

IMPACT OF SOCIAL ANXIETY ON SCHOLASTIC ACHIEVEMENT OF TRIBAL MALE AND FEMALE HIGHER SECONDARY STUDENTS**Pratibha Kashyap¹ and Prof. Dr. Sangeeta Shroff²**¹Research Scholar, MATS School of Education, MATS University Raipur C.G²MATS School of Education, MATS University, Raipur C.G**ABSTRACT**

The objective of this study was to assess the impact of social anxiety on the scholastic achievement of higher secondary students from different cultural backgrounds. To conduct the study, 300 tribal students enrolled in higher secondary schools operational in the Janjgir-Champa district of Chhattisgarh were selected. The sample consists of 150 male tribal students and 150 female tribal higher secondary school students. Stratified random sampling was used for the selection of the sample. The sample was selected from CBSE-affiliated schools of the Janjgir-Champa district of Chhattisgarh. A pre-validated questionnaire was used to assess social anxiety. The social anxiety and scholastic achievement of tribal male higher secondary students shows a negative but significant correlation of -0.518 between the two variables ($p < .01$). The social anxiety and scholastic achievement of tribal female higher secondary students shows a negative but significant correlation of -0.349 between the two variables ($p < .01$). It shows that the scholastic achievement of tribal male and female higher secondary students gets better as their social anxiety decreases. In conclusion, the significant negative correlation between social anxiety and scholastic achievement among tribal male and female higher secondary students underscores the importance of addressing social anxiety issues in educational settings for tribal higher secondary students. Interventions aimed at reducing social anxiety and enhancing coping mechanisms can potentially improve academic outcomes and overall well-being in tribal male and female students.

Keywords: Social anxiety, scholastic achievement, tribal male and female higher secondary students

INTRODUCTION

A prevalent mental health issue is social anxiety. Social anxiety has a range from distress to disability. When social anxiety is mild it is labelled as social apprehension. Crozier (2001) defined a milder form of social anxiety as social apprehension in a person regarding the thought of negative evaluation of his behaviour and conduct by other people. In a more severe form, social anxiety may result in avoiding social gatherings or similar situations (Veale, 2003). Schlenker and Leary (1982) feel that the cause of social anxiety arises when a person tries to present a picture-perfect image of himself but with severe doubts about his ability to do so. These doubts can occur in a person with low self-esteem or feeling guilty (Gilbert & Proctor, 2006). These factors are responsible for the development of social anxiety that creates mental health issues, poor academic learning and negative self-image (Ameringen et al., 2003; Keller, 2003). The magnitude of social anxiety has strong negative implications on a person's social skills. It also affects learning because the student with social anxiety is not attentive in class. School dropout has a strong association with social anxiety. Social anxiety severely affects the functioning of school students (Wetterberg, 2004) while other serious issues of social anxiety are school dropout, poor academic performance and adjustment (Wittchen et al., 1999). To excel in academics student interaction with their teachers and fellow students is mandatory without which it is almost impossible to learn in classroom settings (Donnelly, 2010). However, some of the pupil learners do not feel comfortable while interacting in the classroom. Social anxiety in students creates feelings of stress because they believe that they lack IQ, incoherent and inarticulate. All these fears are the root cause of social anxiety in students because the nature of the classroom is social. Cohen et al. (2019) reported that active learning gets a beating due to social anxiety because it requires proper interaction with peers. Since socially anxious students are apprehensive about rejection they are unable to participate in positive interaction thereby left behind in active learning. Hence studying social anxiety in scholastics is essential for promoting academic success, mental health, social development, inclusivity, and equity in education. It

especially provides valuable insights into the challenges faced by tribal students with social anxiety and guides efforts to create supportive and inclusive learning environments that foster well-being and academic achievement.

OBJECTIVES

1. To find out the relationship between social anxiety and scholastic achievement of tribal male higher secondary school students.
2. To find out the relationship between social anxiety and scholastic achievement of tribal female higher secondary school students.

HYPOTHESIS

H₁ A statistically non-significant association will be observed between social anxiety and scholastic achievement of tribal male higher secondary students.

H₂ A statistically non-significant association will be observed between social anxiety and scholastic achievement of tribal female higher secondary students.

REVIEW OF LITERATURE:

Sabina et al. (2016) inspect whether social anxiety affects the academic achievement of boys and girls. As expected and hypothesized, students facing high social anxiety, score less on exams than students facing moderate and low social anxiety. Adhikari and Poudel (2020) in this work calculated the significance of social anxiety on academic achievement. A prevalence rate of social phobia of a very severe nature was observed in 2.01% of boys and 1.71% of girls. The social phobia had no major influence on academic achievement i.e. relation between the two was not meaningful. They concluded that social anxiety and academic achievement in high school students do not have an association of any significant nature. Leigh et al. (2021) explored whether social anxiety drop in concentration reduces the educational achievement of secondary school students. A complex statistical investigation reveals that a high level of social anxiety induces a drop in concentration and that regularly affects educational achievement negatively. The reason was a drop in the concentration of students with high social anxiety in the classroom and thereby poor educational outcomes. Tayag and Gonzales (2021) found no statistically relevant evidence between grade points of college students with their social anxiety but one significant aspect was of low social anxiety in college students. In a correlation-based study, Sunny and Sutar (2023) investigated the possibility of a relationship between academic success and social anxiety. They found an inverse link between social anxiety and academic achievement. Thus, social anxiety is probably going to be a hindrance to academic success.

METHODOLOGY

Sample

300 tribal students enrolled in higher secondary schools operational in the Janjgir-Champa district of Chhattisgarh were selected. The sample consists of 150 male tribal students and 150 female tribal higher secondary school students. Stratified random sampling was used for the selection of the sample. The sample was selected from CBSE-affiliated schools of the Janjgir-Champa district of Chhattisgarh.

Tools:

Social Anxiety Scale:

A pre-validated questionnaire was used to assess social anxiety. Initially, 50 questions were framed with 05 point Likert scale namely Never, Rarely, Sometimes, Often and Very Often respectively. These questions were sent to 05 experts in the field of psychology and education. Based on recommendations 30 questions were put to item discrimination test. Based on results 20 questions were included. The Cronbach alpha was used to establish the reliability of this questionnaire. This questionnaire was administered to 30 higher secondary students and Cronbach alpha was calculated. It comes out to be 0.83 and proves the reliability with a significance level of .01. To determine the validity the questionnaire, was given to 10 judges expert in psychology/education and the

calculated Lawshe index was 0.92 which proves this questionnaire's validity to measure social anxiety. Scoring : Numerical weightage for response is - Never =01, Rarely = 02, Sometimes = 03, Often = 04 and Very Often = 05 respectively. Lower scores indicate a lesser magnitude of anxiety.

Scholastic Achievement

The scholastic achievement was measured through marks obtained by the student in their final examination.

Procedure:

150 male tribal and 150 female tribal students from higher secondary schools in the Janjgir-Champa district of Chhattisgarh were selected. A social anxiety questionnaire was administered and scored accordingly. The data for each student was entered in an Excel sheet. Statistical measures suitable for the study were chosen to analyse the data. The results are presented in Tables 1 and 2 respectively.

RESULTS

Table 1: Calculation of Pearson Correlation Coefficient between Social Anxiety and Scholastic Achievement of Tribal Male Higher Secondary Students (N=150)

	'r'	Scholastic Achievement
Social Anxiety		-0.518 (p<.01)

r(df=148) at .05 level 0.15 and 0.20 at .01 level

Figure 1: Coefficient of Determination (R^2) for Social Anxiety and Scholastic Achievement of Tribal Male Higher Secondary Students (N=150)

The social anxiety and scholastic achievement of tribal male higher secondary students shows a negative correlation of -0.518 as given in Table 1 and this association is statistically significant ($p<.01$). It goes to show that as scores on social anxiety go up, the scholastic achievement of tribal male higher secondary students goes down. In other words, the scholastic achievement of tribal male higher secondary students gets better as their social anxiety decreases.

To evaluate about predictive power of social anxiety in explaining scholastic achievement of tribal male higher secondary students, the coefficient of determination was calculated through a scattered plot with a trendline (Figure 1). The obtained R^2 was 0.268. It confirms that 26.8% of the data fits into the prediction model. Since the value of R^2 is relatively low the association between the above two variables can be considered as weak but significant.

Table 2: Calculation of Pearson Correlation Coefficient between Social Anxiety and Scholastic Achievement of Tribal Female Higher Secondary Students (N=150)

	'r'	Scholastic Achievement
Social Anxiety		-0.349 (p<.01)

r(df=148) at .05 level 0.15 and 0.20 at .01 level

The social anxiety and scholastic achievement of tribal female higher secondary students shows a negative correlation of -0.349 as given in Table 2 and this association is statistically significant (p<.01). It goes to show that as scores on social anxiety go up, the scholastic achievement of tribal female higher secondary students goes down. In other words, the scholastic achievement of tribal female higher secondary students gets better as their social anxiety decreases.

Figure 2: Coefficient of Determination (R^2) for Social Anxiety and Scholastic Achievement of Tribal Female Higher Secondary Students (N=150)

To evaluate about predictive power of social anxiety in explaining scholastic achievement of tribal female higher secondary students, the coefficient of determination was calculated through a scattered plot with a trendline (Figure 2). The obtained R^2 was 0.122. It confirms that 12.2% of the data fits into the prediction model. Since the value of R^2 is relatively low the association between the above two variables can be considered as weak but significant.

DISCUSSION

The finding suggests that social anxiety poses a significant hindrance to the academic performance of tribal male and female higher secondary students. In simpler terms, as their social anxiety decreases, their scholastic achievement tends to improve. This correlation aligns with theories such as Social Cognitive Theory (Bandura, 1986), which posits that individuals' beliefs, attitudes, and behaviours are influenced by their observations of others in social situations. In the context of this study, high levels of social anxiety may lead to avoidance of social interactions, reduced participation in class, and increased stress, all of which can negatively impact academic performance.

CONCLUSION

In conclusion, the significant negative correlation between social anxiety and scholastic achievement among tribal male and female higher secondary students underscores the importance of addressing social anxiety issues in

educational settings for tribal higher secondary students. Interventions aimed at reducing social anxiety and enhancing coping mechanisms can potentially improve academic outcomes and overall well-being in tribal male and female students.

REFERENCES

- Adhikari, P. & Poudel, U. (2020). Lack of Association between Academic Achievement and Social Phobia among High School Students of Kathmandu. *Global Psychiatry*, Vol. 3, Issue 2, 192-200.
- Ameringen, V. A., Mancin, C., & Farvolden, P. (2003). The impact of anxiety disorders on educational achievement. *Journal of Anxiety Disorders*, 17(5), 561–574.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Cohen S., Kamarck T. & Mermelstein R. (1994). A global measure of perceived stress. *Journal of Health and Social Behavior*, 24(4), 386–396.
- Crozier, R. (2001). Shyness: Development, consolidation, and change. In R. Crozier & L. Alden (Eds.), *International handbook of social anxiety* (pp. 1–20). Chichester: John Wiley.
- Donnelly, R. (2010). Interaction analysis in a “learning by doing” problem-based professional development context. *Computer and Education*, 55(3), 1357–1366.
- Gilbert, P. & Procter, S. (2006). Compassionate mind training for people with high shame and self-criticism. *Clinical Psychology and Psychotherapy*, 13(6), 353–379.
- Keller, M.B. (2003). The lifelong course of social anxiety disorder: A clinical perspective. *Acta Psychiatrica Scandinavica*, 108(Suppl. 417), 85–94.
- Leigh, E., Chiu, K. & Clark, D. M. (2021). Is concentration an indirect link between social anxiety and educational achievement in adolescents? *PLoS One.*; 16(5): e0249952.
- Sabina, S., Shirin, A. & Islam, Md. S. (2016). Social Anxiety and Academic Achievement of Children. *Rajshahi University Journal of Life & Earth and Agricultural Sciences*, Vol. 44-45: 27-32,
- Schlenker, B. R., & Leary, M. R. (1982). Social anxiety and self-presentation: A conceptualisation and model. *Psychological Bulletin*, 92(3), 641–669.
- Sunny, S. E. & Sutar, D. (2023). A Correlational Study to understand Relationship between Social Anxiety and Academic Achievement of Undergraduate Students. *International Journal of Indian Psychology*, 11(2), 2521-2529.
- Tayag, E. & Gonzales, L. (2021). Poor academic performance caused by social anxiety. *Electronic Theses, Projects, and Dissertations*. 1229.
- Veale, D. (2003). Treatment of social phobia. *Advances in Psychiatric Treatment*, 9, 258–264.
- Wetterberg, L. (2004). Social anxiety in 17-year-olds in Stockholm, Sweden – A questionnaire survey. *South African Psychiatry Review*, 7(2), 30–32.
- Wittchen, H. U. Stein, B. & Kessler, R. C. (1999). Social fears and social phobia in a community sample of adolescents and young adults: Prevalence, risk factors and co-morbidity. *Psychological Medicine*, 29, 309–323.