

RELATIONSHIP BETWEEN SOCIAL ANXIETY, ACADEMIC STRESS AND SELF-EFFICACY AMONG ADOLESCENTS



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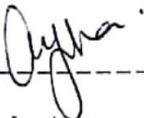
A Research Thesis submitted to the
DEPARTMENT OF PSYCHOLOGY
In partial fulfillment of the requirements for the degree of
BACHELOR OF SCIENCE IN PSYCHOLOGY

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Islamabad
July, 2023

CERTIFICATE OF APPROVAL

It is certified that the Research thesis titled titled “*Relationship between Social Anxiety, Academic Stress and Self-Efficacy among Adolescents*” carried out Seyda Mehwish Bukhari, **Reg no. BSP193007**, under the supervision of **Ms. Aysha Aneeq**, Capital University of Science and Technology, Islamabad, is fully adequate, in scope and quality, as a Research Thesis for the degree of **BS Psychology**.

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Adolescents

By

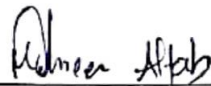
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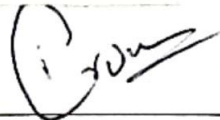
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It is declared that this is an original piece of my work, except where otherwise acknowledged in text and references, this work has not been submitted in any form of any degree or diploma at any university or other institution for tertiary education and shall not be submitted by me in future for obtaining any degree from this or any other University or Institution.



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ABSTRACT

Social anxiety is the third most common mental health problem all over the world, that affect the social, academic, and occupational functioning of individuals. This study had explored the relationship between social anxiety, academic stress, and self-efficacy among adolescents. Through convenience sampling technique, sample of 300 students has been taken from high schools and colleges of Kotli (AJK), Rawalpindi, and Islamabad. The three scales were used Liebowitz Social Anxiety Scale for Children and Adolescent (LSAS-A), Educational Stress Scale for Adolescent (ESS-A), and Generalized Self-efficacy (GSE-S). The results showed that there is positive significant relationship between Social Anxiety and Academic Stress, weak negative relationship between Social Anxiety and Self-Efficacy and significant negative relationship between Academic Stress and Self-Efficacy among Adolescents. The gender differences were also examined the results revealed that female adolescents have high Social Anxiety and Academic Stress as compared to male adolescents. There was no significant difference observed in Self-Efficacy among Adolescents.

Keywords: Social Anxiety, Academic Stress, Self-Efficacy and Adolescents.

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Chapter 1

INTRODUCTION

Adolescence is the unique stage of life that lies between childhood and adulthood. According to World Health Organization the age range lies between 10 to 19 years old (WHO, 2022). At this stage, the individual faces a lot of changes, and challenges like physical, psychological and biological. These changes can be identity development, self-concept, sexual orientation, social development, and belief system development. Identity development is important stage of adolescent life, at that point they are more curious to know who they are. Early in Adolescent, self-concept is awareness about own thoughts, opinion, and future possibilities. An adolescent's environment and their relationship with family, friends, and other people play vital role in their development (WHO, 2022).

Our environment has great influence on an individual behaviour. We learn from environment. Nearly, everyone experiences non-impairing level of anxiety. To deal with different challenges anxiety can be a motivator, such as submission of task on time. On the other hand, impairing level of anxiety can disturb typical life events, such as difficulty in socializing with peer groups at school. Social anxiety disorder one such anxiety disorder that onset early in life. Social anxiety disorder is categorized by penetrating distress of social situations, and feeling of negatively evaluate by other people. Although. Social anxiety can be diagnosed in late childhood, mid childhood, but unfortunately the prevalence of social anxiety is high among late childhood and early adolescents (Caouette et al., 2014).

Similarly, a student's academic success is greatly influenced by the school environment. Peer pressure refers to influence exerted by peer groups to change attitudes, values as to confirm group norms. Peer groups are significant socialization

agents. A peer group can be well-defined, as a small group of same age, fairly friends that share common actions. Peer pressure has great effect on adolescent's academic performance (Korir et al., 2014).

Social Anxiety

According to Mental and Statistical Manual of Mental Disorder, Social anxiety is also recognized as social phobia, in this condition the individual experience excessive fear of humiliation or embarrassment in social environment, and the individual avoid such situations and leads to functional impairment. According to DSM-V, the occurrence of social anxiety disorder is higher in females than males and this variance is more noticeable among adolescents (Asher et al., 2017).

People face anxiety in various social situations like interacting with other individual, during job interview, speaking publicly, giving a presentation and a lot of other situations in which, an individual may face anxiety. The feelings of anxiety in social settings are common. Social anxiety is more than shyness. The fear does not go away, it affects the daily activities, self-confidence, work, and school life. Specifically, social anxiety arises sense of interpersonal evaluation in imagine or real social situation. Social anxiety is also known as "Evaluation anxiety". People have many good explanations to be worried with how other people perceive them, and it is not irrational that they sometimes concerned about others' reactions. Social anxiety can occur when an individual worried about how people will perceive and evaluate him (Leary et al., 1997).

Social anxiety is also related to social and communication problems. At any age, more social and communication problems are related with more social anxiety symptoms. The social and communication problems maybe a substantial risk factor for the development of social anxiety (Pickard et al., 2017).

During social interaction, speaking publicly, and acting in front of audience, large number of Pakistani students reported being anxious and fearful. Subsequently, this fear increases, avoidance, feeling of inferiority, self-consciousness, and fear of humiliation (Ejaz et al., 2020).

Academic Stress

Life is full of challenges for all individuals. Everybody in this world face stresses in their own way. Stress maybe defined as anything that disturbs an individual internally and externally, which make adaptation to environment difficult and individual can't maintain equilibrium between self and environment. Stress arises when there are a lot of burden on a person which disturb his daily functioning. Academic stress is common mental state or emotional state that students experience during their education period (Ramli et al., 2018).

Academic stress refers to the situation when academic demands are high on a students like excessive assignments, high competitions among students for grades, course load, examination, a lot of expectations from family, teachers and as well as his own academic expectations. If stress is high then it can lessen the academic performance (Richin-Kionsky & Hoe, 2003). According to research, nearby two third of student's report feeling of pressure from their parent to perform better in school (Deb et al., 2015).

Our society overload the children with their expectations which can be frightening for them. The current curriculum is intellectually very high demanding and students usually comes under the pressure when parents demand high marks. Due to such pressures the students feel frustrated and displeased with life. Society imposes its own wishes for something that they believe better for them. Instead of realizing that every child born with his own talent, there is constant pressure on children to get good

grades. To meet societal standard, parents put pressure on children which cause mental and physical instability (Shakil, 2019).

Students' levels of stress are also influenced in large part by the educational system. The overcrowding of lecture halls, the scoring system, insufficient resources and facilities, the extensive curriculum, long periods, and hopes of rote learning are some of the sources. Hence, greater expectations as one of the elements which is accountable for greater stress levels (Reddy et al., 2018).

Self-efficacy

Self-efficacy enables an individual for better adaptation in any society. Every individual has life goals. We built small goals in our daily life and at the same time, every individual has major goals. Through these small goals they will achieve major goals. Continuous struggle and effort are required to achieve goals. Expectancy explains an individual belief. Self-efficacy means how much an individual has belief to achieve his goals (Bandura, 1977). Self-efficacy is strong motivational predictor of how well an individual will perform. According to a study, self-efficacy is central to health behaviours. Self-efficacy indicates that people are expected to do what they are motivated to do (Williams et al., 2016).

In the field of Educational Psychology, self-efficacy has been an important variable of interest to study for past three decades. Self-efficacy are beliefs that students can improve their learning performance by working on their own mental health and with help from parents and teachers in educational settings (Cheng, 2020).

Academic self-efficacy is an individual's confidence that they are proficient of successfully completing a given academic task at the specified levels. Academic self-efficacy is the best predictor of academic achievement, but the student's academic self-

concept has a significant impact on their beliefs about academic self-efficacy. (Ferla et al., 2009).

In summary, this research is important because it examines the association between social anxiety, academic stress, and self-efficacy among Adolescents.

Literature Review

Adolescents spend a lot of their time at school, and its necessary to interact with other individuals. For socially anxious adolescents, the environment of school presents many stressful conditions like giving verbal presentation, making friends, answering questions in class, participating in groups. The socially anxious students usually may stop socializing with others and may refuse to attend school (Bolte et el., 2015). The results of a study showed that, relative lack of adaptive anxiety response may increase social anxiety (Bolte et el., 2022).

The academic environment can be stressful for socially anxious students (Archbell & Coplen, 2022). According to a study, the high level of social anxiety can cause distress, which can lead to impair adolescents' social performance (Peleg, 2021). Education is stressful time period for students. Every year thousands of students enroll in schools and colleges with different goals and hope for desirable career. For students' college life is new stage of life and it can be stressful for them (Elliott & Pierce, 2012). According to a research survey, about 10% to 20% of student's population suffering from psychological problems like anxiety, depression and academic stress (Mahadeorao, 2017). For college students, the perception of academic stress is as unpleasant experience and it involves negative emotions like tension, anxiety, frustration and anger etc (Nonterah & Ustey, 2015).

Individuals may experience stress in different situations like academics, career and social relationships, although many researches showed that academic environment

is also related to academic stress which includes course work, group work and the institutional involvement beside these things' perception of student, behaviour and attitude towards academic demands also play important role (Wilks, 2008). There are other factors of life that may also increases stress level of an individual like financial issues, family issues, health issues or psychological issues like self-esteem, self-concept and perception. Interaction and interpersonal communication are important at school and college life.

A study explored the gender differences in perceived demands of school, stress, and mental health. The findings of study revealed that at the end of school, girls have higher level of mental health problems then boys (Giota & Eric Gustafsson, 2017). According to research, students who reported experiencing extreme mental distress had a fourfold higher risk of expressing low academic self-efficacy. Hence, it was proved that there is an important relationship among mental distress and academic self-efficacy (Grotan & Sund, 2019).

Students with high social anxiety can't communicate properly with other fellows due to fear of negative evaluation and avoid such social situations, which latter effects their academic achievement and their perception of academic stress will be increases (Lin & Fan, 2022). Research showed that social anxiety leads to lower friendship quality which in return associated to social withdrawal among adolescents (Biggs., et al., 2011). A study showed that socially anxious adolescents have negative cognitions during social interaction (Alfano et al.,2002).

Social anxiety is the third most common mental health problem all over the world, but unfortunately many parents and teachers are unfamiliar with the signs of social anxiety amongst children and adolescents. During this time period, social anxiety is mostly related with school refusal, extreme embarrassment and shyness, but latter

these symptoms lead to severe problems in social, academic and occupational functioning (Ahmed & Bano, 2013). A study explored the association among self-esteem, parenting styles, and social anxiety in girls. The results showed that there is negative correlation among social anxiety and self-esteem which shows that low self-esteem will cause social anxiety and authoritative parenting style leads to social anxiety in girls (Yousef, 2015). According to a study the symptoms of social anxiety, are different from depression and in comparison, female adolescents have higher level of social anxiety than male adolescents (Inderbitzen & Hope, 1995).

According to Bandura (1997), self-efficacy is “how much an individual has belief to achieve his goals”. Many studies showed that, adolescents experience negative life events at any point of their lives which can increase the risk of developing psychopathology. Bandura emphasized the significance of evaluating a person's self-efficacy, or their capacity to participate in social activities that are essential to establish and maintain interpersonal relationships. Thus, Self-efficacy involve cognitive and affective processes, that may influence an individual's insight into, and elaboration about, negative life events, increasing their ability to control and improve from such events (Anue et al., 2021).

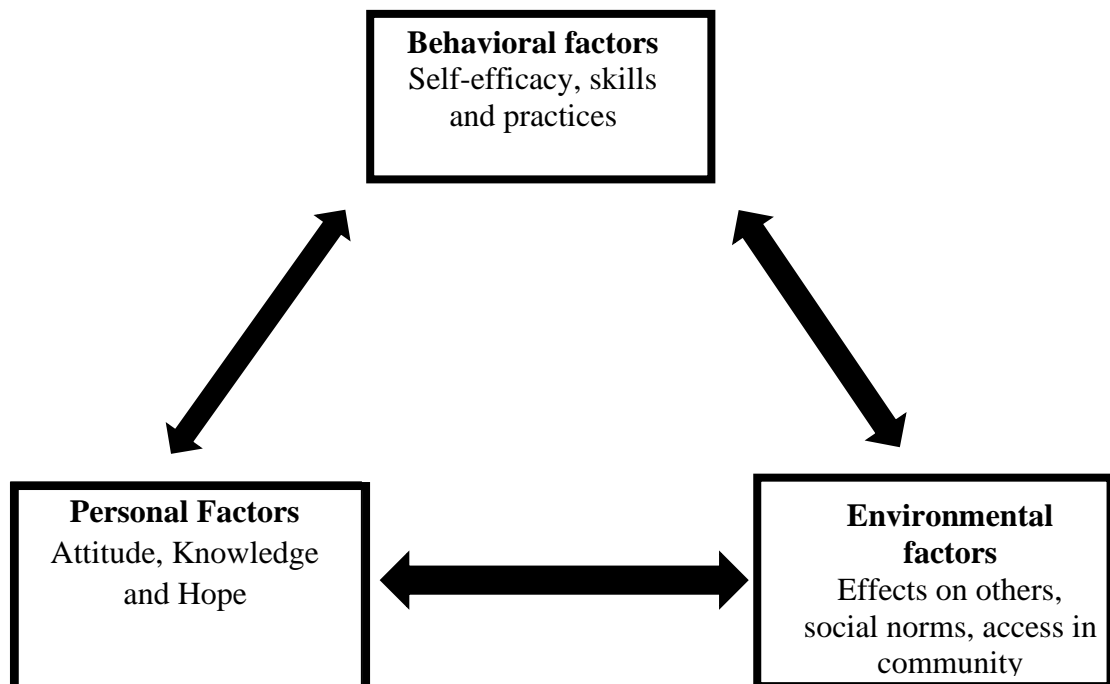
A study showed that, there is negative relationship among peer pressure and general and academic self-efficacy among adolescents. Moreover, general and academic self-efficacy expectations were greater in adolescents who experience less level of peer pressure (Esen, 2012). The literature review showed that there is substantial connection exists between parenting style and self-efficacy among adolescents. Authoritarian parenting style has negative relationship with self-efficacy among adolescents (Yousef, 2015).

In adolescents a study explored the association among self-efficacy and stress and role of gender. The results showed that girls had higher scores on stress domains and lower on self-efficacy (McKay et al., 2014). According to research that, self-efficacy and psychological wellbeing found to be linked to perceived stress in Iranian Male High School Students. The statistical analysis revealed that the stress is high when general self-efficacy and mental health status is low (Moeini et al., 2008). A meta-analytic review examines how students' self-efficacy and self-regulatory learning are affected by self-assessment. The discoveries showed the meaning of self-appraisal mediations in empowering understudies to utilize learning procedures and their effect on persuasive factors like self-efficacy (Panadero et al., 2017).

Theoretical Framework

The theoretical framework of the present study lies under Social Cognitive Theory by Albert Bandura. According to this theory, individuals learn through environment by observation, consequence of a behavior and he also explain role of self-efficacy. According to this study, it will address the relationship of social anxiety, academic stress and self-efficacy among students. An individual learns from his environment, external environment moulds our perception and behavior. If an individual is living in stressful environment, it will affect his perception and expectancy to achieve goals. According to, Social Cognitive theory social influence, external and internal social reinforcement are exceptional features. An individual's past experiences predict whether behavioral action will occur (Bandura, 1986).

Figure 1
Model of Social Cognitive Theory



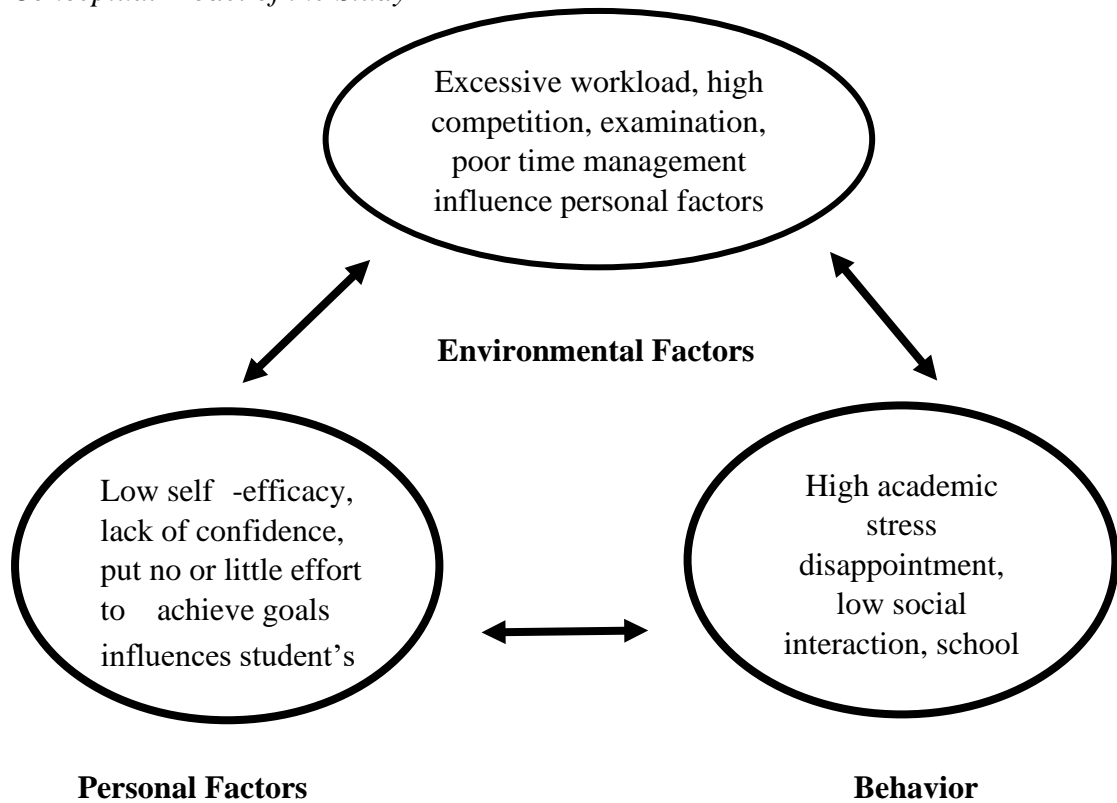
Albert Bandura's Social Cognition Theory (1986)

These experiences will influence the reinforcements and expectations all of which can predict whether a person will involve in specific behavior and, if so why. Self-efficacy is individuals believe in his/her capability to perform a behavior. In this study, Social Cognitive Theory use as theoretical framework to explain the relationship among these variables; Social Anxiety, Academic Stress, and Self-efficacy. The environmental factors play important role in shaping behavior of adolescents. The adolescent having social anxiety will avoid social interaction which results in affecting their academic performance, and self-efficacy (Lin & Fan, 2022).

If the external environment is stressful for an adolescent, for example excessive workload, examination, competitions among students, it will increase academic stress among adolescents, it will affect the adolescent's behavior. These factors can affect the personal factors of adolescent resulting low self-efficacy, putting no or little efforts to

achieve goals. The adolescents engage in behaviors like avoidance of social interaction, school refusal etc (Nonterah & Ustey, 2015).

Figure 2
Conceptual Model of the Study



In his research, Manasseh N. Iroegbu examined the relationship among self-efficacy and work performance by employing Social Cognition Theory of Albert Bandura as theoretical framework. Bandura's main argument was that people who have high self-efficacy believe in themselves and do well, whereas people who have low self-efficacy don't believe in themselves and do poorly. (Iroegbu, 2015). Zundret conducted a study and used Social Cognitive Theory as a theoretical framework in his study to predict the relapse in daily smoking adolescents (Zundret et al., 2009). From the perspective of Bandura's Social Cognitive Theory, Schunk studied Motivation. Motivation refers to processes that initiating and sustaining goal-directed activities. Personal/internal influences results such as choice, effort, persistence, accomplishment,

and environmental regulation are referred to motivational processes (Schunk & DiBenedetto, 2022).

Rationale of Study

The literature suggests that, there are a lot of studies conducted in the academic domain in different contexts and in different cultures (Lin & Fan, 2022). Social anxiety is the third most common mental health problem all over the world, but unfortunately many parents and teachers are unfamiliar with the symptoms of social anxiety among children and adolescents (Ahmed & Bano, 2013). During this time period, social anxiety is mostly related with school refusal, extreme embarrassment and shyness, but latter these symptoms lead to severe problems in social, academic and occupational functioning (Ahmed & Bano, 2013). The academic environment can be stressful for socially anxious students (Archbell & Coplen, 2022). However, this study is important because it explore the relationship between social anxiety, academic stress, and self-efficacy among adolescents. Data will be gathered from adolescents. At the adolescent stage, students usually face a lot of challenges like physical, psychological, and biological issues. This study will add to literature with context to Pakistani culture specially the population of Kotli (AJK), Rawalpindi, and Islamabad. By including participants from these diverse areas, the study can capture a broader range of experiences and perspectives related to social anxiety, academic stress, and self-efficacy among adolescents. This enhances the generalizability of the findings and ensures they are not limited to a specific geographic location. This research is important because it will contribute to existing data by focusing on a unique and vulnerable population.

Objectives

This study has the following objectives:

1. To find out the association between Social Anxiety, Academic Stress, and Self efficacy among Adolescents.
2. To explore the gender differences between Social Anxiety, Academic Stress, and Self-efficacy among adolescents.

Hypotheses

Hypotheses of this study is:

1. Adolescents with high social anxiety, will have high academic stress and vice versa.
2. Adolescents with high social anxiety will have low self-efficacy and vice versa.
3. Adolescents with high academic stress, will have low self-efficacy and vice versa.
4. Female adolescents will have high social anxiety, academic stress and low self-efficacy then male adolescents.

METHODS

Research Design

In the present study, Correlational study design was used to observe the relationship between Social Anxiety, Academic Stress, and Self-efficacy among Adolescents.

Ethical Considerations

For this study, ethical approval has been taken from the Psychology Department of Capital University of Science and Technology. Permission was obtained from the schools and colleges. Additionally, prior permission was sought from the authors of the chosen data collection instruments, including Liebowitz Social Anxiety Scale for Children and Adolescents (Jose Olivares, Requel Sanchez-Garcia and Jose Antonio Lopez-Pina, 2009), Educational Stress Scale for Adolescents (Jiandong Sun, Michael P. Dunne & Xiangyu Hou, 2011), and Generalized Self-efficacy Scale (Ralf Schwarzer & Matthias Jerusalem, 1995). According to the guidelines of American Psychological Association (APA), Informed consent was gained from the participating adolescents, ensuring they were fully informed about the research purpose, and their right to withdraw at any stage. Confidentiality and anonymity of the participants were strictly maintained throughout the data collection process, the participants were selected on volunteer basis and the end results has been shared in with participants.

Participants/Sample

For current study, G-power software was used to generate the sample. Sample of 173 was generated but for better results 300 sample has been used for this study. Both

male and female Adolescents of age 15 to 19 years from Schools and Colleges of Kotli, Rawalpindi and Islamabad were selected.

Sampling Technique

In this study, Convenience sampling technique had been used. The main reason for using convenience sampling technique is because it was easier to collect data from Adolescents, and availability at given time, and usually they are willing to take part in the research.

Inclusion Criteria

The inclusion criteria for participants, included adolescents aged between 15-19 years, currently enrolled in schools or colleges in Kotli AJK, Rawalpindi and Islamabad.

Exclusion Criteria

The participants with physical disability were excluded from the study.

Instruments

The instruments were used in this study are following:

Informed Consent

Informed consent was provided to participants to confirm the voluntary participation of individuals in this research study. By signing this informed consent, participants demonstrate their understanding of the study and their voluntary decision to participate, ensuring that their rights are protected throughout the research process. The inform consent is attached in Appendix A.

Demographic Sheet

Demographic Sheet was provided to participants. They are requested to provide information on their gender, age, city, education (including their current grade/class), and the name of their school or college. Demographic sheet is attached in Appendix B.

The Liebowitz Social Anxiety Scale for Children and Adolescents (Jose Olivares, Requel Sanchez-Garcia and Jose Antonio Lopez-Pina, 2009)

Jose Olivares, Requel Sanchez-Garcia and Jose Antonio Lopez-Pina developed Liebowitz Social Anxiety Scale for Children and Adolescents which consist of 24 items, 12 items for social interaction situations and other 12-items for performance situations. Each item assesses the fear level and avoidance level on Likert type scale. The rating for anxiety is 0= None, 1= mild, 2= Moderate, 3= Severe and for avoidance 0= None, 1= occasionally, 2= Often, 3= Usually. The reliability for Fear subscale is 0.91 and for the avoidance subscale, it is 0.89.

The Educational Stress Scale for Adolescents (Jiandong Sun, Michael P. Dunne & Xiang-yu Hou, 2011)

This scale was developed by Jiandong Sun, Michael P. Dunne & Xiang-yu Hou (2011) which measures the academic stress among adolescents. It is 16-items self-reporting scale and five- Point Likert Scale ranging from 1 to 5 strongly agree, strongly disagree, respectively. ESSA had five subscales which are Pressure to study, Worry about grades, Study despondency, Self-expectations stress and workload. It is reliable and valid scale; the reliability is 0.83. The score range is 9-45.

Generalized Self-efficacy Scale (Ralf Schwarzer & Matthias Jerusalem, 1995)

Ralf Schwarzer & Matthias Jerusalem in 1995 developed Generalized Self efficacy Scale. It is self-reporting scale which consist of 10-items. GSE-S measures self-efficacy. It is reliable and valid scale; the reliability is 0.76 to 0.90. It is 4-point Likert scale ranging from 1 to 4 exactly true, not all true, respectively. The score lies between 10-40 with the greater scores indicating greater self-efficacy.

Procedures

For the present study, institutional approval has been taken from the university Psychology Department for data collection. The objectives of the study were explained to the participants. The participants were provided with a demographic sheet, consent form and data collection instruments, including validated questionnaires such as Liebowitz Social Anxiety Scale for Children and Adolescents (LSAS-A), Educational Stress Scale for Adolescents (ESS-A), and Generalized Self-efficacy Scale (GSE-S). Clear instructions were provided to ensure accurate completion of the instruments. Ensuring they were fully informed about the research purpose, and their right to withdraw at any stage. The participants were requested to share their actual information.

RESULTS

The present study intended to examine the association between social anxiety, academic stress and self-efficacy among adolescents. Data analysis was carried out by using SPSS- version 26. Initially, the demographics characteristics were identified through frequencies and percentages. Descriptive statistics and alpha reliability coefficients were computed. Spearman correlation was computed to examine the relationships between variables. Lastly, Mann-Whitney U tests was applied to examine mean difference across demographic factors like gender differences.

Table 1
Sociodemographic Characteristics of the participants

Characteristics	<i>n</i>	%
Gender		
Male	150	50.0
Female	150	50.0
Age		
15 Years old	42	14.0
16 Years old	42	14.0
17 Years old	87	29.0
18 Years old	96	32.0
19 Years old	33	11.0
Education		
9 th Grade	17	5.7
10 th Grade	53	17.7
1 st year	128	42.7
2 nd year	102	34.0
City		
Islamabad	90	30.0
Rawalpindi	60	20.0
Kotli AJK	150	50.0

Note. n=Number of responses, %= Percentage.

Table 1 reveals that a total of 300 participants were included in the study both male (n=150, 50%) and female (n=150, 50%). Majority of participants were from age group 18 years old (n=96, 32.0%) and age group 17 years old (n=87, 29.0%) while participants of age group 15-16 years old (n=42, 14.0%) were equal and few participants were from age group 19 years old (n=33, 11.0%). Data was collected from three cities, Islamabad (n=90, 30%), Rawalpindi (n=60, 20%) and Kotli AJK (n=150, 50.0%). Students were from different years of education like 9th grade (n=17, 5.7%), 10th grade (n=53, 17.7%), 1st year (n=128, 42.7%), and 2nd year (n= 102, 34.0%).

Table 2
Psychometric Properties for Scales

Scale	<i>n</i>	<i>M</i>	<i>SD</i>	α	Range	
					Actual	Potential
Liebowitz Social Anxiety Scale for Adolescents	24	55.07	21.08	.91	12-120	0-144
Educational Stress Scale for Adolescents	16	54.08	9.22	.75	21-80	16-80
General Self-efficacy Scale	10	23.22	4.93	.71	12-40	10-40

Note. *n*= Number of items, *M*= Mean, *SD*= Standard Deviation, α = Cronbach's Alpha.

Table 2 shows psychometric properties for the scales used in present study. The Cronbach's α value for Liebowitz Social Anxiety Scale for Adolescents was .91 (> .90) which shows high internal consistency. The Cronbach's α value for Educational Stress Scale for Adolescents was .75 (> .70) which also shows high internal consistency. The Cronbach's α value General Self-efficacy Scale was .71 (> .70) which also shows high internal consistency.

Table 3
Descriptive Statistics for Social anxiety, Academic Stress and Self-efficacy

Variables	<i>N</i>	<i>M</i>	<i>SD</i>	Skewness	Kurtosis	K-S	<i>p</i>
Social Anxiety	300	55.07	21.08	.18	-.22	.007	.00
Academic Stress	300	54.08	9.22	-.36	.79	.006	.00
Self-efficacy	300	23.22	4.93	.67	.27	.000	.40

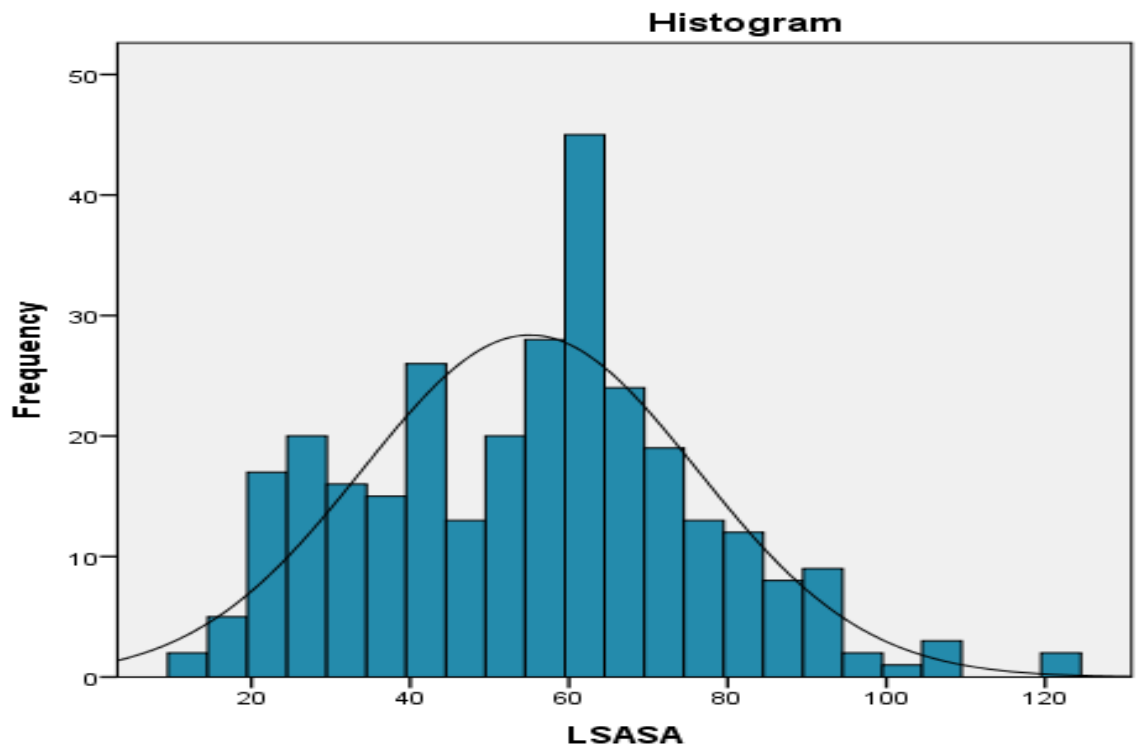
Note. *M*= Mean, *SD*= Standard Deviation, K-S= Kolmogorov-Smirnov, *p*= Significance value.

Table 3 reveals that the mean and standard deviation score for Social Anxiety is (*M*= 55.07, *SD*= 21.08). The skewness of 0.18 indicates a slightly right-skewed distribution. The kurtosis of -0.22 indicates a platykurtic distribution, meaning that the data has slightly lighter tails and a flatter peak compared to a normal distribution. The

Kolmogorov-Smirnov (K-S) and p value of (K-S= 0.007, $p= 0.00$), suggesting that the data significantly deviates from a normal distribution. The mean and standard deviation score for Academic Stress is (M= 54.08, SD= 9.22). The skewness of -0.36 indicates a slightly left-skewed distribution. The kurtosis of 0.79 indicates a leptokurtic distribution, indicating that the data has heavier tails and a sharper peak compared to a normal distribution. The K-S and p value of academic stress is (K-S= 0.006, $p= 0.00$), suggesting a significant deviation from a normal distribution. The mean and standard deviation score for Self-efficacy is (M= 23.22, SD= 4.93). The skewness of 0.67 indicates a moderately right-skewed distribution. The kurtosis of 0.27 indicates a mesokurtic distribution, meaning that the data has a shape similar to a normal distribution. The K-S and p value of self-efficacy is (K-S= 0.00, $p= 0.40$), indicating a significant departure from a normal distribution.

Figure 3
Distribution of Social Anxiety

The graph illustrates the distribution of Social Anxiety among a sample of 300 adolescents.

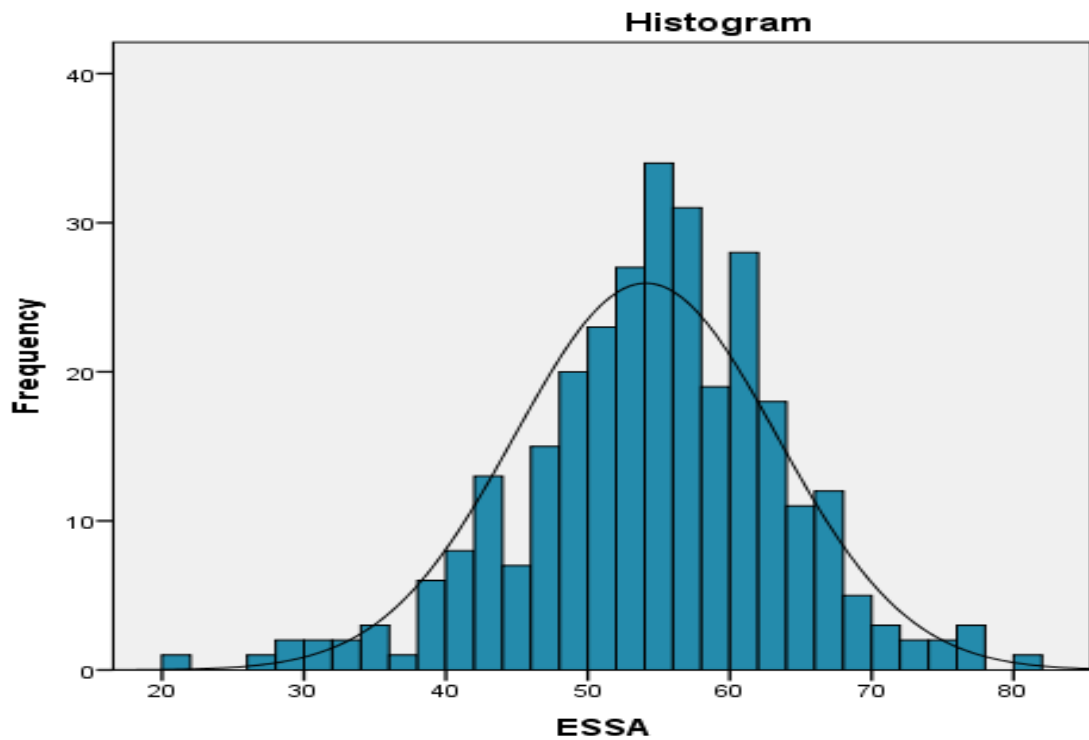


This figure demonstrates the distribution of the Social Anxiety of participants and the values of skewness, kurtosis and K-S value, suggesting that the data significantly deviates from a normal distribution.

Figure 4

Distribution of Academic Stress

The graph illustrates the distribution of the Academic Stress among a sample of 300 adolescents.

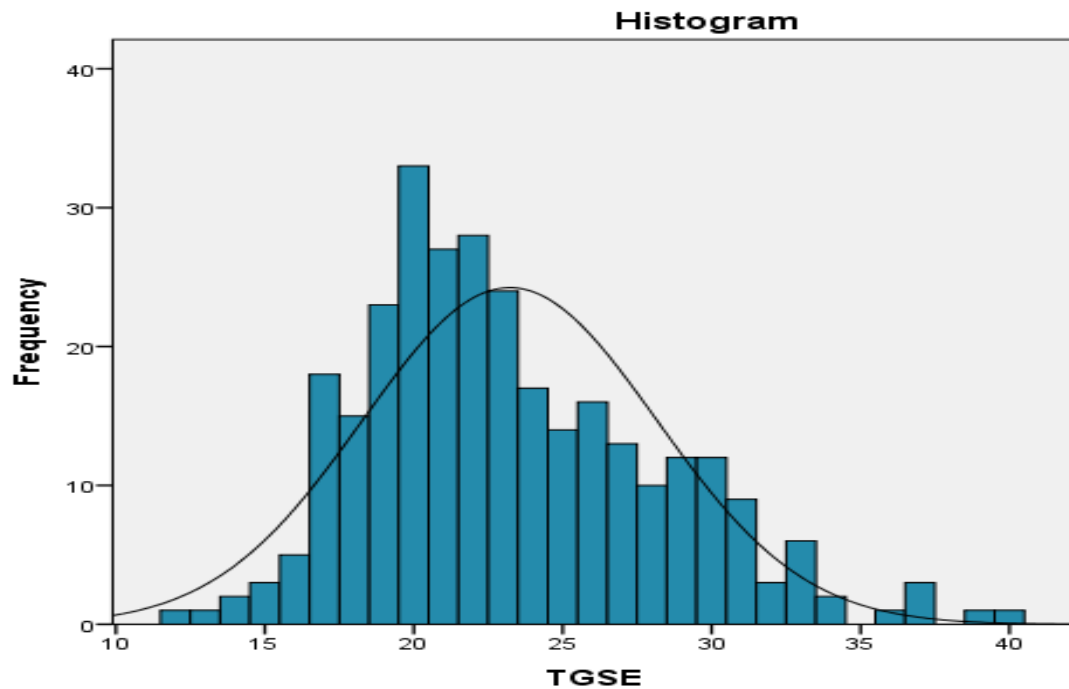


This figure demonstrates the distribution of the Academic Stress of participants and the values of skewness, kurtosis and K-S value suggesting a significant deviation from a normal distribution.

Figure 5

Distribution of Self-Efficacy

The graph illustrates the distribution of Self-Efficacy among a sample of 300 adolescents.



This figure demonstrates the distribution of the Self-Efficacy of participants and the values of skewness, kurtosis and K-S value show the distribution of the participants is not-normal distribution.

Table 4
Descriptive Statistics and Correlation for Study Variables

Variables	<i>N</i>	<i>M</i>	<i>SD</i>	1	2	3
1. Social Anxiety	300	55.07	21.08	–		
2. Academic Stress	300	54.08	9.22	.311**	–	
3. Self-efficacy	300	23.22	4.93	-.013	-.206**	–

Note. **. Correlation is significant at the 0.01 level (1-tailed), N= Total number of Participants, M= Mean. SD= Standard Deviation.

Table 4 reveals that social anxiety has significant positively correlation with academic stress ($r = .311^{**}$, $p < .01$). Social anxiety has week negatively correlation with self-efficacy ($r = -.013$, $p < .05$). Academic stress has significant negatively correlation with self-efficacy ($r = -.206^{**}$, $p < .01$).

Table 5

Descriptive Statistics and Mann-Whitney U test scores of Social Anxiety, Academic Stress, and Self-efficacy

Variables	Male		Female		U	p
	N	M	N	M		
1. Social Anxiety	150	113.45	150	187.55	5692.00	.00
2. Academic Stress	150	124.19	150	176.81	7303.00	.00
3. Self-efficacy	150	150.99	150	150.01	11176.50	.92

Note. a. Grouping Variable: Gender of Participants, N= Total number of Participants, M= Mean, U= U value, *p*= Significance Value.

Table reveals that there is a statistically significant difference in social anxiety between males (M= 113.45, N= 150) and females (M= 187.55, N=150) U= 5692.0, $p < .01$. For academic stress, males had a significantly lower median score (M = 124.19, N = 150) compared to females (M =176.81, N = 150), U= 7303.00, $p < .01$. For self-efficacy, there was no significant difference between males (M= 150.99, N =150) and females (M = 150.01, N = 150), U= 11176.50, $p > .05$. In this case, the *p*-value is greater than .05, indicating no significant difference between males and females in self-efficacy levels. Mann-Whitney U test's results suggest that there are significant differences in social anxiety and academic stress between males and females, with females reporting higher levels of both. However, in terms of self-efficacy, there is no significant difference between males and females.

DISCUSSION

The present study intended to explore the association between social anxiety, academic stress and self-efficacy among adolescents and hypothesized that adolescents with high social anxiety would have high academic stress and low self-efficacy and there would be a significant gender difference. The sample consisted of 300 participants from various schools and colleges in Kotli AJK, Islamabad, and Rawalpindi. The data collection instruments, including validated questionnaires such as Liebowitz Social Anxiety Scale for Children and Adolescents (LSAS-A), Educational Stress Scale for Adolescents (ESS-A), and Generalized Self-efficacy Scale (GSE-S).

Research conducted in various cultural contexts and academic settings has highlighted the prevalence of social anxiety as a significant mental health issue worldwide (Lin & Fan, 2022). Unfortunately, many parents and teachers lack awareness about the symptoms of social anxiety in children and adolescents (Ahmed & Bano, 2013). Socially anxious students frequently experience stress within the academic environment (Archbell & Coplen, 2022). Thus, it is crucial to investigate the association between social anxiety, academic stress, and self-efficacy among adolescents. The study will focus on collecting data from adolescents facing various challenges related to physical, psychological, and biological factors. This research will specifically contribute to the literature by examining these aspects within the Pakistani culture, particularly in the areas of Kotli (AJK), Rawalpindi, and Islamabad. By including participants from diverse regions, the study aims to obtain a more comprehensive understanding of social anxiety, academic stress, and self-efficacy among adolescents, enhancing the generalizability of the findings beyond a specific

geographic location. Furthermore, this research holds significance as it focuses on a unique and vulnerable population, thus expanding existing data in this field.

The transition from childhood to adolescence is a critical period characterized by various challenges and stressors, including increased academic demands, social interactions, and self-evaluation. Adolescents often face difficulties in managing these challenges, which can lead to the development of social anxiety and academic stress. Social anxiety refers to the fear and avoidance of social situations due to a perceived fear of negative evaluation, while academic stress is the psychological pressure experienced by individuals in relation to their academic performance. For socially anxious adolescents, the environment of school presents many stressful conditions like giving verbal presentation, making friends, answering questions in class, participating in groups. The socially anxious students usually may stop socializing with others and may refuse to attend school (Bolte et al., 2015). Both social anxiety and academic stress have been found to have detrimental effects on adolescents' mental health and academic outcomes. The academic environment can be stressful for socially anxious students (Archbell & Coplen, 2022).

This study had major hypotheses to be explored. The first hypothesis was that Adolescents with high social anxiety, would have high academic stress and vice versa. The second hypothesis was that Adolescents with high social anxiety would have low self-efficacy and vice versa. The third hypothesis was that Adolescents with high academic stress, would have low self-efficacy and vice versa. The fourth hypothesis was there would be a significant gender difference between social anxiety, academic stress and self-efficacy among adolescents.

The results revealed significant positive correlations between social anxiety and academic stress, indicating that higher levels of social anxiety were related with

increased academic stress among adolescents. Students with high social anxiety can't communicate properly with other fellows due to fear of negative evaluation and avoid such social situations, which latter effects their academic achievement and their perception of academic stress will be increases (Lin & Fan, 2022). One study by Johnson and colleagues (2018) found a positive correlation between social anxiety and academic stress among a sample of high school students. The researchers concluded that adolescents with higher levels of social anxiety tend to experience higher academic stress due to their fear of negative evaluation in academic settings.

Conversely, social anxiety showed a weak negative correlation with self-efficacy, suggesting that higher levels of social anxiety were related to lower levels of self-efficacy. The value of correlation is close to zero, indicating that the relationship between these two variables is extremely weak. Students who experience a lot of social anxiety often had low self-efficacy in their academic abilities. This low self-efficacy is related to lower final grades, even when taking into account their previous academic performance (Hood et al., 2021). According to a study, improvement in self-efficacy is closely related with reduction in social anxiety symptoms (Gaudiano & Herbert, 2006). Moreover, a study by (Gaudiano et al., 2007) explored the relationship between social anxiety and self-efficacy specifically in the context of social role play. They concluded that individuals with greater levels of social anxiety tended to have lower self-efficacy in public speaking tasks. The fear of negative evaluation associated with social anxiety can undermine a person's confidence in their ability to execute well in social situations, leading to decreased self-efficacy. A study by (Rapee et al., 1997) found that individuals with social anxiety tend to have lower self-esteem. Self-efficacy, as a component of self-esteem, can also be influenced by social anxiety. When individuals experience social anxiety, their fear of negative evaluation and their tendency to avoid

social situations can lead to a decrease in their belief in their own abilities and competencies, thus lowering their self-efficacy.

Moreover, academic stress demonstrated a significant negative correlation with self-efficacy, indicating that higher academic stress was associated with lower self-efficacy among adolescents. The results of the study showed that academic stress was negatively related self-efficacy among students (Posada et al., 2018). According to a study, academic self-efficacy appears to be a more reliable and consistent predictor of academic performance than stress (Zajacova et al., 2005). This study (Arslan, 2017) investigated the relationship between educational stress and self-efficacy among high school students in Turkey. The findings revealed a negative correlation between educational stress and self-efficacy, suggesting that as educational stress increased, self-efficacy levels decreased.

As the second objective of study, gender differences were observed in social anxiety and academic stress, with females reporting higher levels of both compared to males. Several studies have reported a higher prevalence of social anxiety among adolescent females compared to males. For instance, a study conducted by Beidel et al. (2019) examined a large sample of adolescents and found that females displayed higher levels of social anxiety symptoms than their male counterparts. Additionally, a meta-analysis by McLean and Anderson (2009) confirmed a small but significant gender difference, with females exhibiting higher levels of social anxiety in adolescence. According to a study the symptoms of social anxiety, are different from depression and in comparison, female adolescents have higher level of social anxiety than male adolescents (Inderbitzen & Hope, 1995). Social factors, such as peer relationships and social comparisons, can also influence the development and maintenance of social

anxiety. Females may face different social pressures and expectations, leading to increased anxiety in social situations (Essau et al., 2000).

Female adolescents have high academic stress then, male adolescents. Hudd, Dumlao, Erdem, and Murray (2000) examined stress levels among college students and found that females reported higher levels of academic stress compared to males. The researchers suggested that this gender difference might be related to higher academic expectations and pressures placed on females. According to research (Huan et al., 2008), girls report higher scores on academic stress inventory as compared to boys. The study found that female college students reported higher levels of academic stress than male students. The researchers attributed this difference to factors such as higher self-imposed expectations, concerns about performance, and greater involvement in multiple activities (Misra et al., 2000). A study by Wang and Fredricks (2014) observed gender differences in academic stress among middle school students. The findings revealed that female students reported higher levels of academic stress compared to their male counterparts. The study suggested that this difference could be attributed to various factors, including higher self-imposed standards, increased social comparison, and greater concerns about academic performance.

However, no significant gender difference was found in self-efficacy. According to a study, gender did not play a significant role in influencing self-efficacy, social skills, and emotional intelligence. These factors exhibited similar correlation patterns among both females and males. In Secondary Education students, there was a relationship between self-efficacy and social skills as well as emotional intelligence, but this relationship was not influenced by gender (Salavera et al., 2017). According to a study (Schunk et al., 2006), there is no significant difference found in self-efficacy for problem solving between girls and boys. Another result of a study revealed that

there is no significant effect of age and gender on self-efficacy among adolescents (Dempsey et al., 2019).

These results highlight the effects of social anxiety and academic stress on adolescents' mental health and academic outcomes. Students with high social anxiety may struggle to communicate and interact with others, leading to avoidance of social situations and potential academic difficulties. The fear of negative evaluation associated with social anxiety can undermine an individual's belief in their academic abilities, resulting in decreased self-efficacy. Moreover, higher levels of academic stress can further contribute to lower self-efficacy among adolescents.

Limitations

In this study, there are few limitations need to be considered when considering the findings of the present study.

- The first limitation the study included a sample size of 300 participants, that don't represent the whole population of Kotli AJK, Islamabad, and Rawalpindi.
- The data collection relied on self-report measures, which are subject to certain limitations. Participants may have provided biased or inaccurate responses due to social desirability bias, memory recall errors, or difficulties in accurately assessing their own experiences. Additionally, relying solely on self-report measures does not allow for objective observations or the inclusion of additional contextual information.
- The study focused on examining the relationship between social anxiety, academic stress, and self-efficacy among adolescents. There are some other factors that may contribute to social anxiety and academic stress, such as family dynamics, socio-economic status, or cultural influences, were not considered.

Therefore, the findings may not provide a comprehensive understanding of the complexities involved in these phenomena.

- The study didn't have explanation for other confounding variables that could affect the relationship between social anxiety, academic stress, and self-efficacy. Factors like personality traits, coping strategies, or previous experiences may have an impact on these variables but were not controlled or accounted for in the analysis.

Recommendations/Implications

Based on the findings of this study, it is recommended that explore the underlying factors contributing to the gender differences in social anxiety and academic stress. Conduct qualitative research or in-depth interviews to gain a deeper understanding of the specific experiences and challenges faced by males and females in relation to these variables. As well as investigate the impact of social support systems on social anxiety, academic stress, and self-efficacy among adolescents. Examine how different sources of support, such as family, friends, and teachers, influence these variables and potentially buffer their negative effects. To enhance the generalizability of the findings and provide a more comprehensive understanding of how social anxiety, academic stress, and self-efficacy vary across different cultural contexts. Explore the role of personality traits, coping strategies, or academic support systems in influencing social anxiety, academic stress, and self-efficacy and their interactions. Explore interventions or strategies that can be implemented to reduce social anxiety and academic stress while promoting self-efficacy among adolescents. This could involve developing and evaluating programs that target specific areas of concern and provide support and resources to help students cope effectively with these challenges. The study was conducted in specific regions of Pakistan, and cultural factors may influence the

experiences and perceptions of social anxiety, academic stress, and self-efficacy. Therefore, caution should be exercised when generalizing the findings to other cultural contexts, as cultural variations can significantly impact these variables. In the future, it will be important to address problems of students facing social anxiety, coping methods, change their perception of academic stress and guide them how they can achieve their goals. These findings have practical implications for educators, parents, and mental health professionals. The study explored the problems of students who face social anxiety, academic stress and low self-efficacy from different regions allows for a more comprehensive understanding of the factors that impact adolescent well-being. It is crucial to increase awareness about social anxiety and its impact on academic stress and self-efficacy among adolescents. Schools and colleges should provide support and interventions to help socially anxious students cope with academic stress and improve their self-efficacy. Additionally, efforts should be made to reduce academic stressors and create a supportive and inclusive environment that promotes positive social interactions and the development of self-efficacy among all adolescents. It ensures that the research outcomes have practical implications and can lead to meaningful changes in educational and mental health practices. The institutes should hire counsellors for students.

Conclusions

In conclusion, this study examined the relationship between social anxiety, academic stress, and self-efficacy among adolescents and explored potential gender differences in these variables. The findings revealed significant positive correlations between social anxiety and academic stress, indicating that higher levels of social anxiety were associated with increased academic stress among adolescents. Additionally, social anxiety showed a weak negative correlation with self-efficacy, suggesting that higher levels of social anxiety were related to lower levels of self-efficacy. Furthermore, academic stress demonstrated a significant negative correlation with self-efficacy, indicating that higher academic stress was associated with lower self-efficacy among adolescents.

Regarding gender differences, the study found that females reported higher levels of social anxiety and academic stress compared to males. However, no significant gender difference was observed in self-efficacy, suggesting that self-efficacy levels were similar among both males and females.

Overall, this study sheds light on the complex relationship between social anxiety, academic stress, and self-efficacy in adolescents. It emphasizes the need for early identification and intervention to support adolescents in managing these challenges and promoting their mental well-being and academic success.

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APPENDICES

Appendix A
Informed Consent

Informed Consent

I understand that this study is being conducted by the student of Department of Psychology, Capital University of Science and Technology Islamabad as a part of Research thesis. I hereby confirm my participation in the project to be voluntary. I know that the research will not disclose my name or any demographic information in the reports after seeking results from the research as well as that my confidentiality will be maintained as a participant. I have a right to withdraw and discontinue my participation anytime whenever I require it to be, without any penalties. Thank You!

Contact in case of any queries;

bukharisyeda226@gmail.com

Signature _____

Date _____

Appendix B
Demographic Sheet

Demographic Information Form

For the following items, please select the response that is most descriptive of you or fill in the blanks as appropriate.

Gender: Female Male

Age:

City: _____

Education: (Current Grade/Class _____)

School/College _____

Appendix C

The Liebowitz Social Anxiety Scale for Children and Adolescents

The Liebowitz Social Anxiety Scale for Children and Adolescents

	<u>Fear or Anxiety</u>		<u>Avoidance</u>	
	0= None		0= Never (0%)	
	1= Mild		1= Occasionally	
	2= Moderate		(1-	
	3= Severe		33%)	
			2= Often (34-	
			66%)	
			3= Usually	
			(67100%)	
Items	Anxiety (S)	Anxiety (P)	Avoid (S)	Avoid (P)
1. Telephoning in public. (P)				
2. Participating in small groups. (P)				
3. Eating in public places. (P)				
4. Drinking with others in public places. (P)				
5. Talking to people in authority. (S)				
6. Acting, performing or giving a talk in front of an audience. (P)				
7. Going to a party. (S)				
8. Working while being observed. (P)				
9. Writing while being observed. (P)				
10. Calling someone you don't know very well. (S)				
11. Talking with people you don't know very well. (S)				

12. Meeting strangers. (S)				
13. Urinating in a public bathroom. (P)				
14. Entering a room when others are already seated. (P)				
15. Being the center of attention. (S)				
16. Speaking up at a meeting. (P)				
17. Taking a test. (P)				
18. Expressing a disagreement or disapproval to people you don't know very well. (S)				
19. Looking at people you don't know very well in the eyes. (S)				
20. Giving a report to a group. (P)				
21. Trying to pick up someone. (P)				
22. Returning goods to a store. (S)				
23. Giving a party. (S)				
24. Resisting a high-pressure sales person. (S)				

Appendix D

Author's Permission for Liebowitz Social Anxiety Scale for Children and Adolescents

Author's Permission for Liebowitz Social Anxiety Scale for Children and Adolescents

Re: Permission for Scale Inbox



Michael Liebowitz Jan 19

to Zainab, me ▾



Hello Syeda Mehwish Bukhari,
Thank you for your interest in the LSAS. Attached please find a copy of the LSAS, a user manual and a scoring guide. This should answer all your questions.

Best wishes

Michael :Liebowitz MD

On Thursday, January 19, 2023 at 02:24:31 AM EST, Zainab Ahmed <zainabahmed8421@gmail.com> wrote:

Respected Professor,

I am a student of Capital University of science and technology, Islamabad Pakistan. I am doing thesis and my topic of Research is the relationship between social anxiety, academic stress and self-efficacy among Adolescents. I want to use the scale. Kindly give me permission to use it and as well as I need a manual of this scale or if you can explain the reliability, validity and scoring method of this scale .

I will be very grateful to you!

Regards,

Syeda Mehwish Bukhari

bukharisyeda226@gmail.com

Capital university of science and technology Islamabad

19th January, 2022



Appendix E
Educational Stress Scale for Adolescents

Educational Stress Scale for Adolescents

Instruction: The following statements are about your feelings and attitudes towards your academic achievement and study. For each statement, please select the level of agreement that suits you the best.

1= Strongly Disagree, 2= Disagree, 3= Neither agree nor disagree, 4= Agree, 5= Strongly Agree

Statements	1	2	3	4	5
1. I am very dissatisfied with my academic grades					
2. I feel that there is too much schoolwork					
3. I feel there is too much homework.					
4. Future education and employment bring me a lot of academic pressure					
5. My parents care about my academic grades too much that brings me a lot of pressure					
6. I feel a lot of pressure in my daily studying					
7. I feel that there are too many tests/exams in the school					
8. Academic grade is very important to my future and even can determine my whole life					
9. I feel that I have disappointed my parents when my test/exam results are poor					
10. I feel that I have disappointed my teacher when my test/exam results are not ideal					
11. There is too much competition among classmates that brings me a lot of academic pressure					

<p>12. I always lack confidence with my academic scores</p>					
<p>13. It is very difficult for me to concentrate during classes</p>					
<p>14. I feel stressed when I do not live up to my own standards</p>					
<p>15. When I fail to live up to my own expectations, I feel I am not good enough</p>					
<p>16. I usually cannot sleep because of worry when I cannot meet the goals set for myself</p>					

Appendix F

Author's Permission for Educational Stress Scale for Adolescents

Author's Permission for Educational Stress Scale for Adolescents



Michael Dunne 6 days ago
to me ▾



Hello Mehwish Bukhari,
You have permission to use the ESSA for your research.
I have attached the original scale and papers that report psychometric properties.

Unfortunately, we did not publish a technical manual for this scale. You can find full details of scale development, administration, scoring, analysis and interpretation in the PhD thesis of Dr Jiandong Sun, here: [Educational stress among Chinese adolescents : measurement, risk factors and associations with mental health | QUT ePrints](#)

You may find it helpful to read the thesis of Dr Thu Ba Phan, who included the ESSA in her study of academic stress in Vietnam. She also has detailed methodological information. See: [Study burden, academic stress and mental health among high school students in Vietnam | QUT ePrints](#)

Best wishes for your study.
Michael

Michael Dunne, BA(Hons), PhD.

Adjunct Professor (Social Epidemiology), Australian Centre for Health Law Research, Queensland University of Technology, Brisbane, Australia; m.dunne@qut.edu.au;
Institute for Community Health Research, Hue University, Hue, Viet Nam.
m.dunne@hueuni.edu.vn; <http://iccchr-hue.org.vn>; Honorary Professor, Hanoi Medical University, Hanoi, Vietnam

From: Syeda Bukhari
<bukharisyeda226@gmail.com>
Sent: Wednesday, 14 December 2022 3:28 AM
To: Michael Dunne <m.dunne@qut.edu.au>
Subject: Re: Permission to Use Educational Stress Scale for Adolescents

Appendix G

General Self-Efficacy Scale (GSE)

General Self-Efficacy Scale (GSE)

Statements	Not at all true 1	Hardly true 2	Moderately true 3	Exactly true 4
1. I can always manage to solve difficult problems if I try hard enough				
2. If someone opposes me, I can find the means and ways to get what I want.				
3. It is easy for me to stick to my aims and accomplish my goals.				
4. I am confident that I could deal efficiently with unexpected events.				
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.				
6. I can solve most problems if I invest the necessary effort.				
7. I can remain calm when facing difficulties because I can rely on my coping abilities.				

8. When I am confronted with a problem, I can usually find several solutions.				
9. If I am in trouble, I can usually think of a solution				
10. I can usually handle whatever comes my way.				

Appendix H

Author's Permission for General Self-Efficacy-Scale

Author's Permission for General Self-Efficacy-Scale

Documentation of the General Self-Efficacy Scale

8



Freie Universität Berlin, Gesundheitspsychologie (PF 10),
Habelschwerdter Allee 45, 14195 Berlin, Germany

Fachbereich Erziehungs-
wissenschaft und Psychologie
- Gesundheitspsychologie -
Professor Dr. Ralf Schwarzer
Habelschwerdter Allee 45
14195 Berlin, Germany

Fax: +49 30 838 55634
health@zedat.fu-berlin.de
www.fu-berlin.de/gesund

Permission granted

to use the General Self-Efficacy Scale for non-commercial research and development purposes. The scale may be shortened and/or modified to meet the particular requirements of the research context.

<http://userpage.fu-berlin.de/~health/selfscal.htm>

You may print an unlimited number of copies on paper for distribution to research participants. Or the scale may be used in online survey research if the user group is limited to certified users who enter the website with a password.

There is no permission to publish the scale in the Internet, or to print it in publications (except 1 sample item).

The source needs to be cited, the URL mentioned above as well as the book publication:

Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp.35-37). Windsor, UK: NFER-NELSON.

Professor Dr. Ralf Schwarzer
www.ralfschwarzer.de

Appendix I
Support Letter for Data Collection



Capital University of Science and Technology
Islamabad

Islamabad Expressway, Kahuta Road,
Zone - V, Islamabad, Pakistan
Telephone : +92-(51)-111-555-666
: +92-51-4486700
Fax: : +92-(51)-4486705
Email: : info@cust.edu.pk
Website: : www.cust.edu.pk

Ref. CUST/IBD/PSY/Thesis-340
January 27, 2023

TO WHOM IT MAY CONCERN

Capital University of Science and Technology (CUST) is a federally chartered university. The university is authorized by the Federal Government to award degrees at Bachelor's, Master's and Doctorate level for a wide variety of programs.

Ms. Syeda Mehwish Bukhari, registration number **BSP193007** is a bona fide student in BS Psychology program at this University from Fall 2019 till date. In partial fulfillment of the degree, she is conducting research on "Relationship between social anxiety, academic stress and self-efficacy among adolescents". In this continuation, the student is required to collect data from your institute.

Considering the forgoing, kindly allow the student to collect the requisite data from your institute. Your cooperation in this regard will be highly appreciated.

Please feel free to contact undersigned, if you have any query in this regard.

Best Wishes,

Dr. Sabahat Haqqani
Head, Department of Psychology
Ph No. 111-555-666 Ext: 178
sabahat.haqqani@cust.edu.pk



Principal
AL-GALAM ACADEMY (Regd.)
Sehnsa Distt. Kotli (A.K)

Appendix J
Plagiarism Report

report

ORIGINALITY REPORT

13%

SIMILARITY INDEX

9%

INTERNET SOURCES

5%

PUBLICATIONS

6%

STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of West London Student Paper	1%
2	Submitted to Northcentral Student Paper	1%
3	Submitted to Bath Spa University College Student Paper	1%
4	Giannini, Marco, and Yura Loscalzo. "Social anxiety and adolescence: Interpretation bias in an Italian Sample", Scandinavian Journal of Psychology, 2016. Publication	1%
5	Submitted to CINEC Campus Student Paper	<1%
6	goonebook.in Internet Source	<1%
7	lrd.yahooapis.com Internet Source	<1%
8	Submitted to Higher Education Commission Pakistan Student Paper	<1%