

DEVELOPMENT OF SOCIAL ANXIETY SCALE FOR UNIVERSITY STUDENTS (SAS-US) FOR UNIVERSITY STUDENTS IN JAKARTA

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ABSTRACT

Presence of interpersonal evaluation in day-to-day college situations indirectly triggers social anxiety in some students. It inhibits the students to look for help. The objective of this research is to develop a new scale to help identify social anxiety in university students and prevent it from developing to social anxiety disorder (SAD). Self-presentation theory by Mark Leary was used to define the construct in Social Anxiety Scale for University Students (SAS-US). The scale was given in the forms of online and hardcopy questionnaires. Total participants for both try out and field procedures are 258 students from different universities, based on convenience sampling technique. Out of 147 items constructed, only 124 items were deemed fit for the field procedure. Data of 158 students from field procedure were eligible for further analysis. Validity test results based on construct validity indicated that Social Anxiety Scale for University Students (SAS-US) valid internally, with 72 items decided as final items. This scale was also considered quite reliable (124 items; $\alpha = 0.93$) through Cronbach's Alpha (α). Further research and development of this scale should add an external validity procedure.

Keywords: social anxiety, interpersonal evaluation, Indonesian students, test construction.

INTRODUCTION

Interaction with fellow students within Indonesian higher education is inevitable ever since the government decided to apply student-centred learning system. Activities such as group discussions, classroom presentations, fieldwork, work practices, as well as non-academic activities become an important part in students' academic years (Kementerian Riset, Teknologi, dan Pendidikan Tinggi, 2016). In order to accomplish maximum academic and non-academic achievements, students have to build good working relationship with other students. These achievements and interpersonal skills that students build in university will be a great asset for their future, because most employers prioritized fresh graduates with good interpersonal skills (Topham & Russell, 2012) to fill in a

position within their companies. Unfortunately, students who experience social anxiety consider this education system as a daunting challenge (Arjanggi & Kusumaningsih, 2016; Topham & Russell, 2012; Shepherd, 2006).

According to self-presentation theory, social anxiety is a state where individuals experience anxiety, triggered by the possibility or presence of interpersonal evaluation, in both the imagined and real social situations (Schlenker & Leary, in Leary, 1983). Almost every social situation involves interpersonal evaluation, either explicit or implicit. Students who are socially anxious know that interpersonal evaluations by other students while interacting with them can't be avoided. Interpersonal evaluations, both positive and negative, will affect their chances of building good relationships and

cooperation in college activities. That is why the students' desire to be accepted and get a positive evaluation becomes great.

Unfortunately, several factors including perceived characteristics of other student, previous interaction experiences, and such make them doubts their own ability to give positive impression (self-presentational efficacy). In the end, the students experience social anxiety.

Cases concerning social anxiety in Indonesian university students are worth considering, since high social anxiety is definitely a hindrance and affecting students' academic success. Students won't be able to learn because their thoughts are too occupied by their own anxiety. Without information or assistance from fellow students, students who are socially anxious will be hampered in their learning process. However, obtaining information from fellow students becomes difficult because their excessive social anxiety will hinder their interpersonal skills and socialization process. In psychological point of view, if the social anxiety stays within the highest frequency and intensity for six consecutive months (without any intervention), then the student can be diagnosed with Social Anxiety Disorder (SAD) according to DSM IV-TR (American Psychiatric Association [APA], 2000). In order to prevent this, an intervention needs to be given even when social anxiety is on its lowest level. Unfortunately, research, development and process of intervention proved to be a challenge.

Research data on both social anxiety and social anxiety in Indonesian students is considerably scarce. A literature search with the keywords "social anxiety" and "Indonesia", or "Indonesian students", in journal publication sites (PubMed, PsychNET, Sciencedirect, Sage Journals, Research Gate and College Quarterly), yielded only two related publications. The only prevalence of social anxiety in

Students are then motivated to give a positive impression (self-presentation).

university students found was 19,07% (Vriends, Pfaltz, Novianti, & Hadiyono, 2013), and it was based on 311 students from one major in a state university. Therefore, it does not adequately describe the entire Indonesian university students' population. It is indeed unfortunate, but this does not rule out the possibility that social anxiety is a relevant issue among Indonesian university students.

Fellow researcher also needs to consider the possibility of socially anxious students to feel ashamed of the social anxiety they experienced. Socially anxious students tend not to seek help in fear of not being taken seriously, as well as the fear of being evaluated (Topham & Russell, 2012). This also happened to a student in one of Jakarta's private universities. He has had social anxiety since the beginning of college (or even before college), but only known to experience social anxiety by the others in his second year of college, after joining a peer counseling. He didn't speak much during the counseling process, but encouragements from fellow students and the counselor finally prompted him to share his thoughts and feeling about the anxiety. It seems the embarrassment and reluctance of students truly contributes to the lack of data on social anxiety in students in Indonesia. These difficulties experienced by socially anxious students in seeking for help and telling their problems render counseling, whether with lecturers or counselors, as a non-effective way for identifying social anxiety. Thus, the main problem of this research arises, "How to identify socially anxious students, without increasing the difficulty they experienced?" Socially anxious students can still be identified through self-report measurement tool consists of statements about the social situation experienced by students in college life daily.

Social Anxiety Scale for University Students (SAS-US) is a self-report developed solely for this purpose and this research will describe the process of developing related measuring instrument. Social Anxiety Scale for University Students (SAS-US) is expected to answer the main problem of this research. Firstly, social anxiety is subjective and tends to be influenced by individual experience (Kearney, 2005). The form of this scale will help the students reflect independently on their experiences related to college social situations. This way, the students will be able to learn about their social anxiety without fear of interpersonal evaluation from counselor or psychologist. Second of all, college student-focused measuring tools can avoid overestimation and underestimation (Kashdan & Herbert, 2001) on the student's social anxiety case. Hence, appropriate conclusions can be drawn, and the data obtained from the measuring tool can be used to develop an appropriate intervention design for students with social anxiety.

The construct, social anxiety, in Social Anxiety Scale for University Students (SAS-US) is based on self-presentation theory by Mark Leary (1983). Social anxiety was identified based on individual's response to interpersonal evaluation in social situations, both imaginable and real. The new perspectives introduced by this theory are the exploration of social anxiety in college students itself, exploration on self-presentation and self-presentational efficacy as the causal factor on the emergence of social anxiety, as well as possible practical interventions for the students. The use of self-presentation theory in Social Anxiety Scale for University Students (SAS-US) becomes a positive value in itself. Focus on self-presentation and self-presentational efficacy in social interactions that occur in everyday life makes the items more

neutral. The items won't trigger a particular reaction or even feelings of being evaluated. Therefore, students with or without social anxiety can answer the items without any feeling of embarrassment. In addition, self-presentation exploration is necessary, given the importance of positive evaluation and acceptance by other students (for their academic success) will affect their motivation to provide a good impression.

After determining the answer to the main problem of this research, which is constructing a new scale, it is also important to test the psychometric properties of Social Anxiety Scale for University Students (SAS-US). As a newly developed scale, Social Anxiety Scale for University Students (SAS-US) must have the abilities to discriminate socially anxious students from those without the tendencies, to represent the construct which is social anxiety, and to be reliable in measuring social anxiety in students. These abilities were proven through this research and norm profiles, which are the percentages of participants on each norm categories, of the participants involved in field procedure are presented. The analysis item, validity and reliability test results will also be presented briefly on the Result section.

Since Social Anxiety Scale for University Students (SAS-US) is finally deemed to possess good psychometric properties, this scale will be formed as an accessible online questionnaire on university's official website. This is the proposed advantage from developing Social Anxiety Scale for University Students (SAS-US), a solution which helps students to recognize and cope with their social anxiety, without triggering any feeling of shame, fear, or even social anxiety itself, which often discourages students from seeking help. Students can directly access the scale, work on it and

receive the results without having to meet a psychologist first. Thus, even if the students with social anxiety feel shy or afraid of what they are experiencing, they can still get help. When the psychological well-being of students is guaranteed, students will most likely enjoy the learning process and able to follow academic activities. This is why both the faculty and the university need to know the students' conditions and find the best way to improve the students' welfares. Hence, the results of Social Anxiety Scale for University Students (SAS-US) are expected to help both the faculty and university understand better and give more attention to the psychological well-being of students. Both parties can find the right way to prevent or minimize the development of social anxiety in the students, so that student academic achievement is guaranteed.

METHOD

Research participants were chosen based on convenience sampling due to time constraints. Characteristics of participants in this research were students of Atma Jaya Catholic University of Indonesia (UAJ), Krida Wacana Christian University (UKRIDA), Bina Nusantara University (BINUS), London School of Public Relations (LSPR), and Bunda Mulia University (UBM). Most participants were students from the first year to the third year in university (year 2014 - 2016), with an age range of 18 to 21 years. The total participants for the try out procedure were 100 students. Total participants for field procedure (field) were 207 students, but only 158 data could be used.

Social Anxiety Scale for University Students (SAS-US) is an indirect self-report types with subtle items (Pauhlus & Vazire, 2007), because the measurement of social anxiety won't conducted directly (not through the domains under the social

anxiety construct, or the symptoms). The social anxiety construct of Social Anxiety Scale for University Students (SAS-US) is measured by external factors, namely self-presentation and self-presentation efficacy. The stimulus within the scale presented in the form of college-specific statements. Instead of asking whether students have anxiety or not, students were asked to put themselves in a college situation (usually a social situation with interpersonal evaluation), then respond to the items available. Response are available in the form of Likert Scale, consists of 4 choices; "sangat sesuai" (a lot like me), "sesuai" (somewhat like me), "tidak sesuai" (a little like me), "sangat tidak sesuai" (not like me at all).

Construct

Operational Definition

Social anxiety is a state in which students experience anxiety, triggered by motivation to give positive impressions, and followed by doubts about their ability to impress other students, both in the imagined and real college situations.

External Factors

Social anxiety is measured by two external factors, namely self-presentation (SP) and self-presentational efficacy (SPE) factors. Operationally, the self-presentation factor (SP) can be defined as students' motivations in giving a positive impression to other students, by continuously trying to monitor and control themselves in real or imagined college situations. Self-presentation factor (SP) consists of 8 domains, namely:

1. **Public Self-Awareness (PSA)**

Students' self-awareness of various aspects of themselves, which can be seen, observed, and evaluated by other students, when interacting with students around them.

Consists of 3 indicators, namely:

- a. Students are aware of their

- physical appearance when interacting with students around them (PSA1, 5 items). Example: I will worry over my appearance if another student stares at me for too long.
- b. Students are aware of their behavior when interacting with students around them (PSA2, 5 items). Example: I feel comfortable even when I have to make eye contact with classmates during my class presentation.
 - c. Students are aware of the way they speak when interacting with students around them (PSA3, 7 items). Example: I immediately feel anxious when asked to speak in front of a number of other students without preparation.
2. Public Self-Consciousness (PSC)
Students' consistency in paying attention and adjusting various aspects of themselves, which can be seen, observed, and evaluated by other students, in a situation where they become the attention of students around them or not.
Consists of 3 indicators, namely:
 - a. Students consistently pay attention and adjust their physical appearance (PSC1, 6 items). Example: If the students laugh as I pass by, then I'm sure there's something wrong with my appearance.
 - b. Students consistently pay attention and adjust their behavior (PSC2, 6 items). Example: I'm sure I did something wrong if another student laughed afterwards.
 - c. Students consistently pay attention and adjust the way they speak (PSC3, 6 items). Example: Whenever I talk to my friend, I feel that I'm being judged by other students around me.
 3. Initial Encounters (IEN)
The extent to which the impression received by another student at the first meeting is considered important by related student, as it influences the treatment he or she will receive in subsequent interactions. This domain consists of 1 indicator and 6 items.
Example: I wondered if the new student I just knew would talk to me again or not.
 4. Characteristics of Other Interactants (COI)
The extent to which characteristics of gender, academic and non-academic ability, and popularity (social desirability) of other students who engaged in social interaction with related students influence their desires to be viewed positively. Consists of 3 indicators, namely:
 - a. Students want to be viewed positively by students of the opposite sex (COI1, 5 items). Example: To be viewed positively by students from opposite sex is important.
 - b. Students want to be viewed positively by other students who are considered more capable in academic and non-academic (COI2, 5 items). Example: I'm afraid I'd look stupid if I asked about the materials I didn't understand to a friend who is smarter.
 - c. Students want to be viewed positively by other students who are considered socially desirable (COI3, 5 items). Example: I'm afraid I'd look uncool when I came across a socially desirable student.

5. Centrality of Impressions to Self-concept (CIS)
Students' tendencies to give a focused impression on their self-concepts. This domain consists of 1 indicator and 5 items. Example: All my actions have to be explained before my friends misunderstand me.
6. Numbers of Others Present (NOP)
The extent to which the number of other students present or involved in the social situation influences the student's desire to be viewed positively. This domain consists of 1 indicator and 6 items. Example: I find it easy to do a material presentation in front of the whole class.
7. Needs for Social Approval (NSA)
The extent to which the students' needs to be accepted by other students increases their motivation to give a positive impression. This domain consists of 1 indicator and 8 items. Example: I'm afraid that some students won't accept me.
8. Fear of Negative Evaluation (FNE)
A fear experienced by students, triggered by the possibility of receiving negative evaluation from other students. This domain consists of 1 indicator and 6 items. Example: The fear of being evaluated negatively by other students always haunts me.

The self-presentational efficacy factor (SPE) can be defined operationally as the students' doubt about their abilities to give a positive impression to the student around them, in real or imagined college situations. Self-presentational efficacy factor (SPE) consists of 12 domains, namely:

1. Stranger (STR)
Students' doubt about their abilities to give a positive impression, due to lack of information about

unknown students. This domain consists of 1 indicator and 6 items. Example: I feel comfortable despite being among students I don't know yet.

2. Situational Novelty (SNV)
Students' doubt about their abilities to give the right impression and response, due to lack of information about the situation they first encountered. This domain consists of 1 indicator and 5 items. Example: I always feel anxious about new situations that appear unexpectedly.
3. Role Novelty (RNV)
Students' doubt about their abilities to give the impression that they manage to fulfil their new role even though it was their first time, due to lack of information about the related role. This domain consists of 1 indicator and 5 items. Example: I am afraid of being asked to do a role I have never done before.
4. Ambiguity (AMB)
Students' doubt about their abilities to give a positive impression, because there are other students around them who violate the behavioral norms. This domain consists of 1 indicator and 6 items. Example: I hope none of my friends do embarrassing things when they're with me.
5. Self-Monitoring (SMT)
Students' doubt about their abilities to give a positive impression, make them likely to control the impressions made according to the situation being experienced. This domain consists of 1 indicator and 6 items. Example: I will control my behaviour and words in any situation in hopes to avoid negative evaluations from other students.
6. Self-Evaluation (SEV)

The extent to which the perception and evaluation from other students on the related students influence their evaluation on themselves negatively, that made them doubts their ability to give a positive impression. This domain consists of 1 indicator and 5 items. Example: My friends' views of me do not affect how I perceive myself.

7. Perceived Characteristics of Other Interactants (PCO)

The extent to which the characteristics of other students engaged in social interaction with related students influence their belief in giving a positive impression. This domain consists of 1 indicator and 6 items. Example: I'm afraid the answer I give when a friend asks me about certain material is not as expected.

8. Past Experiences in Social Situations (PES)

The extent to which students' experiences in social interaction affect their belief in their own ability to give a positive impression in subsequent interactions. This domain consists of 1 indicator and 5 items. Example: My future interactions aren't affected by my previous interactions (experience) with other students.

9. Number of Co-Performers (NCP)

The extent to which the number of other students who appear and engage in social situations with related students affect their belief in their own ability to give a positive impression. This domain consists of 1 indicator and 5 items. Example: I need to find a friend first in order to be comfortable before joining an event.

10. Perceived Physical Attractiveness (PPA)

The extent to which students' view of their own physical appearance affect their belief in their own ability to give a positive impression. This domain consists of 1 indicator and 6 items. Example: I'm afraid other students' reluctance to start a conversation with me was due to my physical appearance.

11. Perceived Social Difficulties (PSD)

The extent to which students' view of their own social skills influence their belief in their own ability to give a positive impression. This domain consists of 1 indicator and 6 items. Example: I'm afraid my classmates prefer to avoid me due to my social awkwardness.

12. Self-Presentational Predicament (SPP)

The extent to which situations with negative consequences involving related students influence their belief in the success of showing the desired impression. This domain consists of 1 indicator and 5 items. Example: I will be worried if I accidentally fall asleep in class and get reprimanded by my lecturer afterwards.

Procedures

An item pool was created and given to two experts, who were lecturers in one of the private universities involved, to give judgments regarding the items. After a few revisions, 147 items were chosen to construct the first version of the scale. The scale was given to the students in the form of online and hardcopy questionnaires, depending on the arrangement from related faculties and universities. The procedure of giving the scale to students were called try out and field procedures. Try out procedure serves for item analysis, while field procedure serves for analyzing the validity and reliability of the scale. Items

that were considered good in item analysis (124 items) were used to construct the field procedure's scale. Items that were considered valid in data analysis were decided to be a part of the final Social Anxiety Scale for University Students (SAS-US) form (72 items). These items were also used to construct the norm and create a norm profile of the field procedure's participants.

Method of Analysis

Both item homogeneity (corrected item-total correlation using Pearson Product Moment) and item discrimination (looking for the difference by comparing means of two groups using independent t-test or Mann-Whitney U) were conducted as a quantitative form of item analysis. Both analyses were performed in three stages, i.e. based on each domain, every factor, and the whole scale (social anxiety construct). The construct of this scale is measured by external factors, so all items on the scale must be able to accurately represent each indicator and its domain first. After performing the analysis in three stages, the researchers conducted a combined analysis by taking into account the coefficient of determination (r^2), the item discrimination, the sentences, and the comparison of answers between the upper and lower groups to determine the final results of the item analysis (items which could be used on next procedures).

Internal validity was prioritized in this research. Social Anxiety Scale for University Students (SAS-US) is a new measuring tool, which should measure the social anxiety construct appropriately. Two construct validity methods were used, namely internal consistency (corrected item-total correlation using Pearson Product Moment) and contrasted group (looking for the difference by comparing means of two groups using independent t-test or Mann-Whitney U). Internal consistency serves to prove that this scale

correctly measures the social anxiety based on Leary's self-presentation theory. The corrected item-total correlation test for internal consistency was conducted in three stages, similar to quantitative item analysis process. The additional contrasted group serves to prove this scale's ability to differentiate socially anxious students from normal students. The contrasted group test was performed by selecting 14 participants who had a social anxiety tendency, and 14 participants who did not have the tendency based on the recommendation of lecturer and participant's significant others.

Cronbach's Alpha (α) was used in testing the scale's reliability. It is one of the most common methods to test internal consistency. This method can be used for both dichotomy and Likert-like scales, to describe the item variations. All item analysis, validity test and reliability test were measured with the help of Statistical Package for the Social Science (SPSS) 16 program. This research used within-group norm since the norms derived from the scores of this scale. Normative scores were obtained from the z-scores transformation of raw scores into McCall's T-scores.

RESULTS

The results of item discrimination showed that out of 147 items, about 140 items in the context of domains, 124 items in the context of external factors, and 121 items in the context of the whole scale had good discriminatory power. These items were capable of differentiating the upper group (students who were supposed to experience social anxiety) from the lower group (students who did not experience social anxiety). On the other hand, the results of item homogeneity indicated that out of 147 items, about 100 items in the context of domains, 119 items in the context of external factors, and 117 items in the context of the whole scale had a significant correlation with social anxiety

theory used in this research. The final results of item analysis based on the combined analysis of the two methods in the three stages showed that 124 items (65

The results of internal validity with internal consistency showed that out of a total of 124 items, about 103 items in the context of the domain, 114 items in the context of external factors, and 120 items in the context of the whole scale had significant correlation with the theories used in this research. Based on internal consistency analysis, a few domain and indicator were so out of balance with other domains and indicators. Therefore, an adjustment was made by adjusting the number of items from each indicator and domain to 2 to 3 items only. The results of the adjustment showed only 72 items could be used to construct the norm.

A Mann-Whitney test for the contrasted group's method indicated a difference between a group of students with social anxiety tendencies ($Mdn = 266,5$) and the group of students without social anxiety tendencies ($Mdn = 154,5$), U

items of the self-presentation factor, and 59 items of the self-presentational efficacy factor) could be used for the field procedure.

$= 0$, $p < 0.05$, $r = 0.85$. Hence the conclusion was Social Anxiety Scale for University Students (SAS-US) validly measures the constructs of social anxiety, and managed to distinguish students who have social anxiety tendencies from other students. Social Anxiety Scale for University Students (SAS-US) was also considered quite reliable (124 items; $\alpha = 0.93$) in measuring student's social anxiety through Cronbach's Alpha (α).

As of now, Social Anxiety Scale for University Students (SAS-US) outputs its scale norm and its profile. The norm itself was constructed by the normative scores based on McCall's T-scores. The norm has five categories, from very low, low, average, high, and very high. Here are the categories, normative scores, frequencies, as well as the percentages of students in each category (based on the field procedure result).

Table 1: Norm Profile for Whole Social Anxiety Scale for University Students (SAS-US)

Categories	Norm Scores	Frequencies	Percentages
Very Low	27-42	32	20,25%
Low	43-48	32	20,25%
Average	49-53	38	24,05%
High	54-58	27	17,09%
Very High	59-74	29	18,35%

Based on Table 1, out of 158 participants, 32 students (20,25%) were considered to have a very low social anxiety. These students begin to show social anxiety tendencies. These students are aware of interpersonal evaluation from other students. According to them, the interpersonal evaluation is a good input to help them grow. This input affects students only in certain social situations, especially those with explicit evaluations. Therefore,

the motivations and doubts experienced by students in giving a positive impression are less obvious.

Out of 158 participants, 32 students (20,25%) were considered to have a low social anxiety. These students have experienced social anxiety at normal level. These students still think that the interpersonal evaluation from other students is an input to help them grow. These inputs affect students in a variety of

social situations (whether they have explicit or implicit evaluations), by increasing their motivation to give a positive impression. Since students need to follow social norms in everyday life, this motivation actually increases the awareness of students to behave in accordance with the norm. The students' doubts are limited to whether they have followed social norms or not.

Out of 158 participants, 38 students (24,05%) were considered to have an average social anxiety. These students begin to feel the limitations set by social anxiety. Students tend to think of negative interpersonal evaluations from other students. Fear of negative judgment begins to exist and tends to make students avoid it. Motivation to give a positive impression arises. However, the students tend to doubt their ability to obtain positive ratings from other students, due to the experience of obtaining a negative appraisal.

Out of 158 participants, 27 students (17,09%) were considered to have a high social anxiety. These students need to be cautious about their fear of negative interpersonal evaluation from other students. Their desire to be accepted by other students is so great and increases their motivation to give a positive impression. Therefore, the students always try to maintain their appearance, behavior, speech, and self-image in the presence of other students. However, when faced with other students, roles, or situations that are not yet known, these students tend to doubt their ability and efforts to be positive. This doubt is triggered by a lack of information, as well as experience in social interaction. In the end, these students experience high social anxiety which disrupt their everyday life.

Out of 158 participants, 29 students (18,35%) were considered to have a very high social anxiety. These students high motivation in giving positive impression is obstructed by their high doubt of their own

ability and efforts to be positively viewed. These obstacles are so disturbing to the students that they tend to avoid various social situations. Students in this category no longer supposed to be classified as social anxiety, but as social anxiety disorder (tendency).

DISCUSSION

Items on Social Anxiety Scale for University Students (SAS-US) received a positive response in overall. The majority of participants were reflecting on their daily university life. This was conveyed by the participants themselves through an evaluation sheet provided at the end of the try out procedures. Nevertheless, there are two important things that need to be considered and discussed.

The first thing that will be discussed about the development process of Social Anxiety Scale for University Students (SAS-US) is the method of data collection. Data collection methods used in this research varies depending on the willingness of students, as well as the arrangements from faculty, and universities involved. Instruments used were in the form of a hardcopy and online questionnaires. In some situations the questionnaires were given by the researcher herself. However, due to certain circumstances, some of the questionnaires had to be given by the teaching staffs. The condition and preferred time for giving the scale to students also vary. Some questionnaires were given before class and some were given after class. Differences in data collection methods, conditions and time apparently caused different responses as well from each student. In one of the cases, about 49 students' data couldn't be used at all. Apparently, these students were given the scale right after a long class. Given the situation, they were already tired and sleepy. They couldn't concentrate well in filling the scale. This kind of condition couldn't be avoided

because the time given by the lecturer only after the class. Therefore, for further development of the Social Anxiety Scale for University Students (SAS-US), the try out procedures for this scale better use similar data collection methods, conditions and times.

The second thing relates to the selection and the number of samples for the contrasted group. Students with social anxiety tendencies may be inappropriate to represent a clinical group. Students for clinical samples may be better sought based on academic adviser information, lecturers from the Psychology Faculty, Counseling Bureau, or Hospital Psychological Services.

RECOMMENDATIONS

Here are a few recommendations for researchers who want to develop or use the Social Anxiety Scale for University Students (SAS-US). In regards of future scale development, researchers need to consider testing external validity. Certain domains such as public self-consciousness fear of negative evaluation, or self-monitoring can actually stand on their own as a construct, and have their own measuring instruments. To ensure that the items created for this scale manage to measure the domain correctly, then it's a good idea to do correlations between the domains and related measuring tools. Social Anxiety Scale for University Students (SAS-US) was developed not just to identify social anxiety, but also in hope to raise awareness from students, faculty, and university regarding social anxiety in university students. For researchers who want to use this scale, it is advisable to give Social Anxiety Scale for University Students (SAS-US) to new students while they're undergoing freshmen guidance programs, preferably within the faculty level. Consider this as a trial of the scale. If this step really manages to raise awareness of social anxiety within the

whole faculty, then this scale can be incorporated into the university's official website and used in a way as proposed in the introduction. Therefore, students from other faculties who have not taken this test may be intrigued to find out more about themselves without any fear or shame.

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