

Predicting the Potential of Social Anxiety Disorder Based on Peer Pressure, Home Environment and Education Environment

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Abstract—This paper is an extension to the previous papers where one variable i.e. peer pressure was common along with family environment and school environment. In this paper authors examined the predictive potential of social anxiety disorders on peer pressure, home environment and educational environment. Authors' tried to focus on the potential of social anxiety disorder. As the anxiety increases day by day so it is very important to know to what extent social anxiety in students influence their peer pressure, home environment and educational environment. Therefore, the current study looks at how peer pressure, educational environment, and the person's family environment may indicate the development of social anxiety in adolescents. For analysis purpose regression model is applied. According to the regression model's summary, pressure from peers, the family environment, and the educational setting of a student have a considerably bigger impact than the sum of each factor's individual projections on the risk that an adolescent will acquire social anxiety disorder. According to the study, the most important and relevant variables in predicting the development of social anxiety disorder in adolescents are peer pressure, the child's family, and the educational environment and all are all positively associated. The study's findings encourage schools, parents, and instructors to offer a secure, welcoming environment for adolescents at home and at school so that they have no hesitation in seeking help for problems that emerge during the course of their growth.

Key words: Social anxiety disorder, peer pressure, family environment, school environment.

1. Introduction

Adolescence is a phase of life which means 'to grow' or 'to develop' towards maturity (Feixa, 2011). It is the most sensitive and crucial period of human growth. The stage of adolescence is a peculiar period between a dependent and an independent adult in which youngsters are moving from dependence on their family. They start to learn how to become interactive with peers in a way that will set the up for the rest of life. It has been shown in the studies that they become increasingly independent from their parents and dependent instead upon their peer group (Larson and Richards, 1991). Piaget (1971) explained that adolescence is a period of life starting in biological way and finishing in social way. This age group is considered as a healthy age group, and still 20% of them, in any given period, experience a mental health problem, most

commonly depression or anxiety. Researchers observed that the most common psychological disorders in adolescents worldwide is anxiety (Deb, Chatterjee and Walsh, 2010). Research indicates that worldwide 10% - 20% of children and youngsters experience mental health disorders and half of all mental illness begin during adolescence period. Baxter, Scott, Vos and Whiteford (2013) concluded that anxiety disorders are the most common disorders in adolescents affecting almost 7% of them worldwide. A community based cross sectional study conducted on 729 Indian adolescents concluded that social anxiety disorder and panic disorders are the most common types of anxiety disorder (Madasu et al., 2019). Anxiety disorders are associated with nervousness, excessive fear, uneasiness and related behavioral disturbances (Ratnani et al., 2017) and social anxiety disorder is the third most

common mental health disorder after depression and substance abuse (Kessler et al. 2005). Social anxiety disorder is an intense fear of embarrassment or rejection when exposed to possible negative evaluation by others when engaged social situations (Rose and Tadi, 2020). A recent study conducted by Jaiswal et al., 2020 reveal that social anxiety disorder is a common mental health disorder affecting adolescents often associated with co morbidities like depression, stress, suicide ideation and substance use.

The present study was conducted in the Punjab region specifically, though it has scope out of Punjab too, rather around the world parents and teachers along with new generation is facing the same issue. As rightly said that peer pressure is associated with profound negative effects and high levels of impairment even when compared to other psychiatric disorders (Alonso et al. 2004). The global prevalence of social anxiety was found to be significantly higher and with more than 1 in 3 (36%) respondents meeting the threshold criteria for having Social Anxiety Disorder (SAD). Jefferies and Ungar (2020) concluded that prevalence and severity of social anxiety symptoms do not differ between sexes but varied as a function of age, country, work status, level of education and whether an individual lived in an urban or rural location. Additionally, 1 in 6 (18%) perceived themselves as not having social anxiety, yet still met or exceeded the threshold for SAD.

1.1. Objectives

The present study was undertaken with the following objectives: -

1. To find out the relationship between social anxiety disorder and peer pressure of the adolescents.
2. To explore the relationship between social anxiety disorder and family environment of the adolescents.
3. To depiction the relationship between social anxiety disorder and school environment of

the adolescents.

4. To identify the conjoint effect of peer pressure, family environment and school environment on social anxiety disorder of adolescents.
5. To identify the conjoint effect of peer pressure, family environment and school environment on social anxiety disorder of adolescents with respect to gender.

1.2 Hypotheses of the study

Therefore, based upon the review of related literature investigators framed the following hypotheses:

1. There is significant relationship between social anxiety disorder and peer pressure of adolescents.
2. Significant relationship exists between social anxiety disorder and family environment of adolescents.
3. Social anxiety disorder has relationship with school environment of adolescents.
4. Conjoint effect of peer pressure, family environment and school environment is significantly higher as compared to their separate predictions in predicting social anxiety disorder of adolescents.
5. Conjoint effect of peer pressure, family environment and school environment is significantly higher as compared to their separate predictions in predicting social anxiety disorder of adolescents with respect to gender.

The remaining paper is organized as follows: In Section 2, Literature Review is presented. Material and methods used are presented in Section 3. Results and discussions are presented in Section 4. The conclusion and future directions are given in Section 5 and Section 6 respectively.

2. Literature Review

Literature indicates that those who meet criteria for social phobia have fewer friends and receive fewer positive responses from peers than non-phobic control adolescent (Beidel, Turner & Morris, 1999 and Spence, Donovan & Brechma-Toussaint, 1999). As per WHO which defines that problems associated with employment gets effected from psychological disorders such as depression, anxiety plays an important role. (Ryan E, Kevin Hore et al. 2023). It is associated with poor peer relations, including peer neglect and rejection and higher risk of peervictimization (La Greca & Lopez, 1998; Morris et al., 2020; Storch & Warner, 2004). Strong friendship may lead to a healthy environment to achieve better academic results (Vaquera & Kao, 2008). A particular concern is for early adolescents who do not enjoy supportive and positive relationships are often at risk for academic problems (Goodnew, 1993, Midgley, Feldlaufer & Eccles, 1989). Most of the research studies explored the peer pressure and its harmful effect on adolescent's development (Brendt, 1979 & Brown, 1999). There are several studies documented here on social anxiety disorder and peer pressure. Peer relationships become increasingly more influential and important as children begin to enter adolescence, there is beginning of risky behaviors such as engagement in sexual activities, substance abuse and crime may exert more of an influence than parental behaviors or attitudes (Ojo, 2021). Literature reveals that peer group influence has a significant role in academic stress.

Another research highlighted that mental disorders has been increased immensely in past decades for students (Have Ten M, 2023). Researchers observed a high influence of peers on adolescents' behavior regarding health, family environment, outer appearance, sex and aggression which increases academic stress among adolescents (Sharma, 2014). Whereas, study conducted by Moldes, Biton, Gonzaga and Moneva (2019) observed that peer pressure has not negative impact directly to student toward their peers. It is not the peer pressure but based

on their approach towards their peers. This is an agreement with Mosha (2017) who also suggested that peer influence among teenagers does not directly affect them in a negative way but it varies in how much and how the students receive the climate of the peers coming from the group. It has been observed that when a student is influenced and motivated by peers, he will perform excellent at school and got good grades in mathematics (Boehnke, 2018).

It is apparent from the published literature that getting the support needed coming from the peer group, student tend to excel and exceed its capability and concentrate more pertaining to his studies and do good in the academic tasks in school (Olalekan, 2016). However, Low peer acceptance has its association with increased social anxiety for boys and girls; negative friendship experiences, limited close relationships, and relational victimization were highlighted as risk factors specific to girls (Pickering, Hadwin and Kovshoff, 2019). Literature suggests that the influence of peer groups among student can increase their anxiety especially pertaining to their education (Kadir, Atmowasdoyo & Salija 2018). It has been observed that the relationship within the group with its peers are co-related with each other, hence the direction of this particular relationship should be monitored where these relationships should go considering all possible factors correlated within the group's outcome. Peer pressure faced by many teenagers of the society, professionals understood the concept of peer influence that could affect teenagers in a negative way which can be prevented by educating and preparing teenagers to face the negative aspects caused by peer pressure (Bankole & Ogonsakin, 2015).

Despite the high worldwide burden of social phobia among adolescents due to peers or friends, the role of peer pressure in influencing social anxiety disorder among adolescents is poorly understood especially in India. Therefore, by keeping all the previous studies in mind researchers conducted present study with the aim of finding the relation between social anxiety disorder and peer pressure. In one of the

research conducted in Poland highlighted that adolescents under 18 years of age have been treated for their mental disorders, stratified by sex and place of residence (Lisiecka-Biełanowicz M et al. 2023).

Apart from peer pressure, family environment is another important factor influencing child's development. A family is a source of stability, security and happiness. Research studies show that an adolescent who shows more success in life belongs to a supportive parent and accepting needs of their child (Olsson and Hwang, 2002; Lee et al., 2006; Deepshikha&Bhanot, 2011). Literature suggests that maternal overprotection, lower emotional warmth, negative parenting practices, parental rejection, conflicts in parents increase social anxiety symptoms in adolescents (Knappe et al., 2009; Binelli et al., 2012; Akinsola and Udoka, 2013; Rudolph & Zimmer-Gembeck, 2014; Xu et al., 2017). Anxiety has a strong link with parenting practices and features of parent-child relationships (Rapee et al., 2005). Akpunne and Uzonwanne (2015) investigated the influence of family and relationship status on social phobia among young adults in Nigerian universities. For the study a sample of 400 students from five universities of Nigeria was selected. Data was collected by using The Social Phobia Inventory. The findings of the study show that adolescents from divorced families experience significantly higher social phobia than both adolescents from monogamous and polygamous families. Similarly, Tahirovic and Demir (2018) conducted a study on influence of parental divorce on anxiety level of adolescents and found that adolescents from divorced families shows higher level of social anxiety than adolescents from intact families. Whereas, Xu, Ni, Ran and Zhang (2017) observed that parental rearing pattern has an affect on social anxiety for adolescents in Chinese migrantfamilies. School is a miniature society, where every member i.e. students, teachers and whole administration grows and develop. It represents a universal and influential context of adolescent development. School environment has a great impact on quality of life of adolescents. School

is the most important educational organization in which students learn to become responsible citizens of the nation. In previous empirical research, schools not only influence the academic life of children, but also their social, emotional development and psychological well-being (Wong, Dosanjh, Jackson, R nger and Dudovitz, 2021).

Literature suggests that adolescents who have teacher's support, good peer relations, conducive school environment achieve more success in life and shows less social anxiety disorder (Wentzel, 1998; Warner et al., 2005; Weeks, Coplan and Kingsbury, 2009; Bracik et al. (2012); Saltali, 2013; Turner et al., 2014, Blote et al., 2015; Kumari and Kang, 2016, Farooq et al., 2017; Nagpal, 2018 Kaufman, Lee, Benner and Yeager, 2020). School environment is one of the well- recognized determinants in social anxiety disorder. It has been found that school climate, and particularly an authoritative school environment, is strongly associated with better social-emotional health among adolescents (Wong et al., 2021). Social anxiety disorder has negative effect on quality of life of students (Farooq, 2017). There is a need for research in this area because adolescents spend a great deal of their daily life at school. Literature review further suggests that academic achievement, school environment and is the most important variables and no one can ignore the importance of feeling psychologically connected to the school as a group for academic success (Turner, Reynolds, Lee, Subasic and Bromhead, 2014). It has been observed that for the socially anxious adolescent, the school environment presents many potentially stressful situations such as giving an oral presentation, answering questions in class, making friends, and participating in groups. In these situations, they may be ridiculed, excluded, or even victimized. The socially anxious student may stop socializing with classmates and friends, stop attending certain classes, or even refuse to attend school altogether (Blote, Miers, Heyne and Westenberg, 2015).

Gonzalez et al. (2019) researched on identifying risk profiles of school refusal behavior: differences in social anxiety and family functioning among Spanish students. The results of this study show that students who reject the school are at increased level of social anxiety problems and manifesting family conflicts whereas non-school refusal behavior revealed higher scores in the perception of good family functioning. After studying review literature of taken variables, researchers found a very limited number of studies have addressed relation of social anxiety disorder and school environment among adolescents in India, and due to seriousness of its adverse consequences, the attempt to explore this issue further has been done by the researchers. Definitely, the scarcity of research in this area especially in India provides a convincing rationale to undertake further investigation into examining the relationship between social anxiety disorder, peer pressure, family and school environment and exploring their predictive capacity in social anxiety disorder.

Kapoor, Sharma, and Khosla (2020) concluded that the conjoint effect of peer pressure and family environment on social anxiety disorder among adolescents is higher than their individual effects whereas Kapoor, Sharma, and Khosla (2021) found that social anxiety disorder is negatively related to peer pressure. It was further revealed that the conjoint effect of peer pressure and school environment on social anxiety disorder is higher than their individual effect.

3. Material and Methods

3.1 Population

A sample of 1000 adolescents studying in government and private schools (rural and urban) from five districts of Punjab was selected by using multistage (Three stage) random sampling technique. Out of 22 districts of Punjab, five districts i.e. Hoshiarpur, Ludhiana, Moga, Sangrur and Bathinda were selected randomly. The districts are divided into blocks and blocks are further divided into clusters. Total sample of 1000 (500 boys and 500 girls) adolescents was taken.

The sample of 500 adolescent boys was further divided into 250 from government schools and 250 private schools. Out of which, 125 boys were selected from rural government schools and 125 boys from urban government schools. Similarly, 250 boys studying in private schools were divided into 125 boys from rural private schools and 125 boys from urban private schools. Same distribution was made applicable to 500 adolescent girls.

3.2 Instruments

Collection of data is one of the most significant steps for any research. The study instruments that were used for achieving the objectives of the study were as follows:

3.2.1 Peer Pressure Scale (2010) by Dr. Sandeep Singh and Dr. Sunil Saini

This scale was developed mainly for the reason that youth problems are increasing day by day and peer pressure is one of the major factors in influencing such problems among them. Peer Pressure is associated with many antisocial activities and risky behaviors among youths, e.g., smoking, drinking, drug abuse, road rage, accidents, rule violation at public places, risky sexual behavior, robbery, kidnapping, rape, even murder and development of diseases like HIV infection. There are 25 items in the five-point scale. i.e. Strongly Disagree (5), Disagree (4), Can't say (3), Agree (2), Strongly Agree (1). The score 1 represents the option 'strongly disagree' while option 5 on the scale represents the category 'strongly agree'. In order to avoid monotony on the part of the respondents, three reverse items have also been introduced. Positive items are scored from 1 to 5 and negative or reverse items scored from 5 to 1. The minimum and maximum score range is 25-125. High score is interpreted as high peer pressure and low score indicates less peer pressure. The internal consistency of the scale was established by using Cronbach's alpha coefficient and a reliability of 0.79 was obtained for final 25 items.

3.2.2 Family Environment Scale (2012) by Dr. Harpreet Bhatia and Dr. N.K. Chadha

This scale has eight dimensions- cohesion, expressiveness, conflict, accepting and caring, independence

active- recreational orientation, organization and control. The item was scored on a response option on Likert 5 points continuum viz, strongly agree, agree, undecided, disagree and strongly disagree with respective weights of 5,4,3,2,1 for the positive items. Reverse scoring procedure was adopted in case of negative statements. The reliability coefficient of the tool is 0.95 and the scale has high face validity.

3.2.3 School Environment Inventory (2012)

constructed and standardized by Dr. KarunaShankarMisra

This inventory was used to measure the psycho-social climate of schools as perceived by pupils. It has 70 items related to the six dimensions of school environment. The six dimensions are- creative stimulation, cognitive encouragement, acceptance, permissiveness, rejection and control. The responses are to be given on the booklet itself. Against each item of the inventory five alternatives are given in the form of cells indicating the intensity of the responses. The marks to be assigned to each item are 4 marks to 'always', 3 marks to 'often', 2 marks to 'sometimes', 1 mark to 'rare' and 0 to 'never'. There is no time-limit for this tool

3.2.4 Social Anxiety Disorder Scale (2018)

This was used for measuring social anxiety disorder among adolescents. It has been constructed and standardized by Dr. EktaNagpal. This scale has 42 items. Each item has a response option on Likert's 5 points continuum viz, strongly agree, agree, undecided, disagree and strongly disagree with respective weights of 5, 4, 3, 2 and 1. Social anxiety disorder score of the subject is the sum total of all item scores. The range of scores is from 42 to 210, high scores reflecting relatively higher level of social anxiety disorder of adolescents and vice- versa. The reliability coefficient of the scale is 0.79 and face validity was

also ensured. Validity index is 0.59 which indicates that scale has a very good concurrent validity and it can be used safely as a tool of measurement.

3.2.5. Data Analysis

Data collected from the adolescents were cleaned and prepared for analysis. Apart from descriptive analysis (Measures of Central Tendency), Correlation and Regression were employed for verification of hypotheses.

4 RESULTS AND DISCUSSION

The following section discusses about the observation. The product moment method was employed to find out coefficient of correlation between the variables. The values of correlation are given in Table I.

4.1 Social Anxiety Disorder and Peer Pressure

It can be seen from Table I (which shows the values of correlation) that the value of coefficient of correlation between social anxiety disorder and peer pressure of adolescents was calculated as 0.57 which was positive and significant at 0.01 level of confidence. This shows that a significant positive relationship exists between social anxiety disorder and peer pressure of adolescents. This leads to the confirmation of *Hypothesis 1* i.e. 'There is significant relationship between social anxiety disorder and peer pressure of adolescents. The present result is supported by Wentzel (1998); La Greca and Lopez (1998); La Greca and Harrison (2005); Cunha, Soares and Gouveia (2008); Miers, Blöte and Westerberg (2009); Festa and Ginsburg (2011); Ukwai, Eja and Unwanede (2012); Sharma (2014); Pickering, Hadwin and Kovshoff (2019); Morris, Larsen, Catterall, Moss and Dombrowski (2020); Ojo (2021) who found a significant relationship between social anxiety disorder and peer pressure.

Table I Coefficient of Correlation between variables

Variables	Category	N	Correlation
Social Anxiety Disorder and Peer Pressure			0.57**
Social Anxiety Disorder and Family Environment	Adolescents	1000	-0.56**
Social Anxiety Disorder and School Environment			-0.56**

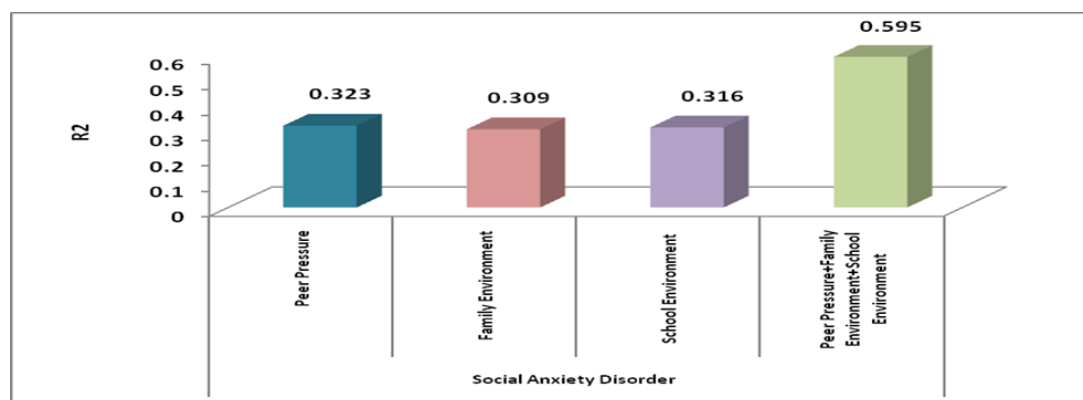


Figure 1 conjoint effect of Peer Pressure, Family Environment and School Environment on Social Anxiety Disorder of Adolescents (N=1000)

The following Fig 1 is showing the conjoint effect of Peer Pressure, Family Environment and School Environment on Social Anxiety Disorder of adolescent (N=1000). The positive relationship between social anxiety disorder and peer pressure indicates that those are experiencing more peer pressure are more likely to be affected by social anxiety disorder. Negative peer pressure experiences and peer rejection have been considered to play an important role in the development of social anxiety among adolescents. Adolescence being the phase of life where they associate more with their friends and peers and deviate from their parents and family, strive to ensure peer acceptance as their prime motive of life, to the extent that peer starts controlling their life in every aspect. However, the peer pressure in terms of bunking classes, roaming like vagabonds, defying social norms causes social anxiety among them. The low perceived peer acceptance may also lead to feeling of anxiety due to the failure to impress others.

4.2 Social Anxiety Disorder and Family Environment

For verification of *Hypothesis 2*, the coefficient of correlation between social anxiety disorder and family environment of total sample of adolescents was calculated as -0.56. This shows that a significant negative relationship exists between social anxiety disorder and family environment of adolescents. At a 0.01 level of significance, the second hypothesis was supported that is 'Significant relationship exists between social anxiety disorder and family environment of adolescents. This finding is similar to the findings of Wentzel (1998); Mehtalia and Vankar (2004); Knappe et al. (2009); Fisak and Mann (2010); Santos (2012); Rudolph and Zimmer-Gembeck (2013); Akinsola and Udoka (2013); Al-Nabhani and Hassan (2015); Uzonwanne and Akpunne (2015); Khan and Sharma (2015); Xu, Ni, Ran and Zhang (2017); Tahirovic and Demir (2018); Gomez-Ortiz et al. (2019); Lakotia and Dubey (2020);

Singh (2020); V. and R. (2021) who found negative relationship between social anxiety disorder and family environment.

The negative significant relationship between social anxiety disorder and family environment indicates that unhealthy family environment leads to more social anxiety disorder among adolescents. The reason for the same may be childhood family violence, pattern of maternal overprotection, paternal rejection and lower emotional warmth by parents. Negative parenting and permissive parenting have significant associations with social anxiety symptoms. Mother's overprotection can also increase social anxiety in children. Social anxiety is more in children of divorced parents where as children from intact families' shows less social anxiety. Uncongenial family environment leads to many psychological problems such as violent behavior, alcoholism, drug addiction and aggressiveness in children. Moreover, overprotected children often have difficulty to build good social skills, and show social withdrawal in interpersonal communication, that leads to increase their social anxiety level. There should be a source of affection, while promoting communication, a healthy degree of autonomy and a warm, positive rapport within the family. Children who are raised under neglectful and permissive parenting, in which there is lack of support, lack of supervision were found to be more inclined towards peer influence. Over expectations of the parents from children also leads to closeness towards peer group. However contradictory results were found by Bagi and Kumar (2014) who reported that family environment does not necessarily imply subjective wellbeing of students.

4.3 Social Anxiety Disorder and School Environment

For confirmation of **Hypothesis 3**, the coefficient of correlation between social anxiety disorder and school environment of total sample of adolescents was calculated as -0.56 (as depicted in Table 1) which was negative and significant at 0.01 level of confidence. This

shows that a significant negative relationship exists between social anxiety disorder and school environment of adolescents. Therefore, **Hypothesis 3 stating**, 'Social anxiety disorder has relationship with school environment of adolescents' stands accepted. The present study shows a negative relationship between social anxiety disorder and school environment of adolescents which is supported by the studies conducted by Masia, Klein, Storch and Corda (2001); Warner et al. (2005); Deb, Chatterjee and Walsh (2010); Braciket. al. (2012); Briere, Pascal, Dupere and Janosz (2012); Saltali (2013); Turner, Reynolds, Lee, Subasic and Bromhead (2014); Blote, Miers, Heyne and Westenberg (2015); Farooq et al. (2017) and Kaufman, Lee, Benner and Yeager (2020), the one who confirmed through their studies that a conducive school environment helps in reducing the level of social anxiety in adolescents.

The negative relationship between social anxiety disorder and school environment indicates that more the unhealthy school environment more is the social anxiety disorder among adolescents. School environment factors have an influence on the development of social anxiety disorder. Bad relations with peers and being an object of derision at school are important risk factors for the development of social anxiety disorder. A healthy and approachable teacher-student relationship in the school has an important effect on children's social anxiety.

Effective interventions by the school for the conducive environment can break the vicious cycle of social anxiety. School should intervene with such as group treatment and mentorship programs that are effective in tackling the menace of social anxiety. Nagpal (2018) also found a negative relationship between social anxiety disorder and the five dimensions (creative stimulation, cognitive encouragement, acceptance, permissiveness and control) of school environment among urban adolescents whereas social anxiety disorder has significant positive relationship with rejection dimension of school environment. In order to examine and compare the predictive efficiency of

independent variables of peer pressure, family environment and school environment towards the criterion variable of social anxiety disorder of adolescents and also to see whether the prediction of social anxiety disorder on the basis of conjoint effect of independent variables i.e. peer pressure, family environment and school environment (by stepping one variable at a time) was higher than their separate prediction and to determine the predictor variable which best explains the variance of social anxiety disorder, the technique of step-up regression equations was applied.

The fourth objective of the present paper was to identify the conjoint effect of peer pressure, family environment and school environment on social anxiety disorder of adolescents. **Hypothesis 4** states, "Conjoint effect of peer pressure, family

environment and school environment are significantly higher as compared to their separate predictions in predicting the social anxiety disorder of adolescents." To test this hypothesis, the step-up regression technique was employed. The square of multiple correlation (R^2), called the coefficient of determination was determined to show the proportion of variance of the criterion variable accounted by different predictors. Step-wise multiple regression analysis employed to know the most relevant variable out of peer pressure, family environment and school environment which accounted for maximum variance in the criterion variable i.e. social anxiety disorder of adolescents. For the above cited purpose, symbols had been assigned to each variable. Table II shows the different symbols allotted to the various variables.

Table II Allocated Symbols to variables

S. No.	Variables	Symbols
1	Social Anxiety Disorder	Y
2	Peer Pressure	X ₁
3	Family Environment	X ₂
4	School Environment	X ₃

The values of multiple-R and F-ratios were calculated to find out the conjoint effect of peer pressure and family environment on social anxiety disorder of adolescents and these were entered in Table III.

Table III Conjoint effect of Peer Pressure, Family Environment and School Environment on Social Anxiety Disorder of Adolescents (N=1000)

Variable	R	R ²	% Var.	F	Inference	Step-up Regression Equation
YX ₁	0.568	0.323	32.3	476.51	Sig at 0.01 level	Y=55.72+1.08X ₁
YX ₂	0.556	0.309	30.9	447.04	Sig at 0.01 level	Y=222.82-0.37X ₂
YX ₃	0.562	0.316	31.6	461.14	Sig at 0.01 level	Y=210.69-0.45X ₃

YX1X2 X3 0.771 0.595 59.5 488.08

Sig at 0.01 level

$$Y1=177.38+0.70X1-0.23X2-0.28X3$$

-

The effect of peer pressure was assessed on social anxiety disorder of adolescents and the contribution of peer pressure on social anxiety disorder of adolescents was found significant at .01 level ($F(1, 998) = 476.51$). The computed value of R^2 of peer pressure and social anxiety disorder of adolescents (YX1) is 0.323 which indicates a variance of 32.3% in social anxiety disorder of adolescents due to their peer pressure. This shows that the contribution of peer pressure on social anxiety disorder of adolescents is 32.3%. The social anxiety disorder among adolescents can be predicted with the equation

$$\text{Social anxiety disorder} = 55.72 + 1.08 \times \text{Peer pressure} \quad (1)$$

i.e. for every unit of increase in peer pressure, the social anxiety disorder of adolescents increases by 1.08. The effect of family environment was assessed on social anxiety disorder of adolescents and the contribution of family environment on social anxiety disorder of adolescents was found significant at .01 level ($F(1, 998) = 447.04$). The computed value of R^2 of family environment and social anxiety disorder of adolescents (YX2) is 0.309 which indicates a variance of 30.9% in social anxiety disorder of adolescents due to their family environment. This shows that the contribution of family environment on social anxiety disorder of adolescents is 30.9%. The social anxiety disorder among adolescents can be predicted with the equation. Social anxiety disorder = $222.82 - 0.37 \times \text{Family environment}$ i.e. for every unit of increase in family environment, social anxiety disorder of adolescents decreases by 0.37.

The effect of school environment was assessed on social anxiety disorder of adolescents and the contribution of school environment on social anxiety disorder of adolescents was found significant at .01 level ($F(1, 998) = 461.14$). The computed value of R^2 of school environment

and social anxiety disorder of adolescents (YX3) is 0.316 which indicates a variance of 31.6% in social anxiety disorder of adolescents due to their school environment. This shows that the contribution of school environment on social anxiety disorder of adolescents is 31.6%. The social anxiety disorder among adolescents can be predicted with the equation.

$$\text{Social anxiety disorder} = 210.69 - 0.45 \times \text{school environment} \quad (2)$$

i.e. for every unit of increase in school environment, social anxiety disorder of adolescents decreases by 0.45.

The conjoint effect of peer pressure, family environment and school environment was assessed on social anxiety disorder of adolescents and the contribution of peer pressure, family environment and school environment jointly on social anxiety disorder of adolescents was found significant at 0.01 level of significance ($F(3, 996) = 488.08$). The computed value of R^2 of social anxiety disorder with peer pressure, family environment and school environment (YX1X2X3) is 0.595 which indicates a variance of 59.5% in social anxiety disorder of adolescents due to their peer pressure, family environment and school environment together. This shows that the joint contribution of peer pressure, family environment and school environment on social anxiety disorder of adolescents is 59.5%. As percentage variance (=59.5%) of peer pressure, family environment and school environment conjointly on social anxiety disorder shows the increase in its percentage variance from peer pressure (=32.3%), family environment (=30.9%) and school environment (=31.6%) taken separately, it indicates that the conjoint effect of peer pressure, family environment and school environment on social anxiety disorder of adolescents is higher than that of peer pressure, family environment and school environment separately. The social anxiety

disorder among adolescents can be predicted with the equation

$$\text{Social Anxiety Disorder} = 177.38 + 0.70 \times \text{Peer Pressure} - 0.23 \times \text{Family Environment} - 0.28 \times \text{School Environment} \quad (3)$$

Hence, Hypothesis 4 stating, “Conjoint effect of peer pressure, family environment and school environment is significantly higher as compared to their separate predictions in predicting the social anxiety disorder among adolescents” stands accepted.

Hypothesis 5 states, “Conjoint effect of peer pressure, family environment and school environment is significantly higher as compared to their separate predictions in predicting the social anxiety disorder among adolescents with respect to gender.” The values of multiple-R and F-ratios were calculated to find out the conjoint effect of peer pressure and family environment on social anxiety disorder of adolescent boys and these were entered in table IV and table V. The pictorial form of respective table has been shown in Figure 2

Table IV Conjoint effect of Peer Pressure, Family Environment and School Environment on Social Anxiety Disorder of Adolescent boys (N=500)

Variable	R	R ²	% Var.	F	Inference	Step-up Regression Equation
YX1	0.592	0.351	35.1	269.04	Sig at 0.01 level	$Y = 47.17 + 1.18X_1$
YX2	0.578	0.334	33.4	249.46	Sig at 0.01 level	$Y = 231.81 - 0.41X_2$
YX3	0.505	0.255	25.5	170.17	Sig at 0.01 level	$Y = 200.51 - 0.39X_3$
YX1X2 X3	0.774	0.600	60.0	247.48	Sig at 0.01 level	$Y_1 = 163.68 + 0.83X_1 - 0.25X_2 - 0.22X_3$

The effect of peer pressure was assessed on social anxiety disorder of adolescent boys and the contribution of peer pressure on social anxiety disorder of adolescent boys was found significant at .01 level ($F(1, 498) = 269.04$). The computed value of R^2 of peer pressure and social anxiety disorder of adolescent boys (YX1)

is 0.351 which indicates a variance of 35.1% in social anxiety disorder of adolescent boys due to their peer pressure. The following fig 2 is showing the conjoint effect of Peer Pressure, Family Environment and School Environment on Social Anxiety Disorder of adolescent boys (N=500)

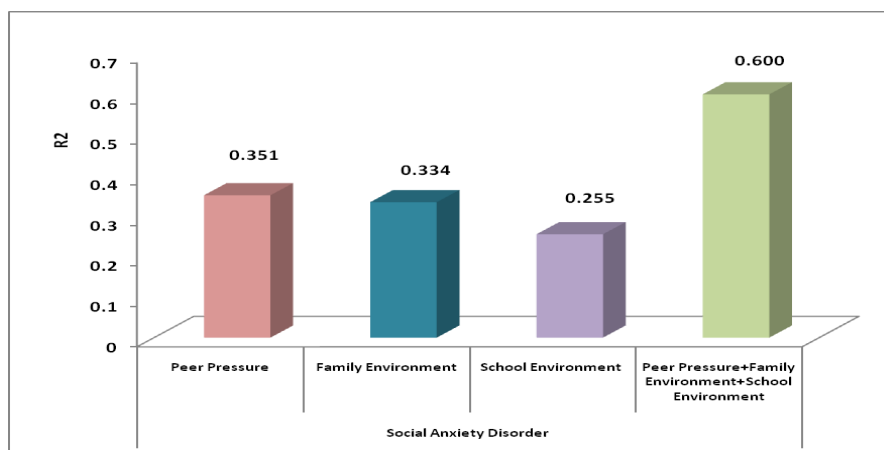


Figure 2 conjoint effect of Peer Pressure, Family Environment and School Environment on Social Anxiety Disorder of adolescent boys

This shows that the contribution of peer pressure on social anxiety disorder of adolescent boys is 35.1%. The social anxiety disorder among adolescent boys can be predicted with the equation

$$\text{Social anxiety disorder} = 47.17 + 1.18 \times \text{Peer pressure} \quad (4)$$

i.e. for every unit of increase in peer pressure, the social anxiety disorder of adolescent boys increases by 1.18. The effect of family environment was assessed on social anxiety disorder of adolescent boys and the contribution of family environment on social anxiety disorder of adolescent boys was found significant at .01 level ($F(1,498) = 249.46$). The computed value of R^2 of

family environment and social anxiety disorder of adolescent boys (YX_2) is 0.334 which indicates a variance of 33.4% in social anxiety disorder of adolescent boys due to their family environment. This shows that the contribution of family environment on social anxiety disorder of adolescent boys is 33.4%. The social anxiety disorder among adolescent boys can be predicted with the equation

$$\text{Social anxiety disorder} = 231.81 - 0.41 \times \text{Family environment} \quad (5)$$

i.e. for every unit of increase in family environment, social anxiety disorder of adolescent boys decreases by 0.41.

Table V Showing the conjoint effect of Peer Pressure, Family Environment and School Environment on Social Anxiety Disorder of Adolescent girls (N=500)

Variable	R	R ²	% Var.	F	Inference	Step-up Regression Equation
YX1	0.544	0.296	29.6	209.81	Sig at 0.01 level	$Y = 64.04 + 0.98X_1$
YX2	0.536	0.288	28.8	201.00	Sig at 0.01 level	$Y = 215.09 - 0.34X_2$
YX3	0.641	0.410	41.0	346.64	Sig at 0.01 level	$Y = 225.63 - 0.55X_3$
YX1X2X3	0.785	0.616	61.6	265.55	Sig at 0.01	$Y_1 = 200.20 + 0.53X_1 -$

					level	0.20X ₂ -0.38X ₃
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The effect of school environment was assessed on social anxiety disorder of adolescent boys and the contribution of school environment on social anxiety disorder of adolescent boys was found significant at .01 level ($F(1,498) = 170.17$). The computed value of R^2 of school environment and social anxiety disorder of adolescent boys (YX_3) is 0.255 which indicates a variance of 25.5% in social anxiety disorder of adolescent boys due to their school environment. This shows that the contribution of school environment on social anxiety disorder of adolescent boys is 25.5%. The social anxiety disorder among adolescent boys can be predicted with the equation. Social anxiety disorder = $200.51 - 0.39 \times \text{School environment}$ for every unit of increase in school environment, social anxiety disorder of adolescent boys decreases by .39.

The conjoint effect of peer pressure, family environment and school environment were assessed on social anxiety disorder of adolescent boys and the contribution of peer pressure, family environment and school environment jointly on social anxiety disorder of adolescent boys was found significant at 0.01 level of significance ($F(3,496) = 247.48$). The computed value of R^2 of social anxiety disorder with peer pressure, family environment and school environment ($YX_1X_2X_3$) is 0.600 which indicates a variance of 60% in social anxiety disorder of adolescent boys due to their peer pressure, family environment and school environment together. This shows that the joint contribution of peer pressure, family environment and school environment on social anxiety disorder of adolescent boys is 60%. As percentage variance (=60%) of peer pressure, family environment and school environment conjointly on social anxiety disorders shows the increase in its percentage variance from peer pressure (=35.1%), family environment (=33.4%) and school environment (=25.5%) taken separately, it indicates that the conjoint effect

of peer pressure, family environment and school environment on social anxiety disorder of adolescent boys is higher than that of peer pressure, family environment and school environment separately. The social anxiety disorder among adolescent boys can be predicted with the equation.

$$\text{Social anxiety disorder} = 163.68 + 0.83 \times \text{Peer pressure} - 0.25 \times \text{Family environment} - 0.22 \times \text{School environment} \text{ -----(6)}$$

Thus, the conjoint effect of peer pressure, family environment and school environment is significantly higher as compared to their separate predictions in predicting the social anxiety disorder among adolescent boys. The values of multiple-R and F-ratios were calculated to find out the conjoint effect of peer pressure and family environment on social anxiety disorder of adolescent girls and these were entered in Table IV.

The effect of peer pressure was assessed on social anxiety disorder of adolescent girls and the contribution of peer pressure on social anxiety disorder of adolescent girls was found significant at .01 level ($F(1, 498) = 209.81$). The computed value of R^2 of peer pressure and social anxiety disorder of adolescent girls (YX_1) is 0.296 which indicates a variance of 29.6% in social anxiety disorder of adolescent girls due to their peer pressure. This shows that the contribution of peer pressure on social anxiety disorder of adolescent girls is 29.6%. The social anxiety disorder among adolescent girls can be predicted with the equation

$$\text{Social anxiety disorder} = 64.04 + 0.98 \times \text{Peer pressure} \text{ -----(7)}$$

i.e. for every unit of increase in peer pressure, the social anxiety disorder of adolescent girls increases by .98. The effect of family environment was assessed on social anxiety

disorder of adolescent girls and the contribution of family environment on social anxiety disorder of adolescent girls was found significant at .01 level ($F(1,498) = 201.00$). value of R^2 of family environment and social anxiety disorder of adolescent girls (YX2) is 0.288 which indicates a variance of 28.8% in social anxiety disorder of adolescent girls due to their family environment. This shows that the contribution of family environment on social anxiety disorder of adolescent girls is 28.8%. The social anxiety disorder among adolescent girls can be predicted with the equation

$$\text{Social anxiety disorder} = 215.09 - 0.34 \times \text{Family environment} \text{-----}(8)$$

i.e. for every unit of increase in family environment, social anxiety disorder of adolescent girls decreases by .34. The effect of school environment was assessed on social anxiety disorder of adolescent girls and the contribution of school environment on social anxiety disorder of adolescent girls was found significant at .01 level ($F(1,498) = 346.64$). The computed value of R^2 of school environment and social anxiety disorder of adolescent girls (YX3) is 0.410 which indicates a variance of 41% in social anxiety disorder of adolescent girls due to their school environment. This shows that the contribution of school environment on social anxiety disorder of adolescent girls is 41%. The social anxiety disorder among adolescent girls can be predicted with the equation

$$\text{Social anxiety disorder} = 225.63 - 0.55 \times \text{school environment} \text{-----}(9)$$

i.e. for every unit of increase in school environment, social anxiety disorder of adolescent girls decreases by 0.55. The conjoint effect of peer pressure, family environment and school environment were assessed on social anxiety disorder of adolescent girls and the contribution of peer pressure, family environment and school environment jointly on social anxiety disorder of adolescent girls was

found significant at 0.01 level of significance ($F(3,496) = 265.55$). The computed value of R^2 of social anxiety disorder with peer pressure, family environment and school environment (YX1X2X3) is 0.616 which indicates a variance of 61.6% in social anxiety disorder of adolescent girls due to their peer pressure, family environment and school environment together. This shows that the joint contribution of peer pressure, family environment and school environment on social anxiety disorder of adolescent girls is 61.6%. As percentage variance (=61.6%) of peer pressure, family environment and school environment conjointly on social anxiety disorder shows the increase in its percentage variance from peer pressure (=29.6%), family environment (=28.8%) and school environment (=41%) taken separately, it indicates that the conjoint effect of peer pressure, family environment and school environment on social anxiety disorder of adolescent girls is higher than that of peer pressure, family environment and school environment separately. The social anxiety disorder among adolescent girls can be predicted with the equation

$$\text{Social anxiety disorder} = 200.20 + 0.53 \times \text{Peer pressure} - 0.20 \times \text{Family environment} - 0.38 \times \text{School environment} \text{-----}(10)$$

Thus, the conjoint effect of peer pressure, family environment and school environment is significantly higher as compared to their separate predictions in predicting the social anxiety disorder among adolescent girls. The following figure 3 Shows the conjoint effect of Peer Pressure, Family Environment and School Environment on Social Anxiety Disorder of adolescent girls (N=500). The results displayed in Table 4 and Table 5 & Fig. 2 and Fig. 3 lead to the confirmation of Hypothesis 5 i.e. 'Conjoint effect of peer pressure, family environment, and school environment is significantly higher as compared to their separate predictions in predicting social anxiety disorder of adolescents with respect to gender'.

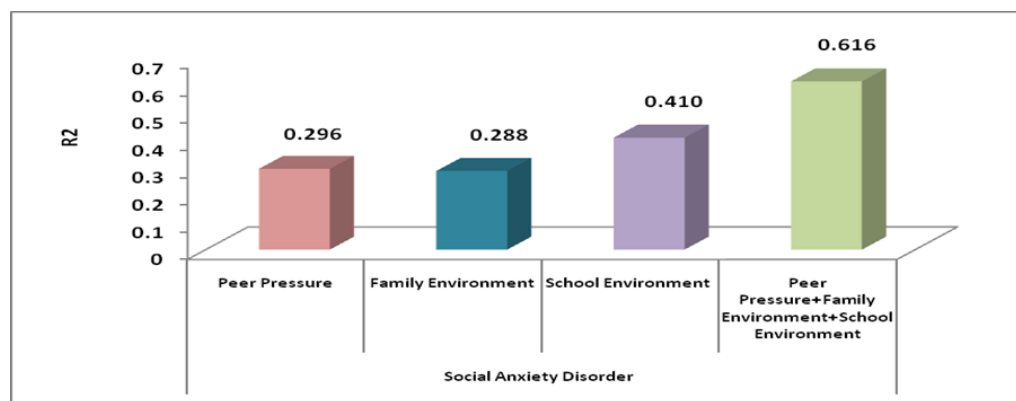


Figure 3 Conjoint effect of Peer Pressure, Family Environment and School Environment on Social Anxiety Disorder of adolescent girls

5 Conclusion And Future Directions

The findings of the present research reveal that conjoint effect of peer pressure, family environment and school environment is significantly higher as compared to their separate predictions in predicting the social anxiety disorder among adolescents with respect to gender. The findings of the study suggest that schools, parents and teachers should provide adolescents a healthy, friendly and approachable environment at home as well as in schools so that the children feel free to seek guidance for the problems which they face in their development process. Early diagnosis of social anxiety disorder would help to optimize management of the students and may lead to positive academics and social outcomes.

- The present study has been done on school students, similar study can be done on university students, engineering students, medical students etc. with same variables.
- A study can be done on the relationship of social anxiety disorder among adolescents with different variables like self-efficacy, self-esteem, life style, empathy to know their influence on social anxiety disorder.
- Empirical investigation could be considered using larger random samples from various communities to generalize the results.

- The study can also further be extended by taking birth order and number of children, single parenting, and employment status of both the parents into consideration.

Data availability

Data will be provided on demand as and when required.

Conflicts of Interest

The author(s) declare that there is no conflict of interest regarding the publication of this paper

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