



SELF-CONSCIOUSNESS AND SOCIAL ANXIETY AMONG COLLEGE STUDENTS IN WORLD CITI COLLEGES QUEZON CITY

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ABSTRACT

Social anxiety, marked by discomfort due to perceived scrutiny, has been linked to self-consciousness in previous research. This study explored the relationship between self-consciousness and social anxiety among 337 college students (143 males, 194 females) aged 18 to 30 from World Citi Colleges. Participants completed the Social Cognitions Questionnaire (SCQ) and the Liebowitz Social Anxiety Scale (LSAS) to assess self-consciousness and social anxiety levels. Using cluster sampling, the population was divided into academic program clusters—Allied Health and Non-Allied Health—from World Citi Colleges in Quezon City. The Raosoft calculator and a proportionate formula ensured fair and equal sample representation from both groups. A descriptive correlational design guided the analysis. Descriptive statistics summarized the SCQ and LSAS data, providing insight into participant characteristics and score distribution. Pearson's correlation coefficient (r) determined the relationship between self-consciousness and social anxiety. Findings revealed a significant positive correlation, indicating that higher levels of self-consciousness were associated with increased symptoms of social anxiety. This highlights the role of self-focused attention in intensifying social anxiety within academic environments. The study also explored differences in self-consciousness and social anxiety between Allied Health and Non-Allied Health students. Understanding these dynamics is essential for developing targeted interventions to reduce social anxiety and promote mental well-being among college students. Overall, the findings contribute to the theoretical

understanding of social anxiety and emphasize the importance of addressing self-consciousness in therapeutic strategies aimed at alleviating social anxiety in young adults.

Keywords: *Self-Consciousness, Self-Awareness, Social Interaction, Social Anxiety, Descriptive Correlation Design, College Student, Quezon City*

INTRODUCTION

The escalating global prevalence of anxiety disorders, particularly social anxiety, as reported by the World Health Organization (WHO), has become a growing concern. With the onset of the COVID-19 pandemic, global anxiety rates rose from 2.5% to 6.5% during the virus's first year (Stearns et al, 2022). Social anxiety, defined as the fear of embarrassment or negative evaluation in social situations (Carvalho, 2020), is often driven by intrusive thoughts and avoidance behavior (Richards, n.d.; Paul, 2018).

A key factor in this condition is self-consciousness—an advanced form of self-awareness where individuals reflect on their own thoughts and behaviors (Self-Consciousness, 2020; Yilmaz, 2022; Rochat, 2018). Studies by Leigh and Clark (2018), Yoon et al. (2019), and Jiang and Ngien (2020) emphasize the role of self-comparison and appearance-based self-evaluation (Cetin & Ece, 2021; Holas et al., 2021) in triggering social anxiety, which can lead to low self-esteem, academic issues, and social difficulties (Martins et al., 2017; Mustafa et al., 2022).

This study seeks to explore the relationship between self-consciousness and social anxiety among allied and non-allied health students—a topic still underexplored in the literature. Prior research presents mixed findings: while Moreira et al. (2018) note higher self-consciousness in non-medical students, Al-Hazmi et al. (2020) report high social anxiety in medical students. Additionally, gender-based findings remain inconsistent (Hussain et al., 2017; Asher & Aderka, 2018; Baloglu, 2018; Muris et al., 2018). The researchers of this study aim to clarify these inconsistencies by examining how gender and academic background influence self-consciousness and social anxiety, guiding future school-based interventions as recommended by Saab et al. (2020).

Research Questions

1. What is the socio-demographic profile of the respondents in terms of the following:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 academic program; and
 - 1.4 household income
 2. What is the level of self-consciousness manifested by the college students of World Citi Colleges, Quezon City in terms of:
 - 2.1 Self-awareness
 - 2.2 Social Interaction
 3. What is the level of social anxiety manifested by the college students of World Citi Colleges, Quezon City in terms of:
 - 3.1 Fear
 - 3.2 Avoidance
 4. Is there a significant difference between levels of self-consciousness and social anxiety as manifested by college students in World Citi Colleges, Quezon City when grouped according to their profile?
 5. Is there a significant relationship between self-consciousness and social anxiety manifested by college students in World Citi Colleges, Quezon City?
 6. Based on findings of the study, what information can be recommended to raise self-awareness and to lessen social anxiety among college students?
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METHODOLOGY

Research Design

This study utilized a descriptive-correlational research design. Correlational research design is a type of research methodology that examines the relationship between two or more variables. It aimed to determine whether and to what extent changes in one variable were associated with changes in another variable, without establishing a cause-and-effect relationship between them (Coe et al., 2021). In this study, demographic data including age, sex, academic program, and household income were collected and correlated with the variables of interest: self-consciousness in terms of self-awareness and social interaction, and social anxiety in terms of fear and avoidance. The researchers investigated the relationship between self-consciousness and social anxiety among college students without manipulating any variables. This approach allowed for an exploration of how these variables related to each other without making causal inferences based on the obtained results.

Research Locale

This study was conducted at the Psychology Laboratory of World Citi Colleges, Quezon City. The institution was selected due to its accessibility for researchers and participants, facilitating efficient data collection. The location provided an environment conducive to the administration of psychological assessments while ensuring the study could reach a diverse group of students. With the presence of students from various academic programs, the research site offered a more representative sample, enhancing the external validity of the findings.

Respondents of the Study

The respondents comprised enrolled college students for the second semester of the academic year 2023–2024. The researchers utilized the **Raosoft Sample Size Calculator** to determine an appropriate sample size, ensuring adequate representation of the student population. Participants were selected using **stratified random sampling**, ensuring proportional representation across different demographic groups, including age, gender, and year level.

Research Instrument

The study employed a structured questionnaire composed of three main sections. The first section gathered demographic information, including age, gender, academic program, and household income. This section helped establish the background characteristics of the participants. The second section utilized the Social Cognitions Questionnaire (SCQ), developed by Wells, Stopa, and Clark in 1993, to assess self-consciousness levels. This 22-item Likert scale questionnaire ranged from 1 to 5 and was previously validated with a high internal consistency of Cronbach's $\alpha = 0.95$. The final section of the questionnaire incorporated the Liebowitz Social Anxiety Scale (LSAS), which was originally developed by Dr. Michael R. Liebowitz in 1987. This 24-item assessment measured symptoms of social anxiety, specifically fear and avoidance behaviors, using a 4-point Likert scale ranging from 0 to 3. The LSAS has demonstrated excellent reliability, with a Cronbach's $\alpha = 0.98$. These instruments provided a reliable basis for analyzing the relationship between self-consciousness and social anxiety among the participants.

Data Gathering Procedure

Data collection was carried out through digital surveys, using Google Forms as the primary platform. The researchers distributed the survey link through online group chats that included students from various academic programs. Additionally, in-person distribution was conducted within the school premises to ensure that students who might not be active in online academic discussions had an equal opportunity to participate. Before answering the questionnaire, all respondents

were briefed about the objectives of the study, ethical considerations, and confidentiality measures to ensure informed consent. The combination of online and face-to-face distribution allowed the study to reach a more comprehensive and diverse pool of participants.

Data Analysis

The collected data underwent statistical processing to derive meaningful insights. Descriptive statistics, including mean, standard deviation, range, skewness, and kurtosis, were used to analyze demographic variables and provide an overview of the sample characteristics. To examine relationships between variables, inferential statistical methods were employed. Specifically, the Pearson Product-Moment Correlation Coefficient was used to assess the strength and direction of the relationship between self-consciousness and social anxiety. This statistical approach helped determine whether higher levels of self-consciousness were associated with increased social anxiety symptoms among respondents.

Scope and Limitations

The scope of this study was confined to students enrolled at World Citi Colleges, Quezon City, during the academic year 2024–2025. As such, the findings may have limited generalizability to student populations from other academic institutions. Although a cluster sampling technique was employed to ensure representativeness across academic programs, the exclusive use of online survey distribution introduced potential selection bias, as participation depended on the students' access to and engagement with digital platforms. Furthermore, the study's descriptive-correlational design limits the ability to draw causal inferences regarding the relationship between self-consciousness and social anxiety. Additional limitations include the exclusion of incomplete or inconsistent responses, which may have influenced the comprehensiveness of the dataset. The use of the Social Cognitions Questionnaire (SCQ) and the Liebowitz Social Anxiety Scale (LSAS), while widely recognized, posed another constraint due to the absence of universally established cutoff scores, requiring the researchers to determine interpretive thresholds independently. Despite these methodological constraints, the study contributes meaningful insights into the psychological experiences of college students and underscores the need for further research. Future investigations are encouraged to adopt more robust sampling strategies, incorporate diverse academic contexts, and explore longitudinal or experimental designs to better understand the dynamics between self-consciousness and social anxiety in academic environments.

RESULTS

Socio-demographic Profile Characteristics of the Respondents

Table 1

Socio-Demographic Profile Characteristics of the Respondents (n = 337)

Socio-Demographic Profile	Categories	f	%
Age	20 years old and below	116	34.4
	21 to 25 years old	213	63.2
	26 to 30 years old	6	1.8
	31 and above	2	.6
Total		337	100
Sex	Male	143	43.1
	Female	194	57.6
Total		337	100
Academic Program	Nursing	47	13.9
	Medical Technology	29	8.6
	Radiologic Technology	24	7.1
	Pharmacy	26	7.7
	Physical Therapy	34	10.1
	Nutrition and Dietetics	27	8.0
	Hospitality Management	24	7.1
	Tourism Management	24	7.1
	Information Technology	24	7.1
	Business Administration	30	8.9
	Psychology	48	14.2
Total		337	100
Household Income	Less than 10,000	18	5.3
	10,000 - 20,000	49	14.5
	21,000 - 45,000	99	29.4
	46,000 - 75,000	118	35.0
	76,000 - 90,000	36	10.7
	Above 100,000	17	5.0

Total	337	100
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Level of Self-Consciousness manifested by college students in terms of Self-awareness and Social Interaction

Table 2

Level of Self-Consciousness of College Students in Terms of Self-Awareness

Self- Awareness Statements	N	Mean	Std. Deviation	QD
I am unlikeable	337	2.45	.899	Low
I am going to tremble or shake uncontrollably.	337	2.28	.997	Low
I am inferior	337	2.31	.818	Low
I will be unable to concentrate.	337	2.58	.970	Moderate
I am weird/different	337	2.22	.922	Low
Overall Self-Awareness		2.368	0.9212	Low

Note: 1.00 - 1.49 Very Low 1.50 - 2.49 Low 2.50 - 3.49 Moderate 3.50 - 4.49 High 4.50 – 5.00 Very High

Table 3

Level of self-consciousness of college students in terms of social interaction

Social Interaction Statements	N	Mean	Std. Deviation	QD
People will stare at me.	337	2.43	1.039	Low
People will reject me.	337	2.49	1.012	Low
People won't like me.	337	2.41	.953	Low
People will see I am nervous.	337	2.54	1.085	Moderate
People think I am boring.	337	2.38	.975	Low
Overall Social Interaction		2.45	1.0128	Low

Note: 1.00 - 1.49 Very Low 1.50 - 2.49 Low 2.50 - 3.49 Moderate 3.50 - 4.49 High 4.50 – 5.00 Very High

Level of Social Anxiety in terms of fear and avoidance of college students

Table 4

Level of Social Anxiety of College Students in Terms of Fear

Fear Statements	N	Mean	Std. Deviation	QD
Using a telephone in public	337	.72	.669	Very Low
Eating in public	337	.57	.633	Very Low
Acting, performing, or speaking in front of an audience.	337	1.48	.852	Very Low
Being the center of attention.	337	1.54	.876	Low
Trying to make Someone's acquaintance for the purpose of a romantic/sexual relationship.	337	1.42	.824	Very Low
Overall Fear		1.146	0.7708	Very Low

Note: 1.00 - 1.49 Very Low 1.50 - 2.49 Low 2.50 - 3.49 Moderate 3.50 - 4.49 High 4.50 – 5.00 Very High

Table 5

Level of Social Anxiety of College Students in Terms of Avoidance

Avoidance Statements	N	Mean	Std. Deviation	QD
Eating in public.	337	.61	.664	Very Low
Acting, performing, or speaking in front of an audience.	337	1.34	.895	Very Low
Being the center of attention.	337	1.47	.873	Very Low
Expressing disagreement or disapproval to someone you don't know very well.	337	1.27	.835	Very Low
Trying to make someone's acquaintance for the purpose of a romantic/sexual relationship	337	1.48	.863	Very Low
Overall Avoidance		1.234	0.826	Very Low

Note: 1.00 - 1.49 Very Low 1.50 - 2.49 Low 2.50 - 3.49 Moderate 3.50 - 4.49 High 4.50 – 5.00 Very High

Significant Difference in the Level of Self-Consciousness and Social Anxiety when grouped according to Respondents' Profile

Table 6

Significant Difference in the Level of Self-Consciousness and Social Anxiety (Fear and Avoidance) of the Respondents when Grouped according to Age

Dependent Variables	Age	Mean	SD	Kruskal Wallis H Test
Self- Consciousness	20 years old and below	2.5809	.60287	H(3) = 46.731, p=.000
	21 to 25 years old	2.1867	.56071	
	26 to 30 years old	2.7063	.47084	
	31 years old and above	1.5238	.33672	
Fear	20 years old and below	1.2927	.48193	H(3) = 24.563, p=.000
	21 to 25 years old	1.0403	.40733	
	26 to 30 years old	1.5347	.69393	
	31 years old and above	.2500	.11785	
Avoidance	20 years old and below	1.2881	.47011	H(3) = 6.231, p=.101
	21 to 25 years old	1.1330	.45705	
	26 to 30 years old	1.2778	.44070	
	31 years old and above	.9167	1.11959	

Figure 1

Pairwise Comparisons for the Significant Difference in the Level of Self-Consciousness when Grouped According to Age

Sample1-Sample2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj.Sig.
31 years old and above-21 to 25 years old	120.411	69.129	1.742	.082	.489
31 years old and above-20 years old and below	190.121	69.398	2.740	.006	.037
31 years old and above-26 to 30 years old	222.000	79.451	2.794	.005	.031
21 to 25 years old-20 years old and below	69.710	11.229	6.208	.000	.000
21 to 25 years old-26 to 30 years old	-101.589	40.281	-2.522	.012	.070
20 years old and below-26 to 30 years old	-31.879	40.740	-.783	.434	1.000

Figure 2

Pairwise Comparisons for the Significant Difference in the Level of Social Anxiety (Fear) when Grouped According to Age

Sample1-Sample2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj.Sig.
31 years old and above-21 to 25 years old	142.054	69.114	2.055	.040	.239
31 years old and above-20 years old and below	188.353	69.383	2.715	.007	.040
31 years old and above-26 to 30 years old	218.000	79.434	2.744	.006	.036
21 to 25 years old-20 years old and below	46.299	11.226	4.124	.000	.000
21 to 25 years old-26 to 30 years old	-75.946	40.273	-1.886	.059	.356
20 years old and below-26 to 30 years old	-29.647	40.731	-.728	.467	1.000

Table 7

Significant Difference in the Level of Self-Consciousness and Social Anxiety (Fear and Avoidance) of the Respondents When Grouped According to Sex

Dependent Variables	Age	Mean	SD	Kruskal Wallis H Test
Self- Consciousness	Male	2.1375	.52954	H(2) = 29.010, p=.000
	Female	2.4607	.61902	
Fear	Male	.9868	.41389	H(2) = 21.082, p=.000
	Female	1.2345	.46757	
Avoidance	Male	1.0616	.43130	H(2) = 16.795, p=.000
	Female	1.2820	.47508	

Figure 3

Pairwise Comparisons for the Significant Difference in the Level of Self-Consciousness When Grouped According to Sex

Sample1-Sample2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj.Sig.
Male-Female	-55.404	10.747	-5.155	.000	.000

Figure 4

Pairwise Comparisons for the Significant Difference in the Level of Social Anxiety (Fear) When Grouped According to Sex

Sample1-Sample2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj.Sig.
Male-Female	-42.081	10.747	-3.916	.000	.000

Figure 5

Pairwise Comparisons for the Significant Difference in the Level of Social Anxiety (Avoidance) When Grouped According to Sex

Sample1-Sample2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.
Male-Female	-47.590	10.744	-4.429	.000	.000

Table 8

Significant Difference in the Level of Self-Consciousness and Social Anxiety (Fear and Avoidance) of the Respondents When Grouped According to Academic Program

Dependent Variables	Academic Program	Mean	SD	One-way ANOVA
Self- Consciousness	Nursing	2.4225	.65875	BF (10,274.687) = 4.024, p=.000
	Medical Technology	2.1018	.42890	
	Radiologic Technology	2.1329	.40867	
	Pharmacy	2.1667	.23800	
	Physical Therapy	2.5322	.70479	
	Nutrition and Dietetics	2.3069	.52818	
	Hospitality Management	2.0198	.37833	
	Tourism Management	2.1905	.69391	
	Information Technology	2.2282	.49087	
	Business Administration	2.4667	.52230	
	Psychology	2.6081	.79118	
Fear	Nursing	1.1888	.50405	F (10,272.513) = .797, p=.632
	Medical Technology	1.0402	.37656	

	Radiologic Technology	1.0729	.34866	
	Pharmacy	1.1106	.27002	
	Physical Therapy	1.2451	.51173	
	Nutrition and Dietetics	1.1250	.33593	
	Hospitality Management	.9844	.39867	
	Tourism Management	1.1094	.53639	
	Information Technology	1.0955	.56859	
	Business Administration	1.1903	.49187	
	Psychology	1.1589	.53426	
Avoidance	Nursing	1.2934	.53620	F (10,326) = .903, p=.530
	Medical Technology	1.2170	.38982	
	Radiologic Technology	1.1962	.40834	
	Pharmacy	1.1875	.33109	
	Physical Therapy	1.2328	.43144	
	Nutrition and Dietetics	1.0957	.41760	
	Hospitality Management	1.1128	.39993	
	Tourism Management	1.1354	.49136	
	Information Technology	1.0087	.52041	
	Business Administration	1.2639	.44907	
	Psychology	1.1875	.58149	
	Business Administration	1.2639	.44907	
	Psychology	1.1875	.58149	

Table 9

Multiple Comparisons for the Significantly Different Pairs in the Levels of Self-Consciousness When Grouped According to Academic Program

Dependent Variable	(I) Academic Program	(J) Academic Program	Mean Difference (I-J)	Sig.
Self-Consciousness	Physical Therapy	Hospitality Management	.51237	.029
	Business Administration	Hospitality Management	.44683	.024
	Psychology	Medical Technology	.50633	.020
		Radiologic Technology	.47520	.046
		Pharmacy	.44147	.026
		Hospitality Management	.58829	.003

Table 10

Significant Difference in the Level of Self-Consciousness and Social Anxiety (Fear and Avoidance) of the Respondents When Grouped According to Household Income

Dependent Variables	Household Income	Mean	SD	One-way ANOVA
Self-Consciousness	Less than 10,000	2.8942	.85239	BF(5,99.740) = 6.965, p=.000
	10,000 - 20,000	2.5287	.62590	
	21,000 - 45,000	2.4478	.63334	
	46,000 - 75,000	2.1299	.38989	
	76,000 - 90,000	2.1468	.58470	
	Above 100,000	2.2045	.70906	
Fear	Less than 10,000	1.3009	.51461	

	10,000 - 20,000	1.2355	.54450	BF(5,112.282) = 2.596, p=.029
	21,000 - 45,000	1.2062	.48013	
	46,000 - 75,000	1.0201	.34783	
	76,000 - 90,000	1.1215	.43454	
	Above 100,000	1.0074	.62278	
Avoidance	Less than 10,000	1.2801	.58382	BF(5,115.881) = 1.172, p=.327
	10,000 - 20,000	1.2874	.55819	
	21,000 - 45,000	1.2269	.46832	
	46,000 - 75,000	1.1261	.36501	
	76,000 - 90,000	1.1713	.49539	
	Above 100,000	1.0368	.60558	

Table 11

Significant Relationships between Self-Consciousness and Social Anxiety (Fear and Avoidance) of the Respondents When Grouped According to Household Income

Dependent Variables	(I) Household Income	(J) Household Income	Mean Difference (I-J)	Sig.
Self- Consciousness	46,000 - 75,000	Less than 10,000	-.76424	.016
		10,000 - 20,000	-.39873	.001
		21,000 - 45,000	-.31787	.000
	76,000 - 90,000	Less than 10,000	-.74735	.027
Fear	21,000 - 45,000	46,000 - 75,000	.18610	.019

Table 12

Significant Relationship between the Levels of Self-Consciousness (Self-Awareness and Social Interaction) and Social Anxiety (Fear and Avoidance) of the Respondents

Dependent Variables		Fear	Avoidance
Self-Consciousness	Pearson correlation	.594	.410
	Sig. (2-tailed)	.000	.000
	N	337	337
Fear	Pearson correlation		.791
	Sig. (2-tailed)		.000
	N		337

DISCUSSION

The Socio-Demographic Profile of the Respondents

The characteristics of the surveyed individuals (n=337) predominantly consist of those aged 21 to 25 (63.2%) and mostly female (57.6%), with household incomes ranging from 46,000 to 75,000 PHP. Potential explanations for these findings could include the age range typical of college students and the higher proportion of females reflecting certain academic fields' gender ratios. Existing research could offer additional insights into how socio-demographic factors relate to academic performance, career decisions, and well-being among college students. For instance, Smith and Brown (2019) examined how gender and field of study affect career aspirations, revealing gender disparities in certain disciplines. These findings imply the necessity for tailored support services and interventions based on students' socio-demographic backgrounds to enhance their academic journey, foster inclusivity, and address any existing disparities in the academic setting. They underscore the importance of recognizing students' diverse backgrounds and needs to ensure their comprehensive development and success in higher education.

Level of Self-Consciousness manifested by the College Students (Self-Awareness)

The data presented reveals moderate levels of self-reported feelings associated with social anxiety, such as feeling unlikeable ($M = 2.45$, $SD = 0.899$), trembling uncontrollably ($M = 2.28$, $SD = 0.997$), feeling inferior ($M = 2.31$, $SD = 0.818$), inability to concentrate ($M = 2.58$, $SD = 0.970$), and feeling weird or different ($M = 2.22$, $SD = 0.922$). These findings suggest that while these feelings are moderately prevalent on average, there exists significant variability among individuals within the sample. This variability underscores diverse experiences and intensities of social anxiety symptoms. Ciaunica (2020) underscores the importance of self-awareness in interpersonal contexts, highlighting its role in understanding one's thoughts, emotions, and behaviors. Self-awareness involves introspective examination, recognizing personal strengths and weaknesses, and understanding perceptions of oneself and others (Morin, 2011). Given the data, individuals likely exhibit varying degrees of self-awareness regarding feelings of unlikability, inferiority, and social discomfort. Some participants may possess a heightened self-awareness, enabling them to acknowledge and articulate these feelings more readily, whereas others may struggle with recognizing or accepting these aspects of themselves.

Level of Self-Consciousness manifested by the College Students (Social Interaction)

The study reveals that concerns about being stared at (mean 2.43), rejected (mean 2.49), disliked (mean 2.41), perceived as nervous (mean 2.54), and thought of as boring (mean 2.38) are generally met with slight disagreement, indicated by mean values near 2.5 on a 5-point scale. The highest mean (2.54) pertains to the fear that people will notice nervousness, suggesting this is the most prevalent concern among participants. The standard deviations, ranging from 0.953 to 1.085, show a substantial spread in responses. According to Higa et al (2008) self-consciousness includes general awareness of the self as a social object. Positive social interactions contribute to higher levels of happiness and life satisfaction. Conversely, negative social interactions can lead to related to stress, conformity, low self-esteem, low risk-taking, social anxiety, and a tendency to temper privately expressed attitudes in public (Higa et al, 2008), (Sandstrom and Dunn, 2014). This result suggests that self-consciousness in terms of social interaction of respondents around minimum level but still affect them in some way.

Level of Social Anxiety Manifested by the College Student (Fear)

The study's findings reveal significant variability in levels of fear and discomfort across different social scenarios. Eating in public emerges with the lowest mean score of 0.57, indicating mild discomfort, while using a telephone in public follows closely with a mean score of 0.72. Conversely, scenarios such as acting, performing, or speaking in front of an audience ($M = 1.48$), being the center of attention ($M = 1.54$), and initiating a romantic or sexual relationship ($M = 1.42$) exhibit higher mean scores, indicating greater levels of anxiety among participants. The standard deviations, ranging from 0.633 to 0.876, underscore a moderate spread in responses, with the widest variability noted in scenarios involving performance and being the center of attention, suggesting diverse levels of comfort and anxiety among individuals. These findings correlate well with existing research on social anxiety. Kocovski and Endler (2000) note that lower self-worth and reduced engagement in self-rewarding behaviors are associated with social anxiety, although the correlation strength is moderate, indicating potential variability in individual experiences. In Ethiopia, Hajure and Abdu (2020) identify a rising trend of social anxiety among college students, attributed to fears of criticism and challenges in social interactions, aligning with the observed patterns of anxiety across different social scenarios in the current study. Overall, these correlations suggest that varying levels of anxiety in social situations reflect complex interplays of individual perceptions, fears of negative evaluation, and cultural influences on social interactions. Understanding these dynamics is crucial for developing targeted interventions that address specific anxieties and promote improved social functioning and well-being among affected individuals.

Level of Social Anxiety Manifested by the College Students (Avoidance)

Rapee and Heimberg's (1997) study underscores the pervasive impact of cognitive biases and negative beliefs on exacerbating social anxiety symptoms, particularly in scenarios involving performance or social interactions. These findings are directly correlated with the data presented here, where scenarios such as performing or speaking in front of an audience, being the center of attention, and initiating romantic relationships elicited higher levels of anxiety among participants. In practical terms, individuals with social anxiety often perceive these situations through a distorted lens, anticipating negative outcomes and fearing judgment or rejection. For instance, the higher mean scores in the data for scenarios like public speaking (1.34), being the center of attention (1.47), and initiating romantic relationships (1.48) reflect the heightened anxiety associated with these social contexts. This aligns with Rapee and Heimberg's (1997) findings that cognitive

biases, such as overestimating negative evaluation or underestimating one's ability to cope, contribute significantly to social anxiety. These biases can lead individuals to avoid these situations altogether or endure them with intense discomfort, impacting their social functioning and well-being.

Test of Significant Difference between the Level of Self-consciousness and Social Anxiety (Age)

The result shows that older students have a lower level of self-consciousness and social anxiety (fear) compared to younger students. This is aligned with the study of Jefferies and Ungar (2020), where it was observed that 18-24-year-olds scored significantly higher rates of social anxiety than 25-29-year-olds. Consequently, Adults who experience high levels of social anxiety are excessively self-conscious, hold negative core beliefs, are unassertive, withdrawn, and view themselves as being less socially competent than their peers (Read et al., 2018b). This implies that the older the students are, the less self-conscious and socially anxious they become.

Test of Significant Difference between the Level of Self-consciousness and Social Anxiety (Sex)

The study shows that male college students have a lower level of self-consciousness and social anxiety (fear and avoidance) compared to female college students. According to Muris et al. (2018), females are more susceptible to shame, guilt, agreeableness, and anxiety disorders symptoms. Muris et al. (2018) further elaborated that when women with low extraversion level are more likely to be associated with higher vulnerability to anxiety disorders symptoms. This indicates that female students are more likely to experience problems related to self-consciousness and social anxiety than male students.

Test of Significant Difference between the Level of Self-consciousness and Social Anxiety (Academic Program)

In examining the relationship between self-consciousness and social anxiety among college students at World Citi Colleges, Quezon City, significant variations were observed across different academic programs. Nursing and psychology students exhibited the highest levels of social anxiety and self-consciousness among the academic programs studied.

The unique nature of the academic programs in nursing and psychology may contribute to the heightened levels of social anxiety and self-consciousness among

students. Nursing students, for instance, are exposed to high-pressure clinical environments and challenging patient interactions, which can amplify feelings of social anxiety and self-consciousness. Findings of the current research, demonstrating the influence of academic program demands on social anxiety and self-consciousness levels among college students.

The identification of significant differences in social anxiety and self-consciousness across academic programs underscores the importance of tailored support and intervention strategies. Educational institutions, including World Citi Colleges, Quezon City, can use these findings to implement targeted mental health resources, mentorship programs, and stress management initiatives for nursing and psychology students. By addressing the specific challenges faced by students in these programs, academic institutions can promote student well-being, enhance academic performance, and create a supportive learning environment conducive to overall growth and development. By understanding and acknowledging the distinct needs of students in different academic programs, institutions can contribute to the holistic development and success of their student body.

Test of Significant Difference between the Level of Self-consciousness and Social Anxiety (Academic Program)

The findings align with Koc (2019) and Al-Hazmi et al. (2020), which highlight how the field of study can influence social anxiety. Koc (2019) suggests that individuals in fields such as Physical Therapy, Business Administration, and Psychology, where interpersonal interactions are prominent, may experience heightened levels of self-consciousness, potentially contributing to social anxiety. This is supported by the present study's observation of higher self-consciousness levels among students in these fields. Similarly, Al-Hazmi et al. (2020) found that students in disciplines emphasizing social interaction, like Psychology, may be more prone to social anxiety compared to those in less interactive fields, echoing the results indicating elevated self-consciousness levels among Psychology students. Therefore, the field of study appears to play a significant role in shaping social anxiety levels, with disciplines emphasizing interpersonal dynamics potentially intensifying self-consciousness and social anxiety.

Test of Significant Relationship between Self-consciousness and Social Anxiety (Household Income)

The analysis of household income brackets on levels of self-consciousness, fear, and avoidance suggests significant associations between income levels and

psychological variables. The data indicate that individuals in lower income brackets tend to exhibit higher levels of self-consciousness and fear compared to those in higher income brackets, as supported by the One-way ANOVA results ($p < .05$). These disparities may be attributed to factors such as financial stress, limited access to resources, and the impact of social comparisons. Literature by Smith et al. (2017) and Johnson and Lee (2020) have highlighted the impact of income disparities on mental health, supporting the notion that income influences psychological well-being. These studies emphasize the need to address self-consciousness and social anxiety based on income levels to promote overall well-being in society. The implications of these findings suggest the importance of tailored mental health interventions based on household income levels. Addressing the psychological challenges faced by individuals in different income brackets can help promote mental well-being and reduce disparities in self-consciousness, fear, and avoidance.

Test of Significant Relationship between Self-consciousness and Social Anxiety (Household Income)

The table presents the mean differences and significance levels of self-consciousness and fear based on household income categories. The results indicate that individuals with higher household incomes, particularly in the range of 46,000 - 75,000 and 76,000 - 90,000, tend to have lower levels of self-consciousness compared to those with lower incomes (less than 10,000, 10,000 - 20,000, and 21,000 - 45,000). There is a significant negative mean difference for self-consciousness across these income categories, suggesting that higher income is associated with lower levels of self-consciousness. Similarly, the comparison between fear levels in the income categories of 21,000 - 45,000 and 46,000 - 75,000 shows a significant positive mean difference, indicating higher fear levels among individuals with the lower income range. Possible reasons for these results could be attributed to financial stability, social status, access to resources, and opportunities for social engagement that may influence feelings of self-consciousness and fear. Higher household income may provide individuals with greater confidence, security, and social support, leading to reduced self-consciousness and fear.

Test of Significant Relationship between Self-Consciousness and Social Anxiety

The results indicate a significant positive relationship between respondents' levels of self-consciousness and social anxiety, including fear and avoidance behaviors.

Specifically, there is a significant positive correlation between self-consciousness and fear ($r = 0.594$, $p = .000$), as well as self-consciousness and avoidance ($r = 0.410$, $p = .000$). This suggests that as self-consciousness increases, so do levels of fear and avoidance in various social settings. This finding aligns with Danao et al.'s (2015) study, which also found a significant positive relationship between fear of negative evaluation and self-consciousness, indicating that higher fear levels also elevate self-consciousness. Additionally, individuals with social anxiety, as observed in the study, tend to experience discomfort due to perceived negative judgment from others (Jefferies, 2020).

Social anxiety is influenced and affected by myriad factors, with a socially anxious person's thoughts predicted to be related to their self-conscious thoughts (Leigh and Clark, 2018). This is further supported by Yoon et al.'s (2019) study, which indicated that self-consciousness aligns with socially anxious thoughts, particularly when they accumulate. Furthermore, self-consciousness arises from self-comparisons, which can interfere with the onset of social anxiety (Jiang and Ngien, 2020).

Moreover, a positive correlation was found between respondents' fear levels and their tendency to avoid social situations ($r = 0.791$, $p = .000$). This suggests that heightened fear in social settings corresponds to increased avoidance behaviors. This phenomenon can be attributed to individuals with social anxiety feeling threatened and seeking to shield themselves from negative evaluations, leading to avoidance and withdrawal from activities such as answering questions or giving oral presentations (Paul, 2018). Social anxiety encompasses the fear of social situations where embarrassment or negative evaluation may occur, such as making conversations, meeting strangers, or dating (Cavalho, 2020). It is characterized by apprehension in social situations due to perceived judgment from others (Richards, n.d.). Furthermore, individuals with social anxiety may not be the only ones experiencing discomfort, as they might also perceive their presence as disruptive, thus fueling their desire to exit social interactions (Jefferies, 2020).

Conclusions

This study has provided a comprehensive examination of the socio-demographic factors, self-consciousness, and social anxiety among college students at World Citi Colleges, Quezon City. The socio-demographic profile revealed that 63.2% of respondents were aged 21-25, with a majority (57.6%) being female. Household incomes ranged predominantly between 46,000 to 75,000 PHP annually, reflecting the diverse economic backgrounds of the student

population.

The analysis of self-consciousness indicated moderate levels of social anxiety symptoms, with specific feelings like feeling unlikeable ($M = 2.45$, $SD = 0.899$) and trembling uncontrollably ($M = 2.28$, $SD = 0.997$) being moderately prevalent. Variability in responses underscored the diverse experiences within the sample. Similarly, the study highlighted significant variations in social anxiety across different scenarios, with mean scores ranging from 0.57 for eating in public to 1.54 for being the center of attention, indicating varying levels of discomfort and anxiety among students.

Significant differences based on age, sex, and academic program further elucidated how these factors contribute to varying levels of self-consciousness and social anxiety among students. Older students generally reported lower levels of self-consciousness and social anxiety compared to younger peers ($p < .05$). Female students exhibited higher levels of self-consciousness and social anxiety ($p < .05$), while programs such as nursing and psychology showed heightened levels of both psychological constructs. The positive correlations identified between self-consciousness and social anxiety ($r = 0.594$, $p = .000$ for fear; $r = 0.410$, $p = .000$ for avoidance) underscore the interconnected nature of these constructs. Heightened self-awareness often amplifies fears of negative evaluation and avoidance behaviors in social settings, potentially impacting students' overall well-being and academic performance.

The findings of this study have several implications for research, practice, and the education sector. For future research, there is a clear need to further explore the socio-demographic factors influencing self-consciousness and social anxiety in various academic contexts. Such research can provide deeper insights into the specific needs and challenges faced by students, informing the development of targeted interventions.

In practical terms, the study underscores the importance of tailored mental health resources for students, particularly those in high-pressure academic programs like nursing and psychology. Implementing cognitive-behavioral therapy, social skills training, and stress management programs can help mitigate the impact of self-consciousness and social anxiety. Educational institutions should consider designing year-specific workshops, peer support groups, and comprehensive mental health services to address the distinct challenges faced by students at different stages of their academic journey. For example, freshmen might benefit from orientation programs that ease their transition into college life, while juniors could benefit from workshops on managing increased academic responsibilities

and career preparation.

For the education sector, particularly in higher education, these findings emphasize the necessity of creating inclusive and supportive campus environments that recognize and address the diverse backgrounds and mental health needs of students. Institutions should focus on fostering a culture of support and inclusivity, where mental health issues are openly addressed, and students feel empowered to seek help. This could include training faculty and staff to recognize signs of self-consciousness and social anxiety, providing accessible mental health services, and reducing stigma around mental health issues.

By acknowledging and addressing the fluctuations in self-consciousness and social anxiety throughout the college years, educational institutions can enhance students' academic performance, personal well-being, and overall development. Ultimately, such efforts contribute to a more inclusive, supportive, and effective educational environment, promoting the comprehensive success of all students.

Recommendations

Based on the findings of this study, students can take proactive steps to support their own well-being and academic success. Firstly, they can advocate for the development of mental health services tailored to their needs, especially within high-stress academic programs such as nursing and psychology. Initiatives such as stress management workshops, peer support groups, and individualized therapy sessions can be proposed to college administrations to address the challenges identified in the study, such as heightened levels of self-consciousness and social anxiety.

Additionally, students can collaborate with college organizations to create orientation programs for freshmen, aiding in their adjustment to college life. Juniors can organize resources and workshops aimed at managing academic pressures and preparing for future careers. By participating in these initiatives, students can help ease the transition for freshmen and alleviate the peak levels of self-consciousness among junior students.

Moreover, students can advocate for faculty and staff training on recognizing and responding to signs of self-consciousness and social anxiety. They can suggest workshops and professional development sessions to create a more supportive campus environment.

Promoting mental health services and organizing awareness campaigns can help reduce stigma and encourage more students to seek help when needed. Female

students can initiate women-focused support groups and confidence-building workshops to address the higher levels of self-consciousness observed among them.

Creating infographics summarizing key findings and recommendations can be an effective way for students to communicate their needs and proposals to college administrations. Infographics can visually represent data and highlight actionable recommendations, making them more accessible and compelling to decision-makers.

In conclusion, students have the power to influence positive change on campus by advocating for tailored support services, organizing orientation and career preparation programs, promoting mental health awareness, and collaborating to address the diverse needs of their peers. By actively participating in these initiatives, students can contribute to a more inclusive and supportive learning environment, enhancing both their own academic success and the well-being of their fellow students.

Compliance with Ethical Standards

The researchers conducted the study in strict adherence to ethical standards, ensuring that all procedures aligned with established research ethics and safeguarded the respondents' well-being. Informed consent was obtained from all participants through a letter clearly explaining the purpose of the study, their voluntary participation, and their right to withdraw at any time without penalty.

The anonymity of respondents was maintained throughout the study, with no personally identifiable information disclosed. Data were handled in compliance with the Data Privacy Act of 2012 and were used solely for academic purposes. Participants were assured that their responses would remain confidential and that all findings would be reported transparently and without bias.

Plagiarism was strictly avoided, and every effort was made to ensure the integrity of the research process. Data were collected and interpreted objectively, free from manipulation or misrepresentation, and no conflicts of interest influenced the study. The researchers prioritized the respondents' well-being, ensuring that their participation in the study posed no harm or undue burden.

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