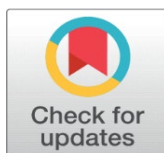


EFFECT OF SOCIAL ANXIETY ON SCHOLASTIC ACHIEVEMENT OF TRIBAL AND NON-TRIBAL HIGHER SECONDARY STUDENTS

Pratibha Kashyap ¹, Dr. Sangeeta Shroff ²

¹ Research Scholar, MATS School of Education MATS University Raipur C.G., India

² Research Supervisor, MATS School of Education MATS University Raipur C.G., India



DOI

[10.29121/shodhkosh.v5.i1.2024.6073](https://doi.org/10.29121/shodhkosh.v5.i1.2024.6073)

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Copyright: © 2024 The Author(s). This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

With the license CC-BY, authors retain the copyright, allowing anyone to download, reuse, re-print, modify, distribute, and/or copy their contribution. The work must be properly attributed to its author.

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, 600 students enrolled in higher secondary schools operational in the Janjgir-Champa district of Chhattisgarh were selected. The sample consists of 300 tribal students and 300 non-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. A negative but significant correlation was observed between social anxiety and scholastic achievement of tribal higher secondary students ($r = -0.437, p < .01$). The obtained R^2 was 0.191 confirming that 19.1% of the data fits into the prediction model. A negative but significant correlation was observed between social anxiety and scholastic achievement of non-tribal higher secondary students ($r = -0.305, p < .01$). The obtained R^2 was 0.093 confirming that 9.3% of the data fits into the prediction model. It was concluded that social anxiety equally affect scholastic achievement of tribal and non-tribal students.

Keywords: Social Anxiety, Scholastic Achievement, Higher Secondary Students, Tribal, Non Tribal



1. 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.

Collins Dictionary defines scholastic achievement as a student's academic achievement enrolled in schools. It is similar to academic achievement just as academic progress is sometimes called scholastic progress. The major difference is that the term scholastic achievement is used in school settings in terms of academic achievement. In the English language, Scholastic is an adjective. Students learn various subjects in secondary / higher secondary schools and academic achievement in those subjects is called scholastic achievement. Bandura (1986) defined learning as a social process and ultimately the entire process and completion of education always takes place in the purview of society. Although one can learn independently, it is best when done in a group by interacting with other students. Wentzel (1991) reported that despite the elimination of confounding variables IQ and prosocial behaviour remained significant in the regression model to predict academic achievement. Malecki and Elliott (2002) reported their results on the same line. Hence the present study was planned to assess the relationship between social anxiety and scholastic achievement of higher secondary students coming from different cultural background.

2. REVIEW OF LITERATURE

Strahan (2003) assessed the effect of social anxiety on academic achievement of college students in a longitudinal study of over two years. He did not report any noteworthy relation between academic achievement with social anxiety.

Austin (2004) used statistical tools to prove that shyness and anxiety result in adverse outcomes for college students and these students also lack social competence which can be observed when they participate in seminars and workshops and are asked to present their topic.

Sabina et al. (2016) observed that students facing high social anxiety score less on exams than students facing moderate and low social anxiety. Conclusion - Social anxiety is disadvantageous for exam results of the students.

Adhikari and Poudel (2020) in this work calculated the significance of social anxiety on academic achievement. They reported 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 sample of N=509 girls was selected with their mean age being 12.77 years. Internal grades were taken as educational achievement and a structured questionnaire was prepared to address the data collection regarding social anxiety. 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. Undergraduate students made up the study's participant pool (N=95). The assessment of academic performance was conducted by averaging the final exam scores of students in their first and second year, while an inventory of social phobia was used to gauge social anxiety. Findings: There is an inverse link between social anxiety and academic achievement. Thus, social anxiety is probably going to be a hindrance to academic success.

2.1. OBJECTIVES

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

HYPOTHESIS

H01 A statistically non-significant association will be observed between social competence and scholastic achievement of tribal higher secondary students.

H02 A statistically non-significant association will be observed between social competence and scholastic achievement of non-tribal higher secondary students.

3. METHODOLOGY

Sample

600 students enrolled in higher secondary schools operational in the Janjgir-Champa district of Chhattisgarh were selected. The sample consists of 300 tribal students and 300 non-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 Questionnaire:

A pre-validated questionnaire was used to assess social anxiety. Initially, 50 questions were framed with 05 point scale namely Never, Rarely, Sometimes, Often and Very Often respectively. This questionnaire is highly reliable.

Scholastic Achievement

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

Procedure:

300 tribal and 300 non-tribal students from higher secondary schools in the Janjgir-Champa district of Chhattisgarh were selected. The social anxiety questionnaire was administered and the coding of responses was done and entered in an Excel sheet in respective groups. Statistical measures suitable for the study were chosen to analyse the data. The results are presented in Tables 1 and 2 respectively.

4. RESULTS

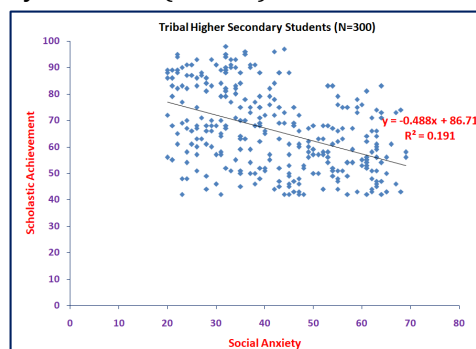
Table 1

Calculation of Pearson Correlation Coefficient between Social Anxiety and Scholastic Achievement of Tribal Higher Secondary Students (N=300)

	'r'	Scholastic Achievement
Social Anxiety		-0.437 (p<.01)

Figure 1

Coefficient of Determination (R²) for Social Anxiety and Scholastic Achievement of Tribal Higher Secondary Students (N=300)



The social anxiety and scholastic achievement of tribal higher secondary students show a negative correlation of -0.437 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 higher secondary students goes down. In other words, the scholastic achievement of tribal higher secondary students gets better as their social anxiety decreases. The obtained R^2 was 0.191. It confirms that 19.1% 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.

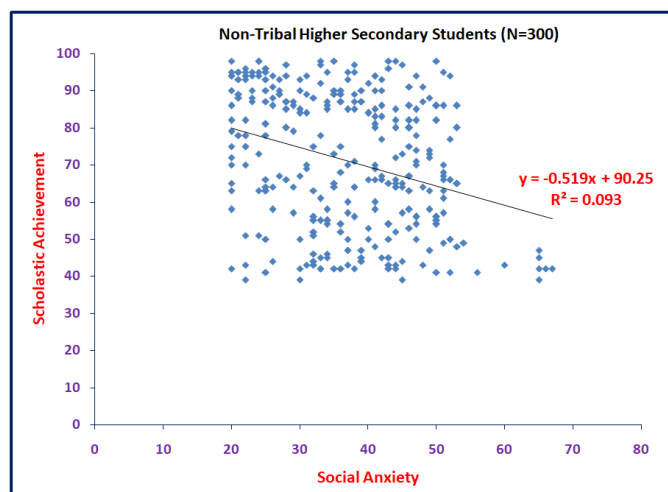
Table 2

Calculation of Pearson Correlation Coefficient between Social Anxiety and Scholastic Achievement of Non-Tribal Higher Secondary Students (N=300)

	'r'	Scholastic Achievement
Social Anxiety		-0.305 ($p < .01$)

Figure 2

R^2 -Social Anxiety and Scholastic Achievement of Non-Tribal H.S. Students



The social anxiety and scholastic achievement of non-tribal higher secondary students shows a negative correlation of -0.305 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 non-tribal higher secondary students goes down. In other words, the scholastic achievement of non-tribal higher secondary students gets better as their social anxiety decreases. The obtained R^2 was 0.093. It confirms that 9.3% of the data fits into the prediction model.

5. DISCUSSION

The study reveals a negative yet significant correlation between social anxiety and scholastic achievement among tribal and non-tribal higher secondary students. These findings indicate that as social anxiety increases, academic performance tends to decline, possibly due to impaired concentration, reduced classroom participation, and heightened stress, which collectively hinder effective learning and achievement.

6. CONCLUSION

The study establishes a negative but significant correlation between social anxiety and scholastic achievement of tribal higher secondary students, indicating that higher levels of social anxiety are associated with lower academic

performance. This highlights the need for early identification and intervention strategies to address social anxiety among high secondary students of tribal and non-tribal background.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

None.

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.
- Austin, B. D. (2004). Social anxiety disorder, shyness and perceived social self-efficacy in college students. *Dissertation abstracts international: Section B: The Sciences & Engineering*, 64 (7-B), 31-83.
- Bandura, A. (1986). *Social foundations of thought and action: A social-cognitive theory*. Upper Saddle River, 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.
- 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.
- Malecki, C. K., & Elliott, S. N. (2002). Children's Social Behaviors as Predictors of Academic Achievement: A Longitudinal Analysis. *School Psychology Quarterly*, 17, 1-23.
- 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.
- Strahan Y. E. 2003. The effects of social anxiety & social skills on academic performance. *Personality & Individual Differences*, 34: 347-366.
- 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.
- Wentzel, K. R. (1993). Does being good make the grade? Social behavior and academic competence in middle school. *Journal of Educational Psychology*, 85(2), 357-364.
- Wetterberg, L. (2004). Social anxiety in 17-year-olds in Stockholm, Sweden – A questionnaire survey. *South African Psychiatry Review*, 7(2), 30-32.