

The Relationship between Rejection Sensitivity and Social Anxiety among College Students in Rahim Yar Khan District

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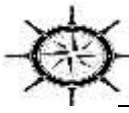
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Abstract

The educational study aims to find out the relationship between Rejection Sensitivity and Social Anxiety among College Students in Rahim Yar Khan District. In this research paper, challenges faced by teachers and students in finding and resolving the issues regarding social anxiety and rejection sensitivity will be discussed. The major objectives of the study were to identify the role of rejection and anxiety in academic achievement and investigate the relationship between factors influencing rejection and social anxiety among students and their effects on students' performance. The population of the study consisted of all the girls' and boys' government colleges of district RYK. The total sample of the study was 500 students (180 boys and 320 girls). To achieve the objectives, two self-constructed questionnaires were used as a research tool with four Likert-type scales. The collected data were tabulated and analyzed by SPSS by using statistical measures such as percentage, frequency, mean, and std. deviation. Results declared that there is a significant and positive relationship between fear of rejection and social anxiety. A correlation test was applied to demonstrate the relationship between gender and rejection scale and its significance between factors. The main cause of anxiety is because of social setup. The addition of social exposure for students in the education period anxiety decreases and feelings of social acceptance increase. It will be helpful for the teachers to understand the social anxiety in students and tackle them according to the situation in a better way.

Keywords: Rejection sensitivity, Social anxiety, College students



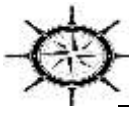
Introduction

Any nation's progress depends greatly on its level of education and any society's growth is dependent on the educational process. It is recognized as one of the primary pillars of society on the basis of all international advancements in education. Education is crucial for the growth of human capital. It is well acknowledged that only nations with robust learning institutions have experienced considerable global growth and improvement. There is a huge difference between education in developed and developing countries (Litman & Riley, 2004). Every country adds new knowledge and improves teaching strategies to enhance the quality of education. They find new fields of education and create betterment in already established branches. In this whole process, the health of students and the problems they encounter during the education period is very important so we try to find out the student's issues in this study.

College life is a very sensitive age. At this age, students face many physical and emotional storms. Their thought patterns quickly change; they feel attraction toward the opposite gender and may become anxious about their appearance, body structure, and their performance (Al-Qaisy, 2011). So, this age is highlighted as a very sensitive age for anxiety and this age is also considered a very important period in educational life because at this stage students choose their carrier. So, it is necessary to examine the relationship of anxiety with this special period of a student's life to create betterment in students' performance.

Feelings are not measured directly but we detect them from observable behaviors, these behaviors are called signs that are shown because of any hidden reason. Rejection sensitivity also detects the sign and symptoms that a person experiences and reports but cannot be observable these subjective experiences are also very important to find out the different levels of rejection sensitivity (Barrett, 2006). According to the perspectives of psychological science, people who are sensitive to rejection frequently misread, distort, and overreact to what other people say and do as a result of their worries and expectations. They might even react angrily and hurtfully. The elements that contribute to these overreactions are listed below:

- a. Facial Expressions
- b. Physical activity
- c. Misinterpreted Behavior
- d. Attention Bias



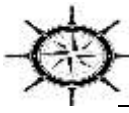
- e. Self-concept
- f. Emotional adjustment

As everybody knows that social relationship is necessary for normal social growth. No one can live alone. The feelings of being rejected or negatively evaluated are called *rejection sensitivity*. It is not a hereditary element; it is developed through the social experiences of the individual. What type of experience a person (he or she) has may expect the same experience in the future? Initial stage rejection in relations with important individuals may be the cause of a propensity to expect social rejection and emotionally respond to observed occasions, which can impact anyone's thoughts about society (Pietrzak, Downey & Ayduk, 2005). According to the RS (Rejection Sensitivity) model, children who seek attachment and strong ties with their primary caregivers and peer group but instead encounter restricted friendliness, loneliness, and outright refusal come to expect the same kind of rejection from others.

Social anxiety/disorder refers to situations involving a disturbance in social interaction and performance evaluated by others; frightens those who suffer from social anxiety. They live in constant anxiety that something they say or do will make them look foolish or embarrassing. These people find it difficult to deal with commonplace settings like small chats or even dining in public (Spence et al., 1999).

Childhood negative social relation experiences may lead the failure in later life. Research indicates that while childhood social support is not related to RS, childhood taunting is (Butler, Doherty & Potter, 2007). Numerous types of research have generally shown links between RS and direct rejection experiences. Similar to direct rejection experiences, a child may learn to anticipate rejection when they witness conflict or rejection such as aggressiveness about special figures this implies that RS may also be influenced by indirect social experiences. For example, research shows that the absence of support from parents especially from the mother is linked to a great chance of rejection towards the kid, and marital discontent might affect the kid's adjustment problem due to detachment from the child. When parents' marriage is unhappy, it also affects their relationship with their children (Feldman & Downey, 1994).

Various researches show that social relationship is necessary for normal social growth. No one can live alone. At every stage of life, we need association with someone who gives us the strength to do something and saves us to become fed up with life. It is not possible that everyone experiences a warm welcome from others (Williams, 2007). Everyone has a



different experience from their social group and it affects their life according to their social behavior, society related approval and rejection experiences rank among the most inspirational things people go through in their lives. Because people have a strong need for acceptance from others, the threat of rejection serves as a strong social incentive to comprehend how individuals understand and create expectations regarding social rejection (Romero-Canyas et al., 2010).

Significance of the Study

- The study will be supportive to understand the reasons for rejection sensitivity in students at the college level.
- The study will be helpful to find out the types and causes of anxiety in students at the college level.
- The study will be cooperative to find out the relationship between rejection sensitivity and social anxiety at the college level.
- The study will be valuable to find out the effects of rejection on the student's academic performance.
- The study will be helpful to find out the solution to excessive sensitivity and feelings of rejection

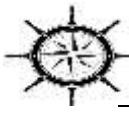
Research Objectives

- To identify the role of rejection in academic achievement at the college level.
- To identify the role of social anxiety in academic achievement at the college level.
- To investigate the relationship between social anxiety and sensitivity to rejection.
- To analyze the causes and effects of rejection sensitivity on students' performance.

Literature Review

Education fosters personal development. It increases people's knowledge of life and the challenges the world faces today. It inspires creativity and saturates empty minds with concepts. As a result, nations that place a high priority on education become worldwide leaders (American Federation of Teachers, 2000). By improving individual productivity and efficiency, we can develop a skilled workforce that can lead the economy toward long-term, sustainable economic growth.

In Pakistan Economic Survey (2007-08) it is decided that every child is regarded to have the right to education, regardless of ethnicity, sex, location, or religion. A child's personality

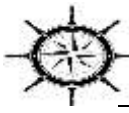


development depends greatly on their education. Additionally, it is believed that education is essential for national development and that there is a direct link between educational attainment and a nation's economic growth. A society's knowledge, skill, and creative vigor play a crucial part in developing social potential and accelerating financial growth. Education is a variety of actions taken by individuals with the goal of learning something new. Additionally, it was mentioned that it might involve anything carried out in a classroom or outside.

Every young adult's time at college is important because it is chock-full of unique encounters, challenges, and life events. University students experience a period of transition where they become more autonomous, witness community-wise changes, pick up useful life skills such as problem-resolving organization, and management of time, and join classes to get a degree in order to improve their future prospects (Arkar, Sari & Fidaner, 2004). For some, attending university may be a welcome change of pace, but it may also be disastrous, especially if they are unable to cope with the additional stress and strain. As a result, studies have discovered that pressures like loneliness and burnout are increasingly widespread among students and something they might experience throughout their academic careers (Lin & Huang, 2012).

Maslow says that the need to be liked by others is among the most primal human desires. As Aristotle emphasized, humans, are social creatures. Since they give us a sense of individuality, purpose, and belonging, communities are where we are wired to dwell. What transpires, though, when a person is rejected or left out by the group? According to studies on child development, common outcomes include rage, loneliness, anxiety, and sadness (McDougall, Hymel, Vallencourt & Mercer, 2001). Depressive symptoms are strongly correlated with poor interpersonal connections.

When a person has a strong relationship with others, they easily control the feelings of social anxiety relating to someone making them strong to face problems. On the other hand, feelings of anxiety about society make it challenging to establish intimate connections, especially during the changeover from infant to puberty (Beidel, Turner, Young & Paulson, 2005). Early adolescence is a critical time for developing intimate connections, and young people who find it difficult to make or keep friends are more likely to experience loneliness and develop a negative association between themselves and other opinions be dissatisfied with their public lives, and have critical self-observation.

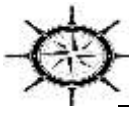


According to studies, persons who are sensitive to rejection often experience such self-fulfilling predictions in their passionate relations (Downey & Feldman, 1996). Young individuals who are sensitive to rejection in the early phases of puberty report having more social issues a year later, according to teacher reports (Downey et al., 1998). Moreover, in early adulthood, if students take peer acceptance then social rejection becomes reduced (London et al., 2007). Together, these findings point to the possible close relationship among peer attachment, acceptability, and rejection sensitivity in late adolescence (Downey & Feldman, 1996). Therefore, it is remarkable that no studies have looked at how sensitivity to rejection is related to teenage social skills over time (Rubin et al., 2006).

Studies conducted over the past 40 years have demonstrated that the degree to which interactions with associates and peers are exclusive as opposed to accepting has an impact on children's and adolescents' psychological and social developmental theories (Laursen & Collins, 2009). The Rejection Sensitivity (RS) idea has been empirically established as a key mechanism for explaining how and why rejection experiences are linked to ongoing emotional and behavioral maladjustment but it proves that affects the correlation and adjustment quality (Zimmer et al., 2010). Harassment in early school is a life-threatening form of peer rejection that affects the child in depth; these results are shown by American research on peer harassment (Olweus, 1993).

The close association of any type (idealistic, married, and sociable) that has an impact on a person's emotional wellness was deemed to be a close interpersonal relationship (Rohner & Veneziano, 2001). Previous research (Rohner, 2004) has connected parent-related rejection from both parents to psychological maladjustment in children, observing developmental consequences up to adulthood (Rohner & Britner, 2002). However, it appears that a person's social and emotional growth is correlated with how they interpret approval and refusal from a close personality throughout their lifetime (Giotsa & Touloumakos, 2014). Kids' or teenagers' relationship with their parents typically has a substantial impact on how well they get along with their fellows.

Many academics (Festa & Ginsburg, 2011) implied that throughout a person's life, experiencing parent-related rejection is linked to the upper stages of relational anxiety (Giaouzi & Giovazolias, 2015). In addition to being linked to parental rejection, interpersonal anxiety has also been shown to be a potential analyst of it (Brook & Schmidt, 2008). If parents show their problems in front of children, they absorb it in their minds and later it



reflects in the children's lives in the form of worry, rejection, and overcontrol, while adults with relational anxiety tend to regard their parents as less heartfelt, caring, and contemptuous than people without personal anxiety, according to (Giaouzi & Giovazolias, 2015; Morris, 2001).

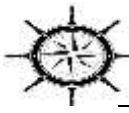
In recent years, society has become increasingly concerned about the psychological health of college students (Boehme et al., 2014). Public-related anxiety has emerged as one of the core mental health issues affecting students of college and university, among a variety of other physical and mental issues (Auerbach et al., 2018). The negative emotional state known as *social anxiety* is characterized by tension, unease, and a fear of social settings brought on by an excessive concern with being judged or inspected by others in the community (Morrison et al., 2013), which negatively affects college student's ability to perform in their academic, social, and emotional spheres (Book & Randall, 2002; Zhang et al., 2019).

The quantity of social anxiety considerably enlarged from infantile to early maturity, particularly during college years (Shi et al., 2019). Some difficulties must be overcome, such as interpersonal communication issues, which could more likely result in social anxiety symptoms that are more severe than in other age groups (Jia et al., 2019; Herman, 1998). The progression of social anxiety indications in college students is influenced by several factors (El-Sheikh et al., 2013), but family risk environmental issues like parents' marital clash have been considered as a significant sponsor (Riggio, 2004; Fosco & Feinberg, 2015), and opinions about such clashes may be a key factor linking marital displeasure with damaging variations like social anxiety symptoms (Cummings and Schatz, 2012).

Additionally, it has been discovered that college students' symptoms of social anxiety are related to attachment both family and fellows attachment (Gorrese, 2016). Though, prior research primarily examined social anxiety symptoms in children and adolescents from other countries did not adequately examine Chinese college students (Manes et al., 2016). These researches concentrated on the relationship between seeming parental marital clash, parental and peer group connection, and social anxiety indications (Forbes & Dahl, 2010).

Adolescence's beginning and the establishment of an even adult part marks the establishment of the initial stage known as adolescence (Lerner & Steinberg, 2004). Its onset and duration vary greatly depending on the individual (Lu et al., 2015).

While the discharge of young age hormones, which trigger a series of bodily growths such as personal and socially acceptable characteristics and changes in the nerve system, is likely to



be responsible for the start of adolescence, the balance is more dependent on socio-cultural norms (Blakemore & Mills, 2014; Herting et al., 2014; Sisk & Foster, 2004). Puberty is also marked by changes in the psychological makeup, especially in the social-affective and social-cognitive domains the experiencing and directive of sensation in reaction to social stimuli (Biggs et al., 2010). Moreover, many psychiatric problems are more likely to manifest during adolescence (Peper & Dahl, 2013).

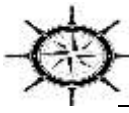
Signs of Rejection Sensitivity

No one appreciates being rejected or failing, but people who have rejection sensitivity could show the following signs:

1. Being quickly ashamed or embarrassed
2. Feeling rejected causes them to have an emotional breakdown and become irritated
3. Setting themselves impossible standards and having low self-esteem
4. Anxiousness, especially in social situations
5. Having relationship problems
6. Avoiding other people and social circumstances
7. Feeling inadequate since they didn't meet people's expectations
8. Considering harming oneself as a result of being rejected

Model of Sensitivity about Rejection

A potential study of social experience & temperamental predictors of sensitivity about rejection. Personal recognition and refusal experiences rank among the most inspirational things individuals go through in their lives (Williams, 2007). Because people have a strong need for acceptance from others, the danger of refusal serves as an effective social incentive (Romero-Canyas et al., 2010). The concept of rejection sensitivity which raises individual variances in the propensity for people to anxiously anticipate, readily perceive, and overreact to interpersonal rejection, was developed by Downey and colleagues to better understand how people interpret and form hopes connect to social rejection. The RS model and its associated research are primarily driven by the idea that direct experiences of social rejection from significant others (such as parents, and peers), during early developmental periods, lead people to anxiously anticipate that they will experience similar rejection in future social interactions. Observing conflict among close others, such as careers, has also been theorized to contribute to the development of RS.



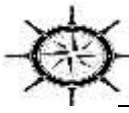
The development of self-awareness during adolescence also includes the feeling of being the center of attention for an imaginary audience. Social anxiety is more likely to happen in adolescence because of the importance placed on peer interactions and the juvenile's discriminating self-awareness (Velting & Albano, 2001). So, it should not be amazing that public anxiety usually appears throughout puberty (APA, 2000). Teens with public anxiety may not complete significant progressive tasks, such as increasing their social links outside their immediate domestic and developing the skills necessary to form and maintain close friendships with people of the same gender, which are thought to serve as the basis for quixotic associations, if their social anxiety causes them to withdraw from these activities.

An anxious person has a negative attitude and prejudice about their behavior toward themselves. As anxiety increases social relation becomes disturbed and a person feels loneliness and depression (Swift, Abrams, Lamont & Drury, 2017). Their academic performance and daily life activities are also disturbed because of this destructive effect of anxiety and rejection sensitivity from other people. Many pieces of research show that there is a strong positive association between rejection sensitivity and public rejection. As one increases, the other also increases; as one decreases, the other also decreases.

Methodology

The nature of the research is descriptive and the survey method is used for data collection. This study aims to identify and investigate the relationship between rejection sensitivity and social anxiety. To achieve the goal, the sample of 500 students was selected from the 9 Govt. Colleges (boys & girls) of district Rahim Yar Khan. The data was collected through self-structured questionnaires. The information was gathered via closed-ended questions. Two different questionnaires (scale of rejection sensitivity and scale of social anxiety) were used for the purpose of data collection. The rejection sensitivity scale contains 35 items and the social anxiety scale contains 15 items. The reliability and validity of the surveys were put to the test as a crucial step. In order to make the questionnaire clear and simple to read, requested the expert panel for amendment about the items' arrangement and language. The surveys were refined in light of the expert's opinions.

This is a quantitative research type and the four Likert scale is used to collect students' reactions these scales are never, sometimes, mostly, and always in RSS and never, mild, moderate, and severe in SSA. Questionnaires are developed with the help of the supervisor and after the development, these are observed keenly by the penal of experts, and necessary



changes are done. After this, the pilot testing process is completed with the help of the supervisor and 15 participants; this process was helpful in furthering the data collection process. The sample of the study is 500 students (180 males and 320 females); the sample is selected by random sampling technique. Data was gathered by using the research tools listed above, and SPSS was used for analysis that is utilized for co-relation using the T. test.

Table 1
Reliability Analysis of Rejection Sensitivity scale

Cronbach's Alpha	No. of Items
.864	35

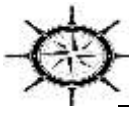
Table 2
Reliability Analysis of Social Anxiety scale

Cronbach's Alpha	No. of Items
0.789	15

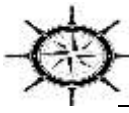
Research Findings

Items were analyzed on the basis of percentage, std. deviation, and mean score which are calculated through SPSS. The findings of data related to rejection sensitivity are as follows:

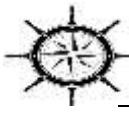
1. In the statement, *"You ask a classmate whether you can borrow their notes"*. About 10.8% of the respondents are never. While 43.2% do sometimes and 32.4% were mostly. 13.6% of the respondents always do. The mean value of the data is 2.5 and the standard deviation is .85985.
2. In the statement, *"You ask your male and female friends to travel with you"*. 16.0% of the respondents are never. While 33.6% do sometimes and 35.4% were mostly. 15.0% of the respondents always do. The mean value of the data is 2.5 and the standard deviation is .93365.
3. In the statement, *"You consult your parents for guidance on selecting the program you should apply to"*. 15.8% of the respondents are never. While 34.2% do sometimes and 32.4% were mostly. 17.6% of the respondents always do. The mean value of the data is 2.5 and the standard deviation is 0.95891.
4. In the statement, *"You talk with someone that doesn't know well out on a date"*. 18.8% of the respondents are never. While 30.8% do sometimes and 36.8% were mostly. 13.6% of the respondents always do. The mean value of the data is 2.4 and the standard deviation is .94736.



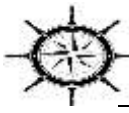
5. In the statement, *“You tell your male or female buddy that you would like to spend the evening with them even though they have plans to go out with friends tonight”*. 15.8% of the respondents are never. While 31.4% do sometimes and 36.2% were mostly. 16.6% of the respondents always do. The mean value of the data is 2.5 and the standard deviation is .94789.
6. In the statement, *“You ask your parents for additional funds to help with living costs”*. 16.0% of the respondents are never. While 32.0% do sometimes and 33.2% were mostly. 18.8% of the respondents always do. The mean value of the data is 2.4 and the standard deviation is .97241.
7. In the statement, *“You ask someone in class if you don’t understand the last lecture”*. 19.8% of the respondents are never. While 29.6% do sometimes and 35.6% were mostly. 15.0% of the respondents always do. The mean value of the data is 2.4 and the std. deviation is .97269.
8. In the statement, *“You ask someone in one of your classmates to coffee”*. 14.2% of the respondents are never. While 33.0% do sometimes and 36.6% were mostly. 16.2% of the respondents always do. The mean value of the data is 2.6 and the std. deviation is .92596.
9. In the statement, *“You ask someone what he/she thinks about you”*. 15.8% of the respondents are never. While 30.8% do sometimes and 35.4% were mostly. 18.0% of the respondents always do. The mean value of the data is 2.6 and the std. deviation is .96162.
10. In the statement, *“You ask one of your friends to go on a long trip with you in Spring Break”*. 18.0% of the respondents are never. While 35.2% do sometimes and 33.4% were mostly. 13.4% of the respondents always do. The mean value of the data is 2.4 and the std. deviation is .93914.
11. In the statement, *“After a heated dispute, you call your friend to ask to see them”*. 19.8% of the respondents are never. While 30.2% do sometimes and 33.8% were mostly. 16.2% of the respondents always do. The mean value of the data is 2.4 and the std. deviation is .98521.
12. In the statement, *“You ask a friend if you can borrow his/her book”*. 15.8% of the respondents are never. While 32.8% do sometimes and 34.6% were mostly. 16.8% of the respondents always do. The mean value of the data is 2.5 and the standard deviation is .95038.



- 13.** In the statement, *“You invite your parents on an occasion that’s important to you”*. 17.4% of the respondents are never. While 34.8% do sometimes and 33.0% were mostly. 14.8% of the respondents always do. The mean value of the data is 2.4 and the std. deviation is .94524.
- 14.** In the statement, *“You ask a friend to give you a big favor in exam preparation”*. 20.6% of the respondents are never. While 27.8% do sometimes and 36.4% were mostly. 15.2% of the respondents always do. The mean value of the data is 2.5 and the std. deviation is .98310.
- 15.** In the statement, *“You ask your male and female friend what he/she feels about you”*. 18.4% of the respondents are never. While 31.6% do sometimes and 33.8% were mostly. 16.2% of the respondents always do. The mean value of the data is 2.5 and the std. deviation is .97129.
- 16.** In the statement, *“You go to a party and feel attraction toward someone you go and talk with him/her”*. 18.2% of the respondents are never. While 33.0% do sometimes and 33.2% were mostly. 15.6% of the respondents always do. The mean value of the data is 2.4 and the std. deviation is .96250.
- 17.** In the statement, *“You invite your male and female friend to move in with you”*. 16.6% of the respondents are never. While 32.4% do sometimes and 36.8% were mostly. 14.2% of the respondents always do. The mean value of the data is 2.8 and the std. deviation is .93142.
- 18.** In the statement, *“You talk with your parents about impotent issue of your life”*. 16.2% of the respondents are never. While 33.6% do sometimes and 33.6% were mostly. 16.6% of the respondents always do. The mean value of the data is 2.6 and the std. deviation is .95277.
- 19.** In the statement, *“You ask someone about the new trends”*. 13.6% of the respondents are never. While 34.6% do sometimes and 34.0% were mostly. 17.8% of the respondents always do. The mean value of the data is 2.6 and the std. deviation is .93603.
- 20.** In the statement, *“You take the lift from someone in trouble”*. 17.2% of the respondents are never. While 33.0% do sometimes and 34.4% were mostly. 15.4% of the respondents always do. The mean value of the data is 2.3 and the std. deviation is .95048.



21. In the statement, *“You ask someone to help you with your studies”*. 18.4% of the respondents are never. While 34.0% do sometimes and 33.0% were mostly. 14.6% of the respondents always do. The mean value of the data is 2.4 and the std. deviation is .95288.
22. In the statement, *“You participate in social activities”*. 15.6% of the respondents are never. While 31.2% do sometimes and 37.2% were mostly. 16.0% of the respondents always do. The mean value of the data is 2.6 and the std. deviation is 1.39321.
23. In the statement, *“You discussed your problems with the teacher”*. 14.8% of the respondents are never. While 32.8% do sometimes and 35.6% were mostly. 16.8% of the respondents always do. The mean value of the data is 2.6 and the std. deviation is 1.66917.
24. In the statement, *“You approach a close friend to talk about personal problems”*. 18.0% of the respondents are never. While 30.6% do sometimes and 36.2% were mostly. 15.2% of the respondents always do. The mean value of the data is 2.6 and the std. deviation is .95689.
25. In the statement, *“You invite someone for tea in front of the class”*. 16.4% of the respondents are never. While 35.2% do sometimes and 34.0% were mostly. 14.4% of the respondents always do. The mean value of the data is 2.6 and the std. deviation is .93083.
26. In the statement, *“You talk about your professional career with your parents”*. 17.6% of the respondents are never. While 32.4% do sometimes and 37.2% were mostly. 12.8% of the respondents always do. The mean value of the data is 2.8 and the std. deviation is 2.05917.
27. In the statement, *“You ask a friend to spend the holidays with you”*. 17.0% of the respondents are never. While 33.2% do sometimes and 35.0% were mostly. 14.8% of the respondents always do. The mean value of the data is 2.7 and the std. deviation is .94191.
28. In the statement, *“You say sorry to your friend after a bitter argument”*. 16.0% of the respondents are never. While 32.6% do sometimes and 34.4% were mostly. 17.0% of the respondents always do. The mean value of the data is 2.7 and the std. deviation is 2.24390.
29. In the statement, *“You ask a friend if you can borrow his or her laptop”*. 15.2% of the respondents are never. While 34.4% do sometimes and 35.2% were mostly. 15.2% of

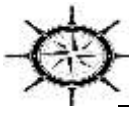


the respondents always do. The mean value of the data is 2.5 and the std. deviation is .92720.

30. In the statement, *“You take permission from parents to go to an important function that ends late at night”*. 17.8% of the respondents are never. While 31.8% do sometimes and 33.8% were mostly. 16.6% of the respondents always do. The mean value of the data is 2.2 and the std. deviation is .96944.
31. In the statement, *“You ask a friend to give you a favor in assignment preparation”*. 18.4% of the respondents are never. While 31.2% do sometimes and 31.4% were mostly. 19.0% of the respondents always do. The mean value of the data is 1.8 and the std. deviation is 0.88021.
32. In the statement, *“You ask your male/female friend if he/she really loves you”*. 18.4% of the respondents are never. While 32.4% do sometimes and 33.8% were mostly. 15.4% of the respondents always do. The mean value of the data is 2.5 and the std. deviation is .98052.
33. In the statement, *“You ask someone in the party to join your company”*. 18.8% of the respondents are never. While 34.2% do sometimes and 30.2% were mostly. 16.8% of the respondents always do. The mean value of the data is 2.4 and the std. deviation is .98052.
34. In the statement, *“You invite your male/female friend to come home and meet your parents”*. 17.6% of the respondents are never. While 32.2% do sometimes and 33.8% were mostly. 16.4% of the respondents always do. The mean value of the data is 2.4 and the std. deviation is .96528.
35. In the statement, *“You talk with someone about common interests”*. 15.8% of the respondents are never. While 35.0% do sometimes and 34.6% were mostly. 14.6% of the respondents always do. The mean value of the data is 2.5 and the std. deviation is .92699.

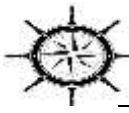
Findings of Data related to Social Anxiety

1. In the statement, *“The anxiety of using cell at public place”* 16.0% of the respondents said never. While 31.0% were mild and 38.4% were moderate. 14.6% of responses recorded are severe. The mean value of the data is 2.3 and the standard deviation is .92923.
2. In the statement, *“Fear of presenting something in front of Class fellows”*. 17.0% of the respondents said never. While 34.2% were mild and 31.8% were moderate. 17.0%



of responses recorded are severe. The mean value of the data is 2.4 and the standard deviation is .96526.

3. In the statement, “Fear of attending new social gatherings”. 17.4% of the respondents said never. While 31.4% were mild and 36.0% were moderate. 15.2% of responses recorded are severe. The mean value of the data is 2.4 and the std. deviation is .95064.
4. In the statement, “Anxiety during dinner in the hotel”. 18.6% of the respondents said never. While 32.2% were mild and 30.6% were moderate. 18.6% of responses recorded are severe. The mean value of the data is 2.5 and the standard deviation is .99796.
5. In the statement, “Anxiety of travel at public transport”. 17.0% of the respondents said never. While 33.0% were mild and 36.2% were moderate. 13.8% of responses recorded are severe. The mean value of the data is 2.5 and the std. deviation is .93097.
6. In the statement, “Fear of being alone at a new place”. 15.4% of the respondents said never. While 34.2% were mild and 34.0% were moderate. 16.4% of responses recorded are severe. The mean value of the data is 2.4 and the std. deviation is .94211.
7. In the statement, “Anxiety of talking with an authoritative person”. 19.8% of the respondents said never. While 31.6% were mild and 33.4% were moderate. 15.2% of responses recorded are severe. The mean value of the data is 2.4 and the std. deviation is .97381.
8. In the statement, “Become anxious when you are under observation”. 19.0% of the respondents said never. Said never. While 32.0% were mild and 31.2% were moderate. 17.8% of responses recorded are severe. The mean value of the data is 2.5 and the std. deviation is .99373.
9. In the statement “Anxiety of attending calls of unknown persons”, 17.4% of the respondents said never. While 30.6% were mild and 35.2% were moderate. 16.8% of responses recorded are severe. The mean value of the data is 2.6 and the standard deviation is 1.30034.
10. In the statement, “Working when you know someone observes you”. 20.0% of the respondents said never. While 32.2% were mild and 34.0% were moderate. 13.8% of responses recorded are severe. The mean value of the data is 2.4 and the standard deviation is .96392.
11. In the statement, “Anxiety of performing any activity in front of the audience”. 16.2% of the respondents said never. While 33.6% were mild and 34.8% were moderate.



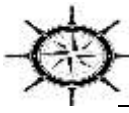
15.4% of responses recorded are severe. The mean value of the data is 2.5 and the standard deviation is .94007.

12. In the statement, “Anxiety during surprise meeting with authority”. 19.8% of the respondents said never. While 30.0% were mild and 33.2% were moderate. 17.0% of responses recorded are severe. The mean value of the data is 2.5 and the std. deviation is .99770.
13. In the statement, “Anxiety of explaining your ideas in front of the class”. 19.6% of the respondents said never. While 34.8% were mild and 30.2% were moderate. 15.4% of responses recorded are severe. The mean value of the data is 2.4 and the std. deviation is .97185.
14. In the statement, “Fear of travel alone”. 14.0% of the respondents said never. While 34.6% were mild and 37.4% were moderate. 14.0% of responses recorded are severe. The mean value of the data is 2.5 and the standard deviation is .90520.
15. In the statement, “Anxiety of failure in the exams”. 11.0% of the respondents said never. While 35.8% were mild and 31.2% were moderate. 22.0% of responses were recorded as severe. The mean value of the data is 2.7 and the std. deviation is .94426.

Conclusion

The study was entitled “The Relationship between Rejection Sensitivity and Social Anxiety among College Students in Rahim Yar Khan District”. The major objectives of the study were to find out the relationship between rejection sensitivity and social anxiety. Gender base differences between male and female students with respect to rejection sensitivity and social anxiety and find out the other factors that affect both of these. The major findings of the study were there is a significant positive correlation between rejection sensitivity and social anxiety. $M=2.4889$, $SD=.94832$) and rejection scale ($M=2.4719$, $SD=.98539$); $t=1.88$, $P=0.051$. A correlation test was applied to demonstrate the relationship between gender and the rejection scale. We observe a positive correlation so the relationship is significant between these factors. Our social norms are also contributed to anxiety and social anxiety.

There are gender base differences found according to anxious behavior, the research shows that female students are more anxious to perform their academic activities than male students. These differences are in terms of social behaviors like different gender rules in the society the countries that have strict social norms about females show more social anxiety in females (McLean, Asnaani & Hofmann, 2011).



Data related to measuring correlation and comparison

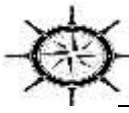
- 1) In the measuring significant relationship between fear of rejection and social anxiety. There is a significant relationship between fear of rejection ($M=2.4222$, $SD=.81847$) and social anxiety ($M=2.5250$, $SD=.88136$); $t=-1.284$, $P=.020$. A
- 2) By measuring gender base differences the level of significant correlation at 0.05 (2-tailed). Correlation is significant at the 0.01 level (2-tailed).
- 3) By measuring the significant relationship between the Rejection scale ($P=.030$) and social anxiety ($P=.032$). A correlation test was applied to demonstrate the relationship between the Rejection scale and social anxiety. We observe a positive correlation so the relationship is significant between factors.

Recommendations

- Parents should create a positive environment to save their children from anxiety.
- School authorities must ensure that the school environment is free from peer harassment and social stereotypes.
- Social Practices must be added from the beginning that help the students to expose their fear.
- Educate the students about respect for humans as compared to their outer look.
- In case of anxiety, parents must consult with a psychiatrist about their child's social adjustment and anxious behavior.
- Teachers must talk with parents immediately if notice the maladaptation in the social adjustment of students.
- Parents must talk with teachers about the child's personality changes if occurred.
- The home environment must be friendly and cooperative.
- Psych educates the child about the changes which they encounter in different stages of life.
- If a child has social anxiety symptoms, different techniques should be used to control it.
- Parents should give full attention and care to their children that help them to strengthen their personality.

Future Directions

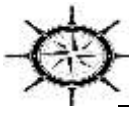
- Future researchers can research on the divisional level.



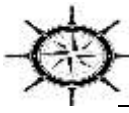
- In this research, the population and sample were comprised of college-level whereas future researchers can do on other levels e.g. the secondary level.
- The population for future research can be to the level of post-graduate and master.

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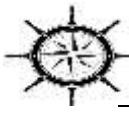
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