square
Age	4	2.30
Gender	2	4.25
Religion	2	1.46
Year of studying	4	2.25
Type of family	2	3.82
Family income	6	8.10
Place of residence	2	1.41

Df=1, Level of Significant α = 0.05, table value=3.846

Table 6 Portray no significant association between choose sociodemographic factors with Social cognition of students. p<0.05.

Hence, **H₁:** There was no critical relationship between Friendly perception of understudies and they pick sociodemographic factor is dismissed for sociodemographic factor.

Table 7: Association between the Social behaviour with their selected sociodemographic variable

Sociodemographic variables of students	Chi-square test
Age	5.157
Gender	3.992
Religion	1.783
Year of studying	5.359
Type of family	0.683
Family income	4.310
Place of residence	1.759

Df= 1, Level of Significant α = 0.05, table value=3.846

Table 7 Portray no significant association between choose sociodemographic factors with Social behaviour of students. P>0.05. This shows that significant association found between the social behaviour of students with their Gender (3.9) of sociodemographic factors.

Hence, **H₁:** There was significant association between Social behaviour of students and they choose sociodemographic factor is Accepted for sociodemographic factor.

5. Discussion

This was a cross-sectional review led to survey the connection between's social anxiety and Cognitive predictors among Secondary school students studying in M.D.B. Secondary school Muchakhandi at Bagalkot, India. The researchers found that the larger part (34.8%) of students were in the age gathering of 15 years. To decide the impact of age social anxiety and cognitive predictors of the students. Similar result found cross selection study conducted to social anxiety disorder and its associated factor in Saudi Arabia they have selected 5896 medical student for the present study following non probability sampling technique the researcher has collected the data by online link survey by use of online based questionnaire the consequence of concentrate as fallows A sum of 5896 students (5.82% of the objective populace) it incorporate the 44.88% of guys and 55.12% of females the review has reasoned that Miserable was profoundly common among the explored clinical students in Saudi Arabia more seasoned understudies in Saudi Arabia more seasoned understudies lower, chances of Miserable. [7]

A cross selection study conducted to commonness of social nervousness issue and its effect on Scholastic execution among female auxiliary school understudy in Saudi Arabia they have selected 405 female student for the present study by following structural equation modelling the researcher has collected the data observational method by use of questionnaire on socio demographic characters, social fear stock, self rating scale Liebowitz social nervousness scale the result of study as fallows the pervasiveness of SAD was 51.1% marked extreme and exceptionally serious SAD was accounted for by 12.8%, 4.7% and 3.7% separately SAD was higher among first birth request students. SAD is normal among young ladies in auxiliary school in middle SAD was fundamentally connected with pay level of parental training and parental students relationship the review has gives the fallowing suggestion starting and standard occasional young ladies is medina city for SAD ought to be finished to find early an adequate number of cases.[8]

An experimental and prospective study was conducted to explore the predominance of social nervousness in an example of advanced education students in the United Kingdom. They have concentrated on 1007 students learning at a huge college and its organization universities. Examining strategy was utilized to direct the Liebowitz Social anxiety Scale to students across seven resources by use of the Liebowitz social anxiety scale to measures both fear and avoidance of the types of situations the result of the study show that roughly 10% of students announced set apart to serious social anxiety. The creators prescribe that further examination is expected to investigate the pervasiveness and effect

of social anxiety on students studying concentrating on in advanced education. [9]

A descriptive study was conducted to predictors of social anxiety among tribal and non tribal student in Annamalai University, Chidambaram Tamilnadu, India they have selected 101student for the present study fallowing sampling method the researcher has collected the data by semi structured interview schedule by use of Rosenberg self- esteem scale social interaction anxiety scale the result of study interaction part reveals the importance of the data analyzed with various statistical techniques the study has concluded that there is negative and significant relationship found between self esteem and social anxiety.[10]A qualitative interpretive study was conducted to assess the social anxiety disorder in social situation among students in Heilongjiang province china. They have selected 7 participants for the present study by fallowing Random sampling technique. The researcher has collected the data semi structured individual interview method by use of interaction anxiety scale. The result of study is discoveries from the examination of the meeting were characterized into 4 Subjects and a few fundamental classes including twisted mindfulness dread of negative response from others and mind and strong destine to seek the treatment the study has concluded that the anxiety experience among student with social anxiety disorders in social situations. [11]

Descriptive survey approach was conducted to assess social anxiety disorders of adolescents in Bagalkot. They have selected120 secondary school students between 14 to 16 years old. The information was gathered by organized interview schedule and self report technique. The Social Phobia Inventory scale was utilized to classifications the secondary school students as indicated by their social anxiety disorders. The Results of the study found significant association between the social anxiety disorders of adolescents and their selected socio-demographic variables like monthly income ($\chi2$= 21.199; P<0.05). [12]

A descriptive study was conducted to assess the Social anxiety and behavioural assessments of social cognition among college students. They are selected 52 participants for the present study by following random sampling technique. The researcher has collected the data from interview method by use of interaction anxiety scale.

The result of study showed blended proof for the relationship between social anxiety and lower-level social cognitive processes (feeling acknowledgment and influence sharing) and a pattern for a pessimistic relationship with more significant level social cognitive processes (hypothesis of psyche and empathic exactness). Most examinations inspecting valence-explicit impacts tracked down a critical negative relationship for positive and impartial upgrades. [13]

Conclusion and Recommendation:

The review is useful to find the connection between the social anxiety and cognitive predictors of the students. A positive relationship between the social anxiety and cognitive predictors of the students. A high school student has to get information regarding social anxiety and cognitive predictors like social behaviour and social cognition etc. And also, high school students need to be improved their self esteem, confidence, cognitive level and reduce the anxiety. Furthermore, for future analyst to direct comparable concentrate in huge scope and genuine exploratory examination additionally ought instructive missions likewise to be leading this field.

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