

A Study of Social Anxiety among Students

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Abstract

The present study attempts to compare social anxiety among male and female students studying in ninth, eleventh, B.A. Part I and III, and M.A. third semester grades. Social Anxiety Inventory constructed by K.S. Misra has been used to collect data. Data analysis has been done by using one-way analysis of variance and LSD tests through SPSS 22nd version. It has been found that male students of M.A. third semester exhibit more social anxiety than students of ninth and B.A. Part I students of Class XI exhibit more social anxiety than students of Class IX. This has been reported with reference to social anxiety related to prestige, performance, emotional well-being and separation too. Female students of Class IX exhibit more social anxiety than students of other grades; female students of M.A. third semester exhibit more social anxiety than students of B.A. Part I and III, and female students of Class XI exhibit more social anxiety than students of B.A. Part I and III.

INTRODUCTION

Social anxiety can be defined as a state of socio-emotional worries and fears related to what others will say, perceive or do in various social situations. It is concerned with social interactions or their

possible after effects which make us afraid. All students have a social life. Social life is full of situations which lead to anxiety. When one tries to have social contacts or make verbal and non-verbal communications, anxiety develops. Gradual exposure

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to anxiety inducing situations helps people to adapt their behaviours to minimise social anxiety. Social anxiety may influence students' self-esteem, emotional regulations, sense of belongingness or isolation, development of personality traits like — neuroticism, extraversion, dependence, agreeableness, conscientiousness, undemonstrative, happy-go-lucky, alienated, sociable etc. It co-exists with other mental health issues (Merikangas and Angst, 1950).

Clark and Wells (1995) found that social anxiety leads to distraction from academic information. Rapee and Heimberg (1997) found that social anxiety distorts the ability to monitor and modify communication with tutors. Seema and Venkatesh Kumar (2017) found negative relationship between social anxiety and self-esteem among adolescents. Shah and Lakhan (2010) found that social phobia among university students results in significant disability in work, social life and family life, as well as quality of life. Hajure and Abdu (2020) found that social phobia has negative effects on quality of life. Efforts are needed to understand social anxiety among students. Keller (2006), Shah and Kataria (2009), Harikrishnan, Ali and Sobhna (2016) and Abdallah et al., (2017) also pleaded for early identification of social anxiety and interventions to reduce it.

Perceptions about one's capacity to create desired impressions on others can be instrumental to higher

social anxiety (Schlenker and Leary, 1885). Exposure to social situations like — addressing a social gathering, trying for social inclusion in a group, talking to strangers, meeting persons with authority or power, talking to persons of opposite sex, going to a new place, pressure to live with relatives or unfamiliar people, mobility to a new village, school or college, hostel life, participating in co-curricular activities, transfer to a new place, interacting with new friends or those possessing muscle power or having political or administrators' patronage, initiating and maintaining social relationships, deciding an appropriate conflict resolution style while interacting with persons having a different value system, meeting threats of social isolation or terror of physical discomforts, situations associated with loss of prestige or identity, dominance of others in decision making, risk of unpopularity or demand for social acceptance, eating or talking in public, working under observation of superiors, exposure to recording of interactions, attending or going to attend a party, making presentations in seminars or conferences, etc., can lead to increase in social anxiety. Social anxiety can arise in real as well as imagined social situations.

Shah and Kataria (2009) reported that more than 20 per cent university students most commonly feared situations like— acting, performing or giving a talk in front of audience, being the centre of

attention, urinating in a public bathroom. Honnekeri and De Sousa (2017) found that 7.8 per cent Indian undergraduates suffer from social anxiety disorder. Mehtalia and Vankar (2004) found that Social Anxiety Disorder is manifested in 12.8 per cent adolescents. Essau et al., (1999) found that the prevalence of social anxiety is more among girls than boys. However, Gupta (2019) found that females scored more than males in the area of interaction with opposite sex; males scored more than females in the areas of assertive expression of annoyance, disgust and displeasure and in interactions with strangers; and there is no difference in social anxiety on dimensions of speaking in public talking with people in authority, criticism and embarrassment. Topham and Russel (2009) surveyed university students and found that frequent anxieties have been reported in learning situations that involved interactions with students and staff members. Desalegn (2019) found poor social support, female sex, first year students and coming from a rural residence to be associated with social phobia symptoms. Misra and Kunti Kumari (2020) reported no differences in social anxiety among students from nuclear and joint families, urban and rural areas, different socially disadvantaged groups, hosteller, and delegacy groups. So, social anxiety seemed to be affected by age and education level. The present study attempts to

study social anxiety among students studying in ninth, eleventh, B.A. Part I, B.A. Part III, and M.A. third semester.

METHODOLOGY

Sample for the study consisted of 273 male and 288 female students studying in two secondary schools, and in two departments of the faculty of Arts of the University of Allahabad, Prayagraj. Cluster sampling was adopted. One boys' and one girls' secondary school, and two departments of the faculty of arts of the university were randomly selected. All students studying in one section of ninth, eleventh, B.A. Part I, B.A. Part III, and M.A. third semester classes were included in the sample. The number of male students of ninth, eleventh, B.A. Part I, B.A. Part III, and M.A. third semester classes was 67, 57, 49, 50, and 50 respectively. The number of female students of ninth, eleventh, B.A. Part I, B.A. Part III, and M.A. third Semester classes was 47, 43, 98, 50, and 50. Social Anxiety Inventory constructed by K.S. Misra (2020) was used to measure social anxiety. This inventory measures social anxiety related to nine areas namely— relationship building, impression management, cognition, prestige, performance, expectation, emotional wellbeing, protection, and separation. One-way analysis of variance has been used to compare total social anxiety as well as social anxiety associated with nine areas.

RESULTS

Table 1 shows that the value of F-ratio for total social anxiety (F=2.727) is significant at .05 level. Mean score on total social anxiety for male students of ninth, eleventh, B.A. Part I, B.A. Part III and M.A. third semester

classes are 62.26, 74.42, 64.16, 68.42 and 77.58 respectively. Table 2 shows that mean difference for three out of ten paired comparisons are significant at .05 level. They indicate that male students of M.A. third semester classes exhibit greater

Table 1
Mean Standard Deviations and F-ratios showing Differences in Social Anxiety among Male Students

Var. No.	Means for grade					SD for grade					F
	9	11	B.A. I	B.A. III	M.A. III	9	11	B.A. I	B.A. III	M.A. III	
1.	62.26	74.42	64.16	68.42	77.58	26.29	34.43	25.79	29.03	31.75	2.727*
2.	7.68	9.24	6.55	7.06	62.26	5.1	7.66	3.71	4.24	4.1	2.184
3.	8.1	8.54	8.02	8.34	8.76	4	5.03	4.2	4.28	4.29	0.26
4.	7.1	8.7	7.51	8.38	9.08	3.75	4.85	4.46	4.9	4.73	1.905
5.	6.5	7.57	7.12	8.46	8.92	4.2	5.19	4.4	4.16	4.72	2.59*
6.	6.95	8.82	7.14	7.76	8.78	3.47	5.18	3.92	4.28	4.24	2.441*
7.	7.05	7.14	6.32	6.56	8.46	4.39	4.48	3.42	4.31	5.24	1.751
8.	5.61	8.5	7.61	7.74	8.92	3.72	5.99	4.15	4.93	5.59	4.133*
9.	5.95	7.49	7.28	7.6	8.04	3.63	4.43	3.7	4.17	4.431	2.292
10.	7.28	8.38	6.59	6.52	8.24	3.9	4.4	3.5	3.43	4.32	2.600*

*P < .05

Note: 1. Total Social Anxiety 2. Relationship Building 3. Impression Management 4. Cognition 5. Prestige 6. Performance 7. Expectation 8. Emotional Well-being 9. Protection 10. Separation.

Table 2
Results of LSD Test showing Significant Mean Differences for Various Grade Groups of Male Students

Var.	Grade Groups									
	1 and 2	1 and 3	1 and 4	1 and 5	2 and 3	2 and 4	2 and 5	3 and 4	3 and 5	4 and 5
1	12.15	1.89	6.15	15.31	10.25	6.00	3.15	4.25	13.41	9.16
5	.61	1.95*	2.41*	2.42*	1.95*	2.41*	1.35	.88	1.34	.46
6	1.86*	.18	.80	1.82*	1.68*	1.06	.044	.61	1.63	1.02
8	2.89**	2.00**	2.12**	3.30**	.89	.76	.41	.12	1.30	1.18
10	1.10	.69	.76	.95	1.79*	1.86*	.14	.07	1.64*	1.72*

*/** p < .05/.01

Note: Grade Groups -1: 9, 2: 11, 3: B.A. Part I, 4: B.A. Part III, 5: M. A. third semester Var. - 1. Total Social Anxiety 5. Prestige 6. Performance 8. Emotional Well-being 10. Separation

social anxiety than male students of ninth and B.A. Part III and eleventh grades; male students of eleventh grade exhibit greater social anxiety than male students of ninth grade. No significant differences exist in the total social anxiety of male students of ninth and B.A. Part I/B.A. part III; eleventh and B.A. Part I, B.A. Part III, M. A. third semester; B.A. Part I and III; and B.A. Part III and M.A. third semester.

Table 1 also shows that the value of F-ratio for performance related social anxiety ($F=2.441$) is significant at .05 level. Mean score for male students of ninth, eleventh, B.A. Part I, B.A. Part III and M.A. third semester grades are 6.95, 8.82, 7.14, 7.76, and 8.78 respectively. Table 2 shows that mean difference for three out of ten paired comparisons are significant at .05 level. They indicate that male students in M.A. third semester exhibit greater social anxiety than male students of ninth grade, male students of B.A. Part III grade exhibit greater performance related social anxiety than those of eleventh grade, male students of eleventh grade exhibit greater performance related social anxiety than male students of ninth grade. No significant differences exist in performance related social anxiety of male students of ninth and B.A. Part I, B.A. Part III; eleventh and B.A. Part III, M.A. third semester; B.A. Part I and III; and B.A. Part III and M. A. third semester.

Table 1 also shows that the value of F-ratio for social anxiety related to emotional wellbeing ($F=4.133$) is

significant at .01 level. Mean score for male students of ninth, eleventh, B.A. Part I, B.A. Part III and M.A. third semester grades are 8.50, 7.61, 7.74 and 6.95 respectively. Table 2 shows that mean difference for four out of ten paired comparisons are significant at .05 level. They indicate that male students of ninth grade exhibit less emotional wellbeing related social anxiety than the male students of eleventh, B.A. Part I, B.A. Part III and M.A. third semester grades. No significant differences exist in emotional wellbeing related social anxiety of male students of eleventh and B.A. Part I/ B.A. Part III/ M.A. third semester; B. A. Part I and III; and B.A. Part III and M.A. third semester.

Table 1 also shows that the value of F-ratio for separation related social anxiety ($F=2.600$) is significant at .05 level. Mean score for male students of ninth, eleventh, B.A. Part I, B.A. Part III and M.A. third semester grades are 7.28, 8.38, 6.59, 6.52 and 8.24 respectively. Table 2 shows that mean difference for three out of ten paired comparisons are significant at .05 level. They indicate that male students of eleventh grade exhibit more separation related social anxiety than the male students of B.A. Part I and B.A. Part III, and male students of M.A. third semester grade exhibit greater separation related social anxiety than male students of B.A. Part I. No significant differences exist in separation related social anxiety of male students of ninth and eleventh, B.A. Part I, B.A. Part III; eleventh

and M.A. third semester; B.A. Part I and III; and B.A. Part III and M.A. third semester.

Table 1 shows that the value of F-ratio for prestige related social anxiety ($F=2.600$) is significant at .05 level. Mean score for male students of ninth, eleventh, B.A. Part I, B.A. Part III and M.A. third semester grades are 6.50, 7.57, 7.12, 8.46 and 8.92 respectively. Table 2 shows that mean difference for four out of ten paired comparisons are significant at .05 level. They indicate that male students of ninth grade exhibit less prestige related social anxiety than the male students of B.A. Part I, B.A. Part III; male students of eleventh grade exhibit greater prestige related social anxiety than male students of B.A. Part I, B.A. Part III and male students of ninth and eleventh, M.A. third semester, eleventh

and M.A. third semester, B.A. Part I and B.A. Part III, M. A. third semester, Part III and M. A. third semester grades do not differ from each other on prestige related social anxiety.

Table 1 shows that mean scores for male students of eleventh and M.A. third semester students on social anxiety related to relationship building, impression management, cognition, expectation and protection are greater than means for students of ninth, B.A. Part I and B.A. Part III grades. Table 2 shows that the F-ratios for these five dimensions of social anxiety are not significant at .05 level. It means that male students of different grades do not differ from one another on social anxiety related to relationship building, impression management, cognition, expectation and protection.

Table 3
Means, Standard Deviations and F-ratios showing Differences in Social Anxiety among Female Students

Var.	Means for grade					SD for grade					F
	9	11	B. A. I	B. A. III	M. A. III	9	11	B.A. I	B.A. III	M.A. III	
1	93.06	81.62	56.19	60.06	73.32	20.59	28.35	31.99	29.96	32.52	6.157**
2	9.59	9.34	6.23	6.38	8.26	3.15	4.54	4.17	4.57	4.26	8.577**
3	11.40	9.95	6.14	6.82	8.62	4.24	4.23	4.91	3.38	4.52	14.598**
4	9.14	8.18	6.97	7.08	8.22	3.36	4.54	4.49	4.28	4.21	2.652*
5	10.06	9.13	5.56	6.80	9.08	3.84	4.04	4.58	3.76	5.76	11.551**
6	10.34	9.97	5.54	6.28	8.14	8.09	5.22	4.61	3.88	4.91	9.667**
7	11.02	7.44	5.49	6.34	7.04	4.72	3.83	4.50	4.49	4.44	12.790**
8	10.78	9.58	7.00	7.26	8.56	3.25	4.71	4.77	4.92	4.92	6.872**
9	10.02	9.04	5.54	6.58	7.34	3.80	4.13	4.46	3.79	4.60	11.303**
10	10.68	8.95	7.16	6.52	8.06	2.91	3.63	4.81	3.20	3.80	8.894**

*/** p <.05/.01

Note: 1. Total Social Anxiety 2. Relationship Building 3. Impression Management 4. Cognition 5. Prestige 6. Performance 7. Expectation 8. Emotional Wellbeing 9. Protection 10. Separation

Table 4
Results of LSD Test showing Significant Mean Differences for
Various Grade Groups of Female Students

Var.	Grade Groups									
	1 and 2	1 and 3	1 and 4	1 and 5	2 and 3	2 and 4	2 and 5	3 and 4	3 and 5	4 and 5
1	11.43	36.86*	33.00*	19.74*	25.43*	21.56*	8.30	3.86	17.12*	13.26*
2	0.24	3.36*	3.21*	1.33	3.11*	2.96*	1.08	0.14	2.02*	1.88*
3	1.45	5.26*	4.58*	2.78*	3.81*	3.13*	1.33	0.67	2.47*	1.80*
4	0.96	2.16*	2.06*	0.92	1.20	1010	0.03	0.10	1.24	1.14
5	0.92	4.50**	3.26**	0.98	3.57**	2.33*	0.05	1.23	3.51**	2.28*
6	0.36	4.79*	4.06*	2.20*	4.43*	3.69*	1.83	0.73	2.59*	1.86
7	3.57*	5.52*	4.68*	3.98*	1.94*	1.10	0.40	0.84	1.54	0.70
8	1.20	3.78*	3.52*	2.22*	2.58*	2.32*	1.02	0.26	1.56	1.30
9	0.97	4.48*	3.44*	2.62*	3.50*	2.46*	1.70	1.03	1.79*	0.76
10	1.72*	3.51*	4.16*	2.62*	1.79*	2.43*	0.89	0.64	0.89	1.54

*/** p < .05/.01

Note: Grade Groups -1: 9, 2: 11, 3: B.A. Part I, 4: B.A. Part III, 5: M.A. III semester

Var. - 1. Total Social Anxiety 2. Relationship Building 3. Impression Management 4. Cognition
5. Prestige 6. Performance 7. Expectation 8. Emotional Wellbeing 9. Protection, 10. Separation

Table 3 shows that female students studying in different grades differ from one another on total social anxiety (16.157, $p < .01$) as well as seven dimensions of it namely — relationship building ($F=8.577$, $p < .01$), impression management ($F=14.598$, $p < .01$), cognition ($F=2.652$, $p < .05$), prestige ($F=11.551$, $p < .01$), performance ($F=9.667$, $p < .01$), expectation (12.79, $p < .01$), emotional wellbeing (6.872, $p = .01$), and protection ($F=11.303$, $p < .01$). And separation ($F=8.894$, $p < .01$). Further analysis was done by using LSD test. Mean differences for various grade group pairs have been given in Table 4.

Table 4 shows that mean scores for female students of ninth, eleventh, B.A. Part I, B.A. Part III and M.A. third semester grades on

total social anxiety are 93.06, 81.62, 56.19, 60.06 and 73.32 respectively. Mean differences for seven out of ten paired comparisons are significant at .05 level. They indicate that female students of ninth grade exhibit more total social anxiety than the female students of B.A. Part I, B.A. Part III, M.A. third semester grades; female students of eleventh grade exhibit greater social anxiety than female students of B.A. Part I and B.A. Part III; M.A. third semester grades; female students of M.A. third semester grade exhibit greater social anxiety than female students of B.A. Part I and B.A. Part III; female students of ninth and eleventh, B.A. part I and III and eleventh and M.A. third semester grades do not differ from each other on total social anxiety.

Table 4 shows that mean scores for female students of ninth, eleventh, B.A. Part I, B.A. Part III and M. A. third semester grades on social anxiety related to relationship building are 9.59, 9.34, 6.23, 6.38 and 8.26 respectively. Mean differences for six out of ten paired comparisons are significant at .05 level. They indicate that female students of ninth grade exhibit more social anxiety related to relationship building than the female students of B.A. Part I and B.A. Part III; female students of eleventh grade exhibit greater social anxiety related to relationship building than female students of B.A. Part I and B.A. Part III; female students of M.A. third semester grade exhibit greater social anxiety than female students of B.A. Part I and B. A. Part III; female students of ninth and eleventh, ninth and M.A. third semester, eleventh and M.A. third semester, B.A. Part I and III grades do not differ from each other on social anxiety related to relationship building.

As given in Table 4 the mean scores for female students of ninth, eleventh, B.A. Part I, B.A. Part III and M.A. third semester grades on social anxiety related to impression management are 11.40, 9.95, 6.14, 6.82 and 8.62 respectively. Mean differences for seven out of ten paired comparisons are significant at .05 level. They indicate that female students of ninth grade exhibit more social anxiety related to impression management than the

female students of B.A. Part I, B.A. Part III and M.A. third semester grades; female students of eleventh grade exhibit greater social anxiety related to impression management than female students of B.A. Part I and B.A. Part III; female students of M.A. third semester grade exhibit greater social anxiety related to impression management than female students of B.A. Part I and B.A. Part III; female students of ninth and eleventh, eleventh and M.A. third semester, and B.A. Part I and III grades do not differ from each other on social anxiety related to impression management.

Table 4 indicates that mean scores for female students of ninth, eleventh, B.A. Part I, B.A. Part III and M.A. third semester grades on social anxiety related to cognition are 9.14, 8.18, 6.97, 7.08 and 8.22 respectively. Mean differences for two out of ten paired comparisons are significant at .05 level. They indicate that female students of ninth grade exhibit more social anxiety related to cognition than female students of B.A. Part I, B.A. Part III; female students of B.A. Part I, B.A. Part III do not differ from each other on cognition related social anxiety; and female students of ninth and eleventh, M.A. third semester, eleventh and B.A. Part I, B.A. III, M.A. third semester, and B.A. Part I and B.A. Part III, M.A. third semester do not differ from each other on social anxiety related to cognition.

As given in Table 4 mean scores for female students of ninth,

eleventh, B.A. Part I, B.A. Part III and M.A. third semester grades on social anxiety related to prestige are 10.06, 9.13, 5.56, 6.80 and 9.00 respectively. Mean differences for six out of ten paired comparisons are significant at .05 level. They indicate that female students of ninth grade exhibit more social anxiety related to prestige than the female students of B.A. Part I and B.A. Part III; female students of eleventh grade exhibit more social anxiety related to prestige than female students of B.A. Part I and part III; female students of M.A. third semester exhibit more social anxiety related to prestige than female students of B.A. Part I and part III; female students of ninth and eleventh, M.A. third semester, eleventh and M.A. third semester, and B.A. Part I and B.A. Part III do not differ from each other on social anxiety related to prestige.

Table 4 shows that mean scores for female students of ninth, eleventh, B.A. Part I, B.A. Part III and M. A. third semester grades on social anxiety related to performance are 10.34, 9.97, 5.54, 6.28 and 8. and 14 respectively. Mean differences for seven out of ten paired comparisons are significant at .05 level. They indicate that female students of ninth grade exhibit more social anxiety related to performance than the female students of B.A. Part I, B.A. Part III and M.A. third semester grades; female students of eleventh grade exhibit more social anxiety related to performance than female

students of B.A. Part I and Part III; female students of M.A. third semester exhibit more social anxiety related to performance than female students of B.A. Part III; female students of ninth and eleventh, eleventh and M.A. third semester, and B.A. Part I and B.A. Part III grades do not differ from each other on social anxiety related to performance.

Table 4 shows that mean scores for female students of ninth, eleventh, B.A. Part I, B.A. Part III and M.A. third semester grades on social anxiety related to expectation are 11.02, 7.44, 5.49, 6.34 and 7.04 respectively. Mean differences for six out of ten paired comparisons are significant at .05 level. They indicate that female students of ninth grade exhibit more social anxiety related to expectation than the female students of eleventh, B.A. Part I, B.A. Part III and M.A. third semester grades; female students of eleventh grade exhibit more social anxiety related to expectation than female students of B.A. Part I; female students of B.A. Part I exhibit less social anxiety related to expectation than female students of M.A. third semester; female students of M.A. third semester do not differ from students of B.A. Part III on social anxiety related to expectation; female students of eleventh and B.A. part III, M.A. third semester, B.A. Part I and B.A. Part III, and B.A. Part III and M.A. third semester grades do not differ from each other on social anxiety related to expectation.

Table 4 shows that mean scores for female students of ninth, eleventh, B.A. Part I, B.A. Part III and M.A. third semester grades on social anxiety related to emotional well-being are 10.78, 9.58, 7.00, 7.26 and 8.56 respectively. Mean differences for five out of ten paired comparisons are significant at .05 level. They indicate that female students of ninth grade exhibit more social anxiety related to emotional wellbeing than the female students of B.A. Part I, B.A. Part III and M. A. third semester grades; female students of eleventh grade exhibit more social anxiety related to emotional wellbeing than female students of B.A. Part I, B.A. Part III; female students of ninth and eleventh, eleventh and M.A. third semester, B.A. Part I and B. A. Part III, M.A. third semester, and B. A. Part III and M.A. third semester grades do not differ from each other on social anxiety related to emotional wellbeing.

Table 4 shows that mean scores for female students of ninth, eleventh, B.A. Part, B.A. Part IIIrd and M.A. third semester grades on social anxiety related protection are 10.02, 9.04, 5.54, 6.58 and 7.34 respectively. Mean differences for six out of ten paired comparisons are significant at .05 level. They indicate that female students of ninth grade exhibit more social anxiety related protection than the female students of B.A. Part I, B.A. Part III and M. A. third semester grades; female students of eleventh grade exhibit more social

anxiety related to protection than female students of B.A. Part I or B.A. Part III; female students of B.A. Part I exhibit less social anxiety related to protection than female students of M.A. third semester; female students of ninth and eleventh, eleventh and M.A. third semester, B.A. Part I and B.A. Part III, and B.A. part III and M.A. third semester grades do not differ from each other on social anxiety related to protection.

Table 4 also shows that mean scores for female students of ninth, eleventh, B.A. Part I, B.A. Part III and M.A. third semester grades on social anxiety related to separation are 10.68, 8.95, 7.16, 6.52 and 8.06 respectively. Mean differences for six out of ten paired comparisons are significant at .05 level. They indicate that female students of ninth grade exhibit more social anxiety related to separation than the female students of eleventh, B.A. Part I, B.A. Part III and M.A. third semester grades; female students of eleventh grade exhibit more social anxiety related to separation than female students of B.A. Part I and Part III; and female students of eleventh and M.A. third semester, B.A. Part I and B.A. Part III and M.A. third semester grades do not differ from each other on social anxiety related to separation.

DISCUSSION

It can be inferred that gender difference exists in the development of social anxiety. In case of boys, social anxiety was greater among students

of M.A. third semester and eleventh grades and it decreased among the undergraduate students. In the case of girls, social anxiety has been found to be higher among the students of ninth grade, it was nearly the same among students of eleventh grade, it was reduced at undergraduate level but it again increased at postgraduate level. This trend has been visible with reference to social anxiety related to relationship building, impression management, cognition, prestige, performance, expectation, emotional wellbeing, protection, and separation. Results of the studies undertaken by Mehtalia and Vankar, Shah and Kataria (2009), Honnekeri and De Sousa (2017), and Misra and Kunti Kumari (2020) for university students and Harikrishnan and Sobhana (2016), and Abdallah, et al., (2016) in case of school students have also revealed that students feel social anxiety related to performance, making relations, performance in social situations, emotional wellbeing, meeting social expectations, prestige and impression management. This seems to be a reflection of gender stereotyping in socialisation of girls and the pressure created by the parent-child interactions during adolescence. Finding of Abdallah, et al., (2016) lend support to it. They found negative relationship between authoritarian, over protective and neglectful parenting style and social phobia.

Demands for conformity to social roles are more in case of girls than

in case of boys. Social anxiety was higher among male students of eleventh and M.A. third semester grades. It shows that exposure to social realities has made students feel anxious when they are students of these two grades. This trend has been found explicit with reference to emotional wellbeing, prestige, performance and separation too. Male students studying in different grades have not been found to differ from one another on social anxiety related to relationship building, impression management, cognition, protection and expectation. This can also be attributed to their less sensitivity to increasing social demands for management of social relations, use of abilities to understand social relationships in various social situations, impression management, and social protection. Perhaps social realities and the importance given by parents to male children is responsible for such a situation. Abdallah, et al., (2016) and Essau, et al., (1999) have reported that female students have more social anxiety than male students. Desalegn (2019) found female sex and being first year students to be associated with social anxiety.

IMPLICATIONS

The present study has revealed that male as well as female students differing with regard to grade levels differ in social anxiety related to prestige, performance, emotional wellbeing, and separation while female

students of different grade differ in social anxiety related to relationship building, impression management, cognition, and expectation too. It implies the need of special attention to female students of secondary schools and universities to provide counselling and other help to them to reduce their social anxiety. Gender differences have been found with reference to grade differences in social anxiety. Male students of postgraduate and eleventh grades reported more social anxiety whereas female students of ninth and postgraduate classes reported more social anxiety. This requires more

trust to handling of issues related to social anxiety having origin in efforts to provide equal opportunities in education, curbing sexual harassment, taking care of their human rights and co-education at the level of higher education. Parents, teachers and peer group members should also try their best to help students of ninth, eleventh and postgraduate grades to manage the increasing levels of social anxiety. Cooperative learning, stress reduction, and desensitisation strategies of teaching and personal-social counselling can be helpful in this.

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