Assessing The Prevalence Of Social Anxiety And Its Academic Impact Among Second-Year Diploma Students At P P Savani University, Gujarat

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ARTICLE INFO	ABSTRACT
	Background: Social anxiety is a prevalent mental health disorder characterized by intense fear of being judged or evaluated negatively in social situations. It can significantly impact various aspects of a student's life, including their academic performance. Students with social anxiety may struggle with classroom participation, group projects, and exam performance, leading to lower academic achievements. **Aim:** The main aim of this study was to measure the prevalence of social anxiety and assess its impact on academic performance among second-year diploma students at P P Savani University, Surat, Gujarat. **Materials and Methods:** This study adopted a quantitative, correlational research design. The sample consisted of 181 second-year diploma students who responded to an online survey. Data collection was carried out using a socio-demographic data sheet, the Social Anxiety Scale for Adolescents (SAS-A), and academic records (GPA) of the previous semester. Descriptive and inferential statistics were employed to analyze the data, including frequency distribution, percentage, Pearson's correlation coefficient, and Chi-square tests. **Results:** The findings revealed that a substantial percentage of students exhibited mild to moderate social anxiety, with 32.6% showing mild social anxiety and 29.3% moderate social anxiety. Based on the data, a significant but weak negative correlation was observed between social anxiety levels and academic performance ($r = -0.013$, $p < 0.001$). This indicates that social anxiety has a minimal yet statistically significant impact on academic outcomes. Additionally, significant associations were found between social anxiety levels and socio-demographic factors, such as father's education ($p = 0.002$), father's occupation ($p = 0.002$), and socioeconomic status ($p = 0.005$). **Conclusion:** The findings suggest that while social anxiety is prevalent among second-year diploma students, its direct impact on academic performance is minimal. However, socio-demographic factors such as parental background and socioeconomic status significantly influence social anxiety levels. This underscores the importance of incorporating these variables into interventions to effectively address social anxiety and support student well-being.

INTRODUCTION

Occasional anxiety is a normal part of life. Many people worry about things such as health, money, or family problems. But anxiety disorders involve more than temporary worry or fear. For people with an anxiety disorder, the anxiety does not go away and can get worse over time. The symptoms can interfere with daily activities such as job performance, schoolwork, and relationships. There are several types of anxiety disorders, including generalized anxiety disorder, panic disorder, social anxiety disorder, and various phobia-related disorders.

Social anxiety disorder is a common type of anxiety disorder. A person with social anxiety disorder feels symptoms of anxiety or fear in situations where they may be scrutinized, evaluated, or judged by others, such as speaking in public, meeting new people, dating, being on a job interview, answering a question in class, or having to talk to a cashier in a store.

Doing everyday things, such as eating or drinking in front of others or using a public restroom, may also cause anxiety or fear due to concerns about being humiliated, judged, and rejected. The fear that people with social anxiety disorder have in social situations is so intense that they feel it is beyond their control. For some people, this fear may get in the way of going to work, attending school, or doing everyday things. Other people may be able to accomplish these activities but experience a great deal of fear or anxiety when they do.

NEED OF THE STUDY

According to the **Anxiety and Depression Association of America (ADAA),** social anxiety affects approximately 15 million adults in the United States, making it one of the most common mental health disorders.

The prevalence of social anxiety among adolescents and young adults is also concerning, with studies suggesting that up to 9% of adolescents and 13% of young adults meet the criteria for social anxiety disorder.

OBJECTIVES OF THE STUDY

- To measure the prevalence of social anxiety among Second-year Diploma students of P P Savani University of Surat District
- To measure the impact of social anxiety on academic performance among Second-year Diploma students of P P Savani University of Surat District.
- To find an association between social anxiety and different demographic variables.

ASSUMPTION

- Academic performance can be impacted by psychological factors such as social anxiety.
- The instruments used to assess social anxiety and academic performance are valid and reliable for this specific population of students.
- Participants will provide truthful responses to the questions and assessments about their levels of social anxiety and academic experiences.
- Social anxiety typically exhibits a pattern of behavior that remains consistent over time unless an intervention occurs.

RESEARCH METHODOLOGY

RESEARCH APPROACH: Quantitative methodology
RESEARCH DESIGN: A Quantitative Correlational Research Design
RESEARCH SETTING: The research setting for this study is P P Savani University, located in Surat, Gujarat, India.

TARGET POPULATION

The target population for this study comprises 181 second-year Diploma students enrolled at P P Savani University, Surat, Gujarat. These students represent a critical segment of the university's Second-year Diploma programs, as they have completed their initial year and are navigating more advanced academic challenges.

Sample population
The sample population for this study consists of 181 second-year Diploma students who responded to the online survey regarding social anxiety and academic performance.

Sampling Technique
The study employs a purposive sampling technique to select participants from the target population of second-year Diploma students. Purposive sampling involves intentionally selecting individuals who meet specific criteria relevant to the research objectives.

DATA COLLECTION

Formal permission was obtained from the authorities before initiating the study. The investigator individually approached the participants, explained the objectives of the study, and obtained their consent. Data collection involved administering the Social Anxiety Scale to measure levels of social anxiety and evaluate its relationship with academic performance. The participants were given a Google form to complete the scale. The survey

included questions related to demographic data, social anxiety, and academic performance. Students were given 20-30 minutes to complete it.

DATA ANALYSIS AND RESULTS

Section I: Findings related to Frequency and Percentage Distribution of Socio-demographic variables of the participants.
Section- II: Findings related to the prevalence of social anxiety among Second year Diploma students at P P Savani University, Surat District.
Section III: Findings related to the Impact of social anxiety on the academic performance of Second-year Diploma students at P P Savani University.
Section IV: Findings related to the association between the Scores of social anxiety with the selected demographic variables among Second-year Diploma students at P P Savani University, Surat District.

Frequency and Percentage Distribution of Socio-demographic variables of the participants (N=181)

Sr.No.	Demographic Variable		Frequency (F)	Percentage (%)
1	Age	A. 15 to 16	1	0.60%
		B. 16 to 17	44	24.30%
		C. 17 to 18	81	44.80%
		D. 18 & above	55	30.40%
2	Gender	A. Male	133	73.50%
		B. Female	48	26.50%
3	Religion	A. Hindu	165	91.20%
		B. Christian	5	2.80%
		C. Muslim	11	6.10%
		D. Other	0	0.00%
4	Academic Year	A. 1st Year	0	0.00%
		B. 2nd Year	181	100.00%
		C. 3rd Year	0	0.00%
5	Area of Residence	A. Town	159	87.80%
		B. Hostelites	22	12.20%
6	Type of Institute	A. Private	181	100.00%
		B. Government	0	0.00%
7	Education of Father	A. Illiterate	3	1.70%
		B. Primary education	18	9.90%
		C. Secondary education	76	42.00%
		D. Graduation and Above	74	40.90%
		E. Not formally educated	10	5.50%

Sr. No.	Demographic Variable		Frequency (F)	Percentage(%)
8	Occupation of Father	A. Working at government sector	15	8.30%
		B. Working at private Sector	92	50.80%
		C. Professional	16	8.80%

		D. Farmer	19	10.50%
		E. Others	39	21.50%
9	**Education of Mother**	A. Illiterate	9	5.00%
		B. Primary education	48	26.50%
		C. Secondary education	65	35.90%
		D. Graduation and above	49	27.10%
		E. Not formally educated	10	5.50%
10	**Occupation of Mother**	A. Working at government sector	3	1.70%
		B. Working at private sector	20	11.00%
		C. Professional	4	2.20%
		D. Housewife	148	81.80%
		E. Others	6	3.30%
11	**Socioeconomic Status**	A. Upper class	15	8.30%
		B. Middle class	154	85.10%
		C. Lower class	12	6.60%
12	**Types of Family**	A. Nuclear	88	48.60%
		B. Joint	84	46.40%
		C. Extended	9	5.00%

Sr.No.	Demographic Variable		Frequency (F)	Percentage (%)
13	**Current Parental Marital Status**	A. Living with parents	172	95.00%
		A. Living with parents	172	95.00%
		C. Having single parent	3	1.70%
		D. Orphan	2	1.10%
14	**Family History of Mental Health**	A. Yes	5	2.80%
		B. No	176	97.20%
15	**If Yes, Specify**	A. Not Applicable	176	97.20%
		B. Mood swings	1	0.60%
		C. Feelings of guilt or regret	1	0.60%
		D. Depression	1	0.60%
		E. Anxiety	2	1.10%
16	**Previous results score**	A. High Achievers (Distinction and above)	39	21.50%
		B. Satisfactory to Very Good	121	66.90%
		C. Needs Improvement	21	11.60%

Section- II
Findings related to the prevalence of social anxiety among Second Year Diploma students at P P Savani University, Surat District

Frequency and Percentage Distribution of Score of Social Anxiety
(N=181)

Score of Social Anxiety	Frequency (F)	Percentage (%)

18-29: No Anxiety	49	27.10%
30-44: Mild Anxiety	59	32.60%
45-59: Moderate Anxiety	53	29.30%
60-74: Severe Anxiety	16	8.80%
75-90: Extreme Anxiety	4	2.20%

Section III
Findings related to the Impact of social anxiety on the academic performance of Second Year Diploma students at P P Savani University

Correlation Between Anxiety and Academic Performance Scores

	Variable 1	Variable 2	N	r	z-score	p value
	Anxiety	**Result score**				
Mean	40.87293	6.105333	181	-0.013	29.674	<0.001
SD	15.63758	2.04403				

Association of Results

Result score associated with level of anxiety for given sample	N	Level of Anxiety		Result Score	
		Mean	**SD**	**Mean**	**SD**
	181	40.873	15.637	6.105	2.044

Score with the level of Anxiety

Result score associated with level of anxiety for given sample	N	Level of Anxiety		Result Score	
		Mean	**SD**	**Mean**	**SD**
	181	40.873	15.637	6.105	2.044

Descriptive Statistics of Level of Anxiety and Result Score

Level of anxiety	N	Level of Anxiety		Result Score	
		Mean	**SD**	**Mean**	**SD**
No Anxiety	49	21.53061	3.884274	6.477959	2.958962
Mild Anxiety	59	37.9661	4.185221	5.743051	1.629352
Moderate Anxiety	53	51.71698	4.499476	6.134808	1.405402
Severe Anxiety	16	64.4375	2.943213	6.34375	1.648049
Extreme Anxiety	4	82.75	6.601767	5.5475	2.413315

Correlation Between Anxiety and Academic Performance Scores

	Variable 1	Variable 2	N	r	z-score	p value
	Anxiety	**Result score**				
Mean	40.87293	6.105333	181	-0.013	29.674	<0.001
SD	15.63758	2.04403				

Correlation Between Anxiety Levels and Academic Performance for Students with No Anxiety.

	Variable 1	Variable 2	N	r	z-score	df	p value
	Anxiety	**Result score**					
Mean	21.53061	6.477959	49	0.141	21.583	96	<0.001
SD	3.884274	2.958962					

Correlation Between Anxiety Levels and Academic Performance for Students with Mild Anxiety.

	Variable 1	Variable 2	N	r	z-score	df	p value

	Anxiety	Result score					
Mean	37.9661	5.743051	59	0.152	55.114	116	<0.001
SD	4.185221	1.629352					

Correlation Between Anxiety Levels and Academic Performance for Students with Moderate Anxiety.

	Variable 1	Variable 2	N	r	z-score	df	p value
	Anxiety	Result Score					
Mean	51.71698	6.134808	53	0.102	70.405	104	<0.001
SD	4.499476	1.405402					

Correlation Between Anxiety Levels and Academic Performance for Students with Severe Anxiety.

	Variable 1	Variable 2	N	r	z-score	df	p value
	Anxiety	Result score					
Mean	64.4375	6.34375	16	-0.088	68.892	30	<0.001
SD	2.943213	1.648049					

Correlation Between Anxiety Levels and Academic Performance for Students with Extreme Anxiety.

	Variable 1	Variable 2	N	r	z-score	df	p value
	Anxiety	Result score					
Mean	82.75	5.5475	4	0.95	21.969	6	<0.001
SD	6.601767	2.413315					

p = <0.05 (Significance), p = >0.05 (No significance), p = <0.01 (Highly Significant)

Section IV

Findings related to the association between the Scores of social anxiety with the selected demographic variables among Second-year Diploma students at P P Savani University, Surat District.

presents the Chi-square association between scores of social anxiety and selected demographic variables among second-year Diploma students at P P Savani University, with a sample size of 181 participants. The table details the frequency of participants categorized by levels of social anxiety (No Anxiety, Mild Anxiety, Moderate Anxiety, Severe Anxiety, and Extreme Anxiety) alongside various demographic variables such as age, gender, religion, academic year, area of residence, type of institute, education and occupation of parents, socioeconomic status, family type, current parental marital status, family history of mental health, and previous academic performance.

Key findings indicate significant associations between scores of social anxiety and certain demographic variables. For instance, both the **education of the father** (χ^2 = 37.36, p = 0.002) and the **occupation of the father** (χ^2 = 36.49, p = 0.002) show statistically significant relationships, suggesting that these factors may influence social anxiety levels among students. Additionally, **socioeconomic status** (χ^2 = 22.17, p = 0.005) also reflects a significant association. Conversely, demographic variables such as gender, religion, education, and occupation of the mother, type of family, and previous results score did not show significant associations, as indicated by their p-values exceeding 0.05.

Overall, the table highlights the importance of familial and socioeconomic factors in understanding social anxiety among Second-year Diploma students, while indicating that other demographic variables may not significantly impact anxiety levels.

CONCLUSION:

In conclusion, the study highlights the prevalence of social anxiety among Second-year diploma students at P P Savani University and its implications for academic performance. The analysis reveals that participants experienced varying levels of social anxiety, with the majority falling into the moderate anxiety category. Notably, the study found a significant correlation between social anxiety and academic performance, indicating that higher levels of anxiety may directly influence students' academic outcomes. Interestingly, students with no anxiety demonstrated the highest academic performance, while those with extreme anxiety recorded the lowest scores. Moderate and severe anxiety levels were associated with relatively stable academic outcomes, suggesting that the impact of anxiety varies across different levels. Furthermore, demographic variables such

as parental education and occupation show significant associations with social anxiety levels, underscoring the influence of socio-economic backgrounds on students' mental health. Overall, the study contributes to understanding the intricate relationship between social anxiety and academic performance, offering a foundation for future research. Implementing effective strategies to address social anxiety can enhance both academic success and personal development among students.

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