Research Paper

Fear of Negative Evaluation and Social Appearance Anxiety among Young Adults

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ABSTRACT

Fear of giving presentations in class, fear of speaking in public, and fear of taking a viva exam are all examples of social anxiety and negative evaluations. The student experiences social anxiety because they believe that other people view them negatively. Fear of criticism, along with anxiety, is an important psychological factor that adversely affects performance in young adults. The purpose of this study is to understand the relationship between Social Appearance Anxiety and Fear of Negative Evaluation in young adults. Although extensive research about topics like Anxiety and Fear of Negative Evaluation have taken place, the complex ever changing situation of the world and the development of advanced technology and social media creates the dire need to undertake research. Through convenient sampling, a total sample of 100 (50 males and 50 females) participants in the age group of 18-25 years was considered for the study. Also, the participants were divided on the basis of gender as well as on the basis of geographical location. A quantitative approach with correlation design is used to understand the relationship between Fear of negative evaluation (FNE) and social appearance anxiety (SAAS). The results show that there is a significant positive correlation between Fear of Negative Evaluation and Social Appearance anxiety. However, it is found that there is no significant difference in Fear of Negative Evaluation and Social Appearance Anxiety on the basis of gender and geographical location of the participants.

Keywords: *Social Appearance anxiety, Fear of Negative evaluation, young adults*

"Apprehension about others' evaluations, distress over their negative evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (**Watson & Friend,1969**)

Young adults are people who are too old to be a child and too young to be an adult. The National Assessment of Educational Progress (NAEP), which is administered by the Educational Testing Service, uses the term "Young Adults, ages 21 through 25". Fear of criticism, along with anxiety, is an important psychological factor that adversely affects performance in young adults. When one is on a date, in an interview for a job, or talking to one's superior, high fear of negative evaluation may manifest. Fear of giving presentations in class, fear of speaking in public, and fear of taking a viva exam are all examples of social anxiety and negative evaluations. The student experiences social anxiety

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because they believe that other people view them negatively. The fear of receiving a negative assessment can cause feelings of shame, inadequacy, inferiority, depression, and humiliation.

Fear of Negative Evaluation
The fear of negative evaluation (FNE) is considered to be a hallmark of social anxiety. Cognitive theories posit that this fear may result from biassed information processing, particularly when anticipating a fearful event (Clark & McManus, 2002). People with social anxiety exhibit maladaptive appraisals of social situations characterised by selective retrieval of negative information about themselves (Rapee & Heimberg, 1997).

Rapee and Spence (2004) proposed that social unrest can be viewed as lying on a continuum. The lower end of this continuum reflects a complete absence of social anxiety, the middle of the continuum indicates a strong desire to be positively evaluated, and the upper end of this continuum reflects strong anxiety and social situation/interaction. It is characterised by avoidance of action. Individuals who rank at the top of this continuum meet criteria for social anxiety disorder or social phobia.

Most cognitive models hypothesise that individuals with social anxiety exhibit various information processing biases (e.g., negative egocentric biases, heightened egocentric attention) that produce feelings of anxiety. This fear and negative self-perception contribute to the perpetuation of social anxiety through a series of vicious cycles (Clark & McManus, 2002; Morrison & Heimberg, 2013).

Girls may have more social anxiety than boys because they are more concerned with social skills and value interpersonal relationships (Nolan & Walters, 2000). People with social anxiety disorder are believed to have a strong core believing that they will be judged negatively in social situations. This belief is called "fear of negative evaluation (FNE)." This fear forms a kind of cognitive bias that keeps people focused on it. Likelihood of others drawing attention to perceptions of imperfections in appearance or behaviour (Clark & Wells, 1995).

Recent research has found evidence for a fear of positive evaluation among socially anxious participants. Alden, Mellings, and Laposa (2004), in their study, socially anxious participants engaged in interactive role-playing. After the role-play, each participant received either positive or negative feedback on their performance and was asked to predict their performance in the next role play. Those who received positive feedback experienced an increase in anxiety during the next role-play, suggesting that positive feedback may increase anxiety in socially anxious participants.

There is ample research indicating that FNE is a prominent feature of social anxiety. For example, Leary, Kowalski, and Campbell (1988) investigated the role of self-presented concerns in anxious and non-anxious participants. In one study, participants were asked to imagine how they would be judged after a glimpse, a brief conversation, or a lengthy conversation. Socially anxious participants, regardless of their condition, feared being judged harsher than non-anxious ones. In a follow-up study, participants who were socially anxious believed that the evaluator would judge others similarly negatively, while participants who were not anxious believed that they would be judged more favourably than other participants.

Additionally, studies have demonstrated that participants with social anxiety exhibit the negative thoughts that are frequently associated with FNE. Negative self-focused cognitions, such as "What I say will probably sound stupid," were found to mediate the relationship between trait social anxiety and state anxiety in an investigation by Schulz, Alpers, and Hofmann (2008).

In a similar vein, Makkar and Grisham (2011) looked at the factors that predicted engaging in self-centred, negative thoughts following social situations. This study found that a negative self-focused review was a unique predictor of a negative self-focused review and that a public speech was more likely to be followed by a negative self-focused review than a conversation. According to these studies, negative cognitions, including negative evaluative cognitions, play a significant role in the manifestation of anxious symptoms in social settings.

Social Appearance Anxiety

The American Psychological Association (APA) defines anxiety as "an emotion characterised by feelings of tension, worried thoughts, and physical changes like increased blood pressure." Anxiety is a common and natural emotion, but it can also cause physical symptoms, such as shaking and sweating. Anxiety disorders can affect daily life but can often improve with treatment. Anxiety disorders form a category of mental health diagnoses that lead to excessive nervousness, fear, apprehension, and worry. Anxiety disorders include disorders that share features of excessive fear, separation anxiety disorder, selective mutism, specific phobia, social anxiety disorder (social phobia), panic disorder, agoraphobia, generalised anxiety disorder, substance/medication-induced anxiety disorder, obsessive-compulsive disorder (included in the obsessive-compulsive and related disorders), and acute stress disorder in DSM-5 (APA, 2013).

The Diagnostic and Statistical Manual of Mental Disorders (4th ed.) defines social anxiety as excessive fear of potentially embarrassing or humiliating situations. Social anxiety is a common mental health problem that resides on a continuum of distress and disability. In its mildest form, it may present as transient social apprehension, occurring in response to common social-evaluative situations, while its more severe form is characterized by disabling, pervasive fear and avoidance (Crozier, 2001; Liebowitz, 2003; Veale, 2003).

According to the presentation model, social anxiety occurs when an individual wants to present a favourable public image, but doubts his or her ability to do so (Schlenker & Leary,1982). Social anxiety, also known as social anxiety disorder (SAD) or social phobia, is a mental health condition marked by a crippling fear of social situations. Emotionally, physically, and mentally, these feelings cause severe discomfort that can lead to social avoidance. Social anxiety disorder sufferers often experience feelings of shame, self-consciousness, and even depression as a result of their fear of being judged negatively by others. According to a study conducted in the United States, social anxiety is the second most frequently diagnosed anxiety disorder.

Causes of Social Anxiety

Negative beliefs and maladaptive behaviour, as well as genetics, the influence of technology on neurology, and physical triggers, are some of the other factors. Both social anxiety and social anxiety disorder have the same underlying causes. However, the only difference is that social anxiety disorder is significantly more severe. Social anxiety in children and adults is the same thing. While experiences and environments are more likely to be a factor for

adults because they have had more time to experience trauma and socially anxious environments, genetics and temperament may be more important factors for children.

Managing Social Anxiety

Self-help strategies for becoming more assertive, improving nonverbal communication skills, telling others about social anxiety to avoid situations, calm breathing, music relaxation, cognitive therapy, exposure therapy, medication, and support groups are some of the methods for managing social anxiety. Studies show that only about half of people with social anxiety ever seek treatment, despite the fact that pharmacotherapy and psychotherapy are said to be effective treatments. Social appearance anxiety is defined as "the fear that one will be negatively evaluated because of one's appearance" (Hart et al., 2008). Social appearance anxiety is positively correlated with measures of social anxiety and negative body image (Claes et al., 2012), but does not represent mere overlap among these other constructs. Instead, social appearance anxiety taps into a unique proportion of variability in social anxiety beyond negative body image, depression, personality, and affect (Hart et al., 2008; Levinson & Rodebaugh, 2011).

A strong and persistent fear of social or performance situations in which humiliation or embarrassment may occur is a hallmark of social anxiety disorder (SAD). People with social anxiety disorder experience intense distress, self-consciousness, and the fear of being judged in everyday social interactions, whereas it is normal to feel anxious in some social situations.

Social Appearance Anxiety is a type of social anxiety in which a person is particularly concerned with their appearance and body shape. People with social appearance anxiety have the same fear of being judged negatively by others as those with social anxiety. However, only the perceived negative evaluation of one's physical appearance is the focus of social appearance anxiety. Additionally, rather than a particular physical feature, such as one's nose or hair, social appearance anxiety typically stems from the stresses that society places on one's overall appearance.

Social presence anxiety is positively associated with measures of social anxiety and negative body image (Claes et al., 2012). In a study Between women with Bulimia Nervosa and healthy controls, social appearance anxiety was measured (Koskina et al., 2011). In addition, it was discovered that global eating disorder subscales and dietary restraint have a significant positive correlation with SAAS scores in Bulimia Nervosa. SAAS scores are correlated with the shape, weight, eating concern, and global eating disturbance subscales in Healthy Controls.

Fear of Negative Evaluation and Social Anxiety

A fundamental cognitive bias in social anxiety has long been recognized as fears of negative evaluation (FNE), also known as worries about being criticised, rejected, and embarrassed. Indeed, empirical research supports the connection between FNE and social anxiety, and FNE is one of the most important diagnostic criteria for the DSM-5 diagnosis of social anxiety disorder. For instance, adults with elevated symptoms of social anxiety or social anxiety disorder exhibit dysfunctional social cognitions such as more evaluation-related fears and negative interpretations of ambiguous social situations. It has been demonstrated that adults with and without subthreshold or clinical levels of social anxiety can be distinguished based on self-reported ratings on FNE scales.

Need and Significance

A major psychological phenomenon that affects everyone's life is fear. In other words, everyone experiences periods of anxiety on a regular basis. Most people, especially young adults, experience anxiety before speaking, which lasts throughout the speech but disappears once the speech is over. increase. Fear of criticism, along with anxiety, is another important psychological factor that adversely affects performance in young adults. Anxiety is one of the most common problems people face. Over the past decade, anxiety disorders have received a great deal of attention, yet they remain confusing and complex. Fear, on the other hand, is an immediate alarm response to the threat we face and is characterised by a strong desire to flee or hide and the relationship between social anxiety, fear of negative prices and emotions. Social anxiety is one of the most common types of anxiety among young adults. Hence the researcher decided to conduct a study on the correlation between fear of negative evaluation and social appearance anxiety and differences in fear of negative evaluation and social appearance anxiety based on gender and geographical location.

Objectives
- The purpose of this study is to understand the correlation between social appearance anxiety and fear of negative evaluation among young adults.
- To study there is no sex difference in social anxiety among young adults
- To study there is no sex difference in fear of negative evaluation among young adults
- To study there is no difference in social appearance anxiety between students from urban and rural areas
- To study there is no difference in fear of negative evaluation between students from urban and rural areas

Hypotheses
- H1: There is a significant correlation between social appearance anxiety and fear of negative evaluation among young adults
- H2: There is a significant difference in social appearance anxiety with respect to sex among young adults
- H3: There is a significant difference in fear of negative evaluation with respect to sex among young adults.
- H4: There is a significant difference in social appearance anxiety between students from urban and rural areas.
- H5: There is a significant difference in fear of negative evaluation between students from urban and rural areas.

Operational Definitions
- **Fear of Negative Evaluation**: It is the cognitive component of social phobia and refers to irrational thoughts about being judged negatively or looked down upon by others in social situations.
- **Social Appearance Anxiety**: It refers to social anxiety surrounding overall appearance, including body shape, and fear of negative evaluation by others.
- **Young Adults**: Young adulthood is a phase of a human being's life span between adolescence and full-fledged adulthood which encompasses late adolescence and early adulthood. It is the distinct period between 18-25 years of age.

REVIEW OF LITERATURE

In a paper titled Fear of Negative Evaluation and Student Anxiety in Community College Active-Learning Science Courses by Downing et al. (2020) found that community college students felt less anxious when they believed that active learning activities made learning easier for them by giving them multiple ways to learn or the chance to learn from other people. They described the factors that mediated student's fear of negative evaluation in the community college science classroom and identified fear of negative evaluation as the primary construct underlying student anxiety in active learning.

A study titled Fear of Positive Evaluation and Social Anxiety: A systematic review of trait-based findings by Fredrick and Luebbe (2020) discovered that self-reported fear of negative evaluation (FNE) and fear of positive evaluation (FNE) are distinct but correlated trait-based social evaluative fears that specifically contribute to symptomatology of social anxiety. Adolescents, undergraduates, and adults from both community and clinical samples were found to have these results. The findings backup cognitive behavioural models that point to FPE and FNE as cognitive features of social anxiety that occur together.

Another study conducted by Cheng, Zhang and Ding (2014) titled " Self-esteem and fear of negative evaluation as mediators between family socioeconomic status and social anxiety in Chinese emerging adults" concluded that young adults from families with low socioeconomic status (SES) are more likely to experience social anxiety. Additionally, families with lower SES had lower self-esteem, which in turn increased levels of fear of negative evaluation (FNE), which in turn increased social anxiety.

In a study titled" Social appearance anxiety and bulimia nervosa" by Koskina et al., (2011) social anxiety about appearance was assessed between People with bulimia and women in control of their health. And it was discovered that SAAS scores in people with bulimia were significantly positively correlated with overall Sub-categories for Eating Disorders and Eating Restrictions. In Health Controls, the subscales of Fitness, Weight, Eating Concerns, and Overall Eating Disorders were associated with SAAS scores.

Kocovski and Endler (2000) in their study "Social anxiety, self-regulation, and fear of negative evaluation", found that the expectancy to achieve goals, self-esteem, and frequency of self-reinforcement were all lower in people with social anxiety. Expectancy to achieve goals, fear of negative evaluation, and public self-consciousness accounted for 33% of the variance in social anxiety, according to Multiple Regression analyses. This demonstrates once more the strong connection between Fear of Negative Evaluation and Anxiety.

"Social anxiety, fear of negative evaluation, and the detection of negative emotion in others" by Winton, Clark, and Edelmann (1995), overall results suggests that high social anxiety subjects have a bias toward identifying others' emotional expressions as negative in the absence of improved ability to differentiate between various emotional states. As a result, a person who is extremely anxious frequently interprets the emotions of others negatively.

This review examines the impact of social anxiety and fear of negative evaluation among young adults. Interacting with others and expressing one's desires are extremely challenging for people with social anxiety. Additionally, they may alter their behaviour as a result of this. The individual's overall well-being and work efficiency will be negatively impacted by fear of negative evaluation. The researcher has chosen to focus on studies on social appearance anxiety and fear of negative evaluation because young adults are important to

the country's development and should be studied and understood because they cause other behavioural changes in young adults that will affect them in the future. From the above research papers, there is a lack of research in Fear of Negative Evaluation and social appearance anxiety among young adults. To fill this research gap the researcher decided to conduct a research in of Negative Evaluation and social appearance anxiety among young adults.

METHODOLOGY

Research method

Research methods are the strategies, processes or techniques utilised in the collection of data or evidence for analysis in order to uncover new information or create better understanding of a topic. There are different types of research methods which use different tools for data collection.

Research design

A quantitative approach with correlation design is used to understand the relationship between Fear of negative evaluation (FNE) and social appearance anxiety (SAAS). Quantitative research design is aimed at discovering how many people think, act or feel in a specific way. Quantitative projects involve large sample sizes, concentrating on the quantity of responses, as opposed to gaining the more focused or emotional insight that is the aim of qualitative research.

Participants

For research purposes, sampling was done and the sample of 100 students in the age group of 18-25 years was taken from different departments of a specific college. Also, the participants were divided on the basis of Gender, with 50 males and 50 females as well as on the basis of geographical location, with 45 participants from urban areas and 55 participants from rural areas. Convenient sampling was used.

Inclusion criteria

Individuals aged between 18 to 26. All genders are included. Individuals taking consent to be the part of samples for the study.

Exclusion criteria

The literature review does not include the extremities in the psychological disorder spectrum and Illiterates. Individuals not within the age range between the ages of 18 years to 25 years. Individuals not taking consent to be the part of samples for the study.

Instruments

1. **Personal Information Sheet:** Includes: Sex and geographical location
2. **Brief Fear of Negative Evaluation Scale (BFNE):** Brief Fear of Negative Evaluation Scale (BFNE) was developed by Leary M.R (1983), a tool that aims to measure a dimension of social anxiety. It consists of 12 items and each item is rated on a 5 –point Likert scale, ranging from Not at all characteristic of me (1) to Extremely characteristic of me (5). Factor analysis supports the construct validity of the BFNE. The measure demonstrated high internal consistency, α=0.90, and 4-week test-retest reliability, r=0.75, in Leary's (1983a) undergraduate sample. Eight of the items are straightforwardly scored, and four items are reverse-scored. Leary (1983) revealed that the brief version of the scale had quite similar psychometric properties to the original version, developed by Watson and Friend (1969) and consisting of 30

items. Since the years when the BFNE was revised, it has been stated to be the most widely used tool to measure the fear of negative evaluation of individuals (Carleton, Collimore, McCabe & Anthony, 2011). However, despite its common use, many studies have been carried out on the construct validity of the scale. Cronbach's α as a measure of internal consistency is found to be 0.780.

3. **Social Appearance Anxiety Scale (SAAS)**: The Social Appearance Anxiety Scale (SAAS) was created by Hart et.al (2008). The SAAS is a 16-item measure. item 1 is reverse-scored. participants indicate how characteristic each statement is on a Likert-type scale ranging from 1 (not at all) to 5(extremely). Examples are "I get nervous talking to people because of the way I look," and "I worry that others talk about flaws in my appearance when I'm not around". The SAAS demonstrates good test-retest reliability, r=.84 and good convergent validity. Total scores range from 16 to 80, with higher scores indicating greater fear. Cronbach's α as a measure of internal consistency is found to be 0.894.

Procedure

After selecting the suitable measures, arrangements were made accordingly for data collection and a specific college was contacted and permission was taken from the head of the authority. Demographic sheets were prepared and organised. Informed consent was taken from the participants. Demographic sheet was administered on a sample of 100 students. General instructions were given to the respondents regarding the purpose and time of task. They were requested to fill the data sheet after reading the guidelines given and begin reacting. Demographic sheets were collected back from the participants. The correlational research method was used as there are two variables present.

Data Analysis

Spearman's Correlation and independent t-test are used for the data analysis. The data were analysed with the help of JAMOVI, descriptive statistics in order to answer the research question of the study.

Ethical Considerations

participants are able to make an informed decision as to whether they will participate in the evaluation or not. Participants are free to withdraw their participation at any time without negatively impacting on their involvement in future services or the current program. Evaluation process does not in any way harm (unintended or otherwise) participant. Permission to undertake the study was approved by the department of psychology. The respondents were informed about the purpose of the study. Feelings of the participant not be harmed at any instance.

RESULTS AND DISCUSSION

Table 1 Table 1 showing Spearman's rank correlation coefficient of Social Appearance Anxiety and Fear of Negative Evaluation

Variable	mean	SD	1
Fear of negative evaluation (1)	32.43	5.846	
Social appearance anxiety (2)	34.27	12.08	0.680*

* p < .001

The results of Table 1 show that there is significant positive correlation between social appearance anxiety and Fear of Negative Evaluation (r= 0.680, p< .001). These results imply that increase or decrease in one of the correlated variables leads to an increase or decrease in the variable it is correlated with.

In a study it reveals that Social appearance anxiety is positively correlated with measures of social anxiety and negative body image (Claes et al., 2012). As a result of the research by Reilly et al. (2018), they looked at the effect of experimental manipulation on the persistence of social appearance anxiety of repetitive negative thinking; Recurrent negative thoughts and social appearance anxiety are positively linked, according to research. The society continually increases its standard of physical attractiveness and women care for slimness while men for muscularity (Solomon et al., 2001). As hypothesised, brief fear of negative assessment produces social appearance anxiety in college students. Analysis shows that there is positive correlation between them, r=0.680, p<.001, Which is consistent with the previous research results. "People with social anxiety have more tendency to produce negative feelings about their affect and bodily symptoms" (Baker & Edelmann, 2002) and "fear of negative evaluation is a hallmark feature of social anxiety disorders" (Rapee, R. M., & Heimberg, R. G. (1997). There is a strong positive correlation between fear of negative evaluation and social anxiety. Fear of negative evaluation is a marginal predictor of helping behaviour. Participants with high scores for fear of negative evaluation are less likely to help. Individuals with low fear of negative evaluation are more inclined to help in non-social situations than individuals with a marginally higher fear (Karakashian et al., 2006). Social anxiety develops in young adults as a result of 'fear of negative evaluations of themselves and others about their personalities. This study examined a variety of social phobia-related topics, including the fear of giving a viva exam, giving presentations in a classroom, and speaking in public. people feel that others assess them adversely and that produces social uneasiness in them. According to the results obtained from Table 1; It was concluded that there is a relationship between social appearance anxiety and fear of negative evaluation variables. Also, study reveals the variables are positively correlated to each other. Therefore, the null hypothesis, "H1: There is significant correlation between Social Appearance Anxiety and Fear of negative evaluation among young adults" is accepted.

Table 2 showing mean, Standard Deviation, mann-Whitney U test value and p-value of Social Appearance Anxiety between Male and Female.

Group	N	Mean	SD	U	sig.	W(SAAS)	F (SAAS)
Male	50	34.2	11.19				
Female	50	34.4	13.02	1230	0.89	0.948	1.029

Note: W: Shapiro-Wilk test value of Social Appearance Anxiety (SAAS); F: Levene's test value of Social Appearance Anxiety (SAAS)

Summary of independent sample t-test presented above Table 2 shows the comparison in SAAS scores between the two genders. Variance scores of social appearance anxiety scale (SAAS) are homogeneous between male and female (F=1.029; p=0.313). But scores are not normally distributed (W=0.948; p<.001). Thus, a decision is made to compare the group with mann-Whitney U test. The result of the mann-Whitney U test (U=1230; p=0.89) clearly indicates that there is no significant difference in social appearance anxiety between male and female. The mean SAAS score of female participants is slightly higher than male

participants which indicate that female participants have slightly higher anxiety than male participants.

Women are more likely to exhibit social anxiety symptoms than men (American Psychiatric Association, 2013; Asher et al., 2017), and women with social anxiety report lower psychosocial functioning levels than men (Xu et al., 2012). The reason for anxiety being slightly higher in females can be because of the fact that females are subject to more scrutiny in a patriarchal society. Women are twice as likely to be diagnosed with an anxiety disorder, and the prevalence of anxiety disorders is significantly higher for women (23.4 percent) than men (14.3 percent), concluding the fact that women have anxiety slightly higher than men. Hence results of the hypothesis stating that "H2: There is a significant difference in Social Appearance Anxiety with respect to sex among young adults" is rejected from available evidence.

Table 3 Table 3 showing mean, Standard Deviation, student's t test value and p-value of fear of negative evaluation between Male and Female

GROUP (BFNE)	N	Mean	SD	t	sig.	W (BFNE)	F
Male	50	32.9	5.74				
Female	50	32.0	5.98	0.733	0.465	0.325	0.041

Note: W: Shapiro-Wilk test value of Brief Fear of Negative Evaluation (BFNE); F: Levene's test value of Brief Fear of Negative Evaluation (BFNE);

Summary of independent sample t-test presented above Table 3 shows the comparison in BFNE scores between the two genders. Variance of scores of Brief Fear of Negative Evaluation (BFNE) are homogeneous between male and female (F=0.041; p=0.839). scores are normally distributed (W=0.325; p=0.325). Thus, a decision is made to compare the group with the student's t-test. The result of the student's t-test (t=0.0733; p=0.465) clearly indicates that there is no significant difference in fear of negative evaluation between male and female. The mean BFNE score of male participants is slightly higher than female participants, which indicates that male participants have slightly higher fear of negative evaluation than female participants. This could be because male students typically have to "maintain face" more often than female students do. It is important to address the fact that male students have a propensity to appear more masculine, which contributes to their desire to be superior to female students in every way. They still make every effort to avoid appearing "stupid," particularly in front of people of the opposite gender, despite the fact that they may have a tendency to joke during class discussions and pretend to be more laid back. Feeling of dread toward seeing the worst aspect of things or belief that the worst will happen assessment can be depicted as anxiety.

According to cognitive theories, this fear may be caused by biassed information processing, especially when anticipating a frightening event (Clark and McManus, 2002). However, while there was a slight difference between genders in regards to strength, fear of negative evaluation was concerned for both female and male participants. Hence results of the hypothesis stating that "H3: There is a significant difference in Fear of Negative Evaluation with respect to sex among young adults" is rejected from available evidence.

Table 4 Table 4 showing mean, Standard Deviation, mann-Whitney U test value and p-value of Social Appearance Anxiety basis on geographical location of the participants.

Group	N	Mean	SD	U	sig.	W (SAAS)	F (SAAS)
Rural	55	34.3	12.35				
Urban	45	34.2	11.88	1236	0.994	0.948	1.02

Note: W: Shapiro-Wilk test value of Social Appearance Anxiety (SAAS); F: Levene's test value of Social Appearance Anxiety (SAAS)

Summary of independent sample t-test presented above Table 4 shows the comparison in SAAS scores based on geographical location of the participants. Variance scores of social appearance anxiety scale (SAAS) are homogeneous between participants from rural and urban areas (F=1.029; p=0.313). But scores are not normally distributed (W=0.948; p<.001).

Thus, a decision is made to compare the group with mann-Whitney U test. The result of the mann-Whitney U test (U=1236; p=0.994) clearly indicates that there is no significant difference in social appearance anxiety between participants from rural and urban areas. The mean SAAS score of rural participants is very slightly higher than urban participants. But there is no significant difference between both groups. In study titled "Prevalence Rates of Depression and Anxiety among Young Rural and Urban Australians: A Systematic Review and Meta-Analysis by kasturi et al. (2023), concluded that systematic review and meta-analysis of 10 studies with 17 estimates involving 7650 participants aged between 10 and 24 years across Australia, examining differences between urban and rural populations shows higher but non-significant prevalence of anxiety in urban areas (26.1%) than in rural areas (24.9%) of Australia. From this study it's clear that there's no significant difference in Social Appearance Anxiety between people from different geographical locations. It was hypothesised that rural and urban college students do not differ significantly with respect to their anxiety level. Hence results of the hypothesis stating that "H4: There is a significant difference in Social Appearance Anxiety between students from urban and rural areas" is rejected from available evidence.

Table 5 showing mean, Standard Deviation, student's t test value and p-value of fear of negative evaluation basis on geographical location of the participants.

Group	N	Mean	SD	t	sig.	W (BFNE)	F (BFNE)
Rural	55	31.9	5.61				
Urban	45	33.0	6.13	-0.915	0.367	0.325	0.041

Note: W: Shapiro-Wilk test value of Brief Fear of Negative Evaluation (BFNE); F: Levene's test value of Brief Fear of Negative Evaluation (BFNE)

Summary of independent sample t-test presented above Table 5 shows the comparison in BFNE scores between participants based on their geographical location. Variance of scores of Brief Fear of Negative Evaluation (BFNE) are homogeneous between male and female (F=0.041; p=0.839). scores are normally distributed (W=0.325; p=0.325). Thus, a decision is made to compare the group with the student's t-test. The result of the student's t-test (t=-0.915; p=0.367) clearly indicates that there is no significant difference in Fear of Negative

Evaluation between participants based on their geographical location. The mean BFNE score of participants in urban areas are slightly higher than participants from rural areas, which indicates that participants from urban areas have slightly higher fear of negative evaluation than participants from rural areas. When people have negative feelings about another person, they tell themselves that they are not like that person, which leads to the social rejection that we see.

One of the main issues for people with social anxiety disorder is the fear of being rejected, but their anxious behaviour is actually making this happen. This indicates that people who have a greater fear of being judged negatively are more concerned about being judged negatively in social settings. That is, a person is more likely to experience negative emotions if they have a higher fear of being judged negatively. participants in rural areas or small towns probably live with or near family. Everybody knows everybody. In some ways, there is less of a need to be extroverted, as you can pretty much ask people for help or a friend of a friend. But urban residents are socially isolated even though much of the available evidence on friendship contradicts this. Thus, the students from urban areas may have fear of negative evaluation than students from rural areas.

A study titled "Friends and Strangers: The Social Experience of Living in Urban and Non-urban Settings", concluded that it is possible that community size affects friendship in a way that has not previously been explored: fear, distrust, and other aspects of encounters between strangers in a city may make the transition from stranger to friend more difficult than in a smaller community (Franck, 1980). Hence results of the hypothesis stating that "H5: There is a significant difference in Fear of Negative Evaluation between students from urban and rural areas" is rejected from available evidence.

SUMMARY AND CONCLUSIONS

Young adults are people who are too old to be a child and too young to be an adult. Fear of criticism, along with anxiety, is an important psychological factor that adversely affects performance in young adults. When one is on a date, in an interview for a job, or talking to one's superior, high fear of negative evaluation may manifest. Fear of giving presentations in class, fear of speaking in public, and fear of taking a viva exam are all examples of social anxiety and negative evaluations. The student experiences social anxiety because they believe that other people view them negatively. The fear of receiving a negative assessment can cause feelings of shame, inadequacy, inferiority, depression, and humiliation.

This review examines the impact of social anxiety and fear of negative evaluation among young adults. Interacting with others and expressing one's desires are extremely challenging for people with social anxiety. There is a lack of research in Fear of Negative Evaluation and social appearance anxiety among young adults. To fill this research, gap the researcher decided to conduct a research in of Negative Evaluation and social appearance anxiety among young adults.

Method
A quantitative approach with correlation design is used to understand the relationship between Fear of negative evaluation (FNE) and social appearance anxiety (SAAS).

For research purposes, sampling was done and the sample of 100 students in the age group of 18-25 years was taken from different departments of a specific college.

Personal information sheet including age and geographical location, Brief Fear of negative evaluation scale (BFNE) developed by Leary M.R. (1983) and social appearance anxiety (SAAS) developed by Hart et.al (2008).

Procedure

After selecting the suitable measures, arrangements were made accordingly for data collection and a specific college was contacted and permission was taken from the head of the authority. Demographic sheets were prepared and organised. Informed consent was taken from the participants. Demographic sheet was administered on a sample of 100 students. General instructions were given to the respondents regarding the purpose and time of task. They were requested to fill the data sheet after reading the guidelines given and begin reacting. Demographic sheets were collected back from the participants. The correlational research method was used as there are two variables present.

Spearman's Correlation and independent t-test are used for the data analysis. The data were analysed with the help of JAMOVI, descriptive statistics in order to answer the research question of the study. participants are able to make an informed decision as to whether they will participate in the evaluation or not. Participants are free to withdraw their participation at any time without negatively impacting on their involvement in future services or the current program.

Major Findings

- There is a relationship between social appearance anxiety and fear of negative evaluation variables.
- There is no significant difference in social appearance anxiety between male and females.
- There is no significant difference in Fear of Negative Evaluation between male and female.
- There is no significant difference in social appearance anxiety between participants from rural and urban areas.
- There is no significant difference in Fear of Negative Evaluation between participants based on their geographical location.

Scope of the Study

- The study could be conducted on a larger population to see the variation in results.
- Research can be conducted on other factors associated with social appearance anxiety and fear of negative evaluation.
- Research gap existing in the field of social appearance anxiety and fear of negative evaluation addressed using intervention.
- Study can be recreated in different age groups.
- Mental health of college students should be thoroughly examined, and proper consideration should be given to them.

Limitations of the Study

The following are observed as the limitation of the present study

- The study was done on participants from a specific college in Thrissur only.
- The study is confined to only a few demographic variables such as age, gender and geographical location.

- A variety of statistical techniques are available for analysing the data, but the researcher has employed only a quantitative approach with correlation design to understand the relationship between Fear of negative evaluation (FNE) and social appearance anxiety (SAAS).
- Sample size was limited to 100 only. A larger and more diverse data sample may help in providing stronger evidence.

Suggestions for further research

The findings of the present study give an idea to the researchers that there is a significant relationship between fear of negative evaluation and social appearance anxiety. Psychoeducation on the impact of fear of negative evaluation association with the mental health of young adults can be studied. Strategies to control social appearance anxiety behaviour can be focused. Above all the study shows scope in finding ways to deal with the present as well as the future emotional/psychological crisis that is possible to happen as an outcome of fear of negative evaluation and social appearance anxiety. Mindfulness strategies can be applied to reduce the level of social anxiety behaviours among young adults. To examine the differences in greater detail, a comparison study between colleges in urban and rural settings might be carried out.

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