SOCIAL ANXIETY AND ITS IMPACT ON ACADEMIC ACHIEVEMENT THE CASE OF KIDIST SELLASIE CATHEDRAL SECONDARY SCHOOL STUDENTS

BY:

ANTENAINE ANELY

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN COUNSELING PSYCHOLOGY

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADTUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

SCHOOL OF PSYCHOLOGY

November, 2020

Addis Ababa, Ethiopia

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

SCHOOL OF PSYCHOLOGY

SOCIAL ANXIETY AND ITS IMPACT ON ACADEMIC ACHIEVEMENT THE CASE OF KIDIST SELLASIE CATHEDRAL SECONDARY SCHOOL STUDENTS

BY:

ANTENAINE ANELY

APPROVED BY BOARD OF EXAMINERS:

APPROVED BY BOARD OF EXAMINERS:

Chairperson, Department Graduate Committee	**Signature**	**Date**
Advisor	**Signature**	**Date**
Internal Examiner	**Signature**	**Date**
External Examiner	**Signature**	**Date**

ACKNOWEDGMENTS

First and foremost, I would like to extend my sincere thanks to my advisor Dr. Tigist Wuhib for unreserved guidance, comments of unfailing moral support, and keen interest to read the report by devoting her precious time which helped me significantly until the end of the research work.

Then, it's my pleasure to record my acknowledgment to the school Principal, Ato Girmay Techane, for overall coordination and co-operation of the data collection process.

Finally, but most importantly I'm grateful to Wondie Zeleke and my friends Abebe Asefa who are provided me all round help while conducting my thesis.

TABLE OF CONTENTS

ACKNOWEDGMENTS i
TABLE OF CONTENTS ii
LIST OF TABLES v
ABBREVIATIONS vi
ABSTRACT vii
CHAPTER ONE 1
1. INTRODUCTION 1
1.1. Background of the Study 1
1.2. Statements of the Problem 4
1.3. Objective of the Study 6
1.3.1. General Objective 6
1.3.2. Specific Objectives 6
1.4. Research Questions 6
1.5. Significance of the Study 8
1.6. Delimitation of the Study 8
1.7. Operational Definition of Key Terms 9
CHAPTER TWO 10
REVIEW OF RELATED LITERATURE 10
2. An overview of Anxiety Disorders 10
2.1. Nature and Meanings of Social Anxiety 11
2.2. Prevalence Rates and onset of social Anxiety 12
2.3. Signs and Symptoms of Social Anxiety 13
2.3.1. Psychological Symptoms 14
2.3.2. Physical Symptoms 14
2.4. Theories of Social Anxiety 16
2.4.1. Behavioral Theories 16
2.4.2. Social Skills Deficit Theory 17
2.4.3. Cognitive Theory 18
2.4.4. Self-Presentational Theory 18

2.5. Features and Perceptions 20
2.6. Feared Situations 20
2.7. Academic Achievement 21
2.8. Social anxiety and academic achievement 22
2.9. Academic task avoidance and academic achievement 23
CHAPTER THREE 24
RESEARCH METHODOLOGY 24
3.1. Research Site 24
3.2. Research Design 24
3.3. Population and Sampling 25
3.4. Methods of Data Collection and Instruments 26
3.4.1. Validation 28
3.5. Procedures of Data Collection 28
3.7. Pilot Study 29
3.8. Method of Data Analysis 30
3.9. Ethical Consideration 31
CHAPTER FOUR 32
DATA PRESENTATION, ANALYSIS AND INTERPRITATION 32
4.1. Demographic Profile of Respondents 32
4.2. Descriptive Analysis of the Study 33
4.3. Discussion 38
4.3.1. The Prevalence of Social Anxiety and Academic Task Avoidances 38
4.3.2. Social anxiety and academic achievement 39
4.3.3. Academic achievements and academic task avoidance 40
CHAPTER FIVE 41
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 41
5.1. Summary 41
5.2. Conclusions 42
5.3. Recommendations 43
5.4. Limitation of the Study 44
REFERENCES 45
APPENDIXES 50

Appendix A 50
Appendix B 53
Appendix C 56

LIST OF TABLES

Table 3. 1 Population of the study 25
Table 3. 2 Demographic characteristics of respondents.....26
Table 3. 3 Determination of social anxiety level based on SPIN score 27
Table 4. 1 Descriptive values of sample population based on sex and grade levels.....32
Table 4. 2 Prevalence of social anxiety and academic task avoidance based on SPIN 33
Table 4. 3 Academic achievement differences between socially anxious and non-socially anxious 34
Table 4. 4 Descriptive values of sex and social anxiety disorder 35
Table 4. 5 Correlations Analysis between social anxiety and academic achievement 36
Table 4. 6 Relationships between social anxiety and academic task avoidance 36
Table 4. 7 Relationships between academic achievement and academic task avoidances 37

ABBREVIATIONS

SPSS= Statically Package for Social Science) software.

SPIN= Social Phobia Inventory Test.

SAD= Social Anxiety Disorder.

AVS= Average Scores.

DSM-5= Diagnostic Statistical Manual 5^{th} ed.

ABSTRACT

This study measured social anxiety and its impact on academic achievement. To measure the participant's level of social anxiety, an instrument called Social Phobia Inventory Test/ Scale (SPIN) was used. The data was analyzed using SPSS version 24. Based on this scale, 124 participants were found socially anxious. t-test, Pearson correlation and percentage were used to analyze the data. Results showed that social anxiety correlated negatively and significantly with academic achievement. Participants were 267 randomly selected students by using lottery method from 3 grade levels (grade 10th -12th) at Kidist Sellassie Cathedral Secondary School .The sample comprised 133 males and 134 females. Academic achievement and academic task avoidance are positively correlated. The academic achievement of socially anxious groups are low first semester average scores (negative relationship between social anxiety and average scores) this implies that non-socially anxious groups performed academically better than the socially anxious groups. And results show that social anxiety correlated positively with academic task avoidances.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Education plays a very significant role in molding the ideas, habits, attitudes, interests and values of children with a view to produce well-balanced personalities, culturally sound, emotionally stable, mentally alert, morally upright, physically strong, socially efficient; vocationally self-sufficient and internationally liberal (Aggrawal, 1995). Teaching students about values and morals of society and socialize individuals and to keep society smoothing and remain stable. (Fazilah, et al., 2011)

At any educational level, there are many factors which affect the ability to learn. These factors constitute conditions that facilitate or hinder students' ability. Such factors can be classified as academic factors and non-academic factors.

According to Aggrawal (1995) aptitude test scores, high school grades and results obtained from entrance examination are grouped under academic factors. Some examples of non-academic factors are students' motivation, personality problems, socio economic status and difficult social adjustments. Form personality traits social anxiety is an individual with an excessive fear of social situations, such as eating or speaking in public (Randall and Book, 2002). And social anxiety is having negative association with general abilities. In addition difficult social adjustments were also mentioned under non-academic factors. People that have poor social adjustments are also people with social anxiety (Strahan, 2003). Social anxiety is the avoidance, anxious anticipation, or distress in the feared social or performance situation(s) interferes significantly with the person's normal routine, occupational (academic) functioning, or

social activities or relationships, or there is marked distress about having the anxiety (DSM-5, 2013).

Different researches have shown on the onset of social anxiety for instance, according to Masoumeh, et al., (2016) social anxiety is one of the most prevalent anxiety disorders in adolescence years. This disorder owns negative impacts on overall health and performance of this group of society people.

Recent data from the National Comorbidity Survey indicate that social anxiety is the third most common mental illness, following depression and alcohol abuse (Kessler et al., 2005). Social anxiety in its most severe form can emotionally and physically paralyze the sufferer, with many struggling to cope with other psychological challenges, finding or maintaining employment, and engaging in romantic and non-romantic relationships (Daniel, 2005). Most people feel nervous in certain social situations such as having a job interview, going to parties, interacting in groups, or public speaking and formal presentations. Most of us worry about what we're going to say, do or even wear during these events. These feelings often become easier with some experience.

However, these feelings can sometimes be severe. If these feelings are sufficiently intense, the person avoids doing things that are important to him or her because of these feelings; or if the person's ability to function at home, at school, at work, or in his or her social circle is curtailed by these feelings; then, mental health professionals call this stage social anxiety (it is at this stage, the individual may fail to do his/ her academic career properly. As a result, the academic performance of the individual may decrease (Randall and Book, 2002). Despite the high worldwide burden of social anxiety, limited evidence is available, particularly in developing countries. The prevalence of social anxiety among school adolescents varied from country to

country (Wittchen, 2000). The purpose of this study is to examine what impacts of social anxiety plays among students of Kidist Sellassie Cathedral Secondary School.

1.2. Statements of the Problem

Secondary and preparatory students face a number of pressures and challenges in the academic environment as they need to maintain optimal academic achievement or remain in the academic program. Because of those challenges and pressures, they fail to attain an acceptable level of academic achievement and finally withdraw. (Tigist B, 2010)

According to Kindie et al., (2017) addresses the reasons why a secondary and preparatory school students with social anxiety is due to sociocultural differences among students. For instance, in Ethiopia, shyness as a measure of politeness has been emphasized as a dominant cultural norm. In this context there are various Amharic sayings, or proverbs, which motivate people to engage to be shy.

‘’ጨዋ የጨዋ ልጅ ጨዋ የወለዳት፣

አይናፋር ሞሆኗ እንዴት አስወደዳት፣’’ (Solomon Reta, 1972, P-56)

This means shyness seen as goodness. There are various proverbs which are not listed in this study which are to encourage shyness. Besides these proverbs various cultures, Bibles and Qurans are motivating shyness especially for females.

Social anxiety had significant association with current alcohol drinking, social support, and students' living status, students with poor and moderate social support had about two times more affected by social anxiety as compared with students who had strong social support. Social connectedness is important for the development of confidence and positive social skills. Poor social support, students who lived with single parent were more than 5 times more likely to have social anxiety as compared with students who lived or were raised by both parents.

Different studies were done on social anxiety and its impact in academic achievement at collage level. Socially anxious students had lower academic achievement as compared to that of the non-socially anxious students. They may avoid some common academic task activities, such as presentation, test taking, participating in group work etc. They may even avoid having to ask a classmate and these things may affect their academic achievements. (Tiegist, 2010).

Most studies of social anxiety focus on cultural aspects of social anxiety disorder (Mohammadi et al., 2019), impact of family and school environment on the development of social anxiety (Bracik et al., 2012), and the impact of social anxiety on student learning and Well-being in Higher Education (Russell & Topham, 2012). Other impacts of social anxiety cultural differences in social anxiety are known to exist. Research tells us that how social anxiety presents itself can vary depending on where you live and the culture in which you are raised. This makes sense because different cultures have different social rules and expectations. What is considered ‘’okay’’ behavior in one country might be forwarded upon other country and vice versa. In other wards researches shows that there are differences in the prevalence of social anxiety in difference cultures. Mental health professionals may differ in how they diagnose social anxiety disorder depending on their culture.

Therefore the researcher to egger to conduct the research on social anxiety and its impacts on academic achievement on secondary school levels, because most researches are not fully addressed the impacts of social anxiety in secondary school level students.

So, this research tries to study social anxiety and its impact on academic achievement of students.

1.3. Objective of the Study

1.3.1. General Objective

The general objective of this study is to measure social anxiety and its impact on academic achievement in Kidist Sellassie Cathedral Secondary School Students.

1.3.2. Specific Objectives

In an attempt to achieve the general objective of the research, it also has the following specific objectives:

1. To show the prevalence of social anxiety and academic task avoidances among Kidist Sellassie Cathedral Secondary School students.
2. To examine academic achievement difference between socially anxious and non-socially anxious of Kidist Sellassie Cathedral Secondary School students.
3. To show a relationship between social anxiety and academic achievement among Kidist Sellassie Cathedral Secondary School students.
4. To see the relationship between social anxiety and academic task avoidance among Kidist Sellassie Cathedral Secondary School students.

1.4. Research Questions

Thus, in a way to achieve the objective of the study, the research was attempted to answer the following basic research questions:

1. What is the prevalence of social anxiety and academic task avoidances among Kidist Sellassie Cathedral Secondary School students?
2. Is there academic achievement difference between socially anxious and non-socially anxious students among Kidist Sellassie Cathedral Secondary School?

3. Is there a relationship between social anxiety and academic achievements among Kidist Sellassie Cathedral Secondary School?
4. Is there a relationship between social anxiety and academic task avoidance among Kidist Sellassie Cathedral Secondary School?

1.5. Significance of the Study

Measuring social anxiety and its impact on academic achievement is an important issue to facilitate the teaching-learning process, which may turn, help students successful in their academics and social life. It will create an understanding about the extent/prevalence of social anxiety among secondary school students, it intends to show the impacts of social anxiety on academic achievement among students as well as, it may help teachers to identify socially anxious students and help them to participate in class, it serves other researchers as an additional source of information to conduct further study on this area. The findings of this study is important for psychologists working in mental health settings, and especially relevant to counselors working in schools. If the data finds a relationship between social anxiety with academic achievements, and academic avoidance as well as, academic achievement difference between socially anxious and non-socially anxious groups and school counselors can target educational programs to socially anxious groups. It may help students to understand their own behavior well and help themselves to improve their social adjustment techniques.

1.6. Delimitation of the Study

This research was conducted in Kidist Sellassie Cathedral Secondary School. The study is delimited to controllable size of students from grade 10^{th} -12^{th} secondary school students taken as the focus of this study because the impacts of social anxiety on academic achievement are more feasible in the secondary school level (Kindie et al., 2017) The research does not include the biological and other factors, which may influences social anxiety.

1.7. Operational Definition of Key Terms

- **Academic Achievement:** knowledge gained or skills developed in the school subjects, usually designated by test scores, by marks assigned by teacher or by both.
- **Academic Task Avoidance**: avoiding involving in some common academic activities such as presentation test taking, home works and class participation.
- **Impacts**: the effects of a social anxiety on students' academic achievement.
- **Social Anxiety**: is fear of being judged and evaluated negatively by other people in real or imaginary social context which can create the feelings of inadequacy, and interference significantly on academic achievement.
- **Students:** Grade 10-12th students who are learning at Kidist Sellassie Cathedral Secondary School in Addis Ababa, Ethiopia.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter of the study included the literature works from the books, articles, journals and previous studies and what scholars have written about the subject matter under the research issues.

2. An overview of Anxiety Disorders

Different scholars define anxiety differently. Anxiety is a common emotion experienced as fear, shyness, worry or stress (Coleman, 1984). According to Comer (2005) defined anxiety as an alarm system that is activated whenever a person perceives danger or threat

According to Cockerham (1981) anxiety is a series of biochemical changes in our brain and body, such as an increase in adrenaline (causing our heart to beat faster) and a decrease in dopamine (brain chemical that help to block pain)

Social anxiety is normal to feel nervous in some social situations. For example, going on a date or giving a presentation may cause that feeling of **butterflies** -it is a feeling when one is nervously anticipating something, such as a speech or other big event in the stomach. But in social anxiety disorder, also called social phobia, everyday interactions cause significant anxiety, fear, self-consciousness and embarrassment because you fear being scrutinized or judged by others. In social anxiety disorder, fear and anxiety lead to avoidance that can disrupt your life. Severe stress can affect your daily routine, work, school or other activities.

2.1. Nature and Meanings of Social Anxiety

Social anxiety has been defined as anxiety that occurs as a result of one's being concerned about others' evaluation and perception of one self (Leary & Kowalski, 1995).Watson and Friend (1969) defined social anxiety as the experience of distress, discomfort, fear and anxiety in social situations, and as a fear of negative evaluations which leads to the intentional escaping from social situations. Richards (2007) described social anxiety as the fear of social situations and interaction with other people that can create the feelings of self- consciousness, judgment and inferiority in an individual. According to Leitenberg (1990), social anxiety is an experience of fear, apprehension and worry regarding social situations and being evaluated by others which causes difficulty with social interaction. Schlenker and Leary (1982) defined social anxiety as the anxiety resulted from prospect or presence of interpersonal evaluation in real or imagined social settings. After critically analyzing various definitions, it can be concluded that social anxiety is fear of being judged and evaluated negatively by other people in real or imaginary social context which can create the feelings of inadequacy, embarrassment, humiliation and inferiority in an individual and can lead to deliberate avoidance from social situations.

Social anxiety is not necessarily experienced in real situation. Imagination of a social situation in which interpersonal evaluation is anticipated, also can produce anxiety that may be of a magnitude equal to or greater than that experienced by a person in actual social encounter of active interpersonal evaluation. Despite the difference in causing factors, social anxiety is alike all other anxieties, so it is also accompanied by cognitive and somatic symptoms which cause different levels of distress (Leary & Kowalski, 1995).

Different scholars define social anxiety in almost similar ways. Social anxiety involves more than shyness. It is about being extremely anxious in social situations, and often is called social phobia. With the publication of fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5, 2013) social phobia is now formally diagnosed as Social Anxiety Disorder (SAD). This resource highlights causes and effects and explores how school-based interventions can help address the problem. Comer (2005) also defined social anxiety as a severe and persistent fear of social or performance situations such as eating or speaking in public in which embarrassment may occur.

2.2. Prevalence Rates and onset of social Anxiety

Prevalence rates for social anxiety are generally thought to be historically inaccurate due to the lack of sensitivity in the measures used and the infrequency of socially anxious individuals seeking treatment. The latter issue is highly influenced by the nature of the disorder itself, as an individual who fears social interaction and scrutiny from others is less likely to bring his or her issue to friends, family members, and/or health care providers. This issue is supported by early epidemiology studies that estimated a lifetime prevalence rate between 1% and 4% (Villiers, D. P., 2009).

The development of social anxiety is also influenced by parent-child interactions a patient's family origin. **Symptoms in Children**: Symptoms of social anxiety in children frequently include tantrums, crying, "Freezing", clinging to parents or other familiar people and inhibiting interactions to the point of refusing to talk to others (mutism). **Symptoms in Adults:** the symptoms of social anxiety in adults include a range of physical signs of anxiety as well as attitudes and behaviors. Blushing, sweating, nausea, diarrhea, dry mouth, tremors, and other physical indications of anxiety, difficulties with self-assertion, extreme sensitivity to criticism,

rejection, or negative evaluations, intense preoccupation with the reactions and responses of others, heightened fears of being embarrassed or humiliated, avoidance of the feared situation(s) and anticipatory anxiety. In adults, there is often a "vicious circle" quality to the symptoms, in that anxiety and symptoms lead to actual or perceived poor performance, which in turn increase the anxiety and avoidance. (Chhabra et al., 2009)

When we see the onset of social anxiety usually starts during youth. According to best estimates as reported in the DSM-5: The median age of onset of social anxiety disorder in the US is age 13, with 75% of those with social anxiety disorder experiencing the onset at a range of ages 8-15. The onset can either be insidious or sudden onset triggered by a specific event. Children diagnosed as young as age 8 (Beidel & Turner, 1988). Using a retrospective design,

Bourdon et al. (1988) found that the majority of adults with SAD failed to recall a period when social anxiety was not present in their lives. There is some evidence that the prevalence of the generalized subtype of SAD appears to be increasing in the United States, especially among White, married, middle-class persons.

2.3. Signs and Symptoms of Social Anxiety

The essential feature of social anxiety is an intense fear of being in social or a performance situation. Jeanne and colleagues (2008) classified symptoms of social anxiety into two main categories: psychological and physical.

Signs and symptoms of social anxiety can include persistent:

- Fear of situations in which you may be judged
- Worrying about embarrassing or humiliating yourself
- Intense fear of interacting or talking with strangers

- Fear that others will notice that you look anxious
- Fear of physical symptoms that may cause you embarrassment, such as blushing, sweating, trembling or having a shaky voice
- Avoiding doing things or speaking to people out of fear of embarrassment
- Avoiding situations where you might be the centre of attention
- Having anxiety in anticipation of a feared activity or event
- Enduring a social situation with intense fear or anxiety
- Spending time after a social situation analysing your performance and identifying flaws in your interactions
- Expecting the worst possible consequences from a negative experience during a social situation.

2.3.1. Psychological Symptoms

some examples include: Intense worry for days, weeks, or even months before an upcoming social situation, extreme fear of being watched or judged by others, especially people you don't know, excessive self-consciousness and anxiety in everyday social situations, fear that you' will act in ways that will embarrass or humiliate yourself, fear that others will notice that you're nervous, and avoidance of social situations to a degree that limits your activities or disrupts your life.

2.3.2. Physical Symptoms

Some examples of Physical symptoms are: pounding heart, shaky voice, rapid breathing, Sweating or hot flashes, Upset stomach, Dry throat and mouth, trembling or shaking, Muscle

tension, Clammy hands, and Swallowing with difficulty. Physical signs and symptoms can sometimes accompany social anxiety disorder and may include:

Blushing-it is a normal physiological response that results in the face, neck, and/ chest becoming red. It is also a common symptom of social anxiety which involves a fear of being in the spotlight or negatively evaluated or judged by others.

Fast heartbeat is one of the symptoms of social anxiety which is experiencing fear, anxiety.

Trembling is a common physical symptom of social anxiety, to shake involuntarily with quick, short movements as from fear, excitements, weakness, or cold; quake, quiver; to be troubled with fear or apprehension of things.

Sweating Upset stomach or nausea is during the movement of high anxiety; you might feel just a bit queasy. It's that ''butterflies in your stomach'' feeling you might have before giving a public presentation or going on a job interview. Sometimes can make you totally sick to your stomach when it is social anxiety related.

Trouble catching your breath with social anxiety, you may not be running for your life. But your body still responds as if you are. You experiences chest tightening, shortness of breath, and faster breathing because your body is trying to get more oxygen to your muscles, preparing you to run. **Dizziness or light-headedness; feeling** that your mind has gone blank; muscle tension and avoiding common social situation.

Feeling that your mind has gone blank is a public embarrassment or one's mind going blank during a public performance is common. Muscle tension is a feeling of tense or can lead to muscle aches and pains, as well as leaving some people feeling exhausted.

2.3.3. Avoiding common social situations

Common, everyday experiences that may be hard to endure when you have social anxiety disorder include, for example: Interacting with unfamiliar people or strangers –people with social anxiety lack of social interaction with unfamiliar /strangers as well as not attending parties or social gatherings such as meeting, weddings, birth day parties and other ceremonies. Going to work or school –students with social anxiety avoiding or lack of going to school because of fearing public speaking, people with social anxiety isolated them from conversations which are an informal talk involving two people or small group and avoiding eating in front of others of people and unable to making them eye contact (unable to speak in front of others) and Entering a room in which people are already seated.

2.4. Theories of Social Anxiety

2.4.1. Behavioral Theories

Behavioral scientists have offered a variety of theoretical approaches for understanding social anxiety and its clinical manifestation; social phobia. In this connection, four major theories can be quoted namely: conditioning theory, social skills deficit theory, cognitive theory and self-presentational theory (Leary, 1983).They are discussed in the following.

Conditioning theory is based on classical behavioral model. According to this model, a stimulus, which is called unconditioned stimulus, is conditioned with another stimulus, which after conditioning becomes conditioned stimulus. The unconditioned stimulus is usually natural having biological significance such as water or food. An unconditioned stimulus can produce an unconditioned response. The conditioned stimulus produces no particular response before conditioning, but after conditioning it can produce conditioned response (Bouton, 2007).

According to the conditioning theory of social anxiety, people feel social anxiety when they associate social situations to the negative experiences of their lives. This association occurs when a person faces negative experience in a social situation. He or she associates the unpleasant experience with that specific situation and feels anxiety when he or she has to face the same situation or similar one again without having any further negative experience. The conditioning between an aversive experience and a social situation may be either specific or generalized. A person may be fearful of the situation that is not so closely related to the aversive experience. This type of conditioning results into the development of generalized type of social anxiety. Contrary to this, if conditioning is more specific, a person will experience specific type of social anxiety.

2.4.2. Social Skills Deficit Theory

It provides explanation of the phenomenon of social anxiety according to the principles of operant conditioning model. The theory describes that social anxiety is developed in the absence of essential social skills in a person. If a person is unable to behave appropriately in a social situation, he or she will be anxious about attending the social event which can create such situation. Such deficiency may be related to a specific situation or a generalized one. If a person has an overall deficiency of social skills, he or she develops generalized social anxiety. It is more harmful for his or her social life. In such a case a person feels anxiety in most of the social situations and finds it very hard to keep on his or her regular social activities. If a person lacks social skills related to a specific situation, he or she will feel social anxiety in that specific situation. The person will behave in a normal way in other social situations (Leary, 1983).

The role of social skills is very important for happy and successful life. Social skills are the patterns of learned behavior which are essential to achieve social reinforcement. People feel

anxiety and stress when they have to interact with other people, however such anxiety can be reduced by learning appropriate social skills (O'Donohue& Krasners, 1995). Various behavioral techniques can be used for social skills training such as modeling, coaching and social cognitive techniques, however operant conditioning is found best for this purpose (Schneider & Bryne, 1985).

2.4.3. Cognitive Theory

According to this theory, a person feels anxiety when he or she has negative evaluations of his or her social skills, irrational beliefs, excessively high standards and faulty perceptions about the importance of interaction in social situations. It is quite possible that a person is fully capable of performing well in a social situation but underestimates his or her competency and fears to attend the social gatherings. In the same way, if a person considers a social situation extra ordinary important, he or she is expected to develop social anxiety when have to interact in that situation (Leary, 1983). Basis of this theory can be traced in Rational Emotive Behavior Therapy developed by Albert Ellis. He identified a number of irrational beliefs which may lead to depression, anxiety and many other maladaptive behaviors (Ellis, 1991). If a person is properly guided and taught to think rationally, he or she can be saved from the consequences of irrational beliefs (Ellis & Dryden, 1997).

2.4.4. Self-Presentational Theory

It encompasses the elements of both behaviorist and cognitive theories. It also presents social psychological view of social anxiety. So it provides more comprehensive explanation of the problem. According to this theory, people experience social anxiety when they want to make a favorable impression of themselves, but doubt that they will be successful in their effort

(Shlenker& Leary, 1982). Because the impressions people make on others have important applications for how they are evaluated and treated in everyday life, people are understandably motivated to convey certain impressions of them and to avoid certain other impressions. So, according to this theory, there are two conditions for developing social anxiety in a person. First, the motivation for participation in social interaction and the second is doubt about the successful performance there. If any one of these conditions is missing there is no possibility of developing social anxiety.

The severity of social anxiety is determined by the interaction of these two factors. If one factor remains constant, the severity of social anxiety will be directly proportionate to the varying factor (Leary, 1983). Most of the studies support cognitive approach that provides basis for cognitive theory and self-presentational theory, as compared to behaviorist approach for understanding social anxiety. The researchers found that social anxiety was specifically related to the appraisal as threatening of negative social events happening to the self. The relationship existed when depression was partial zed out.

According to Vassilopoulos (2004) conducted a study with the aim of collecting basic information about anticipatory processing and its relationship with social anxiety. The researcher found significant correlation between anticipatory processing scores and social anxiety when trait anxiety and depression were controlled. Socially anxious people in the study reported that their thoughts about the events were recurrent and interfered with their concentration. They further reported that their thoughts increased their state anxiety.

2.5. Features and Perceptions

According to Deanna and Miller (2007) and Randal and Wood (2002) people with social anxiety will often feel: hypersensitivity to criticism, negative evaluation, rejection, difficulty being assertive, low self-esteem, inferiority, fear that everyone's attention is focused on them, fear that they will make mistakes and everyone will notice, feeling that everyone else is more capable in the same situation, fear that they are being judged by others , and also fear that they will embarrass or humiliate themselves in front of others. According to Deanna and Miller (2007) people with social anxiety disorder can often be viewed as: Quiet, Shy, Introverted, Backward, Withdrawn, Inhibited, Unfriendly, Nervous, Aloof, and Disinterested.

2.6. Feared Situations

Some people experience anxiety in most social and performance situations, a condition known as generalized social anxiety disorder. For other people with social anxiety, anxiety is connected with specific social situations, such as speaking to strangers, eating at restaurants, or going to parties. The most common specific social anxiety is fear of public speaking or performing in front of an audience (Jeanne et al., 2008).

According to Jeanne and Colleagues (2008); Deanna and Miller (2007); Randal and Book (2002) here are some of the situations that are often stressful for people with social anxiety. These situation are meeting new people, being the center of attention, being watched while doing something, making small talk, public speaking, performing on stage, being teased or criticized, talking with "important" people or authority figures, being called on in class, going on a date (meeting new people), making phone calls, using public bathrooms, taking exams, eating or drinking in public, speaking up in a meeting and attending parties or other social gatherings.

Antony (1997) grouped these stressful situations in to two main types: social interaction and performance situations. According to him feared situations demanding social interaction often include parties, dating, meeting strangers, engaging in casual conversation, maintaining eye contact, talking to people in authority, and being assertive. Performance situations that are often feared by people with social anxiety include speaking in front of groups, eating or writing with others watching, using public bathrooms with others in the room, and performing in front of others (for example, sports, music). All the situations listed above are feared does not mean that all people with social anxiety get nervous when facing all those situations. The type of feared situations can vary from person to person and people with this disorder either avoid feared situations or experience them with extreme anxiety (Randell & Book, 2002).

2.7. Academic Achievement

Achievement, predominantly, in academic setting is called academic achievement. It can be defined as attainment of academic areas. Reading and writing language and mathematical functioning are the major domains of academic achievement (Reynolds, 2002).

Academic achievement is also defined as knowledge gained or skills developed in the school subjects, usually designated by test scores, by marks assigned by teacher or by both. It refers to the achievement made by the students in their academic subjects such as history, mathematics or geography. It contrasts with skills developed in such areas as industrial art or physical education. (Good, 1959). Hence, the students' ability to demonstrate the desired behavior is considered academic achievement

2.8. Social anxiety and academic achievement

Communication is the very essence of human relationships; it is the means whereby social interaction takes place. Communication is an important area of activity in education. There are different means of communication between students and teachers. The most common means of communicating with the instructor/teacher is the quiz, or examination. Other means of communication are the papers and projects that are prepared as part of the course requirements. These generally offer more scope and freedom for the student to communicate with the instructor than do tests. However, students with social anxiety don't seem to feel comfortable in projects and papers.

Students with social anxiety may have a difficult time in school. They may avoid participating in school activities, and may have trouble asking a teacher for help with an assignment they don't understand. They may even avoid having to ask a classmate and these things may affect their grade. There are some evidences which prove social anxiety affects academic performance. However, some other scholars proved that social anxiety and academic performance are not related. Some of the evidences are mentioned here under. Direct evidence about the impact of social anxiety on academic performance comes from Turner and his colleagues as it was cited in (Strahan, 2003).

On the other hand, other scholars express the effect of social anxiety on academic performance indirectly. Accordingly, Alina (2009) showed that social anxiety can negatively affect academic performance by reducing the students' motivation to succeed through lowering of their self-efficacy and expectations of academic success.

In addition to this Franzoi (1983) and Lyness (2009) proved that a person with social anxiety may avoid stressful situations which may affect his or her study, career prospects or

relationships. As a result, people with this disorder often suffer from low self-esteem which could lead them perform academically less.

2.9. Academic task avoidance and academic achievement

The negative reinforcement loop describes the mechanisms whereby academic task avoidance affects academic achievement and academic achievement affects task avoidance. Groteluschen, Borkowski, and Hale (1990) describe a cycle in which students who avoid schoolwork do poorly in school and students who do poorly in school avoid schoolwork. Negative reinforcement drives the succession of task avoidance and poor achievement; students are reinforced to avoid tasks in which they do poorly because they avoid the negative consequences that stem from unintended failure, such as degradation of self-esteem and self-efficacy. Some students may exhibit passive task avoidance through learned helplessness, an achievement strategy in which, following failure, a person passively avoids tasks out of the belief that he or she has no control over the situation (Abramson, Seligman, & Teasdale, 1978). Other students may exhibit academic self-handicapping, wherein they actively avoid effort in order to preserve their self-esteem when they do poorly. Links between task avoidance and academic achievement are well established. Task avoidance is a prominent contributor to declines in academic achievement, whereas task engagement is an important prerequisite of academic achievement.

All indicate that task avoidance is associated with academic achievement, such that task avoidance predicts lower achievement and lower achievement predicts continued task avoidance. For instance, elementary school students who exhibited low task engagement performed worse in school over time, and students who perform poorly in school became less engaged, overall (Hughes, Luo, & Loyd, 2008) and in terms of reading achievement.

CHAPTER THREE

RESEARCH METHODOLOGY

In this chapter, the researcher provided brief explanation on how the study was conducted it included; research design, study population, sample size, sampling techniques, sources of data, data gathering tools, method of data analysis and ethical consideration.

3.1. Research Site

From 203 secondary and preparatory schools in Addis Ababa (70 governments, 91 private and 42 church and other schools), this study was delimited to purposely Kidist Sellassie Cathedral Secondary School in Addis Ababa in Arada Sub City Worda 09 around Arat Killo. The reason why the school was selected, the researcher is familiar to the school and working as school counselor, this helps to get reliable data.

3.2. Research Design

To achieve the objectives of this study, a quantitative research approach with correlational research design cross- sectional study was utilized by the researcher. The reason why the researcher has chosen quantitative research approach is, to quantify the prevalence of social anxiety and academic task avoidance among Kidist Sellassie Cathedral Secondary School students, and the data was gathered using structured questioners as well as the use of statistical data as a tool for saving time and resources. (Bryman, 2001) argue that quantitative research approach is the research that places emphasis on numbers and figures in the collection and analysis of data. The use of statistical data for the research descriptions and analysis reduces the time and effort which the researcher would have invested in describing his result. Data (numbers,

percentages) can be calculated and conducted by a computer through the use of a statistical package for social science (SPSS).

3.3. Population and Sampling

The population of this study was 2019/2020 academic year of regular students from kidist sellassie cathedral secondary school students. There were three grade levels i.e. from Grade 10^{th} - 12^{th} and there were 802 students (376 Males and 426females) in the school. Hence, the total number of students obtained from the record office at Kidist Sellassie Cathedral Secondary School. In general the population of the study was presented in the table -3.1 below.

Table 3. 1 Population of the study

	Gender		
Grade levels	M	F	T
10^{th}	108	124	232
11^{th}	127	152	279
12^{th}	141	150	291
Grand total			**802**

Source: - Kidist Sellassie Cathedral Secondary School Record Office.

It is very expensive in terms of money and time to collect data from all these students, so that the researcher has to determine sample which is representative for the total population. (Yamane, 1967) provides a simplified formula to calculate sample sizes of finite population, which is used to determine the sample size for this study. A 95% confidence level was assumed for this formula to determine the sample size, at e=0.05.

The sample size is determined by the following formula.

$n=\frac{N}{1+N(e)2}$

Where n is the required sample size, N is the population size and e is the level of precision (the quality of being exact).

Applying the above formula, $n=\frac{802}{1+802(0.05)2=}$ =266.88 rounding nearest to the greatest integer. Hence, the sample size for this research was 267 of kidist sellassie cathedral secondary school students from the three grade levels. Those 267 respondents were selected randomly from the total population (133 Males and 134 females). Each person remaining in the population has the same probability of being selected for the sample by using lottery method. The reason why the researcher selects random sampling is, it is the easiest to understand. (Frerichs, 2008.)

Table 3. 2 Demographic characteristics of respondents

Grade Level	Gender		
	M	F	T
10th	42	43	85
11th	44	45	89
12th	47	46	93
Grand total	133	134	267

3.4. Methods of Data Collection and Instruments

The data was collected and facilitated by the researcher himself. Social anxiety was assessed by manipulated a structured questionnaire which has 3 parts; part one, deal with the general

information of respondents and part two used to detect the participants with social anxiety which is Social phobia Inventory Test (SPIN) to detect students with social anxiety. SPIN is a short, self-rating scale developed by (Connor et al., 2000) to capture the social anxiety symptoms. It consists of 17 items and each item is rated from 0 (not at all) to 4 (extremely). The scale ranges from 0-68. A student with a score 20 and above was having social anxiety. It has good test-retest reliability, internal consistency, convergent and divergent validity. It has excellent discriminant or to screen individuals with social anxiety properties and can accurately detect 90% of people diagnosed with social anxiety (Anthony and Coons, 2006).

The scale were translated from English language to Amharic language to avoid language barriers by English and Amharic teachers for better understanding and valid information and the reliability and validity of the scale was done.

Table 3. 3 Determination of social anxiety level based on SPIN score

SPIN total score	**Level of Social Anxiety**
≤19	None
20s	Mild
30s	Moderate
40s	Sever
50 and above	Very sever

Source: (Connor et al, 2000)

The last part of the questionnaire was used to measure participants' prevalence of academic task avoidances. This part of the questionnaire was constructed based on the literature review on

social anxiety and academic avoidances from some common academic activities. Attempts were made to include relating directly to the prevalence of academic avoidances.

It consists of 11 items and each item is rated from 0 (not at all) to 4 (extremely). The scale ranges from 0-44. A student with a score 22 and above was academic task avoidance from involving to some common academic activities.

3.4.1. Validation

To ensure the validity of the study's questionnaire the researcher used expert opinion from experienced both Amharic and English language teachers. Then the first draft Amharic version was evaluated and commented by the research advisor and other relevant professionals such as, Dr Gebeyaw Shimlis who has PhD in English language and Gashaw Yehunie master degree in Amharic language, and Meles who has MA in English language. Also, validity of measure is guarantee using a thorough and adequate literature review.

Then, pilot test was conducted in Kidist Sellassie Cathedral Secondary School on 35 respondents with the purpose to improve clarity, relevance and feasibility of the questionnaire. According to the result of the pretest, some correction and changes were made through discussion with the advisor. For the purpose of assessing the reliability of the instrument Cronbach's Alpha Coefficient test was done.

3.5. Procedures of Data Collection

In this study, a questionnaire was administered to 267 students. The questionnaire was administered by the researcher himself. Instructions were given to the participants prior to their completion of the questionnaire about how to fill. The questionnaire was administered to the participants in their regular classrooms. In addition to this, the objectives of the study were made

clear to them. Of the administered 267 students 124 students (75 Males and 49 females) were with social anxiety screened by part two of the questionnaire (SPIN) taken.

From 267 questionnaires, all questionnaires were returned; hence, 267 questionnaires were properly filled. The entire 267 questionnaires were taken for the final analysis of this study. Moreover, the participants' academic achievement, as defined by year of 2019/2020 first semester average scores. Average scores were obtained from the school record office.

3.6. Variables Treated in the Study

Variables included in the study are:

3.6.1. Independent Variable

- Social phobia
- Academic task avoidance

3.6.2. Dependent Variable

- Academic achievement =2019/2020 first semester average scores

3.6.3. Control variable

- Age
- Sex
- Grade levels

3.7. Pilot Study

A pilot study was carried out on 35 students (17 males and 18 females). This was done to determine the specificity, relevance and clarity of the instrument. The participants were

randomly selected from Kidist Sellassie Cathedral Secondary School. Those participants were selected from all three grade level i.e. (grade 10^{th} -12^{th}) and modification was carried out.

Of the 35 students' response, 3 were not returned and were rejected from analysis. Thus, the pilot study was done on 32 students. Based on the response of the pilot group, the psychometric property of the questionnaire was computed using cronbach's alpha. The Cronbach's Alpha coefficient test result indicated that the questionnaire is reliable and it is acceptable to use as a scale since the Cronbach's Alpha result is above 0.7.

3.8. Method of Data Analysis

The response obtained from the students and 2019/2020 first semester average scores and the quantitative data collected from the questionnaire were analyzed using SPSS program (statically package for social science) software, version 24.

Percentage used both to see the prevalence of social anxiety, (the number of students categorized under socially anxious/ prevalence of social anxiety and academic task avoidance, (avoiding from or participating from some common academic activities). Similarly, independent sample t test was used to know a significant academic difference between socially anxious and non-socially anxious students.

In order to show the general characteristics of the data descriptive statistical values such as the mean, standard deviation, minimum and maximum scores were obtained. Similarly, in order to see the extent of a significant relationship between social anxiety and academic achievement ,(average scores of 1^{st} semester) and as well as to show a significant relationship between social anxiety and academic task avoidance as well as, between academic achievement and academic avoidance, the Pearson product moment correlation coefficient was calculated.

3.9. Ethical Consideration

In this study participants were taking part in the research with their own informed consent. In this case taking into account APA, (2017) the ethical principles of psychologist researchers and code of conducts which say in all actions concerning about informed consent of research respondents, (a) when obtaining informed consent as required in Standard. Informed Consent, the researcher informed participants about (1) the purpose of the research, expected duration, and procedures; (2) their right to decline to participate and to withdraw from the research once participation has begun; (3) whom to contact for questions about the research and research participants' rights. Thus, in this study participants were asked their consent to participants in this study. Thus, students who were selected randomly were asking their consent after the consent read to them. All respondents of this study were trying to show their own free will and true promises to gain their will. After students were collected into a meeting hall they were told about the purpose of the research, duration of the study, and number of participants expected, how confidentiality and privacy was ensured. Besides, the participants were assured that they have full right to participate or withdraw from the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRITATION

This chapter deals with the presentation, analysis and interpretation of the data collected from the sample respondents of the study areas.

4.1. Demographic Profile of Respondents

In this section results of the main findings of the study and description of demographic characteristics of the participants are presented as follow.

Table 4. 1, Descriptive values of sample population based on sex and grade levels

Characteristics	Males		Females		Total	
Grade levels	N	%	N	%	N	%
10th	42	15.7	43	16.1	85	31.8
11th	44	16.5	45	16.8	89	33.3
12th	47	17.6	46	17.2	93	34.8
Total	133	49.8	134	50.2	267	100

As it is shown in the table 4.1, the questionnaire includes demographic variables such as, sex and grade levels. Both sex of respondents were almost equal which is 49.8% (n=133) were male the remaining 50.2% (n=134) were female. In grade ten, 31.8 %(n=85), 42(15.7%) males, 43(16.1) were females and grade 11th 33.3 %(n=89), males 44(16.5%) and 45(16.8%) females and grade twelve, 34.8(n=93), 47(17.6%) males and 46(17.2%) females.

4.2. Descriptive Analysis of the Study

Table 4. 2 Prevalence of social anxiety and academic task avoidance based on SPIN

Study population N=267	SPIN Scores					
Scores	≤19	20s	30s	40s	50s & above	Total social anxious
Levels of Social Anxiety	None N %	Mild N %	Moderate N %	Sever N %	Very sever N %	N %
M	58 21.7	47 17.6	17 6.4	9 3.4	2 0.75	75 28.1
F	85 31.8	27 10.1	11 4.1	8 3	3 1.1	49 18.3
T	143 53.5	74 27.7	28 10.5	17 6.4	5 1.85	124 46.4

	Sex	**n**	**%**
Academic task avoidant Respondents	M	38	14.17
	F	36	13.48
	T	74	27.7
Non- Academic task avoidant respondents			
	M	98	36.7
	F	95	35.6
	T	193	72.3

As it can be observed from the table above, the prevalence of social anxiety out of 267 respondents 143(53.5%) students were non- socially anxious (58, 21.7%) females and 85, 31.8% were male). And out of 267 respondents 124(46.4%) were socially anxious, from those 124 students, 75(28.1%) were males and 49(18.3%) were females. And out of grade 10^{th} 85 students, 24(9%) males and 14(5.2%) female, which is totally of 38(14.2%) students were socially anxious, out of 89 grade 11^{th} students, males 20(7.5%) and 19(7.1%) females totally 39(14.6%) socially anxious. Moreover, out of 93 grade 12^{th} students, 31(11.6%) males and 16 (6%) of females, total of 47(11.6%) were socially anxious.

As indicated above in the table, out of 267 respondents 36(13.48%) females and 38(14.17%) males totally, 74 (27.7%) of students are academic task avoidant. Despite this out of 267 respondents, 95(35.6%) females, and 193(72.3) students are non-academic task avoidant. The prevalence of academic task avoidance of students out of 267 respondents females 36(13.48%) and males 38(14.17%) totally, 74(27.7%), are academic task avoidant. non –academic task avoidant, out of 267 respondents 95(35.6%) females and 98(36.7%) males totally, 193(72.3%) are non-academic task avoidant.

Table 4. 3 Academic achievement differences between socially anxious and non-socially anxious

	Social anxiety	N	Mean Average scores	Std. Deviation	Std. Error Mean	t
First Semester Average Scores	Non- anxious	143	75.01	9.2800	.7760	2.99
	anxious	124	71.43	10.2977	.9248	

*p < .05

From the table above, the mean average scores of non-socially anxious groups was 75.01 and the mean average scores of socially anxious groups was 71.43. The mean difference was found to be significant at .05 level with the t-value 2.99 and df = 131. This implies that non-socially anxious groups performed academically better than the socially anxious groups.

Table 4. 4 Descriptive values of sex and social anxiety disorder

		Sex		Total
		Male	Female	
Social Anxiety	Non –socially anxious	58(21.7%)	85(31.8%)	143(53.6%)
	Socially anxious	75(28.1%)	49(18.3%)	124(46.4%)
	Total	133(49.8%)	134(40.1%)	267(100%)

As it can be seen from table 4.5, based on the SPIN, participants were classified under two categories (socially anxious and non-socially anxious). In this case out of 267 subjects, 133 males were found to be non-socially anxious and this covers 21.7% of the total participants.

Similarly, from the total number of 134 females 85 were classified under non-socially anxious group and this means 31.8% of the total participants taken for analysis purpose. Therefore, both males and females which are non-socially anxious were found to have a total number 143 which is 53.6% of the 267 participants.

From a total of 267 participants, 124 participants were taken as socially anxious groups based on their total score on SPIN. This number covers 46.4% of the total participants. Of these, 18.3% of them were females and 28.1% were males. Thus, we can say socially anxious subjects were less in number than non-socially anxious groups. But, this does not mean that socially anxious participants are few in number. It is a big number and needs attention.

Table 4. 5 Correlations Analysis between social anxiety and academic achievement

		Average Scores	social anxiety
Average Scores	Pearson Correlation	1	-.294**
	Sig. (2-tailed)		.000
	N	267	267
social anxiety	Pearson Correlation	-.294**	1
	Sig. (2-tailed)	.000	
	N	267	267

**. Correlation is significant at the 0.05 level (2-tailed).

The Correlation results presented in Table 4.5, show that there is weak negative relationship between social anxiety and academic achievements with correlation coefficient (r=-294) and significance level ($p<0.01$) which shows that social anxiety and academic achievement have moderate negative correlation and it is statistically significant and an increase in levels social anxiety can bring a decrease in academic achievement (low average sores).

Even if different researches including this study shows the correlation between SA and academic achievement are negatively correlated or SA has an impact on academic achievement, and high achiever students none socially anxious(less than 19) based on SPIN score scales. But the researcher disagree the cut of levels of SPIN scales because, some levels /average anxiety is important for human too eager to do their occupational and educational activities. Based on this scale individual score 19 and below are non-socially anxious and relatively high academic achievers than others. In this study severely socially anxious students were scored better than non-socially anxious one. E.g., 18 respondents with severe social anxiety (6.74%) scored better

academic achievement. So 19 and below is better to level as a normal social anxiety rather than non-socially anxious. To some extent anxiety is important for work since we cannot be effective without normal social anxiety.

Table 4. 6 Relationships between social anxiety and academic task avoidance

		social anxiety	academic avoidance
social anxiety	Pearson Correlation	1	.286**
	Sig. (2-tailed)		.000
	N	267	267
academic task avoidance	Pearson Correlation	.286**	1
	Sig. (2-tailed)	.000	
	N	267	267

**. Correlation is significant at the 0.05 level (2-tailed).

Correlation results presented in Table 4.6, show that there is weak positive relationship between social anxiety and academic task avoidance with correlation coefficient (r=286) and significance level ($p<0.05$) which shows that social anxiety and academic task avoidances have weak positive correlation and it is statistically significant and an increase in levels social anxiety can bring an increase in academic task avoidance.

Table 4. 7 Relationships between academic achievement and academic task avoidances

		average Scores	Level of academic avoidance
Average Scores	Pearson Correlation	1	-.154*
	Sig. (2-tailed)		.012
	N	267	267
Level of academic task avoidance	Pearson Correlation	-.154*	1
	Sig. (2-tailed)	.012	
	N	267	267

*. Correlation is significant at the 0.05 level (2-tailed).

Correlation results presented in Table 4.7, described that there is a very weak negative relationship between academic achievement and academic task avoidance with correlation coefficient (r=-.154) and significance level ($p<0.05$) that shows academic achievement and academic task avoidances have very weak negative correlation and it is statistically significant and an increase in academic task avoidance can bring decrease academic achievement.

4.3. Discussion

In this section, the main findings of the study are discussed based on the following research questions.

1. To show the prevalence of social anxiety and academic task avoidances among Kidist Sellassie Cathedral Secondary School students.
2. To examine academic achievement difference between socially anxious and non-socially anxious of Kidist Sellassie Cathedral Secondary School students.
3. To show the relationship between social anxiety and academic achievements among Kidist Sellassie Cathedral Secondary School students.
4. To see the relationship between social anxiety and academic task avoidance among Kidist Sellassie Cathedral Secondary School Students.

4.3.1. The Prevalence of Social Anxiety and Academic Task Avoidances

As indicated in the result, the prevalence of social anxiety out of 267 respondents 143 (53.5%) students are non- socially anxious 58 (21.7%) females and 85, (31.8%) was male). Out of 267 respondents 124 were socially anxious (46.4%) 75(28.1%) males and 49(18.3%) females. There is a literature that supports this finding, according to Kendie et al., (2017), the overall prevalence of social anxiety was 27.5% and it was inconsistent with in this study which was 46.4%.

The prevalence of academic avoidance of students out of 267 respondents females 36(13.48%) and males 38(14.17%) totally, 74(27.7%), are academic avoidant. Non –academic avoidant, out of 267 respondents 95(35.6%) males and 98(36.7%) females totally, 193(72.3%) are non-academic avoidant. Result is consistent/support with this study, according to Strahan (2003), 91 % of a sample of 99 individuals with social anxiety reported interference with their academic adjustment.

4.3.2. Social anxiety and academic achievement

In the present study, academic achievements of socially anxious groups were compared to that of none socially anxious groups. Based on this comparison, a difference in mean average scores was found statistically significant. This implies that socially anxious groups had lower averages score /academic achievement as compared to that of the non-socially anxious participants. Therefore, it is possible to say that the lower academic achievements of socially anxious groups was due to their socially anxiety.

Cabrera, Castaneda & Nora (1992) as cited (in Strahan, 2003) supported this idea. They noted that the socially anxious students who avoid taking part in extracurricular activities and other events that promote a sense of integration or into school life would be at greater risk for getting lower academic achievement or dropping out of school.

The relationship between social anxiety and academic achievement has been widely studied by social and educational researchers. Most of them found negative relationship between these variables. One of the major negative effects of social anxiety on academic achievement is drop out of the students. (Ameringen ;Farvolden 2003).

Some researchers found a significant negative relationship between social anxiety and academic achievement. According to Furmark (2002) social anxiety is associated with low level of academic achievement.

4.3.3. Academic achievements and academic task avoidance

In this study, academic achievement and academic task avoidance were negatively related that means academic task avoidant students have low academic achievements (if high academic task avoidance, there is low academic achievements). These individuals also reported receiving poor academic achievements due to lack of class participation, avoiding classes requiring public speaking, and deciding to transfer to another school in order to avoid giving oral presentations. There is also an evidence that shows the effect of social anxiety which can lead to poor academic achievements when left untreated (Warner, Klein and Fisher, 2003).

In this study, there is significant and negative relation between academic achievements of students and academic task avoidances which means students who are academic task avoidant has low academic achievements (low average scores). According to Wetterberg (2004) reported that 21% of the respondents from a sample comprising 237 students attending the first year of Swedish upper secondary school had impaired functioning due to social anxiety and the avoided academic task related activities up to withdrawals from the school. Studies with high school students (Ainley, 1993), indicate that academic task avoidance is associated with academic achievement, and such that academic task avoidance shows lower achievement and lower achievement predicts continued academic task avoidance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of major findings, the conclusions made and the recommendations forwarded by the researcher based on the results of the study.

5.1. Summary

This study was conducted with the objective of to see the impacts of social anxiety on academic achievement. The study took place in school. students taking 267 sample sizes (133 males and 134 females) which were 2019/2020 regular students. To measure the participants' level of social anxiety an instrument called Social Phobia Inventory Test (SPIN) was applied. This instrument was administered first on a pilot sample. Based on this, reliability of the instrument was found. t-test, pearson correlation, and percentage were applied to analyze the data. Analysis of the responses to SPIN total score revealed that 124 participants reported symptoms of social anxiety. Of these, 75 (28.1%) were male students and 49(18.3%) were female students. As, the level of social anxiety compared between socially anxious males and females through this comparison, males were found to be more socially anxious than females.

Based on the instrument administered out of 267 respondents, 74, (27.7%) were academically avoidant from those 36 (13.48%) were females and 381 (4.17%) were males.

On the other hand, when the academic achievement of socially anxious and non-socially anxious groups was compared, the mean average scores of socially anxious groups was found statistically less than the mean average scores of non- anxious groups.

5.2. Conclusions

In the previous section, the main findings of the study were presented briefly. From these findings, one may shown at the following conclusions.

- The prevalence of social anxiety were high relatively the previous studies. i.e. 46.4%
- There is a significant academic achievement difference between socially anxious and non-social anxious students. I.e. non-social anxious students are performing better than socially anxious. Thus, social anxiety has an impact on academic achievements of students.
- The relation between social anxiety and academic achievements is significant and negatively related.
- The relation between social anxiety and academic avoidance is significant and positively related.

5.3. Recommendations

Based on the findings of the study, the researcher has suggested the following points of recommendations to minimize the degree/ prevalence of social anxiety.

- In order to alleviate their anxiety/ fear, 46.4% of students with social anxiety try to actively avoid anxiety-producing situations. While this seems like an effective strategy (for the student), it often makes the situation worse. Therefore, it is important to participate in any situation rather than avoiding them all together.
- School counselors should have to put more effort toward rendering counseling services to the students particularly males so as to get adapted to the academic environment and thus reduced students' social anxiety.
- Results of the study prove that social anxiety is negatively correlated with academic achievement. Therefore, it is recommended that effective measures should be taken by an educational institution to diagnose and treat the problem of social anxiety to raise the students' self-esteem and improve their academic achievement.
- Finally the researcher would like to focus on a nationwide study needs to be conducted in order to study the factors contributing to social anxiety and further impacts of social anxiety.

5.4. Limitation of the Study

The study has the following limitations:

- The first limitation of the study may be the fact that the researcher used non diagnostic self-rating screening tool; the prevalence of social anxiety and academic avoidances might be overestimated.
- The study was restricted on private school and excluded grade 9 students since they are believed to be vulnerable to covid 19 compared to other grade levels, so parents could not let them come to school.

REFERENCES

Abramson, L. Y., Seligman, M. E., & Teasdale, J. D. (1978). Learned helplessness in humans: critique and reformulation. Journal of Abnormal Psychology, 87(1), 49- 74. doi: 10.1037/0021-843X.87.1.49

Ainley, M. D. (1993). Styles of engagement with learning: Multidimensional assessment of their relationship with strategy use and school achievement. Journal of Educational Psychology, 85(3), 395-405.

Allina, M. (2009). Social anxiety disorder. Retrieved December 26, 2009, from hltp:llwww.om inimedicalsearch. comlcondit ions -diseaseslsad-causes-r is k-fact or s. htm!

American Psychiatric Association, (2013). Diagnostic and statistical manual of mental disorders (5th ed). Washington, DC: Author.

American Psychiatric Association, (2017).Ethical principles of psychologists and code of conducts (3rd Ed.) Washington, DC: Author.

Antony, M. M. (1997). Assessment and treatment of social phobia. The Canadian Journal of Psychiatry, 42(8), 826-834

Antony, M.M. (1997). Assessment and treatment of Social Phobia. Retrieved December 26, 2009, from http://wwwI.cpa.org.8080/publications/arthiver/ PDFII99710ctiANTONYPDF

Antony, M. M., Coons, M. J., McCabe, R. E., Ashbaugh, A., & Swinson, R. P. (2006). Psychometric properties of the social phobia inventory: Further evaluation. Behavior Research and Therapy, 44(8), 1177-1185.

Aggrawal, J.C. (1995). Essentials of Educational Psychology. New Delhi: Vikas Publishing House, PVT.

Bayleyegn, T. (2010). The Effect of Social Phobia/Social Anxiety Disorder on Academic Performance in the Case of Addis Ababa University (Doctoral dissertation, Addis Ababa University

Bracik, J., Krysta, K., & Zaczek, A. (2012). Impact of family and school environment on the development of social anxiety disorder: a questionnaire study. Psychiatria Danubina, 24(1), 125-127.

Bryman, A. (2001). Social Research Methods. New York: Oxford University Press.

Book, S. W., & Randall, C. L. (2002). Social anxiety disorder and alcohol use. Alcohol Research & Health, 26(2), 130.

Bouton, M. E. (2007) Learning and Behavior: A Contemporary Synthesis. Sunderland, MA: Sinauer.

Buckner, J. D., Schmidt, N. B., Lang, A. R., Small, J. W., Schlauch, R. C., & Lewinsohn, P. M. (2008). Specificity of social anxiety disorder as a risk factor for alcohol and cannabis dependence. Journal of psychiatric research, 42(3), 230-239.

Chhabra, V., Bhatia, M. S., Gupta, S., Kumar, P., & Srivastava, S. (2009). Prevalence of social phobia in school-going adolescents in an urban area. Delhi Psychiatry J, 12(1), 18-25.

Cockerham, W. C. (1981). Medical sociology. International Review of Modern Sociology, 231-250.

Coleman, P. (1984). New approach to the mixed-valence problem. Physical Review B, 29(6), 3035.

Comer, R. J. (2005). Fundamentals of Abnormal Psychology (4th Ed.). New York: Worth Publishers & W.H. Freeman and company.

Deanna, L., & Miller, C. (2007). Social Phobia. Retrieved December 25, 2009/ I·om. http://www.socialanxietyblog.comlm = 2 00507.

Ellis, A. (1991). Reason and emotion in psychotherapy. New York: Carol.

Ellis, A., & Dryden, W. (1997). The Practice of Rational Emotive Behavior Therapy.

Franzoi, S. L. (1983). Self-concept differences as a function of private self-consciousness and social anxiety. Journal of Research in Personality, 17(3), 275-287.

Frerichs, R.R.(2008) Rapid Surveys (unpublished).

Furmark, T. (2002).Social phobia: Over view of community surveys. Acta PsychiatricaScandinavica, 05(2), 84-93.

Jeanne, S., Gill, E. J., & Smith, M. (2008). Social Anxiety Disorder and Social Phobia. Retrieved December 27, 2009, from http://www.helpgudie.org/mental/ domestic violence- abuse-types-signs-causes-effects. hIm.

Groteluschen, A., Borkowski, J., & Hale, C. (1990). Strategy instruction is often insufficient: Addressing the interdependency of executive and attritional processes. In T. E. Scruggs & B. Y. L. Wong (Eds.), Intervention research in learning disabilities (pp. 81-101). New York: Springer-Verlag.

Hughes, J.N., Luo, W., Kwok, O., Loyd, L. K. (2008). Teacher-student support, effortful engagement, and achievement: A 3-year longitudinal study. Journal of Educational Psychology, 100(1), 1-14. doi: 10.1037/0022-0663.100.1.1

Kessler, R. C., Berglund, P., Demler, O., Jin, R., Merikangas, K. R., & Walters, E. E. (2005). Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the National Comorbidity Survey Replication. Archives of general psychiatry, 62(6), 593-602.

Leary, M. R., & Kowalski, R. M. (1995). Social anxiety. New York: Guilford Press. 186. Retrieved, 2007,http://www.ncbi.nlm.nih.gov/sites/entrez?db=pubmed&uid=16054226&cmd=showdetailview&indexed=google.

Leary, M. R. (1983). Understanding of Social Anxiety: Social, Personality, and Clinical Perspectives. California: Sage Publications, Inc.

Leitenberg, H. (1990).Handbook of social and evaluation anxiety. NewYork: Plenum Press.

Lyness, A. (2009). Self Esteem and Body Image. Retrieved December 25, 2009, from. http://kidsheatlhorg/teen/your-mindlbodyimage.htm.

Mekuria, K., Mulat, H., Derajew, H., Mekonen, T., Fekadu, W., Belete, A., ... & Kibret, S. (2017). High magnitude of social anxiety disorder in school adolescents. Psychiatry journal, 2017.

Mohammadi, A., Abasi, I., Soleimani, M., Moradian, S. T., Yahyavi, T., & Zarean, M. (2019). Cultural Aspects of Social Anxiety Disorder: A Qualitative Analysis of Anxiety Experiences and Interpretation. Iranian journal of psychiatry, 14(1), 33.

O'Donohue& L. Krasner (Eds.), Handbook of psychological skills training: Clinical techniques and applications (pp. 1-19).

Ohayon, M. M., & Schatzberg, A. F. (2010). Social phobia and depression: prevalence and comorbidity. Journal of Psychosomatic Research, 68(3), 235-243.

Okano, K. I. (1994). Shame and social phobia: A transcultural viewpoint. Bulletin of the Menninger Clinic, 58(3), 323-338.

Randall, C.L., & Books, S.W. (2002). Social Anxiety Disorder and alcohol Use. Retrieved December 26, 2009 from hltp:llpubs. niaaa. nihgovlpublicalionsl arh26-21130-135. him.

Richards, T. A. (2007).What is social anxiety. Retrieved August 26, 2007, from. http://www.socialanxietyinstitute org/define.html.

Russell, G., & Topham, P. (2012). The impact of social anxiety on student learning and well-being in higher education. Journal of Mental Health, 21(4), 375-385.

Schlenker, B. R., & Leary, M. R. (1982) Social anxiety and self-presentation: A conceptualization and model. Psychological Bulletin, 92, 641-669.

Schneider, B. H. & Bryne, B. M. (1985). Children's social skills training: A meta-analysis. In B.H. Schneider, K. Rubin, & J.E. Ledingham (Eds.) Children's Peer relations: Issues in assessment and intervention (pp. 175-190). New York: Springer-Verlag.

Strahan, E.Y. (2003). The effect of social anxiety and social skills on academic performance. Journal of Personality and Individual Differences. 34 (2), 347-365.

Trimmer, E. J. (1970). Understanding anxiety in everyday life. George Allen and Unwin Limited.

Turner, S. M., Beidel, D. C., & Townsley, R. M. (1990). Social phobia: Relationship to shyness. Behavior research and therapy, 28(6), 497-505

Valente, S. M. (2002). Social phobia. Journal of the American Psychiatric Nurses Association, 8(3)

Vassilopoulos, S. P. (2004).Anticipatory processing in social anxiety. Behavioral and Cognitive Psychotherapy, 32, 303-311.

Veale, D. (2003). Treatment of social phobia. Advances in psychiatric treatment, 9(4), 258-264.

Villiers, D. P. (2009). Perfectionism and social anxiety among college students (Doctoral dissertation, Northeastern University).

Watson, D., & Friend, R. (1969). Measurement of social- evaluative anxiety. Journal of Consulting and Clinical Psychology, 33, 448-457.

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., & Fehm, L. (2001). Epidemiology, patterns of comorbidity, and associated disabilities of social phobia. Psychiatric Clinics, 24(4), 617-641.

Yamane (1967).Statistics: An Introductory Analysis, 2nd Ed. New York.

Zimbardo, P., and Carducci, B. (1999). Are You Shy? Personal growth and behavior (9th Ed.) USA: McGraw-Hill Company.

APPENDIXES

ADDIS ABABA UNIVERSITY

COLLAGE OF EDUCATION AND BEHAVIORAL STUDIES

SCHOOL OF PSYCHOLOGY

Appendix A

Dear respondent

This Questionnaire is prepared to collect data for a research. The research focuses in measuring the effect of social anxiety on academic achievement among the students (grade 10-12th) of kidist sellasie cathedral secondary school. It is with great respect that I request you to fill out this questionnaire and respond to each item with care and sincerity.

The responses you give will be used for the sole purpose of the study and will not be given to any other part.

This questionnaire consists of three parts: part one deal with the general information of respondents and part two used to detect the participants with social anxiety the last part three used to measure participants' degree of academic task avoidances (avoiding from involving in some common academic activities).

Part I:

Please respond to the following items in the space provided below.

1. Sex ____
2. Age_____
3. Grade ____
4. Roll No____ 5. 2019/2020 1st semester average_____

Part II:

Instruction: Read each statement carefully and encircle the alternative you choose.

There is no right or wrong answers.

Thank you for your willingness to fill this questionnaire!!

The meanings of 0 – 4 alternatives are:

0=Not at all 1=A: little bit 2= somewhat 3=very much 4=extremely

No	Items	Alternatives				
		Not at all	A: little bit	some what	very much	extremely
1	I am afraid of people in authority	0	1	2	3	4
2	I am bothered by blushing in front of people	0	1	2	3	4
3	Parties and social events scare me	0	1	2	3	4
4	I avoid talking to people I don't know	0	1	2	3	4
5	Being criticized scares me a lot	0	1	2	3	4
6	I avoid doing things or speaking to people for fear of embarrassment	0	1	2	3	4
7	Sweating in front of people causes me distress	0	1	2	3	4
8	I avoid going to parties	0	1	2	3	4
9	I avoid activities in which I am the center of attention	0	1	2	3	4
10	Taking to strangers scares me	0	1	2	3	4
11	I avoid having to give speeches	0	1	2	3	4
12	I would do anything to avoid being criticized	0	1	2	3	4
13	Heart palpitations bother me when I am around people	0	1	2	3	4
14	I am afraid of doing things when people might be watching	0	1	2	3	4
15	Being embarrassed or looking stupid are among my worst fears	0	1	2	3	4
16	I avoid speaking to anyone in authority	0	1	2	3	4
17	Trembling or shaking in front of others is distressing to me	0	1	2	3	4
Total scores		_____				

Part three: To measure participants' degree of academic task avoidance of involving in some common academic activities.		**Alternatives**				
No	**Situations**	Not at all	A: little bit	some what	very much	extremely
1	Participating in small groups of students	0	1	2	3	4
2	Talking to people in authority (teachers department head etc)	0	1	2	3	4
3	Acting, performing or giving a talk in front of an audience or classmates	0	1	2	3	4
4	Working while being observed	0	1	2	3	4
5	Writing while being observed by classmates	0	1	2	3	4
6	Entering a room when others are already seated	0	1	2	3	4
7	Being the center of attention	0	1	2	3	4
8	Speaking up at a meeting or in class	0	1	2	3	4
9	Taking a test	0	1	2	3	4
10	Giving a report to a group orally	0	1	2	3	4
11	Asking questions which is unclear to the teachers	0	1	2	3	4
Total scores		_____				

Appendix B

አዲስ አበባ ዩኒቨርሲቲ

የትምህርትና የስነ-ባህሪ ጥናት ኮሌጅ

የሳይኮሎጅ ትምህርት ክፍል

ውድ ተጠያቂዎች፡

ይህ መጠይቅ የተዘጋጀው የጥናት መረጃ ለመሰብሰብ ነው። ጥናቱ የሚያተኩረው በቅድሥት ሥላሴ 2ኛ ደረጃ ት/ቤት (ከ10ኛ-12ኛ) ክፍል በሚማሩ ተማሪዎች መካከል የማህበራዊ ተሳትፎ ፍራቻ በትምህርት ነክ ክንውን ላይ ያለውን ተጽዕኖ ለማጥናት ነው። በዚህ መጠይቅ የሰፈረውን እያንዳንዱን ጥያቄ ጥንቃቄና ሀቀኝነት በተሞላበት ሁኔታ እንዲመልሱ ከፍ ባለ አክብሮት እጠይቃለሁ። የእርስዎም ምላሽ ለታቀደለት ጥናት ተግባር ብቻ ይውላል እንጅ ለሌላ አካል ተላልፎ አይሰጥም።

ይህ መጠይቅ ሶስት ክፍሎት አሉት የመጀመሪያው ክፍል ስለጥናቱ ተሳታፊዎች አጠቃላይ መረጃ ላይ የሚያተኩር ሲሆን ክፍል ሁለት ደግሞ ማህበራዊ ፍራቻ ያለባቸውን ተማሪዎች ለመለየት ወይም ለይቶ ለማዎቅ የተዘጋጀ ሲሆን 3ኛውና የመጨረሻው ክፍል ደግሞ ተታፊዎች ከተለመዱ/ዘወትር ከሚከናወኑ ትምህርት ነክ ተግባራትን ከመስራት በምን ያህል መጠን እራሳቸውን እንደሚቆጥቡ/ከመስራት እንደሚታቀቡ የሚለካ ነው።

ክፍል አንድ

አጠቃላይ መረጃ

ለሚከተሉት መጠይቆች በተዘጋጀው ስፍራ ላይ ምላሽዎን ያስቀምጡ።

1. ጾታ____
2. እድሜ___
3. የክፍል ደረጃ_____
4. ተ.ቁ_____ 5. በ2012 1ኛው ሴሚስተር ያለህ/ሽ አማካኝ ውጤት__

ክፍል ሁለት

መመሪያ: እያንዳንዱን አረፍተ ነገር በጥንቃቄ ካነበብህ/ሽ በኋላ በአረፍተ- ነገሩ ላይ ያለዎትን የስምምነት ደረጃ መርጠው ያክብቡ።

መጠይቁን በመሙላት ስለተባበሩኝ እጅግ አመሰግናለሁ!

ከ1-4 ያሉ አማራጮችና ትርጉሞቻቸው

0= በጭራሽ 1= በጣም በትንሹ 2= በተወሰነ ደረጃ 3= በጣም 4=እጅግ በጣም

ተ.ቁ	መጠይቆች	አማራጮች				
		በጭራሽ	በጣም በትንሹ	በተወሰነ ደረጃ	በጣም	እጅግ በጣም
1	በስልጣን ላይ ያሉ ሰዎችን እፈራሉ ::	0	1	2	3	4
2	በሰዎች ፊት ንግግር ማድረግ ያስፈራኛል::	0	1	2	3	4
3	ግብዣዎችንና ማህበራዊ ኩነቶች ላይ መሳተፍ ያስፈሩኛል::	0	1	2	3	4
4	ከማላቃቸው ሰዎች ጋር አላወራም ::	0	1	2	3	4
5	መተቸት/መገምገም በጣም ያስፈራኛል::	0	1	2	3	4
6	ማፈርን ስለምፈራ ነገሮችን መስራት ወይም ለሰዎች ከመናገር እቆጠባለሁ::	0	1	2	3	4
7	በሰዎች ፊት ሲያልበኝ እጨነቃለሁ::	0	1	2	3	4
8	ግብዣ ቦታዎች ከመሔድ እቆጠባለሁ::	0	1	2	3	4
9	እኔን የትኩረት ማዕከል/ የበላይነት/ አድርገው ከሚሰሩ ስራዎች እሸሻለሁ::	0	1	2	3	4
10	እንግዳ ሰዎችን ማናገር ያስፈራኛል::	0	1	2	3	4
11	ንግግር ከማድረግ እሸሻለሁ::	0	1	2	3	4
12	እንዳልተች ማንኛውንም ነገር እሰራለሁ::	0	1	2	3	4
13	ከሰዎች ጋር ስሆን ፈጣን የልብ ምት ያስጨንቀኛል::	0	1	2	3	4
14	ምናልባት ሰዎች እየተመለከቱኝ ከሆነ መስራት እፈራለሁ::	0	1	2	3	4
15	ውርደት ወይም ጅልነት በጣም ከሚያስፈሩኝ ነገሮች መካከል ናቸው::	0	1	2	3	4
16	ስልጣን ላይ ያሉ ሰዎችን ከማነጋገር እሸሻለሁ::	0	1	2	3	4
17	በሌሎች ሰዎች ፊት መርበድበድ ወይም መንቀጥቀጥ ያስጨንቁኛል::	0	1	2	3	4
ጠቅላላ ድምር ውጤት		_____				

ክፍል ሶስት፡-ከተለመዱ/ዘወትር ከሚከናወኑ ትምህርት ነክ ተግባራትን ከመስራት በምን ያህል መጠን እራስዎን እንደሚቆጥቡ/ከመስራት እንደሚታቀቡ የስምምነት ደረጃዎን በመምረጥ ያክብቡ፡፡		**አማራጮች**				
ተ.ቁ	ሁኔታዎች	ሀራፍህ	በጥም	በተወሰነ ደረጃ	በጥም	እጅግ በጥም
1	ከትንሽ የተማሪዎች ቡድን ጋር ማውራት /መወያየት፡፡	0	1	2	3	4
2	ስልጣን ላይ/ ኃላፊነት ቦታ ላይ ያሉ መ/ራንን/ር/መ/ራንን ማነጋገር፡፡	0	1	2	3	4
3	በብዙ ተመልካቾች ፊት መተወን ፣ንግግር ማድረግ፡፡	0	1	2	3	4
4	ማንኛውንም ስራ በተመልካች ፊት ማከናወን፡፡	0	1	2	3	4
5	በተመልካቾች ፊት የጽሑፍ ስራን ማከናወን፡፡	0	1	2	3	4
6	ሰዎች ወደ ተቀመጡበት ክፍል ውስጥ መግባት፡፡	0	1	2	3	4
7	የሌሎች ሰዎች ትኩረት ባንተ/ባንቺ ላይ ሲሆን፡፡	0	1	2	3	4
8	በስብሰባ ላይ ወይም ክፍል ውስጥ ንግግር ማድረግ፡፡	0	1	2	3	4
9	ፈተናን መፈተን፡፡	0	1	2	3	4
10	ለቡድን አባላት የቃል ሪፖርት ማድረግ፡፡	0	1	2	3	4
11	በክፍል ውስጥ መምህርን ጥያቄ መጠየቅ፡፡	0	1	2	3	4
ጠቅላላ ድምር ውጤት		_____				

Appendix C

No	SPIN Items	Cronbach's Alpha if Item Deleted
1	I am afraid of people in authority	.842
2	I am bothered by blushing in front of people	.833
3	Parties and social events scare me	.844
4	I avoid talking to people I don't know	.847
5	Being criticized scares me a lot	.836
6	I avoid doing things or speaking to people for fear of embarrassment	.830
7	Sweating in front of people causes me distress	.835
8	I avoid going to parties	.851
9	I avoid activities in which I am the center of attention	.839
10	Taking to strangers scares me	.835
11	I avoid having to give speeches	.829
12	I would do anything to avoid being criticized	.843
13	Heart palpitations bother me when I am around people	.840
14	I am afraid of doing things when people might be watching	.831
15	Being embarrassed or looking stupid are among my worst fears	.843
16	I avoid speaking to anyone in authority	.843
17	Trembling or shaking in front of others is distressing to me	.840
	Academic task avoidances	
18	Participating in small groups of students	.841
19	Talking to people in authority (teachers department head etc)	.849
20	Acting, performing or giving a talk in front of an audience or classmates	.836
21	Working while being observed	.828
22	Writing while being observed by classmates	.835
23	Entering a room when others are already seated	.834

24	Being the center of attention	.835
25	Speaking up at a meeting or in class	.840
26	Taking a test	.850
27	Giving a report to a group orally	.834
28	Asking questions which is unclear to the teachers	.842

Cronbach's Alpha	N of Items
.844	28