

Fear of Negative Evaluation and Interpersonal Dependency: A Study among Young Adults

Angel Varghese^{1*}, Nahma Poozhikuth², Jinas Nazer³

ABSTRACT

The study on fear of negative of evaluation and interpersonal dependency: a study among young adults. the objective of the present study investigator visited around 200 young adults. Simple random sampling method was used. Brief Fear of Negative Evaluation Scale and Interpersonal Dependency Inventory was used for data collection. At the beginning, participants were notified about the study, and informed consent was given to the participants. The data were collected through google forms by everyone between that age limit. The sample include only those who are ready to attempt the questions sincerely. The samples were informed about the purpose of the study. After completion of the questionnaire the research collected it from the participant and expressed the gratitude for their co-operation. The form collected some basic demographic details and questions were presented in order. The data are kept confidentially. After obtaining responses from the participants, the data were transformed to the spread sheet, then the scoring done as per the scoring key and analyzed using SPSS. The result of this study were there is significant relationship between fear of negative evaluation and interpersonal dependency. There is no significant difference in fear of negative evaluation based on gender and there is no significant difference in interpersonal dependency on gender.

Keywords: *Young Adulthood, Fear of Negative Evaluation, Interpersonal Dependency*

YOUNG ADULTHOOD

Young adults, roughly defined as those between the ages of 18 and 26, represent a transitional stage in life during which young people are typically expected to attain financial independence, form romantic relationships and become parents, as well as take on responsible roles as active and productive members of the community. The prevalence of injuries, mental health problems, drug abuse, and sexual and reproductive health disorders are comparatively high among young adults. Young adults are at a higher risk of engaging in risky behavior and experiencing negative health consequences as a result. Teenagers' cognitive abilities, interpersonal skills, and emotional self-control are unlikely to be at a developmental stage when they transition into young adulthood, making it difficult for them to meet the demands of a technologically advanced, multicultural, fast changing world. If all

¹Assistant Professor

²Student

³Student

*Corresponding Author

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CHANGES IN YOUNG ADULTHOOD

Dramatic Change

A substantial and relatively recent body of research is showing that the brain's core thinking structures undergo profound changes during the early adult years. There is a growing consensus that a 25-year-old and an 11-year-old are not the same person as they were when they were 18 and 18, respectively. They are not the same in terms of appearance, emotions, thoughts, or behaviors.

The Mental Visor

These developmental modifications fundamentally alter not only what people believe, but also what they think about. Everybody, even young people, has a mental "visor" of sorts that allows certain phenomena to pass while allowing others to be taken into consideration. With growing growth, the capacity to "see" and consider ever-more complicated phenomena—such as relationships, abstractions, and moral quandaries—becomes available, providing ever-more-powerful cognitive resources.

FEAR

An extremely unpleasant feeling that arises when one perceives or recognizes a threat or danger is called fear. Fear alters people psychologically, which can lead to acts like reacting violently or running away from the threat. Humans experience fear in reaction to current stimuli as well as in expectancy or anticipation of a future threat that they see as posing a risk to themselves. The fight-or-flight response, which is triggered in extreme situations of dread (horror and panic), is the reaction to perceived danger that leads to confrontation with, escape from, or avoiding the threat.

SYMPTOMS OF FEAR

Fear frequently manifests as both mental and bodily symptoms. While everyone experiences fear in a different way, the following are some typical indications and symptoms of fear:

- Chest pain
- Chills
- Dry mouth
- Nausea
- Rapid heartbeat
- Shortness of breath
- Sweating
- Trembling
- Upset stomach

FEAR BEHAVIOUR

While fear behavior differs between species, it may generally be classified into two primary categories: immobility and avoidance/flight. Different researchers have added different categories to these, including defensive burying, protective reactions (including startle and

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looming responses), social responses (including alarm vocalizations and surrender), and threat display and attack. Lastly, there are two main categories of immobility: freezing and tonic.

The choice of which specific fear behavior to engage in depends on the degree of fear as well as the context, which includes factors like the presence of an escape route, the distance to a place of refuge, the distance between the threat and the subject, the threat's characteristics (size, speed, directness of approach), the subject under threat's characteristics (size, physical condition, speed, degree of crypsis, protective morphological structures), the social conditions (size of the group), and the degree of experience with the threat.

FEAR OF NEGATIVE EVALUATION

A psychological concept that expresses anxiety about receiving negative or critical feedback from others is referred to as fear of negative evaluation.

A psychological notion known as Fear of Negative Evaluation (FNE) represents a person's concern about receiving unfavorable judgment or criticism from others. This fear, which frequently results in anxiety and discomfort in social situations, is a result of a heightened sensitivity to the opinions and impressions of others around them. Particularly as they negotiate the intricacies of social interactions and cultural expectations, young adults may see a rise in the prevalence of fear of negative evaluation.

One particularly strong and widespread type of fear that has a big impact on people's behavior, emotions, and interpersonal relationships is the dread of receiving a bad evaluation. This particular worry, also known as social anxiety or social phobia, is centered on the dread that, in social or performance contexts, one will be evaluated, disapproved of, or rejected by others.

Fear of receiving a bad grade can appear in a variety of situations, from social events and daily encounters to work environments and public speaking engagements. The mere notion of being observed or disapproved of by others can cause severe anxiety, self-consciousness, and avoidance behaviors in those who struggle with this fear. As a result, they may withdraw from social situations, engage in fewer interactions with others, avoid taking chances or seizing opportunities that could expose them to possible judgment or criticism, or limit their interactions with others.

The fear of receiving a poor review is a common occurrence that has a significant impact on people's life, yet it is still a complicated and diverse issue that needs more research. Numerous things, such as prior experiences, cognitive beliefs and perceptions, cultural norms and expectations, and individual personality qualities, all have an impact on it. Additionally, co-occurring psychiatric problems like depression, anxiety disorders, and personality disorders can exacerbate the dread of negative evaluation, making diagnosis and treatment more challenging.

Scholarly investigation and substantial research have been conducted on the dread of unfavorable evaluation due to its importance and consequences for mental health and overall wellbeing. In order to help people manage and get over their anxieties, researchers and clinicians have worked to understand its underlying mechanisms, identify risk factors and correlates, create efficient instruments for assessment and diagnosis, and develop evidence-based interventions and treatments.

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Our goal in doing this study is to investigate in-depth the fear of unfavorable assessment, looking at its causes, expressions, and effects on people's social and psychological functioning. We will examine the body of research on the subject, give factual data from pertinent studies, and talk about conceptual models and theoretical frameworks put out to try to make sense of this complicated phenomenon. With the ultimate goal of advancing knowledge of the dread of negative evaluation and its effects on people's lives, we will also address practical consequences and suggestions for assessment, diagnosis, and intervention. Recognizing Your Fear of Negative Deciphering its complex relationship with young adults' interpersonal reliance requires evaluation. A greater need for validation and assurance may be displayed by those with high fear of negative evaluation, which might make them dependent on other people for emotional stability.

INTERPERSONAL DEPENDENCY

Dependence on other people for identity, validation, or emotional support is referred to as interpersonal Dependency. The establishment and upkeep of interpersonal relationships can be impacted by the fear of judgment, which may impede the growth of positive relationships. Another important facet of human behavior is interpersonal Dependency, which highlights how much people depend on others for identity, emotional support, and validation.

A complicated and comprehensive concept, interpersonal dependency is essential in determining how people behave, form relationships, and maintain their psychological health. Interpersonal dependency, which has its roots in attachment theory and interpersonal psychology, is the term used to describe a dependence on other people for identity creation, emotional support, and validation—often at the expense of one's own autonomy, self-worth, and uniqueness.

Interpersonal dependency is fundamentally defined by a deep-seated fear of being abandoned, rejected, and alone. This fear pushes people to seek out intimacy, closeness, and approval from other people in order to be validated and to feel like they belong. Humans naturally create attachments and seek out connections with other people; nevertheless, excessive and unhealthy dependency can result in dysfunctional patterns of interacting that are marked by possessiveness, clinginess, and emotional overreliance on others.

Early childhood experiences and attachment bonds with main caregivers are the roots of interpersonal reliance. People with strong attachment ties are better able to explore the world, build healthy relationships, and strengthen their sense of self. Secure and supportive attachment bonds also aid in the development of a sense of security, trust, and self-efficacy. On the other hand, unstable and irregular attachment bonds characterized by abandonment, rejection, or emotional detachment can lead to emotions of uncertainty, fear, and reliance, paving the way for unhelpful interpersonal behavior patterns as an adult.

Relationship contexts and dynamics can give rise to diverse manifestations of interpersonal reliance, ranging from romantic partnerships and friendships to familial and professional ties. High levels of interpersonal dependency can manifest in a variety of ways, such as a persistent need for validation and assurance, an incapacity to set boundaries and demands, and a propensity to put other people's needs and wants ahead of their own, frequently at their own expense.

Interpersonal reliance has numerous, wide-ranging negative effects on people's emotional, cognitive, and behavioral functioning as well as their general well-being and quality of life.

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Long-term patterns of dependency can feed a vicious cycle of needing other people to control and validate their emotions, which can result in low self-esteem, powerlessness, and feelings of inadequacy. Furthermore, interpersonal dependency exacerbates people's feelings of vulnerability and dependence by fueling unstable and dysfunctional relationships characterized by power dynamics, imbalance, and co-dependency.

It is crucial to understand that interpersonal reliance is a continuum with differing degrees and expressions among people and relationships, despite its negative connotations. Healthy degrees of interdependence and mutual reliance are really essential to the establishment and upkeep of meaningful and rewarding relationships; not all forms of dependency are intrinsically harmful or dysfunctional. To negotiate relationships with greater resilience, flexibility, and authenticity, it is important to strike a balance between autonomy and connection, cultivate self-awareness and self-compassion, and develop adaptive coping methods and interpersonal skills.

This investigation of interpersonal dependency will cover its theoretical underpinnings, look at its effects and manifestations in various contexts and demographics, and investigate tactics and interventions meant to encourage positive interpersonal relating patterns and improve people's autonomy, self-worth, and relationship satisfaction. Understanding interpersonal dependency and its complexities better will enable us to support, empathize with, and provide more empathy for those who are struggling with dependency. It will also help to develop more comprehensive and successful strategies for promoting psychological health and well-being in the context of interpersonal relationships.

The inclination to rely on others for direction, support, and nurturing is a reasonably consistent personality feature known as interpersonal Dependency. Dependency on other people for care, support, and/or direction can be maladaptive or adaptive. Healthy dependence is characterized by flexible conduct, where the person leans on others when necessary and takes on self-reliance when independent functioning is called for. These people usually have a positive self-perception and form close, safe relationships with their significant partners

FIVE MAJOR TYPES OF INTERPERSONAL RELATIONSHIPS

The people we connect and develop a bond with throughout time determine the depth, strength, and nature of our interpersonal interactions. The setting of the connection and the disparate expectations that each party has of the other determine the relationship. The five most fundamental kinds of interpersonal connections are as follows:

Family

Family is the most significant example of an interpersonal interaction. Our families are the first interpersonal relationships we develop in life; we are born into them and grow up with them over the years. Our family's interpersonal interactions are also influenced by culture and religion to varying degrees. Our upbringing may have taught us that family is the most important thing in the world, or it may have taught us otherwise.

Friends

Among the various forms of interpersonal relationships, friends are frequently the most dependable. Friendship and interpersonal relationships are like two sides of the same coin. Friendships can create interpersonal relationships between people of the same sex or opposite

sexes, but equal give and take, open communication, laughing, unconditional support, and shared beliefs and interests are all necessary.

Romantic partners

Emotionally and physically, love connections are typically the most intimate interpersonal relationships. Deep bonding, passion, trust, respect, and appreciation are the cornerstones of a strong interpersonal relationship with a loving partner. Among the many forms of interpersonal connections, romantic relationships are essential to our survival because they frequently result in a significant other with whom we spend the remainder of our lives.

Work colleagues

In the workplace, strong interpersonal ties are advantageous to both the individuals and the organization. A culture of excellent work habits is created and productivity is automatically increased when staff members experience a sense of connectedness with one another. Contented employees typically give their best job, which results in a productive business unit. Considering that we work with our coworkers for eight hours a day throughout the workweek, it is critical for our mental health to feel that we belong to the same group—that is, that we can enjoy ourselves and provide positive feedback to each other. The following are some guidelines for creating wholesome interpersonal interactions at work:

- Workplaces shouldn't be treated as homes. Remain courteous but authoritative.
- Don't spread rumors about coworkers.
- Don't divulge all of your secrets to your coworkers.
- Make room for your coworkers.
- Avoid getting involved in office politics.
- Examine your pride.
- Never belittle a coworker in front of others. If you're at odds with them, talk about it privately.

Platonic relationships

Certain kinds of relationships between people can be classified as platonic in nature. A deep tie between two unrelated people without any sexual desire involved is called a platonic relationship. Simply said, there can be a strong sense of fondness or affection between the two people. People of different sexes who have a strong bond and express it largely through care and respect can have a platonic relationship. However, a platonic relationship could eventually turn into a romantic one if both parties start to feel romantically attracted to one another.

MALADAPTIVE INTERPERSONAL DEPENDENCY

When someone overly depends on other people for validation, approval, and support—often at the price of their own autonomy, self-worth, and uniqueness—they are engaging in maladaptive interpersonal dependency. Maladaptive interpersonal dependency, which has its roots in attachment theory and interpersonal psychology, is characterized by an exaggerated fear of being abandoned, rejected, and alone. This fear pushes people to look to other people for validation and reassurance all the time, which creates unhealthy and dysfunctional relationship dynamics.

A wide range of actions and traits are frequently displayed by people who suffer from maladaptive interpersonal dependency, undermining their capacity to establish and preserve wholesome, harmonious, and mutually fulfilling relationships. These could consist of:

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1. An overwhelming desire for acceptance and validation: People who suffer from maladaptive interpersonal dependency frequently turn to other people for comfort and validation in order to maintain their feeling of value and self-worth. This excessive need for acceptance can result in emotional over-reliance on others, possessiveness, and clinginess, which can upset the dynamics of a relationship and impede personal development and autonomy.
2. Incapacity to state needs and limits: People who suffer from maladaptive interpersonal dependency frequently find it difficult to state their own needs, preferences, and boundaries in relationships, putting other people's needs and wants ahead of their own in an effort to prevent confrontation, rejection, or desertion. This lack of assertiveness can exacerbate dependency problems and undermine relational pleasure by fostering feelings of resentment, frustration, and helplessness.
3. Fear of rejection and abandonment: Maladaptive interpersonal dependency is frequently caused by a pervasive fear of rejection, abandonment, and isolation. This fear causes people to act in ways that they believe could jeopardize their attachment bonds, such as becoming overly attached, manipulating their emotions, and avoiding conflict or confrontation. This fear-based strategy for building relationships can exacerbate feelings of uncertainty, anxiety, and mistrust, which feeds the cycle of dependency and unhappy relationships.
4. An excessive amount of emotional energy, time, and resources are frequently expended in relationships by people with maladaptive interpersonal dependency, often at the expense of their own needs, interests, and well-being. This overindulgence in emotions can result in codependent and entangled relationship dynamics, which further erode people's sense of autonomy and self-worth. These dynamics are marked by a lack of distinction, fuzzy boundaries, and reciprocal dependency.

Maladaptive interpersonal reliance has a wide range of negative effects that can significantly affect a person's general quality of life, happiness in relationships, and emotional, cognitive, and behavioral functioning. Long-term patterns of dependency can feed a vicious cycle of needing other people to control and validate their emotions, which can result in low self-esteem, powerlessness, and feelings of inadequacy. Furthermore, unhealthy relationships marked by power dynamics, imbalance, and codependency can arise as a result of maladaptive interpersonal dependency, which exacerbates people's feelings of vulnerability and dependence.

Exploring maladaptive interpersonal reliance in the context of research necessitates a thorough and nuanced approach that takes into account its underlying mechanisms, manifestations, correlates, and implications in various groups and circumstances. In order to study the prevalence, predictors, and consequences of maladaptive interpersonal dependency, as well as to pinpoint risk and protective factors, underlying cognitive and emotional processes, and successful interventions and treatments, researchers may utilize a range of methodologies, such as quantitative surveys, qualitative interviews, and experimental designs.

In order to promote healthier patterns of interpersonal relating, enhance individuals' autonomy and self-esteem, and foster more fulfilling and satisfying relationships, researchers can help develop more targeted and effective approaches to assessment, diagnosis, and intervention by developing a deeper understanding of maladaptive interpersonal dependency and its complexities.

Significance of Fear of Negative Evaluation and Interpersonal Dependency in Young Adults.

The developmental stage of young adulthood is characterized by important shifts, such as gaining autonomy and making deep connections. There is much to learn about how Fear of Negative Evaluation and Interpersonal Dependency interact throughout this stage of life. An individual's vulnerability to Fear of Negative Evaluation might be influenced by their interpersonal Dependency. People who rely heavily on other people could be more likely to feel anxious in social settings because they worry about being rejected and receiving unfavorable feedback. The dynamic interaction of these psychological variables can have a big impact on a young adult's life in a lot of ways, such as making friends, falling in love, and pursuing goals in school or work.

Research on young adults' interpersonal Dependency and fear of negative evaluation adds to our understanding of social functioning and psychological health throughout this crucial period of life. Examining the elements that lead to these occurrences can help develop educational initiatives, support networks, and therapeutic approaches that are specifically designed to meet the needs of young adults facing these difficulties.

Two interrelated psychological constructs—the dread of negative assessment and interpersonal dependency—have important consequences for young adults' social functioning, psychological health, and developmental paths. For the purpose of identifying risk factors, guiding efforts at prevention and intervention, and fostering healthy psychosocial development at this vital life stage, it is imperative to comprehend the significance of these constructs in this population.

Impact on Mental Health and Well-being:

A number of psychiatric problems, including depression, personality disorders, and social anxiety disorder, can arise and persist as a result of interpersonal dependency and the fear of receiving a poor assessment. In addition to impairing cognitive function, academic achievement, and general quality of life, young adults battling these problems may also endure elevated levels of stress, anxiety, and emotional distress. These constructs can also damage young adults' sense of identity, self-efficacy, and self-esteem, intensifying feelings of worthlessness, inadequacy, and helplessness.

Influence on Social Relationships and Interpersonal Functioning:

The inability of young adults to establish and preserve wholesome, harmonious, and mutually fulfilling relationships can be attributed to fears of interpersonal dependency and unfavorable appraisal. As a result of these problems, people may be overly attached to others, possessive, and emotionally dependent on them. This can result in codependent and entangled relationship dynamics that are marked by a lack of boundaries, power disparities, and mutual dependency. In addition, social withdrawal and avoidance of social situations and opportunities due to fear of judgment, criticism, or rejection can be caused by fear of negative evaluation, which exacerbates feelings of social exclusion, loneliness, and alienation.

Impact on Academic and Vocational Outcomes:

People who struggle with these issues may avoid academic and professional challenges and opportunities for fear of failure, criticism, or disapproval, limiting their personal and professional growth, advancement, and fulfillment. • The fear of negative evaluation and interpersonal dependency can impede young adults' academic and vocational development and success. These conceptions can also make it more difficult for young adults to

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collaborate successfully, communicate clearly, and build positive connections with mentors, peers, and coworkers. This can have a negative impact on their academic and professional success.

Long-term Implications and Developmental Consequences:

Young adults' fear of being negatively judged and being dependent on others can have long-lasting effects that persist into adulthood, impacting people's professional paths, interpersonal relationships, and general level of life satisfaction. Unresolved problems pertaining to these constructs have the potential to sustain unhealthy and maladaptive thought, feeling, and behavior patterns, which can lead to persistent psychological suffering, deteriorated social functioning, and a lower standard of living as people age. Proactively addressing these problems in early adulthood can promote better psychosocial development, improve coping mechanisms and resilience, and increase autonomy, self-worth, and relationship satisfaction—all of which can pave the way for more contented and meaningful adult lives. Key Terms: Young Adulthood, Fear of Negative Evaluation, Interpersonal Dependency

Need and Significance of The Study

Studying the fear of negative evaluation and interpersonal dependency in young adults is particularly important because this developmental stage is marked by significant social and emotional growth. Understanding how these factors impact young adults can provide insights into their mental health, social relationships, and academic or career success. It can inform interventions and support systems tailored to address the unique challenges young adults face in navigating social interactions and building healthy relationships, ultimately promoting their well-being and development. Understanding the fear of negative evaluation and interpersonal dependency in young adults is crucial for addressing their social and emotional well-being during a pivotal developmental stage. These factors can significantly impact their self-esteem, relationships, and overall mental health, influencing their academic and career trajectories. Research in this area can shed light on the mechanisms underlying social anxiety and dependency tendencies in young adults, informing targeted interventions and support programs. By identifying risk factors and protective factors associated with these constructs, researchers can develop strategies to promote resilience and healthy social functioning in young adults. Additionally, studying these topics can contribute to the development of effective prevention and intervention approaches, ultimately enhancing the quality of life for this demographic. Studying the fear of negative evaluation and interpersonal dependency among young adults is crucial for understanding their social and emotional well-being. It helps identify factors contributing to anxiety and dependency issues, informing interventions and support systems. Additionally, it sheds light on how these dynamics impact relationships, self-esteem, and overall mental health, guiding strategies for promoting healthier interactions and self-perception among young adults.

REVIEW OF LITERATURE

- **Fernandez S, John M J (2022) conducted a study on the topic “Interpersonal Dependency and Life Satisfaction Among Young Adults”.** The present study aims to find “Interpersonal Dependency and Life Satisfaction Among Young Adults. The sample size of the study was 91 and the data were collected from the college students of age group ranging from 18-24. The method used to select the sample population was a random sampling method. The data was analysed using the spearman bivariate correlation method. The findings of the study revealed that there is a positive relation between interpersonal dependency and life satisfaction among young adults.

- **Birk L S, Horenstein A, Weeks J et.al. (2019) conducted a study on the topic “Neural responses to social evaluation: The role of fear of positive and negative evaluation”.** In the current study, 56 participants, 35 with SAD and 21 healthy controls, completed questionnaires to assess dimensions of social anxiety including Fear of negative evaluation (FNE) and Fear of positive evaluation (FPE), as well as symptoms of anxiety and depression. Participants also completed a social evaluation task, which involved viewing people delivering criticism and praise, and a control task, which involved counting asterisks, during functional magnetic resonance imaging. Although whole-brain analyses did not reveal significant associations between self-reported constructs and neural responses to social evaluation, region of interest analyses for the sample as a whole revealed that both FNE and social anxiety symptoms were associated with greater neural responses to both criticism and praise in emotion-processing brain regions, including the amygdala and anterior insula. There were no significant associations between FPE or depressive symptoms and neural responses to criticism or praise for the sample as a whole. Future research should examine the relationship between FNE, FPE, and neural responses to self-referent social evaluation in an unselected sample to assess a full range of fear of evaluation.
- **Cayir A G, Kalkan M (2018) conducted a study on the topic “The effect of interpersonal dependency tendency on interpersonal cognitive distortions on youths”.** The objective of this study is to investigate the correlation between the interpersonal dependency tendency and interpersonal cognitive distortions. The study group of the research consists of 879 university students from different faculties of Ondokuz Mayıs University. “Interpersonal Dependency Inventory” scale adapted by Ulusoy (2010) and the “Interpersonal Cognitive Distortions Scale” developed by Hamamcı were used in data collection. Data were analysed with Pearson Moments Correlation, MANOVA, and Simple Regression. As a result of this research, a significant correlation was found between interpersonal dependency tendency and interpersonal cognitive distortions. According to the Simple Linear Regression Analysis, in which Interpersonal dependency scores are estimated by Interpersonal cognitive distortions, Interpersonal cognitive distortions significantly predict the interpersonal dependency scores of university students ($R^2 = 0.126$, $t = 11,26$, $p < 0,001$). Also, Interpersonal cognitive distortions and interpersonal dependency show significant differences according to gender.
- **Iqbal A, Ajmal A (2018) conducted a study on the topic “Fear of negative evaluation and social anxiety in young adults”.** The purpose of this study was to determine the effect of the brief fear of negative evaluation and social anxiety in young adults. Sample of 230 young adults (110= males, 120= females) was taken from different departments of Bahaudin Zakriya University Multan. The study aimed to check the correlation between fear of negative evaluation and social anxiety and differences in fear of negative evaluation and social anxiety among males and females as well as among undergraduate and post graduate students. Brief fear of negative evaluation scale (Leary, MR, 1983) and Liebowitz social anxiety scale (Michael R. Liebowitz, 1987) was used. Findings revealed positive correlation between social anxiety and Brief fear of negative evaluation. The study concluded that fear of negative evaluation produce social anxiety in young adults (university students). Independent t test confirmed the significant difference among male, females as well as among undergraduate and post graduate on these two variables. Female students showed more fear of negative evaluation and social anxiety than male students; similarly, undergraduate students showed more social anxiety.

- **Biolcati R (2017) conducted a study on the topic “The Role of Self-esteem and Fear of Negative Evaluation in Compulsive Buying”.** Compulsive buying is a relatively new addictive disorder that interferes with everyday functioning and may result in serious psychological and financial problems. A very few data are currently available regarding this behavioural addiction. This study investigated gender differences in the relationships between contingent self-esteem (CSE), fear of negative evaluation (FNE), and compulsive buying. Participants included 240 Italian adults (170 females, M age = 33.80) who responded to self-report questionnaires. The results showed that women scored higher on CSE and FNE scales than men. No gender differences were found in compulsive buying tendencies. CSE and FNE were positively related to CB. Furthermore, structural equation modelling confirmed the evidence on CSE as a strong predictor of CB for both genders. Interestingly, FNE seems to play a mediating role between CSE and compulsive buying behaviours only for women. These findings highlight the importance of studying self-esteem in compulsive buying tendencies to inquire more deeply into the underlying mechanisms of some compulsive behaviours
- **Skarupova K, Blinka L (2016) conducted a study on the topic “Interpersonal dependency and online gaming addiction”.** The present study explores the relationship between social motivations and addiction to online gaming and if that possible connection can be explained by the personality traits responsible for social functioning. Bernstein’s concept of interpersonal dependency to distinguish healthy dependency, dysfunctional detachment, and destructive overdependence, and Charlton and Danforth’s conceptualisation of online gaming addiction and high engagement was employed. An online questionnaire was administered to a self-nominated sample of 4,074 online gamers. Two regression models were constructed to separately explain gaming addiction and high engagement using social motivations to play, while controlling for age, gender, and time spent online. High scores on subscales measuring dysfunctional detachment and destructive overdependence were positively associated with online gaming addiction, while healthy dependency was negatively correlated with addiction scores. In contrast, the overall role of social motivation was negligible. People with healthy relationship profiles are less likely to develop problematic patterns of online gaming. High in-game engagement, although sharing some factors with addiction, was only poorly explained by the study variables, suggesting the mutual exclusiveness of addiction and engagement.
- **Junghans N A, Suorsa I K, Tackett P A et.al. (2015) conducted a study on the topic “Self-esteem, self-focused attention, and the mediating role of fear of negative evaluation in college students with and without asthma”.** The current study investigated the mediating role of fear of negative evaluation on the relationship between self-focused attention and self-esteem among college students with and without asthma. The participants selected for this study is young adults with (n = 148) and without (n = 530) childhood-onset asthma were recruited from a college student population. The methods used are Self-focused attention and fear of negative evaluation. Participants also answered questions about inclusion in a social activity. The results showed that higher levels of self-focused attention and fear of negative evaluation were associated with lower self-esteem in both groups within the context of social activity participation. Fear of negative evaluation mediated the relationship between self-consciousness and self-esteem. No significant differences were found between groups. Findings indicate significant relationships among self-focused attention, fear of negative evaluation, and self-esteem in the context of social activity participation. Further examination of self-esteem regarding participation in social activities among college students appears warranted.

- **Bautista L C, Hope A D (2015) conducted a study on the topic “Fear of negative evaluation, social anxiety and response to positive and negative online social cues”.** In the present study, 40 undergraduate participants with either high or low levels of social anxiety engaged in a series of social interactions with varying types of social feedback: negative, mixed-negative, mixed-positive, and positive. Given the increasing engagement in computer-mediated communication among individuals with high levels of social anxiety, these interactions took place via instant messaging software. Compared to participants with low social anxiety, participants with high social anxiety experienced more self-focused thoughts, negative thoughts, and state anxiety in response to increases in negative feedback. Participants with low social anxiety experienced fewer self-focused thoughts in response to increased negative feedback, resulting in a significant crossover interaction. Qualitative and quantitative differences regarding cognitive processes and computer-mediated communication among individuals with high and low social anxiety are discussed.
- **Kumar G J, Athilakshmi R, Maharishi R et.al. (2015) conducted a study on the topic “Relationship between fear of negative evaluation and anxiety”.** A study was done at VIT University-Chennai among 64 students studying in different branches of engineering. Samples of the study are both hostel dwellers and day scholars. Of the 64 students, 33 were female and 31 were male, who were selected through simple random sampling method and survey research design was adopted. The tools used in this study are Fear of Negative Evaluation (FNE; Watson & Friend, 1969) and State Trait Anxiety Inventory (STAI; Spielberger, Gorsuch, Lushene, Vagg & Jacobs, 1983). The results showed that there is a significant positive relationship between anxiety and fear of negative evaluation. In other words the fear of negativism and State Trait Anxiety correlated highly positively.
- **Atasoy M, Olcay E, Ahmet K (2014) conducted a study on the topic “Study on fear of negative evaluation, and social appearance anxiety of university students engaged in futsal”.** This study is conducted by using a screening model with an eye to examine the fear of negative evaluation, and social appearance anxiety of sportsmen engaged in futsal. The research was carried out on teams which participated in the Futsal Competitions organized through Turkey University Sports Federation at Physical Education and Sports College of Ahi Evran University between April 01 and 05, 2014. The samples of the study consisted of a total of 145 volunteers of which 62 were females and 83 were males who participated in the competition. "Fear of Negative Evaluation Scale" developed through Leary and adapted to Turkish language by Cetin et al. and "Social Appearance Anxiety Scale" developed by Hart et al. and adapted to Turkish language and validity and reliability works carried out by Dogan were utilized as the research data collection tool. Descriptive statistical methods (n), percentage (%) were utilized to analyze the data frequency for personal information. Chi-square test was employed for evaluation of the scales. Results were assessed at 0.05 significance level. At the end of the research, it was found that women sportsmen have a greater fear of negative evaluation than men while significant correlation was not detected between other variables. The research result also has revealed the fact that sportsmen engaged in futsal had low social appearance anxiety and there was not a significant relationship between variables.
- **Levinson A C, Rodebaugh L T, White K E et.al. (2013) conducted study on the topic “ Social appearance anxiety, perfectionism, and fear of negative evaluation. Distinct or shared risk factors for social anxiety and eating disorders?”.** This study was conducted using structural equation modelling in two diverse samples (N=236; N=136)

and tested a model in which each of these risk factors were uniquely associated with social anxiety and eating disorder symptoms. The study found support for social appearance anxiety as a shared risk factor between social anxiety and eating disorder symptoms, whereas fear of negative evaluation was a risk factor only for social anxiety symptoms. Despite significant zero-order relationships, two facets of perfectionism (high standards and maladaptive perfectionism) did not emerge as a risk factor for either disorder when all constructs were considered. These results were maintained when gender, body mass index, trait negative affect, and depression were included in the model. It is possible that treating negative appearance evaluation fears may reduce both eating disorder and social anxiety symptoms.

- **Khanam J S, Moghal F (2012) conducted a study on the topic “Self-esteem as a predictor of fear of negative evaluation and social anxiety”.** The study aimed to investigate the relationship of self-esteem with fear of negative evaluation and social anxiousness. It was hypothesized that self-esteem will predict fear of negative evaluation and social anxiety. For this purpose a sample was recruited from various departments of University of Karachi Pakistan, consisting of 76 participants (22 males and 54 females), with age ranging from 18 to 29 years. Rosenberg Self Esteem Scale (Rosenberg, 1965), Brief Fear of Negative Evaluation Scale (Leary, 1983) and Interaction Anxiousness Scale (Leary, 1983) were administered to assess the study variables. Linear Regression Analysis revealed that the variable of self-esteem is a significant predictor of fear of negative evaluation and social anxiety. It can be concluded that positive self-esteem protects and facilitates better health, positive social behaviour and safeguards against the impact of negative influences. Present research will help mental health professionals in developing effective strategies for enhancing self-esteem in people thereby dealing with lack of confidence and fear of critical evaluation in social situations.
- **Mesagno C, Harvey T J, Janelle M C (2012) conducted a study on the topic “Choking under pressure: The role of fear of negative evaluation”.** The purpose of the current study was to determine the degree to which fear of negative evaluation (FNE) may predispose athletes to choking. 138 Experienced basketball players participated in a pre-selection stage, which involved completing a set of questionnaires that included the Brief Fear of Negative Evaluation-II (BFNE-II) questionnaire. Based on the scores from the BFNE-II, 34 athletes, categorized as either low- or high-FNE, were selected to perform basketball shots from five different areas of the court under low- and high-pressure phases. Shooting performance was evaluated based on the total number of successful shots out of 50 attempts. Result indicated that the high-FNE athletes displayed a significant increase in anxiety and a significant decrease in performance from low- to high-pressure phases. The low-FNE group exhibited only minimal changes in anxiety throughout the study and was able to maintain performance under pressure. Further mediation analysis investigating significant difference in performance between FNE groups within the high-pressure phase indicated that that cognitive anxiety was a partial mediator between FNE group and performance, but somatic anxiety was not. Findings extend the existing choking literature by providing empirical support for the role of FNE in the context of the self-presentation model of choking.
- **Rodebaugh L T, Weeks W J, Gordon A E et.al. (2012) conducted a study on the topic “The longitudinal relationship between fear of positive evaluation and fear of negative evaluation”.** This research is almost entirely based on cross-sectional data. The study examined the longitudinal relationship between fears of positive and negative evaluation over three time points in a sample of undergraduate students. It tested competing models consistent with two basic positions regarding these fears: (1) that fear

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of positive evaluation only appears to affect social anxiety because it arises from the same, single underlying trait as fear of negative evaluation, and (2) fears of positive and negative evaluation are correlated, but clearly distinct, constructs. The best-fitting model was an autoregressive latent-trajectory model in which each type of fear had a separate trait-like component. The correlation between these trait-like components appeared to fully account for the relationships between these constructs over time. This investigation adds to the evidence in support of the second position described above: fear of positive evaluation is best interpreted as a separate construct from fear of negative evaluation.

- **Dogaheh R E, Khani M P, Dolatshahi B (2011) conducted a study on “Comparison of group and individual cognitive-behavioural therapy in reducing fear of negative evaluation”.** This study was conducted to compare the effectiveness of cognitive-behaviour group therapy to individual cognitive-behavioural therapy in social anxiety disorder. 28 patients were randomly allocated to two groups of 14. Each group participated in 12 weekly sessions. The final sample was 22 participants after drop-out. Pre-test and post test data were collected using the Brief Fear of Negative Evaluation Scale and the Beck Depression Inventory-II. Controlling for pre-test fear of negative evaluation and depression, cognitive-behavioural group therapy was more effective than individual cognitive-behavioural therapy in reducing fear of negative evaluation, but the clinical significance and improvement rates of the two treatment formats were equivalent.

METHODOLOGY

Research Method

Methodology giving an important contribution for the development of research. The present study is that ‘Fear of negative evaluation and interpersonal dependency among young adults’. For understanding the main objectives the selected subjects were administered with Brief fear of negative evaluation scale (Brief FNE) and Interpersonal dependency inventory.

Aim

To study whether there is any relation between Fear of negative evaluation and interpersonal dependency among young adults.

Objectives

- To find the relationship between fear of negative evaluation and interpersonal dependency among young adults.
- To find the gender differences in fear of negative evaluation among young adults
- To find the gender differences in interpersonal dependency among young adults

Hypothesis

1. There is no significant relationship between fear of negative evaluation and interpersonal dependency among young adults.
2. There is no significant difference between the gender of the respondents and their overall level of perception towards fear of negative evaluation among young adults.
3. There is no significant difference between the gender of the respondents and their overall level of perception towards interpersonal dependency among young adults.

Research Design

In research, ethical issues are essential. The rules or guidelines for behavior that define what is right and wrong are known as ethics. They aid in distinguishing between actions that are

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appropriate and inappropriate. The research adheres to the following ethical guidelines; all participants were made aware that the information gathered from them will be kept private. Prior to data collection, each participant was given a consent form.

The present study aimed to investigate the relationship between fear of negative evaluation and interpersonal dependency among young adults. To accomplish these objectives, the present study made use of quantitative descriptive research design.

Participants

A sample of 200 subjects (100 males and 100 females) was taken as by simple random sampling method. The age range in between 18 to 25.

Sampling

Data collection was collected through the Google form. After obtaining responses from the participants, the data were transformed to the spread sheet, then the scoring done as per the scoring key.

Variables

- Independent variable: Fear of negative evaluation
- Dependent variable: Interpersonal dependency

Measures

Google forms were used in present study. The questionnaires such as Brief fear of negative evaluation and Interpersonal dependency inventory were send to the participants to collect data. In addition to these standardized measures, a personal data sheet seeking information with regard to relevant socio-demographic variables were also made of.

Socio-Demographic data sheet: A socio-demographic data sheet was used in order to collect information regarding the participants by assuring confidentiality in the personal details collected. The personal details like gender, age, residential area etc. followed were mentioned.

Procedure and Administration

In order to schedule the objective of the present study investigator visited around 200 young adults. Simple random sampling method was used. Brief Fear of Negative Evaluation Scale and Interpersonal Dependency Inventory was used for data collection. At the beginning, participants were notified about the study, and informed consent was given to the participants. The data were collected through google forms by everyone between that age limit. The sample include only those who are ready to attempt the questions sincerely. The samples were informed about the purpose of the study. After completion of the questionnaire the research collected it from the participant and expressed the gratitude for their co-operation. The form collected some basic demographic details and questions were presented in order. The data are kept confidentially. After obtaining responses from the participants, the data were transformed to the spread sheet, then the scoring done as per the scoring key and analyzed using SPSS.

Scoring: The following tests were used in this present study:

1. Brief Fear of Negative Evaluation Scale was used for measuring Fear of negative evaluation. The 12-item instrument was designed to measure one aspect of social anxiety, the

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fear of receiving negative evaluations from others. Scores on the FNE essentially reflect a fear of the loss of social approval. This brief scale was developed by Leary in 1983. The Brief FNE is rated on a five-point scale in terms of how characteristic each item is of the respondent. Items 2, 4, 7 and 10 are reverse-scored. Total scores are the sum of the item responses and range from 12 to 60.

Reliability and Validity: The Brief FNE has excellent internal consistency, with a Cronbach's alpha of .90. The Brief FNE is also considered stable with a test-retest correlation of .75 over a four week period. The Brief FNE was evaluated for validity first by correlating scores with the full-length FNE; this correlation was .96. Criterion-related validity was shown with scores on the Brief FNE correlating with anxiety, avoidance, the degree to which respondents said that they were well presented, and the degree to which respondents were bothered by an unfavorable evaluation from others.

2. Interpersonal Dependency Inventory was used to measure Interpersonal dependency. The IDI is a 48-item instrument designed to measure the thoughts, behaviors, and feelings revolving around the need to associate closely with valued people was developed by Robert M. A, G. L. Klerman, H.G. Gough, I. Barrett, S. J. Korchin and P. Chodoff. The theoretical base for the IDI is a blend of psychoanalytic, social learning, and attachment theories emphasizing the importance of excess dependency for a range of emotional and behavioral disorders. Based on an initial pool of 98 items, the 48-item scale was developed using factor analysis. This resulted in three subscales: Emotional reliance on others (items 3, 6, 7, 9, 12, 15, 16, 19, 22, 26, 29, 33, 35, 38, 40, 43, 45, 47), lack of self-confidence (items 2, 5, 10, 13, 17, 19, 20, 23, 24, 27, 30, 32, 36, 39, 41, 44, 46) and assertion of autonomy (items 1, 4, 8, 11, 14, 18, 21, 25, 28, 31, 34, 37, 42, 48).

Reliability and Validity: The IDI has good internal consistency, with split-half reliabilities that range from .72 to .91. No test-retest data were reported. The IDI has fairly good concurrent validity, with the first two subscales correlating significantly with measures of general neuroticism (the Maudsley Personality Inventory) and anxiety, interpersonal sensitivity, and depression (Symptom Checklist-90).

Statistical Techniques

The study employed both descriptive and inferential statistics, including Pearson correlation and t-test. The relationship between fear of negative evaluation and interpersonal dependency was determined using Pearson correlation. t-Test used to compare fear of negative evaluation and interpersonal dependency in relation to sociodemographic factors.

KARL PEARSON CORRELATION

The linear correlation (dependence) between two variables, X and Y, is measured statistically by the Person's Product Moment Correlation Coefficient (PPMCCC, PCC, or Person's r). Its value ranges from +1 to -1 inclusively, where 1 denotes total positive correlation, 0 denotes no correlation, and -1 denotes total negative correlation. As a gauge of the degree of linear dependence between two variables, it is frequently employed in science.

't' -Test

When a student's t distribution is followed by the test statistic in a t-test, it indicates that the null hypothesis is supported statistically. It is most frequently utilized when the test statistic would follow a normal distribution if the value of a scaling term in the test statistic were known. It can be used to examine if two sets of data are statistically different from one

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another. The test statistic (in some cases) follows a student's "t" distribution when the scaling term is unknown and is substituted by an approximation based on the data.

Ethical Consideration

Ethics are a crucial component of research. Ethics is the set of principles or guidelines for behaviour that establishes what is morally acceptable and unacceptable. They help to differentiate between appropriate and inappropriate behavior. The following ethical standards are followed by the research:

- **Informed Consent:** Made sure participants are fully informed about the goals of the study, the requirements for participation, and any possible risks or advantages. Put a disclaimer at the top of your Google Form outlining the goals of the study, the intended use of the data, and the rights of participants, including the ability to withdraw at any moment.
- **All participants were informed that the responses are collected from each participant is kept confidential.**
- **Contact Details:** Gave participants a method to get in touch with you if they have any questions, concerns, or other information by including your email details in the Google Form.

RESULT

This chapter presents different statistical analysis tests such as t- test and correlation analysis were carried out to analyse the calculated data and the results obtained are discussed under the following sessions. The t- test carried out to know significant difference between two groups selected for the study and correlation analysis done to find out the relationships between the variables under study.

Preliminary analysis

Preliminary analysis entails the fundamental descriptive statistics like, arithmetic mean, median, mode, SD, kurtosis and skewness of the variables fear of negative evaluation and interpersonal dependency. In the main purpose of the preliminary analysis is to get general idea about the nature of the variables. The details are presented in the table 1.

TABLE 1

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistics	Statistics	Statistics	Statistic	Std. Error	Statistic	Std. Error
FNE	200	32.5200	6.35069	.278	.172	1.422	.342
IDI	200	110.2700	17.84036	-.082	.172	.897	.342

Table 1 shows the descriptive statistic values of the current study. The obtained mean value and standard deviation for fear of negative evaluation is 32.5200 and 6.35069 respectively. The obtained mean and standard deviation for the variable interpersonal dependency is 110.2700 and 17.84036 respectively. The skewness and kurtosis value for fear of negative evaluation is 0.278 and 1.422 respectively. The obtained skewness and kurtosis value for interpersonal relationship is -0.82 and 0.897 respectively. The variables under investigation are not much deviates from normal distribution. Hence the data collected is viable for parametric statistical analysis.

Hypothesis 1

There is no significant relationship between fear of negative evaluation and interpersonal dependency among young adults.

Table 2 shows the correlation between fear of negative evaluation and interpersonal dependency.

		FNE	ID
FNE	Pearson Correlation	1	.331**
	Sig. (2-tailed)		.000
	N	200	200
ID	Pearson Correlation	.331**	1
	Sig. (2-tailed)	.000	
	N	200	200

***. Correlation is significant at the 0.01 level (2-tailed).*

Table 2 shows the correlation between fear of negative evaluation and interpersonal dependency. While considering the Pearson Correlation, the Pearson correlation value obtained for fear of negative evaluation and interpersonal dependency is .331**. This indicates that there is a positive correlation between the variables fear of negative evaluation and interpersonal dependency. This denotes that we reject the hypothesis 1. In other case, by considering the sig (2-tailed) value, the 2-tailed value is 0.000, which is lower than 0.05. So we can say that the correlation is significant at the 0.01 level. It means that when the respondents' fear of negative evaluation increases, which leads to an increase in interpersonal dependency.

Hypothesis 2

There is no significant difference between the gender of the respondents and their overall level of perception towards fear of negative evaluation.

Hypothesis 3

There is no significant difference between the gender of the respondents and their overall level of perception towards interpersonal dependency among young adults.

Table 3 shows the t-test result between the gender of the respondent, fear of negative evaluation and interpersonal dependency.

		Levene's Test for Equality of Variances				
		t-test for equality of means				
		F	Sig.	t	df	Sig. (2-tailed)
FNE	Equal variances assumed	4.081	.045	.422	198	.673
	Equal variances not assumed			.422	187.195	.673
ID	Equal variances assumed	.148	.700	1.102	198	.272
	Equal variances not assumed			1.102	197.254	.272

It is inferred from the above table that there is no significant difference between the gender of respondents and their overall level of perception towards fear of negative evaluation.

T-test was applied to test the above hypothesis and is found that there is no significant difference between the gender of respondents and their overall level of perception towards fear of negative evaluation ($t=0.673$, $p>0.05$). Hence the research hypothesis 2 is accepted.

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It is inferred from the above table that there is no significant difference between gender of respondents and their overall level of perception towards interpersonal dependency.

T-test was applied to test the above hypothesis the above hypothesis and is found that there is no significant difference between gender of respondents and their overall level of perception towards interpersonal dependency ($t=0.272$ $p>0.05$). Hence the research hypothesis 3 is accepted.

DISCUSSION

HYPOTHESIS 1

H₀ There is no significant relationship between fear of negative evaluation and interpersonal dependency among young adults.

A psychological notion known as Fear of Negative Evaluation (FNE) represents a person's concern about receiving unfavorable judgment or criticism from others. This fear, which frequently results in anxiety and discomfort in social situations, is a result of a heightened sensitivity to the opinions and impressions of others around them. Particularly as they negotiate the intricacies of social interactions and cultural expectations, young adults may see a rise in the prevalence of fear of negative evaluation.

Dependence on other people for identity, validation, or emotional support is referred to as interpersonal Dependency. The establishment and upkeep of interpersonal relationships can be impacted by the fear of judgment, which may impede the growth of positive relationships. Another important facet of human behavior is interpersonal Dependency, which highlights how much people depend on others for identity, emotional support, and validation.

Iqbal A, Ajmal A (2018) conducted a study on the topic “Fear of negative evaluation and social anxiety in young adults”. The purpose of this study was to determine the effect of the brief fear of negative evaluation and social anxiety in young adults. The study aimed to check the correlation between fear of negative evaluation and social anxiety and differences in fear of negative evaluation and social anxiety among males and females as well as among undergraduate and post graduate students. The study concluded that fear of negative evaluation produce social anxiety in young adults (university students). The above study shows that there is a significant correlation between the variables fear of negative evaluation and social anxiety.

Fernandez S, John M J (2022) conducted a study on the topic “Interpersonal Dependency and Life Satisfaction Among Young Adults”. The present study aims to find “Interpersonal Dependency and Life Satisfaction Among Young Adults. The findings of the study revealed that there is a positive relation between interpersonal dependency and life satisfaction among young adults. The above study shows that there is a significant correlation between the variables interpersonal dependency and life satisfactory among young adults.

Like wise the present study shows that there is a positive correlation between the variables fear of negative evaluation and interpersonal dependency.

Therefore the hypothesis *There is no significant relationship between fear of negative evaluation and interpersonal dependency among young adults* is rejected.

HYPOTHESIS 2

H0 There is a no significant difference between the gender of the respondents and their overall level of perception towards fear of negative evaluation.

Fear of negative evaluation, also known as social anxiety or social phobia, is the fear of being judged, criticized, or rejected by others in social situations. It can cause intense feelings of self-consciousness, anxiety, and avoidance of social interactions.

Prabha H, Babu k (2021) conducted a study on the topic 'Assertiveness and Fear of Negative Evaluation among Young Adults'. The purpose of the study was to analyze the relationship between Assertiveness and Fear of Negative Evaluation among Young Adults. The current study was conducted on 174 Young Adults both men and women between the age group of 18-25 years, who are residing in the cities of Hyderabad and Bengaluru. Correlational analysis showed a moderate significant negative correlation between Assertiveness and Fear of Negative Evaluation among Young Adults. Results of t- test showed no significant difference in the level of Assertiveness and Fear of Negative Evaluation between men and women among Young Adults. The above study shows that there is no significant difference in assertiveness and fear of negative evaluation among males and females.

Likewise in the current study, the t-test result shows that there is no significant difference in fear of negative evaluation between males and females, that is, both males and females have same level of fear of negative evaluation, no gender difference is seen.

Therefore the hypothesis *There is a significant difference between the gender of the respondents and their overall level of perception towards fear of negative evaluation among young adults* is rejected.

HYPOTHESIS 3

H0 There is a no significant difference between the gender of the respondents and their overall level of perception towards interpersonal dependency among young adults.

Paul. E and Priyadarshini. N conducted a study on the topic Interpersonal Dependency, Assertiveness and Self Efficacy in Birth Order Among Emerging Adults. The present research study has attempted to understand and explore how interpersonal dependency, self-efficacy and assertiveness could differ based on birth order among emerging adults. The analysis of data from 180 participants revealed that there exists a significant negative relationship between self-efficacy and interpersonal dependency. The research also finds that there is exists no significant difference in the interpersonal dependency, assertiveness style, self-efficacy with respect to birth order among emerging adults.

The above study shows that there is no significant difference in self-efficacy and interpersonal dependency among males and females.

Likewise in the current study, the t-test result shows that there is no significant difference in interpersonal dependency between males and females, that is, both males and females have same level of interpersonal dependency, no gender difference is seen.

Therefore, the hypothesis *There is a significant difference between the gender of the respondents and their overall level of perception towards interpersonal dependency among young adults* is rejected.

CONCLUSION

The present study aims to find the relationship between fear of negative evaluation and interpersonal dependency among young adults. From the study it is concluded that the fear of negative evaluation and interpersonal dependency are significantly related. It indicates that the fear of negative evaluation increases the interpersonal dependency also increases. When someone has a fear of negative evaluation, they may rely more on others for validation and reassurance, leading to higher levels of interpersonal dependency. This dependency can manifest as seeking constant approval, avoiding conflict, and feeling anxious when alone. It's important to find a healthy balance between independence and interdependence in relationships.

In the present study it is concluded there is no gender differences in fear of negative evaluation among young adults and there is no gender differences in interpersonal dependency among young adults.

SUMMARY

Major Findings of The Study

1. Results shows that there is a significant relationship between fear of negative evaluation and interpersonal dependency
2. Results shows that there is no significant difference in fear of negative evaluation among males and females
3. Results shows that there is no significant difference in interpersonal dependency among males and females

Tenability of Hypothesis

- **Hypothesis 1:** There is no significant relationship between fear of negative evaluation and interpersonal dependency among young adults.
There is a significant relationship between fear of negative evaluation and interpersonal dependency. Hence hypothesis 1 is rejected.
- **Hypothesis 2:** There is no significant difference between the gender of the respondents and their overall level of perception towards fear of negative evaluation among young adults.
There is no significant difference between the gender of the respondents and their overall level of perception towards fear of negative evaluation. Hence hypothesis 2 is accepted.
- **Hypothesis 3:** There is no significant difference between the gender of the respondents and their overall level of perception towards interpersonal dependency among young adults.
There is no significant difference between the gender of the respondents and their overall level of perception towards interpersonal dependency. Hence hypothesis 3 is accepted.

Implications of Study

The study shows that the relationship between fear of negative evaluation and interpersonal dependency among young adults. Research suggests that there may not be significant gender differences in fear of negative evaluation and interpersonal dependency among young adults.

The research suggests that there is a significant relationship between fear of negative evaluation and interpersonal dependency. Individuals who have a fear of negative evaluation

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tends to rely more on others for validation and approval. This can lead to higher levels of interpersonal dependency, where they may seek constant assurance and avoid situation where they might be judged negatively. For males, fear of negative evaluation may be associated with concerns about appearing weak or vulnerable, which can impact their self-esteem and willingness to take risk. On the other hand, females may experience fear of negative evaluation in relation to societal expectation of appearance, competence and likeability.

Research suggests that there may not be significant gender differences in fear of negative evaluation among young adults. This means that both males and females can have equal levels of fear of negative evaluation, that is, both male and females experience same level. The fear of negative evaluation can be reduced by helping the individuals to build confidence and remind them to practice self-compassion.

Research suggests that there may not be significant gender differences in interpersonal dependency among young adults. It means that both men and women show similar levels of dependence on others in their relationships. Focus on encouraging positive interpersonal relationship. By developing self-awareness individuals can become less reliant on others for validation and approval

Limitations of the Study

- Doubtfulness about the questionnaire may influence the result.
- Sample size of the study is less, so that the study cannot be generalised.
- Only one population was added in this study for the purpose of comparison.
- Honesty of the samples may be affected in the results.

Suggestions for the Future Study

- The future study can be including other socio demographic details such as economic status, family size, details about the income source, occupation etc.
- More sample size can be helpful in generalizing the result.
- In future study more qualitative data and analysis can be included.
- More variables can add for assess more detailed characteristics about the population.

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Conflict of Interest

The author(s) declared no conflict of interest.

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