Research Paper

Social Anxiety, Behavior, and Competence of the Students Amidst COVID-19

Anna C. Bocar [1*] , Ani Wahyu Rachmawati[2]
[1] Gulf College, Oman
[2] International Women University Bandung, Indonesia

Abstract

The aim of this paper is to determine the extent of social anxiety, social behavior, and social competence of the student participants. In addition, it defined whether age, gender, and academic year level have a significant relationship with the level of participants' social anxiety, social behavior, and social competence. A structured survey questionnaire is employed to gather the data. The descriptive-quantitative research type is used. Each of the problems that the researcher desire to address has its inventory items which are considered as the indicators to arrive at the intended answers to the different issues that this paper is designed. The results display that young adult participants are greater in number, and also, the males are greater than their counterparts. The highest frequency in terms of the academic year is Level 6. Social anxiety is felt by the participants occasionally; their social behavior is to a great extent, and they frequently have their social competence. The participants' age has no significant relationship to the level of their social anxiety while gender and academic year level has a significant relationship, although it is revealed that the intensity of the relationship is at a weak level. In general viewpoint, age, gender, and academic year level have a significant relationship with participants' social behavior and social competence at a weak level; however, in both issues, gender has a greater intensity of relationship among the three variables.

Keywords: *Social Anxiety; Behavior; Competence; Age; Gender; Academic Level*

INTRODUCTION

There are several studies conducted related to anxiety, behavior, and competence; however, in the specific sense, there are not many investigations made on those topics mentioned earlier which are related to a medical pandemic. In 2019, an unprecedented scenario occurred and challenged a huge part of human life. The World Health Organization declared COVID-19 a medical pandemic. WHO has been assessing this outbreak with deep concern because of the alarming levels of the spread COVID of -19. And because of this, WHO urged that all countries must strike a fine balance in protecting the health of individuals involved in the said health crisis. All countries are reminded to warn their citizens to be aware of the health crisis, and they should be informed on how they are going to protect themselves. WHO gave one other word that is much more actionable namely: prevention; preparedness; public health; and political leadership. WHO believes that these are doable (WHO, 2021).

The COVID-19 epidemic has significantly altered peoples' individual and societal interactions. Although people of all ages are impacted by the epidemic in some manner, elderly people are far more likely to have the worst health effects. Behavioral reactions and behavior evolution vary at different ages. When adjusting for other factors, the chance of older and younger persons participating in preventative personal practices at the start of the pandemic (March 2020) was comparable. However, older adults implemented mitigating personal behavioral modifications more than younger ones as the epidemic spread (Kim, and Crimmins, 2020). During this unprecedented time, social anxiety, behavior, and competence of the people are challenged. In times that these issues cannot be prevented, at least the individual is prepared on how to handle these issues to avoid new other issues to craft up which may affect the health of the individual.

Way back in the early years, the ways in which the person engages with their teachers had a significant impact on the development of their thoughts. Ikie, Amosun, and Olalowo (2022) advised that teachers have to continue the positive, high-quality interactions that define their teaching despite the finding that there is no significant link between teacher-student interactions and cognitive development. These interactions may speak to students' other uniqueness and educational needs. Caratiquit, Caratiquit, and Tamanu (2022) stressed that the speaking skills of the individual need bravery and confidence. Oral communication has long been branded as being unfriendly to individuals. As a result, it seems to be one of the most difficult learning talents that need exposure and practice. Social anxiety is a global human condition. There is a varying degree of every person's worries about how others see them, with crippling discomfort and disruptions in social, academic, and occupational performance. Social anxiety must be carefully assessed (Herbert, Brandsma, and Fischer (2014). The article of Strahan and Conger (1998) discussed that the participants' performance and capacity to evaluate their own performance were unaffected by high levels of social anxiety. Although this study speaks to participants' self-evaluation, it is still worth noting to observe the present situation. In the study of Alvi, Kumar, and Tabak (2022), they found that young adults now more than ever experience social anxiety as a result of the COVID-19 epidemic. Finding social cognition functions that may be damaged will help us better understand how social anxiety disorder develops and persists since social anxiety has a detrimental influence on interpersonal functioning. Although, research on the connections between social anxiety and social cognition has produced contradictory results up to this point. Beidel, Alfano, Kofler, Rao, Scharfstein, and Sarver (2014) mentioned that up to seventy percent of patients who are seeking therapy have a diagnosis of social distress, which is characterized by significant social and general anxiety, social inhibition, fear of being judged negatively in their social behavior during interactions, avoidance, fearfulness, and self-consciousness. Moreover, this study includes social competence in which Leffert, Benson, & Roehlkepartan (1997) accordingly define social competence as the personal knowledge and abilities that people acquire to deal successfully with life's numerous options, difficulties, and opportunities (as cited in Han, and Kemple, 2006). It is one of the parameters of the study. Seeber and Wittmann (2017) said social skills, also known as social competency, have been extensively studied in psychology, educational sciences, and human resource management. Social skills are frequently viewed as generic talents in professional settings, unrelated to particular job demands.

Specifically, in this paper, the researcher desires to: (1) determine the extent of social anxiety, social behavior, and social competence of the participants; (2) measure whether age, gender, and academic year level have a relationship to the level of their social anxiety, social behavior, and social competence with the hypothesis that the age, gender, and academic year level has no relationship in the level of social anxiety, social behavior and social competence of the participants. In terms of participation in this study, the participants' consent is given importance. They answer the questionnaire according to their own will and intention, and it is considered voluntary.

LITERATURE REVIEW
Age
Aging, which is widely defined as any change in an organism over time after development, is virtually always a phenomenon for living things (Austad, 2004). Mayordomo et al. (2016) discussed that one of the categorizations related to age is the widely held belief that as individuals age, their ability to set new goals and objectives declines. Some writers claimed (Chrisler, Barney, & Palatino, 2017) that this is not always the case, though, because some people's life objectives remain the same or even get stronger as they get older. In addition, they suggest that there are

misunderstandings regarding aging in both professional literature and the general public's knowledge (as cited in Gutiérrez and Mayordomo (2019). According to the study of Brenman, – Suttner et al. (2019) successful aging in humans is linked to appropriate social contact, which can also have a good influence on lifespan. As people become older, many habits are changed, particularly social behavior. As a person ages, the impact of aging on information processing and perception may have an impact on the actions taken in reaction to other people's presence or to their association with people in society. Probably, several other social habits will also change as people age. In the paper of Billari et al., (2008) they discover that the youngest members of the respondents have marginally improved cognitive abilities and also seem to lead less busy social interactions: they are less likely to be in romantic partnerships. Their findings imply that two processes may be responsible for the negative relative age effects on university performance. They added that a pattern of cognitive development might be slowing down by the time someone reaches a certain age of maturity; psychological impacts of relative age cause the youngest members of the respondents to develop social skills (self-esteem, leadership) more slowly. Thus, younger students are less involved in their social interactions and spend more time studying, which is supported by further data from the Program for International Student Assessment (PISA) research.

Gender and Academic Year Level

Gender is viewed as a collection of traits that differs between masculinity and femininity. These traits include behavioral traits, social roles, and personal characteristics. According to (Wood & Eagly, 2010), men work outside the house more likely than women, and the latter are more likely to do childcare. Through social interactions, these gender roles or gender-typed expectations have an impact on both men's and women's personalities.

The study by Kupper et al. (2011) showed that gender and educational level are important determinants of social anxiety. Their analysis reveals that female participants manifested higher scores than male ones in terms of social anxiety. This implies that gender has a significant relationship to both (males and females); however, the level of females' social anxiety is greater than their counterparts. On the other note, Suryaningrum (2021) states that social anxiety among college students is a significant topic regardless of their admission year or gender. Moreover, they clearly indicate in their findings that there is no difference in the levels of social anxiety between male and female college students.

Social Anxiety

It can be difficult to distinguish between social anxiety and shyness, which is often seen as a personality feature rather than a negative trait (Topham, P. & Russell, G., 2012). Shyness is not the same as social anxiety. The latter is a persistent worry that interferes with day-to-day activities, self-confidence, relationships, and life at work or in school. Social anxiety is an issue that typically manifests in adolescence. According to the self-presentation model (Schlenker & Leary, 1982), those who have social anxiety may develop these anxieties on a regular basis. In addition to wanting to leave a positive impression on others, students frequently hang on to their grades, making it a high-stakes situation.

According to Archbell and Coplan (2021), this would "reduce cognitive functioning and poor academic performance". Topham (2009) disclosed that there are clear signs that social anxiety affects the scope and quality of learning. Social anxiety has been described as an emotionally uncomfortable and constraining feature in a variety of learning contexts. It may be upsetting and significantly affect people's life. Some people find that as they age, things get better. But for many others, it persists after receiving no treatment. Many people worry about social activities on occasion, but those who have social anxiety are worried excessively. In times that a person

experiences worrying about regular activities like going to the workplace, going to the store, talking on the phone, or interacting with people, refrain from engaging in social activities like chatting in a group, dining with colleagues, and attending parties; constantly worry when blushing, perspiring, or acting incompetent; struggle to act in some situations while others are present; feel as though they are constantly being observed and evaluated, this indicates that the person has social anxiety. Social anxiety is a heightened feeling of anxiety that interferes with the ability of a person to function well.   It can be treated, but self-help can reduce social anxiety (National Health Service, 2020). Young adults experience social anxiety because of the COVID-19 epidemic. With the rapidly expanding epidemic, social anxiety is considered to excessively impact young people. Discovering social awareness functions will help people better understand how social anxiety disorder develops and persists since social anxiety has a detrimental influence on interpersonal functioning. However, research on the connections between social anxiety and social cognition has produced contradictory results up to this point (Alvi et al., 2022). According to Nevid et al. (2007), social anxiety can develop without having a history in infancy. In addition, APA (2013) elaborated that social anxiety typically develops because of being exposed to stressful situations or taking on new responsibilities (as cited in Suryaningrum, 2021).

Jefferies, et al., (2020) supports the claim made by Lecrubier et al.,(2000) that developmental problems experienced during adolescence may cause social anxiety. However, these studies are unable to clarify if social anxiety causes people to suffer in their academic or professional lives, whether these struggles in turn cause social anxiety, or whether there is a more complex link. Nordstrom et al. (2014) articulated that social anxiety is a mental health issue that needs to be researched among college students since it affects their ability to adjust socially and academically and is a highly powerful predictor of a low-grade point average. If left untreated, social anxiety would cause a person to cease doing what they desire or are capable of doing, which over time can worsen their social connections, professional achievement, educational opportunities, and other activities (Butler, 2009). Seipp (2007) denotes that academic performance and anxiety are tightly linked with each other. This is an enormously acceptable concept since academic performance involves conscious intellectual activity. This theory was supported by Archbell and Coplan (2021) when they specify that for students who struggle with social anxiety, the academic environment seems to be more worrisome. According to Mattick and Clarke (1998), people with social anxiety typically worry about being incomprehensible, appearing dull or dumb, not knowing how to reply, and being ignored. The participative and social aspects of the classroom may make these worries worse in a learning setting. In short, they are not worried about what they may say or do, but they are worried about how they are being looked at or listened to by the people. This implies that their communication skills are also affected.

Social anxiety restricts the abilities of college students to function academically and it would prevent them from showcasing their actual capabilities and qualities. Speaking in front of large groups of people, interacting with new people, making friends, and building relationships with people in authority are considered important for many college students in academia and society (Suryaningrum, 2021). Somebody who is not familiar with or unprepared for social interaction can create social anxiety. It may be a tendency to feel uneasiness in social circumstances for fear of being judged contrarily by others and getting humiliated or mortified, and making others feel awkward or dislike them (Anton et al. &Swinson, 2008). According to Davila et al. (2002), people with social anxiety tend to avoid conflict. And since it seems they do not like to be involved in a conflict, obviously, they will avoid socializing with people and having conversations or communication with them. Berger et al., 2017; Gilbert, 2001 said that people with social anxiety often see themselves as inferior to others. The risks of social life can readily jeopardize the urge to belong. For instance, when individuals are victimized, rejected, or excluded from one another

(Gilbert, 2001). In this case, the person will become aloof and will develop a feeling of indifference.

Research to date has indicated a link between social anxiety and social rejection after brief interactions, but it is unknown whether social anxiety has an impact on affiliation ratings after longer interactions. The findings of Dijk et al. (2018) demonstrated a negative relationship between social anxiety and dominance but not with affiliation. In particular, the findings of Suryaningrum (2021) indicated that there was no difference in social anxiety levels between first-year college students and returning students. The lack of this distinction suggests that college students, either at a new level in their college life or who are returning to college, can suffer social anxiety regardless of the year they entered the program.

Social Behavior

Interactions between individuals are referred to as social behavior (Davis, 2018). Rubenstein et al. (2013) support this and say that individual interactions are characterized by social behaviors. These include those that are hostile, reciprocal, supportive, humane, and parental behaviors. Social dealings arise as a result of regular interactions between people. These dealings might be formed with a familiar person, blood relatives, and people of the same gender. Any social structure's characteristics are eventually defined by its environmental and social context, population, and affinity.

College students underwent different interactions. Social interactions are more true when these circumstances are related to grades, graduation, and evaluations that affect self-worth. It becomes challenging to develop young individuals of exceptional ability to become the instrument of change (Suryaningrum, 2021).

Communication, grooming, aggression, and parenting conduct are just a few examples of social activities that might entail any type of interaction. While other social actions might lessen the effects of stress, some social behaviors, like aggression, can operate as stressors in and of themselves. Stress can alter social behavior in ways that depend on both individual and gender variations (Gammie, 2010). Students who are severely emotionally disturbed behave differently in social situations than their counterparts who behave normally (Singh, 1991). Matsumoto (2007) argues that specific actions are the results of the interplay between the three main sources of influence on behavior, namely: (1) basic human nature (through universal psychological processes), (2) culture (by social roles), and (3) personality (via individual role identities).

One aspect of social behavior is hostility, which may either be beneficial or harmful to any individual. Human aggressiveness may be viewed as an adjustment that may be necessary for survival, or it may have detrimental effects on social interaction amongst people of both genders. When it comes to aggressive and competitive behaviors, gender is a crucial factor (De Almeida et al., 2015). The children with divorced parents exhibited higher levels of relational aggressiveness, physical violence, and depression symptoms, as well as lower levels of good social behaviors, in contrast to children with married parents (Toklu, et., al 2016). Notably, the civil status of the parents can also be considered in future research related to this study since this point is not included in this paper.

Social Competence

A set of abilities known as social competency are required to get along with others and be liked. These abilities depend on the ability to perceive other people's emotions, understand social norms and interactions, and have social intelligence. The mastery of social skills and interpersonal relationships comes at different times during a child's developmental stages, and social competence improves with time (Spence, 2003). Children must acquire several skills that support social competence, such as perspective-taking, social problem-solving, and emotion control, which may

also differ in developmental stages if they are to succeed in a variety of social interactions (Fabes et al. (2006). Children that lack social skills are more prone to suffer grief and engage in antisocial conduct, according to Kim & Cicchetti (2004). Their principle is supported by Prelow, Loukas, and Jordan-Green (2007) as well.

Rubin et al., (2009) expressed that it is still unclear how these social competence building blocks relate to one another as they develop, despite research on social competence having made significant advancements in understanding the underlying skills, and pertinent collaborative perspectives at crucial ages in children's lives. There is still a need for an extensive understanding of how social competence develops from childhood to adolescence. Bukowski et al. has supported the said theory (2018).

According to Fabes et al. (2006), the idea of social competence should be viewed as a construct that signifies progress in and of itself rather than as a fixed attribute. As youngsters get older, there are increasingly varied and meaningful opportunities for social interaction outside the home. They also noted that social competency is demonstrated by one's ability to mingle easily socially with peers and adults. The cornerstone of social competency is the development of one's perspective of one's own behavior as well as expectations for forthcoming interactions with others. Social competency entails the capacity to understand another person's point of view in a given circumstance (Semrud-Clikeman, 2007), draw lessons from the past, and apply those lessons to new social circumstances.

Yu et al. (2022) discussed in their study respondents who are that it is under 24 years of age occasionally demonstrated their social competencies as compared with the older respondents. Rai (2017) assumed that younger students' social and emotional competencies are still in a formative stage. This is in contrast to students older than them and who are finishing their final years of study, whose social and emotional capabilities are more mature as a result of their greater experiences.

Tabassum, et al., (2020) showed that females had a substantially greater level of social competence. They also revealed in their results that adults (they described them as older than 39 years) were found to have a slightly greater degree of social competence even though the fact that there was not much of an evident difference across age groups. Anme et al., (2015), stated that social competency boosts students' access to social support, which in turn improves their academic achievement.

In consideration of the need for more literature that could guide the reading public and add more awareness when they encounter some issues related to social anxiety, social behavior, and social competence, the researchers are encouraged to conduct this study.

RESEARCH METHOD
Participants

The students in one of the Higher Educational Institutions (HEIs) in Oman are the participants of the study. The total number of students who were randomly picked from the different classes was one hundred twenty-three males and females. They came from three different academic levels, which are Levels 4, 5, and 6.

Procedure

This study employs the descriptive-quantitative research type. A survey questionnaire is adopted from Social Anxiety Questionnaire (2012) with slight modifications and is utilized in gathering the data. The first part of the instrument is added by the researcher to gather the personal information of the participants, which includes their age, gender, and academic year level. This is followed by the inventory items for the determination of the three issues, which are social anxiety, social behavior, and social competence. Each of these issues has its indicators. The frequency and

percentile are utilized in the identification of participants' age, gender, and academic year level. On the other hand, the weighted mean is used to determine the extent of participants' social anxiety, social behavior, and social competence. There were three constant variables used in this study (age, gender, and academic year level) to determine whether there is a significant relationship between the participants' social anxiety, social behavior, and social competence.

Pearson's Correlation Coefficient

The test statistic that assesses the statistical relationship between two continuous variables is called Pearson's correlation coefficient (Kent State University, 2021). It is regarded as the best method for determining the relationship between variables of interest. Pearson's correlation analysis has been done to make certain that the defined questions are not relative. The correlation is significant at the 0.01 level.

Based on the articles published by Chan (2003), Dancey and Reidy (2007), and Guyatt (2014), their correlation coefficient interpretation varies. Their interpretations were cited in the article of Akoglu (2018). Furthermore, the said authors elaborated that the way that correlation coefficients are interpreted varies greatly throughout scientific study fields. The interpretation of their strength is not subject to any definite guidelines. As a result, authors should refrain from overinterpreting the intensity of connections when writing the paper.

In this present study, the interpretation of the correlation coefficients anchored the interpretation created by Dancey and Reidy (2007). Their interpretations were shown in the two first columns, and to make it more specific for this study, the researcher added the third column for its verbal interpretation.

Table 1. The Interpretation of the Correlation Coefficients

Correlation Coefficient	Qualitative Description (Dancey and Reidy, 2007) called this column as their interpretation	Interpretation *(to make it more specific for this study, the researcher added this column)*
±1	Perfect	perfect correlation: as one variable increases, the other variable tends to also increase (if positive) or decrease (if negative) (Statistics Solutions (2022)
± 0.7 to 0.9	Strong	strong correlation
± 0.4 to 0.6	Moderate	average correlation
± 0.1 to 0.3	Weak	little correlation
0	Zero	no correlation at all

Moreover, for purposes of interpreting the extent of participants' social anxiety, behavior, and competence, a four-point Likert Scale is created, and the scales of measurement displayed in the tables below are utilized. The tables are arranged according to the order in which they appeared in the study. Table 2 shows the measurement employed to determine the extent of participants' social anxiety.

Table 2. Social Anxiety Measurement

Numeric Value	Hypothetical Mean range	Qualitative Measurement	Interpretation Respondents
1	1.00 - 1.75	Never	not anxious at all
2	1.76 – 2.51	Occasionally	anxious at some time
3	2.52 - 3.27	Frequently	anxious most of the time
4	3.28 – 4.00	Always	anxious at all time

In addition, Table 3 below is utilized to measure the extent of the social behavior of the participants.

Table 3. Social Behavior Measurement

Numeric Value	Hypothetical Mean range	Qualitative Measurement	Interpretation Respondents' social behavior
1	1.00 - 1.75	Less Extent	needs enhancement
2	1.76 – 2.51	Less Great Extent	rationally meet society's expectations
3	2.52 - 3.27	Great Extent	meets society's expectations with high a degree
4	3.28 – 4.00	Very Great Extent	is excellent

Moreover, Table 4 below is utilized to measure the extent of participants' social competence.

Table 4. Social Competence Measurement

Numeric Value	Hypothetical Mean range	Qualitative Measurement	Interpretation Respondents
1	1.00 - 1.75	Never	not socially competent at all
2	1.76 – 2.51	Occasionally	competent at some time
3	2.52 - 3.27	Frequently	competent most of the time
4	3.28 – 4.00	Always	competent at all time

FINDINGS AND DISCUSSION

Table 5 shows that out of the one hundred twenty-three participants, one hundred seventeen are aged between nineteen to forty years old and the other six are aged above forty to sixty-five. This indicates that most of the students belong to the young adult category.

Table 5. Age Group

Grouping by Age	Frequency	Percentage
19 to 40	117	.95
Above 40 to 65	6	.05
Total	123	100

Based on Erik Erikson's Stages of Psychosocial Development people are grouped according to their age and with significant phases in the different stages of life. For those who are aged 19 to 40 years old or grouped as young adult, relationship with others is important to them. They planted and nurtured it; however, they would experience intimacy or isolation although they expect to love as their outcome. Meanwhile, those that are more than 40 to 65 years of age are grouped as middle adults. In this stage, work and parenthood are their concern; The generativity or the concern for people besides self and family is developed, or there could be stagnation, although care is enormously the expected outcome. Furthermore, Erikson's Stages of Psychosocial Development mentioned that people aged more than 65 years are the ones who have done their reflection on themselves and their ego and integrity fight against despair. Considering their ages and experiences, wisdom could be the outcome (Cherry, 2020).

In this study, it is apparent that the young adult is greater in number as compared with the middle adult participants. Erikson's Stages of Psychosocial Development expressed that the young adult's concentration is on relationships with others this could be one of the reasons why there are more young adults who engage in pursuing their studies aside from their academic goals.

Gender

Table 6. The Frequency of The Participants About Gender

Gender	Frequency	Percentage
Male	89	.72
Female	34	.28
Total	123	100

In this study, male participants were 89, and 34 were females. This signifies that males are greater in number than female participants.

Academic Year Level

Table 7. Highlights The Year Level of The Students Who Participated in This Study

Level	Frequency	Percentage
4	46	.37
5	19	.16
6	58	.47
Total	123	100

From the three Levels of study (4,5, and 6), the result demonstrated that Level 6 students are greater in number than the other participants. Therefore, it is recognized that Level 6 students participated greatly as compared with the other year level.

Social Anxiety

Table 8 displays the results related to the participants' social anxiety amidst the pandemic. Thirteen-item indicators are utilized to determine the extent of participants' social anxiety. Just like the other two significant parameters of this study, there were four qualitative measurements used in this section.

Table 8. The Extent of Respondents' Social Anxiety

Social Anxiety Inventory Items	μ	Qualitative Measurement	Interpretation Respondents
1. I feel that certain social situations expose me to judgment.	1.88	Occasionally	anxious at sometimes
2. I am worried about my actions embarrassing me.	1.37	Never	not anxious at all
3. I am afraid of my anxiety being obvious to the people around me.	1.84	Occasionally	anxious at sometimes
4. When I am anxious, I feel physically uncomfortable.	2.13	Occasionally	anxious at sometimes
5. I feel hopeless or worthless.	1.72	Never	not anxious at all
6. Feelings of guilt overwhelm me.	1.82	Occasionally	anxious at sometimes
7. I use alcoholic beverages to ease my frustration.	1.56	Never	not anxious at all
8. People misinterpret my anxiety as a sign of unfriendliness.	2.18	Occasionally	anxious at sometimes
9. I give people time to air their opinions.	2.60	Frequently	anxious most of the time
10. My anxiety has a negative influence on my relationships.	1.75	Never	not anxious at all
11. I tend to avoid social events.	1.99	Occasionally	anxious at sometimes
12. I take medication to deal with my depression.	1.53	Never	not anxious at all

Social Anxiety Inventory Items	μ	Qualitative Measurement	Interpretation Respondents
13. I am nervous around authoritative people.	1.67	Never	not anxious at all
FACTOR AVERAGE	1.85	Occasionally	anxious at some time

Source: Accessed: April 1, 2013, and adopted from Social Anxiety Questionnaire (2012). Slight modifications are made.

Among the thirteen item indicators of their social anxiety, they *never* felt anxious at all of the six indicators (Nos. 2,5,7,10, 12, and 13). They show that when social anxiety issues seem to occur, they deal with it with their confidence, positive character, and avoidance instead of entertaining them. In addition, they felt anxious *occasionally* (anxious at sometimes) on the other six indicators (Nos. 1,3, 4,6, 8, and 11). This signifies that, at some time, they feel anxious about other people's judgment when they are exposed to social situations or social events. Whereas, among the thirteen indicators, only one of them which the participants declared that their social anxiety is challenged Frequently, and this is when they give people time to air their opinions (No. 9). Based on the overall results, the weighted mean (μ = 1.85) of the Factor Average revealed that the participants are *Occasionally* anxious during the pandemic.

The present study was conducted during the time of COVID-19. The overall results suggest that the participants are anxious sometimes. The article by National Health Service, (2020) indicates that people who have social anxiety are worried excessively; thus, based on the result of the study it can be concluded that the participants' social anxiety is yet low and not excessive (see Table 11). Furthermore, it can be assumed that since the participants are familiar with their fellow students could be a reason that their social anxiety happens *occasionally.* Antony et al., &Swinson (2008) impliedly supported the results of this study since they mentioned that somebody who is not familiar with or unprepared for social interaction could create social anxiety.

However, the participants must exercise caution since studies have shown that social anxiety has a major impact on academic failure (Van Ameringen et al., 2003), elevated chances of exam failure (Stein & Kean, 2000), and academic failure (Wittchen, 1999).

Social Behavior

Table 9 highlights the results related to the participants' social behavior amidst the pandemic. The eight-item indicators are displayed to determine the extent of participants' social behavior.

Table 9. The Extent of Students' Social Behavior

Social Behavior Inventory Items	μ	Qualitative Measurement	Interpretation Respondents' social behavior
1. I get along with other people at my workplace, school, and /or any other social gathering that I attend.	2.53	Great Extent	rationally meet society's expectations
2. I have the capability of listening to others to finish what they are saying without interrupting them.	2.56	Great Extent	rationally meet society's expectations
3. My relationship with my colleagues is at	2.71	Great Extent	rationally meet society's expectations
4. My ability to work with others in a team is at	2.80	Great Extent	rationally meet society's expectations

Social Behavior Inventory Items	μ	Qualitative Measurement	Interpretation Respondents' social behavior
5. My ability to solve problems that involve me and the people whom I socialize with.	2.75	Great Extent	rationally meet society's expectations
6. My ability to form mental imagery and concept formation.	2.57	Great Extent	rationally meet society's expectations
7. My ability to be attentive to other people's ideas, suggestions, and /or discussions and make conclusions about them.	2.71	Great Extent	rationally meet society's expectations
8. My preference to work with the group is at	2.66	Great Extent	rationally meet society's expectations
FACTOR AVERAGE	**2.66**	**Great Extent**	**rationally meet society's expectations**

Source: Accessed: April 1, 2013, and adopted from Social Anxiety Questionnaire (2012). Slight modifications are made.

The results showed that the participants' social behavior is to a *great extent*. It is manifested that they rationally meet society's expectations. Among the eight indicators which they rated to the same extent, their *ability to work with others in a team* (No. 4) has the highest rate (μ=2.80). This indicates that the participants are judicious and realistic in dealing with other people. Although they have manifested in Table 8 that their social anxiety is challenged at some time when they are exposed to social situations or social events still, they behave rationally to meet society's expectations. Rubenstein et al. (2013) believed that individual interactions are characterized by social behaviors. Gammie (2010) revealed that communication, grooming, aggression, and parenting conduct are just a few examples of social activities that might entail any type of interaction. In the article of Billari et al. (2008) is revealed that young individuals improved cognitive abilities seem to lead to less busy social interactions. This signifies that their social behavior is to a lesser extent. Analyzing the present study in comparison with the previous studies, it appears that the social behavior shown by the participants in this study is different since their social behavior is *to at great extent.* This shows that the pandemic did not affect the level of their social behavior.

Social Competence

Table 10 reveals the results related to the participants' social competence amidst the pandemic. The table shows the fifteen indicators that are used to measure the extent of participants' social competence.

Table 10. The extent of Students' Social Competence

Social Competence Inventory Items	μ	Qualitative Measurement	Interpretation Respondents
1. When I meet new people I interact with them.	2.57	Frequently	competent most of the time
2. I can deduce another person's feelings, (either happy or sad).	2.62	Frequently	competent most of the time
3. In a group I can take a leadership role.	2.80	Frequently	competent most of the time
4. I stand up for a friend who is being bullied.	2.86	Frequently	competent most of the time

Social Competence Inventory Items	μ	Qualitative Measurement	Interpretation Respondents
5. In my community, I participate in some activities.	2.46	Occasionally	competent at some time
6. I demonstrate helpfulness towards adults.	2.45	Occasionally	competent at some time
7. When I am with others, I criticize them.	1.84	Occasionally	competent at some time
8. In unfamiliar settings, I keep it to myself.	2.37	Occasionally	competent at some time
9. I welcome challenging tasks.	2.80	Frequently	competent most of the time
10. I express my feelings properly.	2.63	Frequently	competent most of the time
11. I am in control of my emotions and can understand the effect of my contribution to the team.	2.82	Frequently	competent most of the time
12. I am aware of my strengths and weaknesses.	2.85	Frequently	competent most of the time
13. I am able to manage negative emotions and feelings.	2.63	Frequently	competent most of the time
14. I admit my mistakes and faults.	2.81	Frequently	competent most of the time
15. I am capable of grasping others' perspectives easily.	2.41	Occasionally	competent at some time
FACTOR AVERAGE	**2.59**	**Frequently**	**competent most of the time**

Source: Accessed: April 1, 2013, and adopted from Social Anxiety Questionnaire (2012). Slight modifications are made.

Among the fifteen indicators, the five (Nos. 5, 6, 7, 8, 15) of them are rated by the participants *occasionally.* This means that they are socially competent at some the time in these five items. On the other hand, the ten (Nos. 1,2,3,4, 9,10,11,12,13,14) indicators were rated by the participants *frequently.* This means that in these ten items, they are socially competent most of the time. The weighted mean (μ= 2.59) of the factor average shows that the participants' overall rating is *Frequently.* This signifies that their social competence is great *most of the time*. They manifested that they can interact with other people, construe their feelings, they can support their friends who are bullied without hesitation, can act as a leader, and show helpfulness when they participated in community activities, they know about their strong points and flaws and they can willingly acknowledge their faults and mistakes. Moreover, they are at ease with challenging tasks. Semrud-Clikeman, (2007) held that social competency entails the capacity to understand other person's points of view in a given circumstance, draw lessons from the past, and apply those lessons to new social circumstances. According to Fabes et al. (2006), as youngsters get older, there are increasingly varied and meaningful opportunities for social interaction outside the home. Social competency is demonstrated by one's ability to mingle easily socially with peers and adults.

Moreover, they added that social competency is demonstrated by one's ability to mingle easily socially with peers and adults. Learning from their study, the researcher believed that these outside experiences of the youngsters developed their social competencies. This could be a strong reason that the participants of this study show social competencies *frequently.* The result of this study shows that the participants can handle other people *most of the time*; thus, this study confirms the claim of the mentioned researchers.

The succeeding discussions highlighted the results concerning the determination of whether three constant variables used in this study (age, gender, academic year level) have a relationship with participants' social anxiety, social behavior, and social competence. The degree of intensity of

the relationship between two variables is statistically measured with the use of Pearson Correlation**. Correlation is significant at the 0.01 level (2-tailed).

Table 11 shows that age has a negative value of correlation. This means that regardless of the age of the participants, it has no significant relationship with the extent of their social anxiety.

Table 11. Analysis of the Relationship of the Variables with Participants' Social Anxiety

Variables	Pearson Correlation Coefficient	Degree of Correlation	Interpretation	Decision
Age	-.068	No correlation at all	there is no significant relationship	Accept the null hypothesis
Gender	.131	Weak	there is a significant relationship	Reject the null hypothesis
Academic year level	.051	Weak	there is a significant relationship	Reject the null hypothesis

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

Authors of some articles do not come up with the same theory regarding age. Mayordomo et al. (2016) discussed that one of the categorizations related to age is the widely held belief that as individuals age, their ability to set new goals and objectives declines. Chrisler et al. (2017) claimed that this is not always the case (as cited in Gutiérrez and Mayordomo, 2019). Though they have not specifically mentioned the relationship of age with social anxiety, apparently, setting goals and objectives could cause pressure on the person, and once a person is pressured, social anxiety would arises. Mayordomo et al. (2016), as cited in Gutiérrez and Mayordomo (2019), mentioned that there is a deterioration in the ability to set new goals and objectives. As the person ages, it is presumed that social anxiety decreases.

The gathered data shows only a few of the participants are middle adults (more than 40 to 65 years of age), and it is revealed in the results that the correlation coefficient as to age is negative. This signifies that age has no correlation at all with the level of participants' social anxiety. Thus, the result of this study gives the impression that it affirms the theory of Mayordomo et al. (2016), as cited in Gutiérrez and Mayordomo (2019).

Particularly, the findings of Suryaningrum (2021) indicated that there was no difference in social anxiety levels between first-year college students and returning students. The lack of this distinction suggests that college students, either at a new level in their college life or who are returning to college, can suffer social anxiety regardless of the year they entered the program.

In this paper, the participants are all returning students (Levels 4, 5, and 6). The results show that the gender and academic year levels have a weak degree of correlation. This means that participants' social anxiety is impacted a little by their gender and academic year level. Among the two variables mentioned, gender (.131) shows a higher correlation coefficient; thus, it has a bit greater significant relationship to participants' social anxiety than academic year level.

Suryaningrum (2021) indicates in their findings that there is no difference in the levels of social anxiety between male and female college students. Table 10 above clearly displays the varying correlation coefficient with regard to gender and academic level. Thus, this indicates that there is a difference when it comes to statistical significance; therefore, the results of the present study negate the theory of Suryaningrum (2021). However, it shows that these two variables have a weak degree of correlation to participants' social anxiety.

Moreover, another study signifies that gender impacts social anxiety. Aside from it worsening socio-emotional functioning, it also decreases engagement, and females have less communication with teachers than males. The negative correlations between social anxiety and communication

with tutors and student involvement were shown to be much larger in females than in males (Archbell and Coplan, 2021). This result has been supported by MacKenzie and Fowler (2013) when they indicate that women often have higher levels of social anxiety than men.

In Table 12 below, it can be described that the three variables (age, gender, and academic year level) have a weak degree of correlation. This means that these variables have little correlation with the participants' social behavior; Apparently, these three variables have a statistically significant relationship with participants' social behavior though it is weak in its intensity. Moreover, among the three variables, gender shows the greater correlation coefficient (.280**); thus, gender has revealed that it has a greater impact on participants' social behavior.

Table 12. Analysis of the Relationship of the Variables with Participants' Social Behavior

Variables	Pearson Correlation Coefficient	Degree of Correlation	Interpretation	Decision
Age	.111	Weak	there is a significant relationship	Reject the null hypothesis
Gender	.280**	Weak	there is a significant relationship	Reject the null hypothesis
Academic year level	.148	Weak	there is a significant relationship	Reject the null hypothesis

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

According to the study of Brenman – Suttner et al. (2019), as people become older, many habits are changed, particularly social behavior. As a person ages, the impact of aging on information processing and perception may have an impact on the actions taken in reaction to other people's presence or to their association with people in society.

Thus, it can be stated that there are already adjustments to behavior that are observed by people in society as they grow older and this also includes their academic goals. Gender roles or gender-typed expectations have an impact on both men's and women's personalities (Wood & Eagly, 2010). The result of the present study agrees with the mentioned statement, although the impact is at a weak intensity level.

In Table 13, the three variables (age, gender, and academic year level) show a weak degree of correlation. This means that these three variables have little intensity of correlation with participants' social competence; however, among the three variables, gender shows a greater correlation coefficient (.249**). This signifies that gender has a significant relationship with the participant's social competence greater than age and academic year level. Although all three variables display little intensity of correlation to the social competence of the participants, it is still clear that they have a significant relationship with the social competence of the participants.

Table 13. Analysis of the Relationship of the Variables with Participants' Social Competence

Variables	Pearson Correlation Coefficient	Degree of Correlation	Interpretation	Decision
Age	.051	Weak	there is a significant relationship	Reject the null hypothesis
Gender	.249**	Weak	there is a significant relationship	Reject the null hypothesis
Academic year level	.075	Weak	there is a significant relationship	Reject the null hypothesis

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

In the article of Yu et al. (2022), respondents who are that it is under 24 years of age occasionally demonstrated their social competencies as compared with the older respondents.

Rai (2017) assumed that younger students' social and emotional competencies are still in a formative stage. This is in contrast to students older than them and finishing their final years of study (academic year level), whose social and emotional capabilities are more mature as a result of their greater experiences. Impliedly, Rai (2017) suggests that for those students who are at Level 6 (final year - as grouped in the present study) in their academic year level, their social competence is much more firm and strong.

Tabassum et al. (2020) revealed in their results that adults (they described them as older than 39 years) were found to have a slightly greater degree of social competence. In addition, they mentioned that there was not much of an evident difference across age groups. In other words, different age group shows different degree of social competence.

In the present study, the participants' age are categorized into two groups, namely: 19 to 40 as a young adults) and above 40 to 65 as a middle adult (see Table 4). This grouping is based on Erik Erikson's Stages of Psychosocial Development; however, in the determination of the degree of its correlation with the participants' social competence, it is interpreted as one group of variables. But the groupings are clear in Table 5 that a young adult is greater in frequency as compared with a middle adult.

It can be observed in Table 13 that although age, gender, and academic year have a significant relationship with the participants' social competence, results also demonstrated that each variable has a weak degree of intensity. Thus, this implies that the result of the present study does not affirm the study of Rai (2017), Tabassum et al. (2020), and Yu et al. (2022).

CONCLUSIONS

After a thorough investigation of the three issues as discussed above, the researcher discovered that the participants feel anxious *occasionally* amidst the pandemic, their social behavior is to a *great extent*, or they rationally meet society's expectations. *Frequently* the participants have their social competence. Moreover, with respect to the relationship of the three constant variables (gender, academic level, and age) with social anxiety, it is observed that gender and academic year level has a significant relationship, although the intensity of the relationship is at a weak level while age shows that it has no significant relationship. Furthermore, age, gender, and academic year level have a significant relationship with social behavior and social competence, although at a weak level; however, in both issues, gender has a greater intensity of relationship among the three variables. In closing, it is suggested that knowledge about issues that would affect public or private interactions must be taken into consideration by the students to deepen their understanding of the issues that would increase social anxiety, boost social behavior, and enhance social competence. Learning the ways how to act or counteract would be a great help to thrive in social dealings, communication, connections, and collaborations which would lead to not only achieving academic goals but also successful life experiences.

LIMITATION & FURTHER RESEARCH

In the course of the future study, the researchers recommended that a huge number of participants be utilized, and the study must explore more on the responses of the students in the other departments in the college or university.

REFERENCES
Archbell, K.A. & Coplan, R.J. (2021). Too Anxious to Talk: Social Anxiety, Academic Communication, and Students' Experiences in Higher Education. *Journal of Emotional and*

Behavioral Disorders, 30 (4), https://doi.org/10.1177/10634266211060

Akoglu, H. (2018). User's guide to correlation coefficients. *Turkish Journal of Emergency Medicine.* Volume 18, Issue 3, Pages 91-93. https://doi.org/10.1016/j.tjem.2018.08.001. https://www.sciencedirect.com/science/article/pii/S2452247318302164

Alvi, T, Kumar, D and Tabak, BA.(2022). Social anxiety and behavioral assessments of social cognition: A systematic review Journal of Affective Disorders, *(311)* Pages 17-30.Epub PMID: 35490878; PMCID: PMC9754122. doi: 10.1016/j.jad.2022.04.130

Anme, T., Watanabe, T., Tokutake, K., Tomisaki, E., Mochizuki, Y., Tanaka, E., & Amorose, A. J. (2015). Development and Validation of the Social Emotional Competence Questionnaire (SECQ). *Human Movement*, *4* (2), 27–42. https://doi.org/ 10.1515/ humo-2015-0042

Antony, M.M., &Swinson, R.P. (2008). Shyness & social anxiety workbook. Second edition. Canada: New Harbinger Publications, Inc.

Austad SN. (2004). Is aging programmed? Aging Cell.; Vol.3, Issue 5: 249- 251. Wiley Online Library. https://doi.org/10.1111/j.1474-9728.2004.00112.x

Alvi, T., Kumar, D., & Tabak, B. (2022). Social anxiety and behavioral assessments of social cognition: A systematic review. *Journal of Affective Disorders*, *311*, 15, pp 17-32

Billari, F. & Pellizzari, M., (2008). The Younger, the Better? Relative Age Effects at University. https://d-nb.info/991457412/34

Butler, E. G. (1999). Overcoming social anxiety and shyness. London: Constable & Robinson Ltd.

Berger,U., Keshet,H., Eva Gilboa-Schechtman, E.G., (2017). Self-evaluations in social anxiety: The combined role of explicit and implicit social rank. *Personality and Individual Differences, 104*, pp 368-373

Beidel, DC., Alfano, CA., Kofler, MJ., Rao, PA.,Scharfstein, L., and Sarver, NW. (2014) . The impact of social skills training for social anxiety disorder: a randomized controlled trial. *Journal of Anxiety Disorder. 28(8).* doi: 10.1016/j.janxdis.2014.09.016.

Brenman – Suttner, D., Yost, R., Frame, A., Wesley Robinson,J., Moehring, A., &

Simon, A. (2019). Social behavior and aging: A fly model. https://doi.org/10.1111/gbb.12598. https://onlinelibrary.wiley.com/doi/10.1111/gbb.12598

Bukowski, W.B., Laursen, B., & Rubin, K.H.(2018). Handbook of Peer Interactions, Relationships, and Groups (2nd Ed). Guilford Press, New York, NY

Caratiquit, L. J. C. ., Caratiquit, K. D. and Tamanu, M. J. M. (2022). Perception in Krashen's Monitor Utilization and the Learners' English-Speaking Performance. Journal of English As A Foreign Language Teaching and Research, 2(2), 1–20. https://doi.org/10.31098/jefltr.v2i2.937

Chan, Y.H. (2003). Biostatistics 104: correlational analysis. *Singapore Med J, 44* (12) pp. 614-619

Cherry, K. (2020) Erik Erikson's Stages of Psychosocial Development https://www.verywellmind.com/erik-eriksons-stages-of-psychosocial-development-2795740

Dancey, C.P. & Reidy, J. (2007). Statistics without Maths for Psychology. Pearson Education.

Davila, J. & Gayle Beck, G.(2002). Is social anxiety associated with impairment in close relationships? A preliminary investigation. *Behavior Therapy, 33*, (3), pp 427-447

Davis, M.,(2018).Social Behavior. https://www.encyclopedia.com/earth-and-environment/ecology-and-environmentalism/environmental-studies/social-behaviour

De Almeida, R. M. M.; Cabral, J. C C; & Narvaes, R. (1 May 2015). Behavioural, hormonal, and neurobiological mechanisms of aggressive behaviour in human and nonhuman primates. *Physiology & Behavior, 143*, pp 121–135. https://doi.org/10.1016/j.physbeh.2015.02.053 . https://www.sciencedirect.com/science/article/abs/pii/S0031938415001316?via%3Dihub

Dijk, C., Emmerik van, A A.P. & Grasman, R. P.P.P. (2018). Social anxiety is related to dominance but not to affiliation as perceived by self and others: A real-life investigation into the psychobiological perspective on social anxiety. *Personality and Individual Differences*, *124*, pp 66-70. https://doi.org/10.1016/j.paid.2017.11.050. https://www.sciencedirect.com/science/article/abs/pii/S0191886917307079

Gilbert, P. (2001). Evolution and social anxiety. The role of attraction, social competition, and social hierarchies. *Psychiatric Clinics of North America, 24,* (4), pp 723-751

Guyatt, G. (2014). Users' Guides to the Medical Literature: a Manual for Evidence-based Clinical Practice, 3E. McGraw Hill Professional. Google Scholar

Fabes, R. A., Gaertner, B. M., & Popp, T. K. (2006). Getting Along with Others: Social Competence in Early Childhood. In K. McCartney & D. Phillips (Eds.), Blackwell handbook of early childhood development (pp. 297–316). Blackwell Publishing. https://doi.org/10.1002/9780470757703.ch15. CrossRef. Google Scholar

Gammie, S.C. (2010). Stress and Social Behavior. https://doi.org/10.1016/B978-0-08-045396-5.00237-2 . https://www.sciencedirect.com/science/article/pii/B9780080453965002372

Gilbert, P. (2001). Evolution and social anxiety. The role of attraction, social competition, and social hierarchies. Psychiatric Clinics of North America

Gutiérrez, M., & Mayordomo, T.(2019). Age discrimination: a comparative study among university students. *Acta Colombiana de Psicología,22*, (2), pp. 62-69, 2019. Universidad Catolica de Colombia. DOI: https://doi.org/10.14718/ACP.2019.22.2.4

Han, H.S., Kemple, K.M. (2006). Components of Social Competence and Strategies of Support: Considering What to Teach and How. *Early Childhood Education Journal (34),* pp241–246 https://doi.org/10.1007/s10643-006-0139-2

Herbert, J.D., Lynn L. Brandsma, L.L., and Fischer,L. (2014). Chapter 3 - Assessment of Social Anxiety and its Clinical Expressions. Editor(s): Stefan G. Hofmann, Patricia M. DiBartolo. Social Anxiety (Third Edition). Academic Press. https://doi.org/10.1016/B978-0-12-394427-6.00003-0.https://www.sciencedirect.com/science/article/pii/B9780123944276000030

Ikie, R. N., Amosun, M. D., & Olalowo, I. E. (2022). Empirical Realities of Teacher-Child Interaction and Cognitive Development of Pre-Primary School Children In Ibadan, Oyo State. International Journal of Emerging Issues in Early Childhood Education, 4(2), 1–11. https://doi.org/10.31098/ijeiece.v4i2.1121

Jefferies,P., & Ungar, M.(2020). Social anxiety in young people: A prevalence study in seven countries. https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0239133

Kent State University.(2021) SPSS TUTORIALS: PEARSON CORRELATION. https://libguides.library.kent.edu/SPSS/PearsonCorr

Kim, J., & Cicchetti, D. (2004). A longitudinal study of child maltreatment, mother-child relationship quality, and maladjustment: The role of self-esteem and social competence. *Journal of Abnormal Child Psychology, 32*, (4), EBSCO Industries, Inc.

Kim, J., & Crimmins, E. (2020). How does age affect personal and social reactions to COVID-19: Results from the national Understanding America Study. https://doi.org/10.1371/journal.pone.0241950

Kupper N, & Denollet J. (2011). Social anxiety in the general population: introducing abbreviated versions of SIAS and SPS. *Journal of Affective Disorders. 136,* (1-2), pp 90-98. https://doi.org/10.1016/j.jad.2011.08.014. PubMed/NCBI.Google Scholar

Lecrubier, Y., Wittchen, H., Faravelli, C., Bobes, J., Patel, A., & Knapp, M. (2000). A European perspective on social anxiety disorder. *European Psychiatry, 15,* (1), 5-16. doi:10.1016/S0924-9338(00)00216-9

MacKenzie, M B., & Fowler, K F. (2013). Social anxiety disorder in the Canadian population: exploring gender differences in sociodemographic profile. *Journal of Anxiety Disorders, 27*(4):427-34. doi: 10.1016/j.janxdis.2013.05.006. Epub 2013 May 20. PMID: 23768484 DOI: 10.1016/j.janxdis.2013.05.006

Mattick, R.P., & Clarke, C., (1998). Development and validation of measures of social phobia scrutiny fear and social interaction anxiety. *Behaviour Research and Therapy*, *36* (4), 455-470

Matsumoto, D. (2007). Culture, Context, and Behavior Journal of Personality. Volume75, Issue6 Pages 1285-1320 https://doi.org/10.1111/j.1467-6494.2007.00476.x. https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-6494.2007.00476.x

National Health Service. UK. (2020). Social anxiety (social phobia). https://www.nhs.uk/mental-health/conditions/social-anxiety/

Nordstrom, A.H., Goguen, L.M.S., & Hiester, M. (2014). The effect of social anxiety and self-esteem on college adjustment, academics, and retention. *Journal of College Counseling,17*, pp 48 -63

Prelow, H. M., Loukas, A., & Jordan-Green, L. (2007). Socioenvironmental risk and adjustment in Latino youth: The mediating effects of family processes and social competence. *Journal of Youth and Adolescence, 36*(4), 465–476. https://doi.org/10.1007/s10964-006-9106-x

Rai, D. (2017). Assessment of emotional intelligence and emotional maturity of undergraduate students. *International Journal of Humanities and Social Sciences, (IJHSS) 6* (4), 75–80.Google Scholar

Rubenstein, D.I, & Rubenstein, D.R. (2013). Social Behavior. https://doi.org/10.1016/B978-0-12-384719-5.00126-X. https://www.sciencedirect.com/science/article/pii/B978012384719500126X?via%3Dihub

Rubin, K.H. Bukowski, W.M., & Laursen, B.(2009).Handbook of Peer Interactions, Relationships, and Groups Guilford Press, New York. Google Scholar

Statistics Solutions (2022). Pearson's Correlation Coefficient. https://www.statisticssolutions.com/free-resources/directory-of-statistical-analyses/pearsons-correlation-coefficient/

Schlenker, B. R., & Leary, M. R. (1982). Social Anxiety and Self-Presentation: A Conceptualization Model. *Psychological Bulletin, 92*, pp 641-669.

https://doi.org/10.1037/0033-2909.92.3.641

Seeber, S., Wittmann, E. (2017). Social Competence Research: A Review. In: Mulder, M. (eds) Competence-based Vocational and Professional Education. Technical and Vocational Education and Training: Issues, Concerns and Prospects, Vol.23. Springer, Cham. https://doi.org/10.1007/978-3-319-41713-4_48

Seipp, B. (2007). Anxiety and academic performance: A meta-analysis of findings. *Anxiety Research, and Coping: An International Journal*, *4*, (1) 27-41 https://doi.org/10.1080/08917779108248762

Semrud-Clikeman, M. (2007). Social competence in children. New York, NY: Springer Science + Business Media.

Singh, N.N., Deitz, D. E., Epstein, M.H. & Sing, J. (1991). Social Behavior of Students Who Are Seriously Emotionally Disturbed: A Quantitative Analysis of Intervention Studies. Behavior Modification Volume 15, Issue 1. SAGE Publications. https://doi.org/10.1177/01454455910151005. https://journals.sagepub.com/doi/10.1177/01454455910151005

Spence, S. H. (2003). Social skills training with children and young people: Theory, Evidence and

Practice. *Child and Adolescent Mental Health, 8*, pp 84 – 96. doi:10.1111/1475-3588.00051

Social Anxiety Questionnaire. (2012). https://www.samplequestionnaire.com/social-anxiety-questionnaire.html

Stein, M.B. & Kean Y.M. (2000). Disability and quality of life in social phobia. *American Journal of Psychiatry*, *157,* (10), 1606–1613

Suryaningrum, C. (2021). College student's social anxiety: a study of the young people mental health in the digital age. *Jurnal Konseling dan Pendidikan, 9,* (1). Indonesia. https://doi.org/10.29210/150100. https://jurnal.konselingindonesia.com/index.php/jkp/article/view/501

Strahan, E., and Conger, AJ. (1998). Social Anxiety and Its Effects on Performance and Perception,Journal of Anxiety Disorders,*(12, 4)* . ISSN 0887-6185, https://doi.org/10.1016/S0887-6185(98)00016-4. https://www.sciencedirect.com/science/article/abs/pii/S0887618598000164

Tabassum,R., Akhter, N., Iqbal , Z. (2020). Relationship between Social Competence and Academic Performance of University Students. *Journal of Educational Research*, 23 (1), Dept. of Education, IUB, Pakistan

Toklu, D., & Oztug, E.(2016).Examination of The Social Behavior of 4 Age Old Preschool Children According to Teacher Views. *Journal of Computer and Education Research*, *4,* (7) p82. DOI:10.18009/jcer.04260

Topham, P. & Russell, G. (2012).Social anxiety in higher education. *Journal of Mental Health. 21(4):* pp 375–385 doi: 10.3109/09638237.2012.694505. https://www.bps.org.uk/volume-25/edition-4/social-anxiety-higher-education

Van Ameringen, M., Mancini, C. & Farvolden, P. (2003). The impact of anxiety disorders on educational achievement. *Journal of Anxiety Disorders, 17* (5), 561–571. doi: 10.1016/s0887-6185(02)00228-1. PubMed/NCBIGoogle Scholar.

Wittchen, H.U. (1999). Direct and indirect costs of social anxiety disorder. 11th World Congress of Psychiatry. Hamburg, Germany

WHO. (2021). WHO Director-General's opening remarks at the media briefing on COVID-19 - 11 March 2020. https://www.who.int/director-general/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19

Wood, W., & Eagly, A. H. (2010). Gender. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), Handbook of social psychology (Vol. 1, 5th ed., pp. 629-667). New York: Wiley https://dornsife.usc.edu/assets/sites/208/docs/wood.eagly.handbook.2010.pdf

Yu, ML., Brown, T., Hewitt, A., Cousland R. , Lyons , C., & Etherington , J. (2022). Exploring emotional and social competencies in undergraduate students: Perspectives from CALD and non-CALD students. Aust. Educ. Res. (2022). Springer Nature Switzerland AG https://doi.org/10.1007/s13384-022-00507-6