

**THE EFFECT OF SOCIAL PHOBIA / SOCIAL ANXIETY DISORDER ON  
ACADEMIC PERFORMANCE IN THE CASE OF  
ADDIS ABABA UNIVERSITY**

**BY:**

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in  
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**Approval of Board of Examiners**



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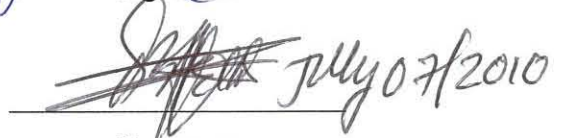
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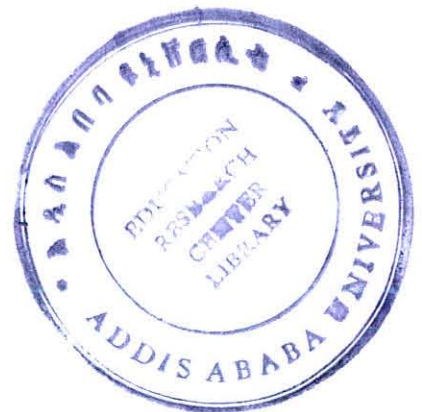
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## ABBREVIATIONS

AAU = Addis Ababa University

LSAS = Liebowitz Social Anxiety Scale

SAD = Social Anxiety Disorder

CGPA = Cumulative Grade Point Average

## ABSTRACT

*This study investigated the relationship between social anxiety/social phobia and students' academic performance. Participants were 228 4<sup>th</sup> year AAU regular students (133 males, 95 females) randomly selected from 4 streams (social science, natural science, language and physical education). To measure the participant's level of social anxiety/social phobia, an instrument called Liebowitz Social Anxiety Scale (LSAS) was used. Based on this scale, 96 participants were found socially anxious. For these individuals the level of their anxiety was checked and females were found to be more socially anxious than males. ANOVA, t-test, Pearson correlation and multiple regressions were used to analyze the data. Results showed that social anxiety correlated negatively and significantly with academic performance. Total avoidance and avoidance of performance situations were significant predictors of academic performance out of the six subscales of social anxiety/ social phobia. The academic performance of socially anxious groups was found insignificant when their mean GPA was considered on the basis of their streams.*

# 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).

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.

Regarding personality factors, for instance Austin (cited in Beautler, 2003) found some personality traits like depression, public self-awareness, social anxiety and hostility having negative association with general ability. On the other hand, anger control, hard driving and internal locus of control were found to have positive association with general ability.

In addition to personality problems, 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 an excessive fear of social situations, such as eating or speaking in public (Randall and Book, 2002).

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 were going to say, do or even wear during these events. These events 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 disorder (it is also known as social phobia). 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). The purpose of this study is to examine what role social anxiety plays in an individual's undergraduate academic career.

## **1.2 Statement of the Problem**

College students face a number of pressures and challenges in the academic environment as they seek to maintain optimal academic performance or even to remain in the academic program. Due to these pressures and challenges, they fail to attain an acceptable level of academic achievement and ultimately withdraw.

A great deal of literature addresses reasons why students choose to leave the academy. Tinto (1975) identified the background issues that lead to a student's departure from an institution or program. Key among them was the students' level of academic and social integration into the institution of higher education.

Complaints of social anxiety/social phobia and interpersonal difficulties are also common among university students. Previous research (Pilkonis, 1977; Strahan, 2003; Zimbardo and Carducci, 1999) has shown that 30-60 percent of such students are willing to describe them as socially anxious. According to Strahan (2003) college students with high social anxiety may be affected in the following ways. First, they experience the social isolation and lack of campus-life integration that follows from their social withdrawal. Second, they experience considerable discomfort from interacting with many groups of strangers (in classes, dormitories, cafeteria, and other settings). Third, students with high levels of anxiety find it difficult to interact with authority figures like teachers, department heads, Dean of students, etc.

Strahan (2003) found little evidence that higher degrees of social anxiety were associated with lower GPA. Other scholars (Miranda, 2005; Lane, Anna, and John, 2004; Dimeria and Dinuovo, 1990 in Strahan, 2003) support the idea that social anxiety is associated with poor college adjustment and poor academic performance either directly or indirectly.

This study tries to examine the relationship between social phobia/ social anxiety and academic performance. More specifically, the study attempts to answer the following questions.

1. Is there a significant relationship between social anxiety/social phobia and academic performance?
2. Do socially anxious students show lower GPAs than their non socially anxious counterparts?
3. Is there a difference in the level of anxiety between males and females?
4. Is there a significant difference in academic performance among socially anxious students based on their streams?

### **1.3 Significance of the Study**

Assessing the relationship between social anxiety and academic performance is an important issue to facilitate the teaching-learning process, which may in turn, help learners to be successful in their academic carrier as well as in their social life. The study tries to examine important theoretical as well as practical implications of social phobia which may hinder the teaching-learning process. In doing this, the researcher hopes that this study will have its own contribution on the following things.

1. It may help students to understand their own behavior well and help themselves to improve their social adjustment techniques.
2. It may help teachers identify socially anxious students and assist them to participate in class.

3. It may serve as a point of reference for those who have interest in the area for further studies.

#### **1.4 Delimitation of the Study**

This research was conducted in Addis Ababa University. The study is delimited to a manageable size of students from some selected social science, physical education, languages and natural science departments. College level is taken as a focus of this study because the effect of social anxiety on academic performance is more feasible in the undergraduate level.

#### **1.5 Operational Definition**

**Anxiety:** is an emotion that is commonly experienced as fear, shyness, worry or stress.

**Social phobia:** it is also known as social anxiety disorder/social phobia characterized by heightened fear and/or avoidance of one or more social or performance situations (Antony, 1997).

**Academic performance:** refers to participants' performance in classroom achievement tests. More specifically it represents five semester cumulative grade point average of the students in the study.

## CHAPTER TWO

### 2. Review of Related Literature

#### 2.1 An overview of Anxiety Disorders

Different scholars define anxiety differently. For Coleman (1984) anxiety is a common emotion experienced as fear, shyness, worry or stress. 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).

Anxiety is not a bad thing as long as it can help us to perform to our best ability. Like most things in life, too much anxiety is not a useful thing. According to Coleman (1984) when an individual experiences anxiety to such an extent that it is impacting on a person's health and happiness, and on his/her ability to complete everyday activities and achieve life goal, at this stage the normal anxiety is changed to anxiety disorder. According to Cockerham (1981) anxiety disorder can lead to

- Repeated school absences or an inability to finish school;
- Impaired relations with peers
- Low self- esteem
- Alcohol or other drug use
- Problems adjusting to work situations and
- Anxiety disorder in adulthood

There are many types of anxiety disorders and one of these is social anxiety disorder which is also called social phobia.

#### 2.2 Social Phobia (Social Anxiety Disorder)

Different scholars define social anxiety disorder or social phobia in almost similar ways. According to the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM- IV) (1994), as cited in Randall and Book (2002), social anxiety disorder is defined as excessive fear in social situations in which the person

believes he or she will do something embarrassing or have anxiety symptoms (e.g. shaking or sweating ) that will be humiliating. Comer (2005) also defined social phobia as a severe and persistent fear of social or performance situations such as eating or speaking in public in which embarrassment may occur. Similarly, Trimmer (1970) defined social anxiety as the fear of being observed and evaluated by others. As a result of these fear people may show different characteristics.

People who suffer what is often called social phobia are typically highly shy and anxious about the possibility that others will evaluate them negatively and / or notice symptoms of their anxiety (Trimmer, 1970; Antony, 1997). People with this disorder experience negative thoughts about what other people think about them. Some of the negative thoughts or feelings listed by Antony (1997) and Trimmer (1970) include: They must think I look really silly, I am going to blow this, I look ridiculous, They are going to laugh at me, Every one can see how anxious I am, I'll appear stupid or incompetent, and I'll look embarrassed. Because of these concerns, individuals with this disorder may become extremely anxious in a number of situations or avoid them all together.

### **2.2.1 Signs and Symptoms of Social Phobia**

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

**A. 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'll act in ways that 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.

**B. 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

**C. Features and perceptions** - According to Deanna and Miller (2007)

and Randal and Wood (2002) people with social phobia 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

### **2.2.2 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 phobia, anxiety is connected with specific social situations, such as speaking to strangers, eating at restaurants, or going to parties. The most common specific social phobia 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) and Allina (2009) here are some of the situations that are often stressful for people with SAD. These situations 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 into 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 phobia /SAD 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 SAD 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).

### **2.2.3 Diagnostic Criteria for Social Phobia**

We must differentiate social phobia from normal levels of shyness or performance anxiety. For example, many people feel uncomfortable when speaking in front of large groups or attending social gatherings in which everyone is unfamiliar. As mentioned earlier, such fears would not be considered phobic in severity only if the individual was distressed about having the fear or if the fear interfered significantly with performance at work or school or with the person's social or other important activities.

The complete criteria set by DSM- IV (1994) for an official diagnosis of social anxiety disorder is listed below. Social phobia is diagnosed if a person meets all of the following criteria.

- A. A marked and persistent fear of one or more social or performance situations in which the person is exposed to unfamiliar people or to possible scrutiny by others. The individual fears that he or she will act in a way (or show anxiety symptoms) that will be humiliating or embarrassing.
- B. Exposure to the feared social situation almost invariably provokes anxiety, which may take the form of a situationally bound or situationally predisposed panic attack.

- C. The person recognizes that the fear is excessive or unreasonable.
- D. The feared social or performance situations are avoided or else are endured with intense anxiety or distress.
- E. 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 phobia.
- F. In individuals under the age of 18, the duration is at least 6 months.
- G. The fear or avoidance is not the result of the direct physiological effects of a substance or a general medical condition and is not better accounted for by another mental disorder.
- H. If a general medical condition or another mental disorder is present, the fear in Criterion A is unrelated to it.

Generally, for a person to be diagnosed with social phobia, the individual must recognize that the fear is excessive or unreasonable and must avoid the feared situation or endure them with extreme discomfort. In addition, the fear and/or avoidance must lead to significant distress or interference with the individual's normal functioning.

Social phobia must be distinguished from other mental disorders in which individuals sometimes avoid social situations. People suffering from depression often avoid spending time with friends because of lack of motivation and interest in socializing. In contrast to people suffering from social phobia, depressed individuals tend not to avoid social situations when they are not depressed. In addition, patients with social phobia (but not depression) typically report a desire to socialize, although their anxiety prevents them from doing so (Antony, 1997).

Similarly, people with features of schizoid personality disorder often avoid socializing. Unlike individuals with social phobia, however, such individuals tend not to be distressed by their lack of social activity and are not particularly interested in socializing. People with other disorders may also avoid social situations because people may notice symptom of their disorder. People with eating disorder may avoid eating in front of other. People with obsessive – compulsive disorder often avoid being in situation in which others might notice their

compulsive virtues. In addition to this, social anxiety must not be due to the direct effect of a substance or a general medical condition. For example, an individual with Parkinson's disease who avoid socializing because others may notice his or her shaking hands would not be diagnose with social phobia Antony (1997). Therefore, putting this in mind, care must be taken during diagnosis of social phobia.

### **2.3 Social Phobia and Academic Performance**

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 SAD/social phobia 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 phobia on academic performance comes form Turner and his colleagues as it was cited in Strahan (2003). They found that 91% of a sample of 99 individuals with social phobia reported interference with their academic adjustment. These individuals also reported receiving poor grades due to lack of class participation, avoiding classes requiring public speaking and making decisions not to attend graduate school. There is also some evidence that, for male students at least, high degrees of social anxiety correlate with lower self-image and lower grade point average (GPA; Dimaria & Dinuovo, 1990) as 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 form low self-esteem which could lead them perform academically less.

However, there are also some researchers like Trimmer (1970) and Zimbardo and Cerducci (1999) which do not support the idea above neither directly nor indirectly. They reported that individuals with social anxiety disorder are often bright, talented, gifted listeners, and sensitive. These individuals compromise their educational goods just because of the social demands of education or because their classes may require them to speak in front of others.

## CHAPTER THREE

### 3. Research Design and Methodology

This section presents the participants sampling procedure, instrument, and procedure of data collection and data analysis of the study.

#### 3.1 Population and Sampling

##### 3.1.1 Population

The population of this study was 4<sup>th</sup> year regular students from the College of Education at Addis Ababa University (AAU). There were three streams and one independent department i.e., physical education at the faculty of education. Social science streams contained EDPM, Special needs, History education, Geography education, Psychology and Business Education departments with a total of 585 students (133 females and 451 females). Where as, languages stream consisted of four departments (Amharic, English, Afan Oromo and Tigrigina) and there were 339 students (164 females and 175 Males) in the stream. Moreover, natural science steam had four departments which are Biology, Physics, Chemistry and Mathematics. The total number of students in this stream was 398 (133 females and 265 males). Furthermore, there were 84 students (73 males and 11 females) in the Department of Physical Education. Hence, the total number of student obtained form the record office at the AAU in the three streams and the Physical Education department were 1406 (441 females and 965 males).

##### 3.1.2 Sampling

Out of all the faculties of AAU, the Faculty of Education was selected purposively. This was done because the College of Education contains both the natural science and the social science departments. There are 15 departments in Education Faculty and they were stratified into 4 streams as language, natural science, social science and physical education to get a representative sample of the study. The stratification was based on the activities the students performed in each department.

After the participants are stratified by streams, the sample size was determined proportionally as per the size of the population. Based on the sample size determination table by Krejcie and

Morgan (1970) in Sarantakos (2005), the sample size was determined to be 300. Simple random sampling technique was used to select these three hundred students (150 males and 150 females). Accordingly, from the language stream 68 (32 male and 36 female) students were selected randomly. Similarly 125 students (62 males and 63 females), 85 students (43 females and 42 males) were selected from the social science streams and natural science streams respectively. Finally, 22 students (14 males and 8 females) were taken from the Department of Physical Education.

### **3.2 Instrument**

A self-report measure called Liebowitz Social Anxiety Scale (LSAS) was administered to gather information about the independent variable called social phobia/SAD. The instrument is designed for children and adolescents. It was prepared in English and then translated into Amharic with the help of English and Amharic teachers. Translation was made to avoid language barrier and to make it easily understandable by the participants.

LSAS consists of 24 items each referring to different social situations. For each situation, the students are asked to rate their level of fear/anxiety and avoidance on a four-point Likert scale. The fear scale rating ranges from 0 (no fear) to 3 (extreme fear). The avoidance rating also ranges from 0 (never) to 3 (always).

In addition to the fear and avoidance subscales, the LSAS is further divided into two subscales, social interaction (10 items) and performance situations (14 items). Thus, the LSAS provides six sub-scale scores: total fear, fear of social interaction, fear of performance situations, total avoidance, avoidance of social interaction and avoidance of performance situations. An overall total score is calculated by adding the scores of the two major sub scales (total fear and total avoidance). According to an overall total score, students were classified as socially anxious and non socially anxious. This is shown below.

**Table 1: Determination of Social Anxiety Disorder (SAD) using the total score of LSAS**

<b>LSAS total score</b>	<b>Level of SAD</b>
0 – 30	SAD Unlikely
31 – 60	SAD probable
61 – 90	SAD very probable
91 and above	SAD extremely probable

Source: Liebowitz, 1999

### **3.3 Pilot Study**

A pilot study was carried out on 50 students. This was done to determine the specificity, relevance and clarity of the instrument. The participants were randomly selected from the four streams mentioned earlier.

Of the 50 students' response, 1 was not returned and 2 were not filled properly and were rejected from analysis. Thus, the pilot study was done on 47 students. Based on the response of the pilot group, the psychometric properties of the LSAS and the six subscales were computed using Cronbach alpha and the reliability is presented as follows.

**Table 2: Cronbach's alpha coefficients for the Liebowitz Social Anxiety Scale (LSAS) and subscales**

<b>LSAS subscales</b>	<b>Total sample (N=47)</b>
LSAS total score	<b>0.94</b>
Total fear	<b>0.90</b>
Fear of social interaction	<b>0.80</b>
Fear of performance situations	<b>0.83</b>
Total avoidance	<b>0.89</b>
Avoidance of social interaction	<b>0.81</b>
Avoidance of performance situations	<b>0.81</b>

### **3.4 Procedure of Data Collection**

In this study, a questionnaire was administered to 300 students. The questionnaire was administered by the researcher with the help of student representatives in each department. These representatives have been given appropriate instructions how to administer the questionnaire to the participants of the study. The questionnaire was administered to the participants in their regular classrooms. Instructions were given to the participants prior to their completion of the questionnaire. In addition to this, the objectives of the study were made clear to them.

Of the administered 300 questionnaires, 5 questionnaires were not returned and 8 questionnaires were found to be incomplete. Hence, 287 questionnaires were properly filled. However, through the process of controlling other variables, 228 participants were taken for the final analysis of this study.

Moreover, the participants' academic performance, as defined by five semesters' Grade Point Average (GPA) was obtained from the Registrar office of the college of Education, Addis Ababa University.

### 3.5 Variables Treated in the Study

The variables included in the study are:

#### 3.5.1 Independent Variables

1. Social phobia
  - $X_1$  = Fear of performance situations
  - $X_2$  = Fear of social interaction
  - $X_3$  = Total fear
  - $X_4$  = Avoidance of performance situations
  - $X_5$  = Avoidance of social interaction
  - $X_6$  = Total avoidance
  - $X_7$  = LSAS total score
2. Streams
  - $X_8$  = Language
  - $X_9$  = Social science
  - $X_{10}$  = Natural science
  - $X_{11}$  = Physical education
3. Sex
  - $X_{12}$  = Male
  - $X_{13}$  = Female

#### 3.5.2. Dependent Variables

1. Academic Performance  $Y$  = Cumulative Grade Point Average (CGPA)

### 3.6 Method of Data Analysis

The responses obtained from the students and their CGPA were analyzed using SPSS program (version 12.0). Using completed questionnaires, individuals were classified to each subscale depending on their scores.

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 the relationship within subscales of LSAS and also between the LSAS and academic performance (CGPA), the Pearson product moment correlation coefficient was calculated.

Moreover, independent t-test was computed to examine mean differences in academic performance on the basis of social anxiety. Percentage was also used to see the number of female and male students categorized under socially anxious and non-socially anxious groups.

Furthermore, one way ANOVA was used to check whether or not there is significant difference among the four streams in academic performance for socially anxious individuals. Finally, multiple regression and pairwise multiple regression were used in order to see the contribution of the independent variable (SAD) on the dependent variable (academic performance) and to identify the contribution of each sub scale separately on the dependent variable respectively.

## CHAPTER FOUR

### 4. Results

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

**Table 3: Descriptive scores of sex and streams with respect to the independent variable (Social Anxiety Disorder)**

Variables		N	SAD Mean	Minimum	Maximum	Std. Deviation
Sex	Male	133	54.55	7	102	20.726
	Female	95	60.59	21	112	20.836
	Total	228	57.07	7	112	20.940
Streams	Language	37	61.32	18	102	20.207
	Social science	105	55.38	7	102	21.256
	Natural science	65	56.92	17	98	19.030
	Physical education	21	58.43	16	112	26.133
	Total	228	57.07	7	112	20.940

As it can be observed from the table above, the SAD mean score of female students (60.59) was greater than the mean score of male students (54.55). In the case of streams, the mean scores of language and physical education were above the overall mean where as, the mean scores of natural science and social science was less than the overall mean value.

When these factors are seen based on their standard deviations, all have standard deviations greater than 19 which is a large number. This shows that there is heterogeneity of SAD in each subgroup. Which means one group (e.g. sex) contains non-socially anxious, socially anxious, highly socially anxious males and females. The same is true for streams.

**Table 4: Descriptive values of the independent variable and its sub scales on the basis of their scores**

<b>Variable</b>	<b>Measures of scales</b>	<b>N</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Deviation</b>
Social Anxiety Disorder (social phobia)	Fear of social interaction	215	0	31	14.47	5.665
	Fear of performance situations	220	0	58	16.11	8.234
	Total fear	228	2	79	30.01	12.166
	Avoidance of social interaction	217	1	31	13.35	5.680
	Avoidance of performance situations	218	0	34	14.15	7.887
	Total avoidance	228	3	55	27.14	11.770
	Total LSAS score	228	7	112	57.07	20.940

As can be observe from table 4, students who fear any situations (social or performance or both) have a mean value of 30.01 which is greater than the mean value of total avoidance i.e. 27.14. But when total fear and total avoidance are seen based on their standard deviations, they have almost closer standard deviations. This shows heterogeneity in total fear and total avoidance than the subscales of fear and avoidance.

**Table 5: Descriptive values of independent variables with respect to the dependent variable**

Variables		N	CGPA Mean	Minimum	Maximum	Std. Deviation
Sex	Male	133	2.83	2.02	3.99	0.469
	Female	95	2.52	2.00	3.90	0.387
	Total	228	2.70	2.00	3.99	0.462
SAD	Socially anxious	96	2.59	2.00	3.90	0.465
	Non-socially anxious	132	2.78	2.08	3.99	0.445
	Total	228	2.70	2.00	3.99	0.4624
Streams	Language	37	2.62	2.04	3.90	0.487
	Social science	105	2.72	2.00	3.99	0.495
	Natural science	65	2.66	2.11	3.52	0.394
	Physical education	21	2.88	2.13	3.58	0.426
	Total	228	2.70	2.00	3.99	0.462

As it is shown in table 5, the mean CGPA of males which is 2.83 is greater than the mean score of females (2.52). This mean difference was found to be statistically significant ( $t = 5.365, p < .001$ ). This implies that males were academically better than females. Similar results were observed on social anxiety disorder. In this case, it was seen that the mean CGPA of socially anxious participants was found to be 2.59 which is less than the mean CGPA of their non-socially anxious counterparts i.e. 2.78.

In the case of steams, language and natural science were found to have below the average mean but social science and physical education streams were above the average mean.

**Table 6: Descriptive values of sex and social anxiety disorder**

		Sex		Total
		Male	Female	
SAD	Non socially anxious	82 (36.0%)	50 (21.9%)	132 (57.9%)
	Socially anxious	51 (22.4%)	45 (19.7%)	96 (42.1%)
Total		133 (58.4%)	95 (41.6%)	228 (100%)

As it can be seen from table 7, based on the LSAS participants were classified under two categories (socially anxious and non-socially anxious). In this case out of 228 subjects, 82 males were found to be non-socially anxious and this covers 36% of the total participants. Similarly, from the total number of 95 females 50 were classified under non-socially anxious group and this means 21.9% 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 132 which is 57.9% of the 228 participants.

From a total of 228 participants, 96 participants were taken as socially anxious groups based on their total score on LSAS. This number covers 42.1% of the total participants. Of these, 19.7% of them were females and 22.4% were males. Therefore, 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 7: Inter correlation between the independent variable SAD and its sub scales with the dependent variable**

Sub scales of SAD	Academic performance (Y)
X <sub>1</sub> = Fear of performance situations	-.174**
X <sub>2</sub> = Fear of social interaction	-.121
X <sub>3</sub> = Total fear	-.165*
X <sub>4</sub> = Avoidance of performance situations	-.437**
X <sub>5</sub> = Avoidance of social interaction	-.239**
X <sub>6</sub> = Total avoidance	-.396**
X <sub>7</sub> = Total LSAS score	-.319**

\*\*P < .01 level (2-tailed), \*P < .05 level (2 tailed)

The result shows that all the subscales of SAD were found to have negative relationships with the dependent variable (Y). This means that each sub-scale and the dependent variable (academic performance) are inversely related. All the sub-scales except fear of social interaction (X<sub>2</sub>) were significantly correlated. Fear of performance situation (X<sub>1</sub>) and fear of total situation (X<sub>3</sub>) were negatively correlated to the academic performance ( $r_{x_1,y} = -.174$ ,  $p < .01$  and  $r_{x_3,y} = -.165$ ,  $p < .05$ ). This implies that being afraid of performance situations and total situations (both social and performance situations) will decrease academic performance.

Further examination of avoidance situations indicated that all of them were significantly correlated to academic performance ( $r_{x_4,y} = -.437$ ,  $p < .01$ ;  $r_{x_5,y} = -.239$ ,  $p < .01$ , and  $r_{x_6,y} = -.396$ ,  $p < .01$ ). This implies that avoiding performance situations, social interaction or both will decrease academic performance. Similarly, total scale (X<sub>7</sub>) which is the sum of total fear and total avoidance was significantly correlated to academic performance ( $r_{x_7,y} = -.319$ ,  $p < .01$ ).

**Table 8: Independent samples t-test for SAD and CGPA**

Social anxiety	N	Mean GPA	Std. Deviation	Std. Error mean	t
Non socially anxious	132	2.78	.445	.039	3.206*
socially anxious	96	2.59	.465	.047	

\*P < .01

From the table above of, the mean CGPA of non-socially anxious groups was 2.78 and the mean CGPA of socially anxious groups was 2.59. This mean difference was found to be significant at .01 level with the t-value 3.206 and  $df = 226$ . This implies that non-socially anxious groups performed academically better than the socially anxious groups.

**Table 9: Scores of SAD for socially anxious groups based on their sex**

	Sex	N	Mean	SD	t
Social Anxiety Disorder	Male	51	73.31	13.992	-2.068*
	Female	45	78.82	11.825	

\*P<.05

The result of the independent sample t-test shows that the mean social anxiety scale of males was 73.31 and the mean social anxiety scale of females was 78.82. This mean difference was significant at .05 level with the t-value -2.068 and  $df = 94$ . This shows that females were more socially anxious than males. There may be various reasons for this. But the concern of this study is to see the effect of social phobia/ social anxiety disorder on academic performance not the reason behind social phobia/ social anxiety disorder. Therefore, the reason why females became more socially anxious than males may be left for the next researcher.

**Table 10: Summary of one way ANOVA on streams and academic performance for socially anxious groups**

	Sum of squares	df	Mean square	F
Between groups	.070	3	.023	.105*
Within groups	20.459	92	.222	
Total	20.528	95		

\* P>.05

Table 10 revealed that there was no significant difference ( $F(3,92) = 0.105, P > .05$ ) in the academic performance of socially anxious groups with respect to their streams. This shows that the academic performance of socially anxious participants will not be affected whether they joined one stream (language or natural science) or another (social science or physical education).

**Table 11: Multiple regression summary statistics: academic performance score (CGPA) regressed on major sub scales of SAD (for N = 228)**

Criterion variables	Predictor variables	Beta	t	R	R <sup>2</sup>	F
Academic performance	Total fear	0.060	.832	.400	.160	21.273*
	Total avoidance	-.428	-5.939*			

Constant = 3.087, \* p < .01

The result presented in Table 11 shows that using total fear and total avoidance to predict academic performance yielded a coefficient of multiple correlation  $R=0.40$  and  $R^2 = 0.160$ . This means that the percentage of the variance in the academic performance accounted for by the combination of the two predictor sub scales was 16.0. This proportion of variance was statistically significant ( $F(2,225) = 21.273, P<.01$ ).

When observing the t-values of total fear and total avoidance, total avoidance was a negative and significant predictor of academic performance ( $t= -5.939, P < .01$ ). However, total fear ( $t= 0.832, p > .05$ ) was not found statistically significant.

**Table 12: Summary of stepwise regression analysis in predicting academic performance based on the contribution of each major subscale (for N = 228)**

Step	Variable	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Change in R <sup>2</sup>	F
1	Total Avoidance	.396	.156	.149	.156	41.911*

\* P < .01

The result in table 12 shows that total avoidance has entered first into the stepwise regression with a contribution of 15.6% of the variance in the academic performance. There was no second step since total fear was not statistically significant but has a contribution of 0.4% of the variance in academic performance. Therefore, we can say that the major factor for the

variation in academic performance was the total avoidance sub scale. Total fear was also a predictor of academic performance but with a negligible effect.

**Table 13: Multiple regression summary statistics: academic performance score (CGPA) regressed on minor sub scales of SAD (for N = 228)**

Step	Variable	Beta	t	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	F
Academic performance	Fear of performance situations	-.101	-1.220	.440	.194	18.6	13.085*
	Fear of social interaction	.084	.879				
	Avoidance of performance situations	-.412	-4.933*				
	Avoidance of social interaction	.000	-.002				

Constant = 3.032, \* p < .01

As noted in the table above, 19.4% of the variation accounted for in the dependent variable is due to the combined effect of the four minor subscales of SAD. This means that from the total variation in GPA due to many other factors, the variation due to the combined effect of the above four minor sub scales accounted 19.4%. When the t-values are considered, all have negative contributions for the dependent variable except fear of social interaction. However, all were not found significant predictors except avoidance of performance situations (t= - 4.933) which was significant at .01 level. To see the contribution of each minor sub scale independently, stepwise regression was done.

**Table 14: Summary of stepwise regression analysis in predicting academic performance based on the contribution of each minor subscale (for N = 228)**

Step	Variable	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Change in R <sup>2</sup>	F
1	Avoidance of performance situations	.436	.190	.176	.190	52.938*

\* P < .01

From table 14 it was found that avoidance of performance situations has entered in the first step into the stepwise regression and other subscales were excluded since their contribution was found non-significant. Therefore, 19.0% of the variance in academic performance was accounted for by avoidance of performance situations. The rest 0.4% was accounted for by the other 3 subscales. Therefore, we can say that out of the four minor subscales of SAD, avoidance of performance situations was the only predictor of academic performance since the predictions made by the other three subscales were not found significant.

## CHAPTER FIVE

### 5. Discussion

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

1. Do socially anxious students show lower GPAs than their non socially anxious counterparts?
2. Is there a difference in the level of anxiety between males and females?
3. Is there a significant difference in academic performance among socially anxious students based on their streams?

#### 5.1 Sex and Social Anxiety/social phobia

As indicated in the result, 51 males and 45 females were found to be socially anxious. When comparison was made between the two sexes on the basis of their total anxiety score, female participants were found to exhibit higher mean anxiety score than the male participants and this mean difference was statistically significant. This means that females were more socially anxious than males. This result is consistent with many scholars like (Davison & Neale, 1998; Greenberg, Pyszczynski & Stine, 1985; Goodman & Kantor, 1983). These researchers proved that the level of social anxiety for females was a little bit higher than that of males.

Similarly, Zimbardo & Carducci (1999) also said that girls are more apt to be socially anxious from infancy through adolescence, perhaps because parents are more protective of them than boys, who are encouraged to be more explorative. Nevertheless, they also reported that once into adulthood, gender differences in social anxiety will disappear.

#### 5.2 Social Phobia/SAD and Academic Performance

According to Turner, Beidel, Borden, Stanley and Jacob (1991) as cited in Strahan (2003), 91% of a sample of 99 individuals with social phobia reported interference with their academic adjustment. These individuals also reported receiving poor grades due to lack of class participation, avoiding classes requiring public speaking, and deciding to transfer to another

college in order to avoid giving oral presentations. There is also some evidence that shows the effect of social anxiety disorder which can lead to poor academic performance when left untreated (Warner, Klein and Fisher, 2003).

On the contrary, Bruch, Giordano and Pearl (1986) found social anxiety was unrelated to subjects' knowledge of effective strategies for solving various academic problems. For Trimmer (1970), and Zimbardo and Carducci (1999) individuals with social anxiety disorder are often gifted listeners, very bright and talented. They also compromise their educational goals because of the social demands of education to perform better.

In the present study, the CGPA of socially anxious groups was compared to that of non-socially anxious groups. Based on this comparison, a difference in mean GPA was found statistically significant. This implies that socially anxious groups had lower GPA as compared to that of the non socially anxious participants. Therefore, it is possible to say that the lower GPA of socially anxious groups was due to their socially anxiety.

### **5.2.1. Subscales of SAD/Social Phobia and Academic Performance**

Out of the six subscales of social phobia total avoidance from the major sub-scales and avoidance of performance situations from the minor sub scales were found to be significant predictor (negatively) of academic performance. This is to mean that socially anxious groups who avoid any situations especially performance situations have a higher tendency to get lower GPA.

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 campus life would be at greater risk for getting lower GPA or dropping out of college. Other scholars like Lyness (2009), Reasoner (2000) and Miranda (2005) found some evidence which support the idea above indirectly. They proved in their studies that socially anxious individuals especially those who avoid any social or performance situations were found to have low self esteem. This low self esteem will lead them to have poor academic performance as believed by many Scholars like (Reasoner,

2000; Lane, Anna and John, 2004; Naderi, Abdullah, Aizan Sharir and Kumar, 2009). However, the self-esteem of the participants was not considered in this study.

### **5.3 The Effect of Social Anxiety/ Social Phobia on Academic Performance as a Function of Streams**

The result obtained in table 10 on page 26 indicates that there was no significant difference in academic performance (CGPA) of socially anxious groups with respect to their streams. This implies that the academic environment in each streams was almost equally threatening to the socially anxious participants.

There was no literature supporting or opposing this finding. But Strahan (2003) suggested that the nature of the campus in question and the types of courses typically taken should be considered before assuming that social anxiety does not impair academic effectiveness. This is to show that socially anxious groups may do better or worse in their academic carrier depending up on the nature of the campus they attend and the type of courses they take.

## CHAPTER SIX

### 6. Summary, Conclusions and Recommendations

This chapter is devoted to the presentation of summary, conclusions and suggestions made on the basis of the findings presented in the previous chapter.

#### 6.1 Summary

This study was conducted with the objective of identifying the relationship between social anxiety and academic performance. The study took place in AAU taking 300 sample sizes (150 males and 150 females) which were regular students. However, the analysis was done based on 228 participants.

To measure the participants' level of social anxiety/social phobia, an instrument called Liebowitz Social Anxiety Scale (LSAS) was employed. This instrument was administered first on a pilot sample. Based on this, reliability of the instrument was found.

ANOVA, t-test, Pearson correlation, multiple regression and stepwise multiple regression were employed to analyze the data. Analysis of the responses to LSAS total score revealed that 96 participants reported symptoms of social anxiety. Of these, 51 of them were male students and 45 of them were female students. Moreover, the level of social anxiety was compared between socially anxious males and females through this comparison, females were found to be more socially anxious than males.

On the other hand, when the academic performance of socially anxious and non socially anxious groups was compared, the mean GPA of socially anxious groups was found statistically less than the mean GPA of non-anxious groups. Finally, comparisons were made among the four streams based on GPA of socially anxious groups and no significant result was found.

## 6.2 Conclusions

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

- 1) Social phobia and academic performance are negatively related.
- 2) Compared to the variance accounted for by the total fear, the variance in academic performance that was accounted for by total avoidance was much higher. It means that socially anxious individuals no matter how high their level of fear, it is the level of their avoidance behavior that predicts academic performance.
- 3) Socially anxious individuals who avoid performance situations have high probability of getting lower GPA than those who avoid social interaction or who fear any situation (social interaction or performance situations).
- 4) Females are more socially anxious than males.

## 6.3 Recommendations

Based on the findings of the study, the researcher has suggested the following to minimize the level of social anxiety/ social phobia and to decrease the effect of social anxiety on academic performance.

1. In order to alleviate their anxiety/ fear, most students with social anxiety/social phobia 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.
2. Dean of students would have to put more effort toward rendering counseling services to the students particularly the female students so as to get adapted to the academic environment and thus reduced students' social anxiety/ social phobia. It is advisable to give particular attention should to females because females are not going to the counseling services for advice. Females are not using this service does not mean that they don't have problems; even if they do have, they don't go. Therefore, Dean of students have to work a lot on this area.

3. It is important to strengthen the assertiveness trainings which were given to second year female students and if possible other trainings which may increase self-esteem need to be given for females.
4. Finally the researcher would like to emphasize that nation wide study need to be conducted to study the factors contributing to social anxiety and further effects of social anxiety disorder/social phobia.

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APPENDIX A

Addis Ababa University  
School of Graduate Studies  
Institute of Psychology

A Questionnaire Prepared to study the Relationship between Social Anxiety Disorder /Social  
phobia and Academic Performance among AAU Students

**Dear respondent**

This Questionnaire is prepared to collect data for a research. The research focuses in observing the relationship between social phobia and academic performance among AAU students. 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 two parts: part one deals with the general information of respondents and part two is used to measure the participants' level of social anxiety.

**Part One**

**Instruction:** Please respond to the following items in the space provided.

Sex \_\_\_\_\_ ID. No \_\_\_\_\_ Department \_\_\_\_\_

Result of entrance exam \_\_\_\_\_

**High school you learned**

Private

Government

**Elementary school you learned**

Private

Government

**Instruction:** Read each statement carefully and encircle the alternative you choose. There is no right or wrong answers. Work rapidly but answer all statements. The meanings of 1 – 5 alternatives are:

1 = Strongly disagree

4 = Agree

2 = Disagree

5 = Strongly agree

3 = Undecided

Items	Choice				
	1	2	3	4	5
1. I joined this department by my choice	1	2	3	4	5
2. It was not my choice when joining this department but now I am happy with it.	1	2	3	4	5
3. I am satisfied with the amount of financial support I have received from my parents while attending in this campus.	1	2	3	4	5
4. It is very important for me to graduate from AAU as opposed to graduating from some other university.	1	2	3	4	5
5. Since coming to this campus I have developed close personal relationships with other students.	1	2	3	4	5
6. It is important for me to finish my program of study.	1	2	3	4	5
7. It has been easy for me to meet and make friends with other students at this university.	1	2	3	4	5
8. I don't want to miss my class by any means.	1	2	3	4	5
9. I have no feeling of any kind of depression	1	2	3	4	5
10. I feel peace and comfort inside of me.					

## Part Two

**Instruction:** Please check how much the following problems have bothered you during the past weeks. Fill out the following scale with the most suitable answer provided below. The first question asks how anxious or fearful you feel in the situation. The second question asks how often you avoid the situation. If you come across a situation that you ordinarily do not experience, you are asked to imagine "what if you were faced with that situation," and then, rate the degree to which you would fear this hypothetical situation and how often you would tend to avoid it.

### Fear or Anxiety

0 = Not at all      2 = Moderate  
1 = A little bit    3 = Extremely

### Avoidance of the situation

0 = Never          2 = Mostly  
1 = Occasionally    3 = Always

Situation	Fear				Avoidance			
	Not at all	A little bit	Moderate	Extremely	Never	Occasionally	Mostly	Always
1. Telephoning in Public places	0	1	2	3	0	1	2	3
2. Participating in small groups	0	1	2	3	0	1	2	3
3. Eating in public places( Cafeterias, restaurants)	0	1	2	3	0	1	2	3
4. Drinking tea, coffee etc. with others in public places	0	1	2	3	0	1	2	3
5. Talking to people in authority (teachers, department head , dean of students, etc)	0	1	2	3	0	1	2	3
6. Acting, performing or giving a talk in front of an audience or classmates	0	1	2	3	0	1	2	3
7. Going to a party or other social gatherings (places like sorrow, wedding, etc.)								
8. Working while being observed	0	1	2	3	0	1	2	3
9. Writing while being observed	0	1	2	3	0	1	2	3
10. Telephoning some one you don't know very well	0	1	2	3	0	1	2	3
11. Talking to people you don't know very well	0	1	2	3	0	1	2	3
12. Meeting strangers	0	1	2	3	0	1	2	3
13. Urinating in public bathroom	0	1	2	3	0	1	2	3
14. Entering a room when others are already seated	0	1	2	3	0	1	2	3
15. Being the center of attention	0	1	2	3	0	1	2	3
16. Speaking up at a meeting or in class	0	1	2	3	0	1	2	3
17. Taking a test	0	1	2	3	0	1	2	3
18. Expressing a disagreement or disapproval to people you don't know very well	0	1	2	3	0	1	2	3

19. Looking at people you don't know very well in the eyes	0	1	2	3
20. Giving a report to a group orally	0	1	2	3
21. Trying to pick up some one	0	1	2	3
22. Being teased or criticized	0	1	2	3
23. Starting or maintaining conversations	0	1	2	3
24. Resisting a high pressure of a person.	0	1	2	3

0	1	2	3
0	1	2	3
0	1	2	3
0	1	2	3
0	1	2	3
0	1	2	3

Thank you for your willingness to fill this questionnaire!

**አዲስ አበባ ዩኒቨርሲቲ**  
**የድህረ ምረቃ ትምህርት ቤት**  
**የሳይኮሎጂ ትምህርት ክፍል**

**በአዲስ አበባ ዩኒቨርሲቲ ተማሪዎች መካከል የትምህርት ነክ ክንውንና**  
**ማህበራዊ ተሳትፎ ፍራቻ ባላቸው ዝምድና ላይ ለሚደረግ ጥናት የተዘጋጀ**  
**መጠይቅ**

የተከበሩ ተጠያቂ ይህ መጠይቅ የተዘጋጀው ጥናት መረጃ ለመሰብሰብ ነው። ጥናቱ የሚያተኩረው በአዲስ አበባ ዩኒቨርሲቲ ተማሪዎች መካከል ባለው የትምህርት ነክ ክንውንና በማህበራዊ ተሳትፎ ፍራቻ ባላቸው ዝምድና ላይ ነው። በዚህ መጠይቅ የሰፈረውን እያንዳንዱን ጥያቄ ጥንቃቄና ሀቀኝነት በተሞላበት ሁኔታ እንዲመልሱ ከፍ ባለ አክብሮት እጠይቃለሁ። የእርስዎም ምላሽ ለታቀደለት ጥናት ተግባር ብቻ ይውላል እንጂ ለሌላ አካል ተላልፎ አይሰጥም።

ይህ መጠይቅ ሁለት ክፍሎች አሉት የመጀመሪያው ክፍል ስለጥናቱ ተሳታፊዎች አጠቃላይ መረጃ ላይ የሚያተኩር ሲሆን ሁለተኛው ክፍል ደግሞ የተሳታፊዎችን የማህበራዊ ፍራቻ መጠን የሚለካ ነው።

**ክፍል አንድ**

**አጠቃላይ መረጃ**

መመሪያ ለሚከተሉት ጥያቄዎች በተዘጋጀው ስፍራ ላይ መልስዎን ይስጡ

ያታ \_\_\_\_\_ የመታወቂያ ቁጥር \_\_\_\_\_ ዕድሜ \_\_\_\_\_

የትምህርት ክፍል (Department) \_\_\_\_\_

የከፍተኛ ትምህርት ተቋም የመግቢያ ፈተና ውጤት \_\_\_\_\_

ሁለተኛ ደረጃ የተማርክበት/ሽበት ትምህርት ቤት

- የግል
- የመንግስት

1ኛ ደረጃ የተማርክበት/ክበት ት/ቤት

- የግል
- የመንግስት

መመሪያ: እያንዳንዱን ዐረፍተ ነገር በጥንቃቄ ካነበብክ/ሽ በኋላ በአረፍተ ነገሩ በጭራሽ የማትስማማ/ሚ ከሆነ 1ድን በማክበብ፣ የማትስማማ/ሚ ከሆነ 2ትን በማክበብ፣ ስለጉዳዩ መወሰን የማትችል/ይ ከሆነ 3ትን በማክበብ የምትስማማ/ሚ ከሆነ 4ትን በማክበብ እንዲሁም በጣም የምትስማማ/ሚ ከሆነ ደግሞ 5ትን በማክበብ መልስ/ሽ። ትክክል ወይም ስህተት የሚባሉ መልሶች የሉም። ሁሉንም ጥያቄዎች በፍጥነት መልስ/ሽ።

ከ1-5 ያሉት አማራጮችና ትርጉሞቻቸው።

1 = በፍፁም አልስማማም

4 = እስማማለሁ

2 = አልስማማም

5 = በጣም እስማማለሁ

3 = ስለዚህ ጉዳይ መወሰን አልችልም

		አማራጮች				
		1	2	3	4	5
1	ወደዚህ የትምህርት ክፍል የገባሁት በራሴ ምርጫ ነው በዚህም ደስተኛ ነኝ።	1	2	3	4	5
2	ወደዚህ የትምህርት ክፍል የተመደብኩት ያለፍላገጦቴ ቢሆንም በዚህ ክፍል በመመደቤ ዛሬ ግን ደስተኛ ነኝ።	1	2	3	4	5
3	በዚህ የትምህርት ተቋም ውስጥ ባለሁበት ጊዜ ከወላጆቼ ወይም ከአሳዳጊዎቼ የማገኘው የገንዘብ ድጋፍ በቂ ነው።	1	2	3	4	5
4	ከሌላ ዩኒቨርሲቲ ከመመረቅ በአንፃሩ ከአዲስ አበባ ዩኒቨርሲቲ መመረቁ ለእኔ እጅግ አስፈላጊ ነው።	1	2	3	4	5
5	ወደዚህ ተቋም ከመጣሁ ጀምሮ ከሌሎች ተማሪዎች ጋር በቅርብ የግል ግንኙነት መስርቻለሁ።	1	2	3	4	5
6	የትምህርቱን ፕሮግራም ከፍፃሜ ማድረሱ ለእኔ በጣም አስፈላጊ ነው።	1	2	3	4	5
7	በዩኒቨርሲቲው ውስጥ ከተማሪዎቹ ጋር ግንኙነት በመፍጠር ጓደኛ ማፍራት ለእኔ ቀላል ነበር።	1	2	3	4	5
8	በምንም ሁኔታ የትምህርት ክፍለ ጊዜዬን ማባከን አልፈልግም።	1	2	3	4	5
9	በውስጤ ምንም አይነት ጭንቀትም ሆነ መረበሽ አይታይብኝም።	1	2	3	4	5
10	በውስጤ ሰላም፣ መረጋጋትና ጤነኛነት ይሰማኛል።	1	2	3	4	5

8	በተመልካቾች ፊት አንድ ሥራን ማከናወን፤	0	1	2	3	0	1	2	3
9	በተመልካቾች ፊት የጽሑፍ ሥራን ማከናወን፤	0	1	2	3	0	1	2	3
10	ወደ ማታውቀው/ቂው ሰው ስልክ መደወል፤	0	1	2	3	0	1	2	3
11	የማታውቃቸውን/ቂያቸውን ሰዎች ፊት ለፊት ማነጋገር፤	0	1	2	3	0	1	2	3
12	አይተሃቸው/ሻቸው የማታውቃቸውን/ቂያቸውን ሰዎች መተዋወቅ	0	1	2	3	0	1	2	3
13	የሕዝብመጠኛ ቤት ውስጥ መጠኛዎች፤	0	1	2	3	0	1	2	3
14	ሰዎች ወደ ተቀመጡበት ክፍል ውስጥ መግባት፤	0	1	2	3	0	1	2	3
15	የሌሎች ሰዎች ትኩረት ባንተ/ባንች ላይ ሲሆን	0	1	2	3	0	1	2	3
16	በስብሰባ ላይ ወይም ክፍል ውስጥ ንግግር ማድረግ፤	0	1	2	3	0	1	2	3
17	ፈተናን መፈተን፤	0	1	2	3	0	1	2	3
18	በሚገባ ለማታውቃቸው/ቂያቸው ሰዎች አለመስማማትህን/ሽን ወይም ተቃውሞህን/ሽን መግለፅ	0	1	2	3	0	1	2	3
19	የማታውቃቸውን/ቂያቸውን ሰዎች ዓይን ለአይን ማየት፤	0	1	2	3	0	1	2	3
20	ለቡድን አባላት የቃል ሪፖርት ማቅረብ፤	0	1	2	3	0	1	2	3
21	አንድን ሰው ከአንድ ቦታ ሄዶ መቀበል፤	0	1	2	3	0	1	2	3
22	በሰው መተቸት ወይም መነቀፍ፤	0	1	2	3	0	1	2	3
23	ንግግሮችን መጀመርና ቀጣይነት እንዲኖራቸው ማድረግ፤	0	1	2	3	0	1	2	3
24	ጫና ሊያደርግ የሚችልን ሰው መቋቋም፤	0	1	2	3	0	1	2	3

መጠይቁን በመሙላት ስለተባበሩኝ አመሰግናለሁ!

## APPENDIX C

Items that indicate social interaction and performance situations

Items numbers that indicate social interaction – 5, 7, 10, 11, 12, 15,

18, 19, 22, 24

Items numbers that indicate performance situations – 1, 2, 3, 4, 6,

8, 9, 13, 14, 16, 17, 20, 21, 23

## Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented in any other university and that all sources of materials used for this thesis are duly acknowledged.

Name: Tiegist Bayleyegn

Signature 

Date of submission 08/07/2010

This thesis has been submitted for examination by my approval as a university advisor.

Name: Dr. Ayele Meshesha

Signature: 

Date of Submission 08/07/10

