

A study on the relationship between Social anxiety and Academic achievement of secondary school students in Kerala

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1. Introduction

The many experiences of children in their school life, the relationships they form with their fellow pupils and their teachers, their degree of participation and level of performance in school work and activities, the extent to which they benefit from the opportunities and facilities offered in the school. These clearly depend in large part upon the family background from which the children come and the context of family life within which they live throughout their school course. The family is itself an educative group of the very greatest importance, and the links between home and school are of the most crucial kind of personal life and the educational progress of the individual child. This has always been realized in educational theories, but during recent times much sociological and psychological research has been undertaken to explore and analyse the many factors involved.

One of the main factors which influence the learning process and educational achievement is anxiety. The present study is limited to one part of anxiety, i.e. social anxiety. It is a term used to describe an experience of anxiety (emotional discomfort, fear, apprehension, or worry) regarding social situations, interactions with others and being are evaluated or scrutinized by other people. People with social anxiety feel that everyone are watching, staring and judging them. So these people with social anxiety are many times as shy, quiet, backward, withdrawn, inhibited unfriendly, nervous and disinterested. Academic achievement is the end product of all educational endeavour. The main concern of all educational efforts is to see that the learner achieves after exploring the concept of achievement in the cognitive, affective and psychomotor aspect of human behaviour.

2. Need and Significance of the study

Social anxiety plays an important part in school adjustment and academic success. In our fiercely competitive society, achievement has become the top priority for many. According to a National survey of 10,000 students, almost 80 percent of youth identified individual achievement or happiness as most important to them, while only 20 percent selected caring for others. Our students often strive to be successful even if it comes at a cost to their mental health. It is seen that poverty, trauma, discrimination, and issues related to social media and the internet disrupt adolescent wellness. Data from students indicate that perfectionism is on the rise, which may help explain increasing rates of anxiety and depression among the students. In a 2018 poll from the American Psychiatric Association, almost 40 percent of adult American respondents said they were more anxious than they had been the previous year.

Little is known of the real-life consequences of social anxiety, nor of its course over the entire life span. Social Phobia (also known as Social Anxiety Disorder) has a lifetime prevalence of between 3 and 13% (APA, 1994), and is characterized by extreme distress and/or avoidance of situations in which the individual fears criticism or embarrassment. The purpose of this study is to examine whether the trait social anxiety has some relationship with an individual's undergraduate academic achievement.

3. Objectives

The study has the following objectives in view:

- 1.To find out the difference between means of scores of Social Anxiety among male and female students
2. To find out the difference between means of scores of Academic achievements among male and female students
- 2.To find out the relationship between Social Anxiety and Academic achievement of secondary school students

4. Methodology

The investigator selected Normative survey because the aim was to collect data concerning the existing status of secondary school students. Through the present study, the investigator intended to collect data for finding out relationship between Social Anxiety and Academic achievement of secondary school students.

1.Variables used for the study

The variables selected for the present study were Social anxiety and Academic achievement.

2. Sample

300 students (154 boys and 146 girls) from different schools in Kottayam district were taken as the sample for the study.

3. Tools used

For the collection of data in the present study, the following tools were used:

1. Social Anxiety scale (Michael R. Liebowitz,1987)

It was known as Liebowitz Social Anxiety Scale (LSAS) and it is a self-rated scale consists of 24-items and is used to assess how social anxiety plays a role in adolescents' life across a variety of situations. The LSAS was developed by psychiatrist and researcher Dr. Michael R. Liebowitz.The scale was widely used in research studies to determine the level of social anxiety experienced by participants.

2. Personal Data Sheet

It was used for collecting personal information from each student. Each student has to write his or her name, gender, age, class, name of the school, type of school, and locality of the school in the required place.

The academic achievement of the students are measured by taking the maximum marks they scored in their second terminal examination in schools.

5. Statistical techniques employed

The present study aims to find out the relationship between Social Anxiety and Academic Achievement of Secondary school students. The following statistical techniques are employed.

1. Pearson Product-Moment Correlation
2. Test of Significance of Difference between Means(The t test):

1. Analysis and Interpretations

A. Comparison of Male and Female students in their Social Anxiety

The comparison of male and female students under study was done by selecting 154 males and 146 females for the variable Social Anxiety.

The Data and results of significance of difference between means of scores of Social Anxiety of male and female students are given below in Table 1.

Table. 1

Data and results of significance of difference between means of scores of Social Anxiety of male and female students

Category	N	Mean	Standard deviation	t	Level of significance
Male	154	73.07	13.96	5.499*	0.01
Female	146	82.02	14.45		

Note: * indicates that t is significant at 0.01 level.

The data and results given in Table 1 indicate that there was significant difference between male and female students in their Social anxiety as noted by the t of 5.449. The t was found to be significant at 0.01 level. It was evident that female students have more anxiety than that of male students.

B. Comparison of scores of Academic Achievement of Male and Female students

The comparison of male and female students under study was done by selecting 154 males and 146 females for the variable Academic Achievement.

The Data and results of significance of difference between means of scores of Social Anxiety of male and female students are given below in Table 2.

Table. 2

C. Data and results of significance of difference between means of scores of Academic Achievement of Male and Female students

Category	N	Mean	Standard deviation	t	Level of significance
Male	154	78.62	12.95	1.70*	0.05
Female	146	76.06	13.07		

Note: * indicates that t is significant at 0.05 level.

The data and results given in Table 2 indicate that there was significant difference between male and female students in their Academic Achievements as noted by the t of 1.70. The t was found to be significant at 0.05 level. It was evident that male students are superior to female students since the former group obtained a mean value of 78.62 and latter obtained a mean value of 76.06.

C. Correlation is the relationship between two or more paired variables or two or more sets of data. The degree of relationship is measured and represented by the coefficient of correlation. The investigator used Pearson's Product Moment method of correlation to find the correlation between the variables Social Anxiety and Academic achievement.

The correlation between Social Anxiety and Academic achievement of secondary school students

The correlation between Social Anxiety and Academic achievement obtained from 300 secondary school students were tabulated. The mean value obtained from Social Anxiety was 77.37 and those obtained from Academic achievement was 55.71. The corresponding standard deviations were 11.48 and 18.36 respectively. The results are given in Table 3.

Table. 3

Correlation coefficient (r) between Social Anxiety and Academic achievement of secondary school students

Variables Correlated	N	M	f	r
Social Anxiety	300	77.37	11.48	0.4
Academic achievement	300	55.71	18.36	

It is revealed from Table.3 that the correlation between the variables Social Anxiety and Academic achievement among secondary school students was 0.4 which was statistically significant. This value indicates that there is significant correlation between the two variables.

Interpretations

Here in the study it is found that there is significant relationship between the two variables under study Social Anxiety and Academic achievement. Many studies conducted in this context found noticeable relationship between the constructs, anxiety and academic achievements. In one such study it was found that the anxiety can be considered as major predictor so far as academic success is concerned (Prima et al 2010). Another such study found a marked impact of anxiety on academic achievements (Muhammad et al 2012). 'Under achievement' and 'Low performance' of students were also related with the construct anxiety (Rizwan & Nasir 2010). The findings of Sing & Thukra (2009) were also similar who found that negative and significant relationship exists between anxiety and academic achievements. Another researcher Cassie (2012) has discussed some strategies those could help to handle the relationship between anxiety and academic achievements in a positive way. All these researches show a strong relationship between Anxiety and Achievement thereby proving that the investigator is also on the right direction.

6. Conclusion

Social Anxiety is a symptom or group of symptoms that is capable of inducing ‘worries’ and tension and sometimes physiological symptoms like blood pressure increase or in some cases decrease . Students who subject to the symptom of anxiety in some cases may avoid situations due to allied experiences those accompany anxiety like sweating, trembling or heartbeat. Since the likelihood of such states in various academic situations like examinations cannot be excluded, the relationship of anxiety with academic achievements has been an area of interest for social science research specially behavioural and psychological sciences.

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