



# Analysis fear of negative evaluation (FNE) level in physical education based on gender and age

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**Abstract:** In physical education it is very important to evaluate students so that teachers can provide direction for effective learning, this is reviewed by the level of fear of negative evaluation in students so that teachers can adjust what will be given to students. This study aims to determine the level of FNE in PE based on gender and age. The research method used is descriptive quantitative method using survey research design by distributing questionnaires. The population in this study were grade XI students in 3 high schools with a total of 610 students. The researcher's sampling technique used Purposive Sampling technique by including grade XI students, students aged 16-17 years. The instrument used in this study was the Brief Fear of Negative Evaluation Scale from Leary (1983). The analysis was carried out using an average difference test (Independent T-Test). The results of the analysis show that the level of FNE of male and female students is significantly different ( $p\_value\ 0.00 < 0.05$ ), and based on age there is a significant difference ( $p\_value\ 0.03 < 0.05$ ). Given the category of gender and age differences should be distinguished as one of the psychological parameters both in the form of assistance and intervention that can be given to students in PE learning so that learning takes place effectively.

**Keywords:** Age, Fear of Negative Evaluation, Gender, Physical Education.

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## INTRODUCTION

In the last decade, physical education (PE) has been identified as a subject with an ideal learning environment to promote and stimulate healthy lifestyle habits in students (UNESCO, 2015). Physical education in Indonesia has lost its identity as a value and is considered to have no entity in human development (Syamsuddin et al., 2024). Physical Education is planned and progressive learning that takes place within the allotted time in the school curriculum and is delivered to all students. It involves “learning to move” (i.e. becoming more physically competent) and “moving to learn” (learning through movement, a range of skills and understanding beyond physical activity, such as cooperating with others). The learning context is physical activity, with children doing a wide range of activities (Perth & Kinross, 2008). Physical education (PE) has traditionally been considered a practical and 'hands-on' subject in schools (Varea et al., 2022).

Physical education has also become what Dewey called mis-educative, where practices that privilege norms that prioritize white, male, heterosexual and fit bodies limit the experiences of many (Quennerstedt, 2019). Highlighting the potential of physical education as a valuable avenue for enhancing empathy (Shima & Suzuki, 2024). Teachers said that the inclusion of assessment provided more structure and focus to the planning, teaching and learning process and had a positive impact on children's teaching and learning. They concluded that the use of assessment strategies improved the quality of teaching and learning in physical education (Chng & Lund, 2018). The main challenge most often mentioned by teachers when implementing formative assessment or AfL is the increased time needed for planning. However, some studies note that the increased time spent on lesson preparation is worth the effort (Ní Chrónín & Cosgrave, 2013).

The planning and preparation stage is time-consuming, but better planning results in more manageable and organized lessons (Macphail & Halbert, 2010). Although much research has been done on the evaluation of physical education teaching by predecessors, there is still room for further improvement in terms of the accuracy and efficiency of teaching evaluation (Zeng, 2020).

In physical education, there are many aspects that must be considered so that it can see whether the physical education learning provided can provide good results, in physical education it is very important to evaluate students so that teachers can provide direction for effective learning, this must be reviewed with the level of fear of negative evaluations of

students so that teachers can adjust what will be given to students (Akbar et al., 2023). People who score high on the FNE scale worry about what others think of them. Subjects with high FNE are also more responsive to situational factors. Social anxiety is, in part, a response to perceived negative evaluations by others. While FNE is related to the fear of being evaluated unfavorably while participating in social situations (Ganesh Kumar J et al., 2015).

The novelty of this manuscript lies in its investigation of fear of negative evaluation (FNE) in particular within the context of physical education (PE), focusing on students in grade 11 and analyzing the effects of gender and age. Although FNE has been studied extensively in academic settings, its impact on students in PE, a subject that involves physical performance and social interaction, remains underexplored.

FNE is one of the three underlying fears thought to cause more generalized fear, anxiety, and psychopathology (Reiss & McNally dalam Schneider et al., 2010). In short, FNE affects school children at all ages (Schneider et al., 2010). While research on FNE is still rare. In addition to emotional distress in interpersonal interactions and social avoidance, fear of negative evaluation (FNE) is a core component of social anxiety. fear of negative evaluation (FNE) is closely related to social anxiety in adolescents and adults (Heimberg et al., 2014).

In that context, a self-reported measure has been developed to evaluate the extent to which individuals fear negative evaluations from others (Rossignol et al., 2013). The increasing number of socially evaluative situations in active learning provides more opportunities for students to feel worried about being negatively evaluated or judged by others, which is described as students' fear of negative evaluation (FNE) (Mintzes & Emely M. Walter, 2020). fear of negative evaluation as a major factor underlying students' anxiety in active learning courses that integrate social situations, such as group work. The students' fear of negative evaluation can be exacerbated when they feel that their knowledge is limited (Downing et al., 2020).

Low self-esteem, academic ability, appearance, and physical ability can directly and indirectly predict social anxiety through fear of negative evaluation (Li et al., 2023). FNE at each time point is explained by components that are moderately correlated with underlying traits (Rodebaugh et al., 2012). In addition to the role of vigilance and avoidance processes, high fear of negative evaluation scores may also be associated with difficulty in disengaging attention from an angry face after recognizing it (Moriya & Tanno, 2011). Others think they should also

experience increased FNE and punishment, which can lead to an unhealthy cycle of self-congruence and fear of evaluation (Liss et al., 2013).

Unpleasant experiences that reinforce low perceptions of competence often result in greater fear of negative evaluation, which in turn can lead to avoidance behaviors. These avoidance behaviors, in turn, foster negative self-evaluations, resulting in a downward spiral that is difficult to break. Fear of negative evaluation also refers to an individual's social concerns in an evaluation environment and fear of negative evaluation. Such fear and anxiety stem from the individual thinking that he or she will be negatively evaluated (Doğan, 2018). The fear of negative evaluation modulates social decision-making and its neural correlates (Weiß et al., 2020).

The physical education process, according to them, is the individualization of the educational process, taking into account the level of physical and functional condition of young people (Asqarov et al., 2020). Students may begin to avoid looking bad in front of teachers or peers, which can lead to fear of failure and feelings of incompetence when their grades are low (Elliot & McGregor, 1999). and fear of exams and test situations (Schaffner & Schiefele, 2007). Fear of negative evaluation from others can increase the effects of self-conformity, especially for shyness, which involves fear of reproach from others, fear of negative evaluation can increase the negative effects of failing to meet one's standards (Liss et al., 2013).

A gap in this research is that it has studied little about how fear of negative evaluation (FNE) occurs specifically in physical education (PE), with a particular emphasis on the influence of age and gender. Previously, research has investigated FNE in broader contexts, such as general levels of social anxiety and academic environments. However, not much research has looked at how these affect students in physical education.

Fear of negative evaluation is associated with social approval seeking. Fear of negative evaluation in people with high motivation to not receive approval or high approval. Fear of negative evaluation is associated with social interaction anxiety and is respectively less associated with fear of success (Carter et al., 2012). In the social anxiety literature, fear of negative evaluation is considered a cognitive risk factor for social anxiety (Gilbert & Meyer, 2005).

Fear of negative evaluation is a strong risk factor for social anxiety, and having greater psychological flexibility becomes more important to effectively cope with fear of negative evaluation (Uğur et al., 2021). This suggests that FNE may play a role in the development of

body dissatisfaction (Utschig et al., 2010). both FNE have adaptive value, which helps prevent social rejection and avoid social conflict (Javadikasgari et al., 2018). Fear of negative evaluation is significantly associated with diagnosis-with-trauma interactions (Lucero et al., 2022).

An example of global dispositional anxiety is fear of negative evaluation (FNE), which is the social evaluative aspect of social anxiety. FNE is defined as 'concerns about others' evaluations, distress over their negative evaluation situations, and expectations that others will evaluate oneself negatively' (Watson & Friend, 1969). Gender differences in the FNE construct and found that girls reported having higher FNE than boys. In particular, girls fear negative evaluations from their peers. To date, few studies have investigated FNE in high school students by gender and age.

Novelty in this study is to see the level of fear of negative evaluation based on gender and age among grade 11 students in physical education, this has no similar research, this research has urgency as an insight to see the level of fear of negative evaluation so that teachers can assess and provide appropriate evaluation so that physical education learning can be carried out effectively. The purpose of this study was to determine the level of fear of negative evaluation in physical education based on gender and age.

## **MATERIAL AND METHODS**

The method used in this research is quantitative descriptive method. The research design used was a survey by distributing questionnaires in the form of Google forms directly. The purpose of this study was to determine the level of fear of negative evaluation in physical education based on gender and age. The population in this study were students of 3 high schools in Bandung city, Indonesia with a total of 610 students. with the criteria of 11th grade students and aged 16-17 years using purposive sampling technique. With exclusion criteria other than 11th grade students and having ages above and below 16-17 years.

Instrument used Brief Fear of Negative Evaluation (Leary, 1983). By using Google Form directly

The Brief Fear of Negative Evaluation instrument developed by Leary in 1983 has a validity value of .96,  $p < .0001$ . The Brief Fear of Negative Evaluation accounts for most of the variance on the longer scale. And this instrument has a reliability value that has been found to be quite high with a value of Cronbach's alpha = .90.

The statements in this scale state how the sample feels and thinks about the fear of negative evaluation (FNE),

**Table 1.** Brief Fear Of Negative Evaluation Scale (BFNE) Leary (1983)

No.	Item
1.	I worry about what other people think of me even though I know it doesn't matter much.
2.	I don't care if people have a bad impression of me.
3.	I often feel afraid that others will notice my shortcomings.
4.	I rarely feel worried about the impression I make on someone.
5.	I'm afraid others won't like me
6.	I'm afraid people will find my weaknesses
7.	I don't care what other people think of me
8.	When I talk to someone, I worry about what they might think of me.
9.	I usually feel worried about the impression I make on someone
10.	I am not too affected if there is someone who thinks badly of me
11.	Sometimes I worry too much about what others think of me
12.	I often worry that I will say or do the wrong thing.

The blue print of the instrument used, Brief Fear Of Negative Evaluation Scale (BFNE) by Leary (1983), can be seen in table 2.

**Table 2.** Blue Print Skala Fear of Negative Evaluation

No.	Indikator	No Item		Amount
		Favorable	Unfavorable	
1.	Worrying about other people's judgment	1, 3, 5, 7, 8, 9, 11, 12		8
2.	Not worrying about other people's judgment.		2, 4, 6, 10	4
Total				12

Purposive sampling is used to choose the research population and sample, which comprises of eleventh grade students (16–17 years old) from three high schools in Bandung, Indonesia. This is the first step in a multi-stage research process. The Brief Fear of Negative Evaluation (Leary, 1983) survey was distributed using Google Forms in December 2023 in order to collect data. After the data was gathered, IBM SPSS version 27 was used to process it

The research process was conducted through the following stages: (1) determining the research population and sample, (2) collecting research data with the Brief Fear Of Negative Evaluation instrument (Leary 1983) which was distributed to 11th grade students of SMAN 6 Bandung SMAN 10 Bandung and students of SMKN 12 Bandung using google form, (3) analyzing, processing, interpreting, formulating conclusions, and implications of research

results. The data collection process was carried out in December 2023. The data obtained was then processed using the help of the IBM SPSS version 27 program. The data analysis techniques used in this study are Descriptive Statistical Test, classical assumption test including normality and homogeneity tests, Independent T Test.

## RESULTS

### First Analysis

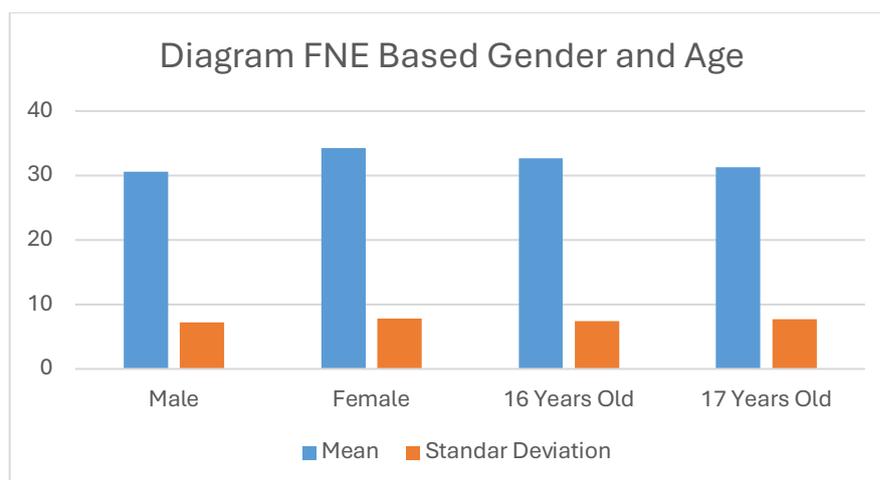
Data description using Descriptive Statistics obtained after the implementation of data collection is presented in the form of averages and standard deviations for both gender and age categories in physical education learning (table 3).

**Table 3.** Mean, Standard Deviation, and Percentage Level of Fear of Negative Evaluation Gender and Age Variables in Physical Education.

Variable	N	%	Mean	Standard Deviation
Gender	610	100	-	-
Male Students	402	65,90	30.64	7.176
Female Students	208	34,10	34.23	7.795
Age	610	100	-	-
16 Years Old	225	36,89	32.64	7.449
17 Years Old	385	63,11	31.29	7.672
Total	610	100	31.79	7.613

In accordance with the data description in table 1, it is known that the average FNE of all students ( $M = 31.79$ ;  $SD = 7.613$ ), and it is known that the average FNE of male students ( $M = 30.64$ ;  $SD = 7.176$ ) is lower than the average of female student-athletes ( $M = 34.23$ ;  $SD = 7.795$ ). As for the age perspective, it was found that the average FNE of students with 16 years of age ( $M = 32.64$ ;  $SD = 7.449$ ) and the average FNE of students with 17 years of age ( $M = 31.29$ ;  $SD = 7.672$ ) students with 17 years of age had a higher average FNE.

In Fig 1. Bar charts depicting differences in FNE scores by gender and age can provide a clearer visual representation of data trends, highlighting different patterns between male and female students, as well as between the two age groups.



### Assumption Test

Assumption tests or preliminary analysis tests are carried out as an initial procedure to determine which data analysis technique to use, parametric or nonparametric. The two assumption tests used are normality test using Shapiro-wilk test and homogeneity test using Levene test. The significance level used is  $\alpha$  0.05. The test criteria, the data is normally distributed or homogeneous if the significance value obtained is greater than  $\alpha$  0.05. Table 4 presents the results of the Shapiro-wilk test and Levene test analysis.

**Table 4.** Results of Normality Test and Homogeneity Test of Fear of Negative Evaluation by Gender and Age

Variable	Normality Test (Shapiro-Wilk Test)	Homogeneity Test (Levene Test)
Gender		
Male Student	p = 0.178	p = 0.137
Female Student	p = 0.416	
Age		
16 Years Old	p = 0.408	p = 0.450
17 Years Old	p = 0.624	

Based on table 2 obtained the results of the normality test, FNE data on male students are normally distributed, with a p value = 0.178 > 0.05, the distribution of data on female students is normally distributed, with a p value = 0.416 > 0.05. Based on the results of the homogeneity test, it is known that the distribution of data with the homogeneity test of the gender variable can be said to be homogeneous, with a p value = 0.137 > 0.05. And the data distribution of the age variable is also said to be homogeneous, with a p value = 0.450 > 0.05. Because all normality assumptions are met, the test is continued using the Independent T-Test test on the comparison of FNE based on gender and age.

### Main Analysis

The main analysis used in the study was only one analysis, the analysis aimed to test the hypothesis related to differences in FNE levels based on gender and age. The analysis used a two mean difference test (Independent T-Test) to test the difference in FNE levels between male and female students and also to test the difference in FNE levels between 16-year-old and 17-year-old students.

This analysis technique was used because the assumption test was met (normal and homogeneous data). The results of the analysis are presented in Table 5.

**Table 5.** Results of Independent T-Test Analysis of Students' Level of Fear of Negative Evaluation in Physical Education Based on Gender and Age.

		Independent Samples Test						
		t-test for Equality of Means					95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Male and Female FNE	Equal variances assumed	5.692	608	.000	3.594	.631	2.354	4.834
16 and 17 Years Old FNE	Equal variances assumed	2.122	608	.034	1.352	.637	.101	2.603

Based on the results of the two mean difference test analysis in Table 3, it is known that there is a significant difference in the level of Fear of Negative Evaluation between male and female students in physical education ( $p = 0.00 < 0.05$ ) and seen from the average difference in the level of Fear of Negative Evaluation between male and female students (MD = 3.594). Likewise, based on age in physical education, there was a significant difference in the level of Fear of Negative Evaluation between students aged 16 years and 17 years ( $p = 0.034 < 0.05$ ) and in terms of the mean difference in the level of Fear of Negative Evaluation between students aged 16 years and 17 years (MD = 1.352).

## DISCUSSION

The purpose of this study was to examine differences in FNE levels in Physical Education based on gender and age. To achieve this goal, data was collected in the form of a survey of 610 high school students spread across three schools in the Bandung city area, Indonesia. In general, the results of the analysis found that the level of FNE of male and female students in Physical Education is significantly different, where the FNE level of female students has a higher average than male students and based on age, there is a significant difference. With students aged 16 years having an average FNE level higher than students aged 17 years.

The results of this study are supported by several previous studies, including that the results showed that girls had higher FNE but lower perceptions of athletic competence than boys. This difference is more pronounced in adolescent girls compared to adolescent boys

(Ridgers et al., 2007). Among adults, a number of self-report studies indicate that women have a greater number and severity of fears than men (Arrindell, 2000; Bourdon et al., 1988). Substantial evidence suggests that more women exhibit greater fear and anxiety than men across the life span. Many of the risk factors for developing anxiety form the basis of expected gender differences. For example, women tend to score higher on high-level vulnerability factors including negative affect and trait anxiety,' age, gender, and class are significant influences on foreign language anxiety and fear of negative evaluation (McLean & Anderson, 2009).

Also some studies mentioned that females have higher levels of FNE. Our findings indicate that, for males who worry about negative evaluation from peers, females have high levels of fear of negative evaluation (Duke et al., 2006; Kornienko & Santos, 2014; Larkin et al., 1998; Prabha & Babu, 2021; Ummer, 2024). In particular, girls fear negative evaluations from their peers (La Greca & Lopez, 1998). Results showed significant gender differences in self-handicapping, self-esteem, and fear of negative evaluation. Male students were found to have higher scores (Sultan & Kanwal, 2014).

However, there are also studies that have different results regarding the level of FNE based on Gender, the same level of FNE in men and women related to peers that affect the similarity of the level of FNE. In his research, he mentioned that there is a significant influence of peers on FNE, so that over time, friends become similar to each other in terms of FNE levels, without any significant gender differences in this process. This research underscores that FNE appears to amplify gender differences in how adolescents tend to create and maintain their friendship networks, yet peer influence on FNE levels remains of equal strength for boys and girls (Davila & Kornienko, 2022). whereas gender has no effect at all on fear of negative evaluation (Aydin, 2008).

The two studies above contradict the results obtained because the study states that men and women do not have significant differences in the level of FNE. In this study also discusses the level of FNE based on age, and there are several studies that are consistent with this study with the results seen based on age having differences between ages, One study conducted on Spanish adolescents (aged 14-17 years) observed a trend, although not statistically significant, for FNE to increase as adolescents aged (García-López et al., 2001). However, Vagos' research mentions this finding may suggest that gender differences for fear of negative evaluation may diminish with age (Vagos et al., 2010). Gender differences in fear reporting are evident in children aged 9-12 years (Ollendick, 1983).

FNE reported by adolescents and parents, but not by FPEs, predicted increased social anxiety symptoms. Adolescents' reports of social anxiety symptoms predicted increases in FPE over time, whereas parents' reports of social anxiety symptoms predicted increases in FNE. Contrary to the hypothesis, gender did not moderate any of the pathways in the model. These findings provide the first evidence that FNE may serve as a risk factor for increased social anxiety in adolescence (Fredrick & Luebbe, 2024). Fear of negative evaluation is consistently associated with youth-reported internalization (Olino et al., 2023).

Other studies also have different results from the results obtained by researchers and previous studies, in this study also revealed that there is no significant difference in the level of Fear of Negative Evaluation between men and women among Young Adults (Prabha & Babu, 2021). One explanation for the findings of this study includes the concept of gender equality, and in terms of age by gender, the results in this study prove in the aspect of sports psychology with the FNE variable that basically men and women and at the basic age of 16 years and 17 years have different abilities, therefore, differentiation or special treatment for both needs to be done. In relation to the importance of managing Fear of Negative Evaluation in the physical education setting, the mentoring or intervention program for students, especially in physical education, needs to differentiate gender and age.

## CONCLUSION

In accordance with the results of the analysis that has been carried out, it can be concluded that based on gender and age, students have significantly different levels of FNE. The implication is that the learning and evaluation process in physical education should be considered by differentiating the level of FNE of students based on Gender and Age. For the following researchers, research can be conducted in the form of intervention research, how to integrate FNE based on gender and age as a variable that must be considered in the learning or evaluation process in physical education, so that the results can be more reliable.

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