Self-monitoring and social anxiety among adolescent females: The intervening effects of the need for cognition

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The present study examined (1) the factor structure of social anxiety, (2) the relationship between self-monitoring and social anxiety, and (3) the intervening effects of the need for cognition. The adolescent females completed the Need for Cognition Scale (Cacioppo & Petty, 1982), the Revised Self-Monitoring Scale (Lennox & Wolfe, 1984), and Social Anxiety Scale (constructed by revising Hayashi & Ogawa's (1981) scale items). According to the principal-components analysis of the Social Anxiety Scale, four components were obtained and named as follows: audience anxiety, self-presentation anxiety, avoidance of eye-contact, and social skill anxiety. As predicted, the principal-components analysis of the Revised Self-Monitoring Scale yielded two components: sensitivity to expressive behavior of others and ability to modify self-presentation. The correlational analyses and multiple regression analyses were conducted to examine the relationship between self-monitoring and social anxiety. Each component of self-monitoring (that is, sensitivity to expressive behavior of others and ability to modify self-presentation) was differentially related to social anxiety. Sensitizing to expressive behavior of others deteriorated self-presentation anxiety, while individuals with higher ability to modify self-presentation generally experienced little social anxiety. For low-need-for-cognition individuals, there were higher correlations between self-monitoring and social anxiety. In contrast, for high-need-for-cognition individuals, only weak correlations were found.