

Original Article

A Study on Social Anxiety among College Students

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ABSTRACT

Social anxiety has become a growing psychological concern among college students due to academic pressure, social expectations, and increased digital communication. This study examines the prevalence, causes, and effects of social anxiety among university students, focusing on factors such as peer pressure, public speaking, academic performance, family expectations, and online interaction. Using a quantitative research design, data were collected through structured questionnaires based on standardized anxiety scales. Statistical analysis revealed that many students experience moderate to high levels of social anxiety, particularly in situations involving class participation, presentations, and new social environments. Female students reported higher anxiety in interpersonal communication, while male students showed greater anxiety in performance-based activities. First-year students were found to experience the highest levels of anxiety due to academic and social adjustment challenges. The study highlights the need for early psychological interventions, including counseling services, peer-support programs, and mental health awareness initiatives in educational institutions to improve student well-being and reduce social anxiety.

KEYWORDS

Social Anxiety, College Students, Mental Health, Academic Stress, Psychological Well-Being, Student Behavior, Anxiety Disorder, Higher Education.

1. INTRODUCTION

1.1. Background

Social anxiety is an emotional state, which consists of strong fearfulness, nervousness or discomfort that can be observed in social interaction or in those situations when individuals believe that they are being watched or judged by others. It is commonly known that it is one of the most prevalent problems with mental health in young adults, especially college students. There are specific activities in the context of higher education that may be imposed on the students to engage in, including classroom debates, oral presentations, group projects, and networking. In the cases of the social anxiety experienced by students, this can be a great emotional pressure, and can influence their confidence, attendance and their general performance in school. Students tend to avoid social or academic activities, where they have to be actively communicative because of the fear of negative judgment or the embarrassment one could face. Another factor that contributes to the development or the further enhancement of social anxiety is the school to college transition. Going to college comes with new responsibilities, expectations and social surroundings that students have to cope with. Numerous learners leave their comfortable environment and they have to make new friends, communicate with new peers and teachers, and face growing academic pressure. This mix of learning and social requirements may be overwhelming to those people who possess a predisposition to social apprehension. Consequently, they might develop an increased apprehension of occasions that require interacting with others, working or performing committed in the presence of others. Besides, the academic and social demands, the blistering development of digital technologies and social networks has transformed the pattern of student communication. Although virtual societies offer easy means of being in touch with others, over-reliance on the electronic form of communication can lessen the chances of face-to-face socialization. Learners who use more time in front of screens chatting might find it more challenging to talk with people in real life. This change of communication patterns can be one of the reasons of growing discomfort or anxiety in face-to-face interactions. It is hence relevant to understand the trends, etiology, and impacts of social anxiety amongst college students. Knowing the elements that contribute to the level of anxiety among the students, teachers and schools will be able to strategize and provide the most appropriate methods, including counseling sessions, awareness skills, and communication skills training, to enable students to cope with social anxiety and enhance their school and social life.

1.2. Importance of the Study on Social Anxiety among College Students

This is the reason why the topic of social anxiety in college students is important to understand since it has direct implications on the academic performance of students, their social relationship as well as their mental well-being. College is a very important phase of life of a student where one acquires critical skills both as a person, socially, and as a professional. Nevertheless, students with high risks of social anxiety might not be able to engage in classroom activities, play with colleagues, or exploit learning opportunities. Research on social anxiety will assist the researchers and educational institutions to recognize the issues of students and find ways to facilitate their mental well-being and academic achievement.

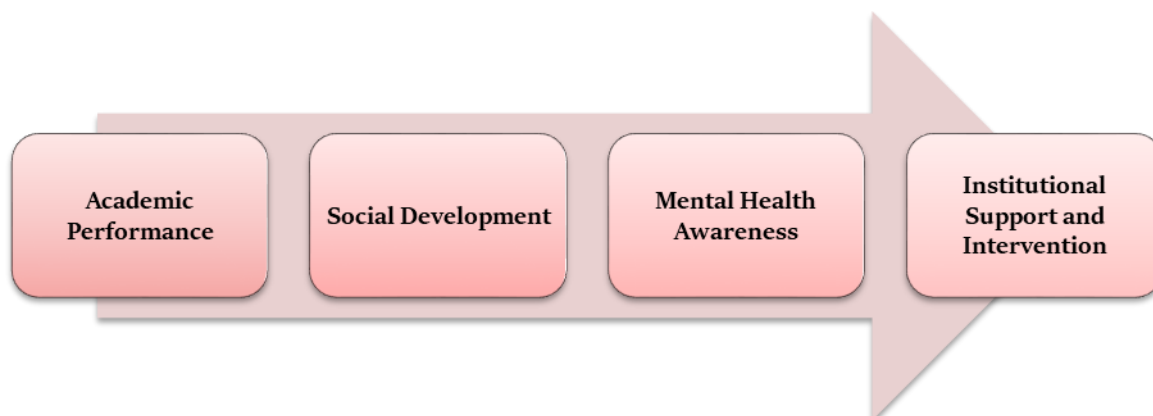


Fig 1 - Importance of the Study on Social Anxiety among College Students

1.2.1. Academic Performance

Social anxiety may have a great impact on the academic performance of students. Most of the college academic activities including presentations, seminars and group discussions involve students expressing their thoughts in front of other students. Social anxious students can also feel scared or anxious during such circumstances thus they cannot engage in a student life. Consequently, they can refrain using speech, posing questions, and making their views. This is able to curtail their learning opportunities, and this may have adverse implications on academic performance.

1.2.2. Social Development

The college life gives the learners a significant platform to make friends, work with their peers, and learn how to relate to others. Socially anxious students might struggle to engage in social conversations, to become the members of the social groups, or to establish the meaningful relationship. They may avoid social life because of the fear of being rejected or embarrassed. The study of social anxiety can aid in comprehending these challenges, and emphasis should be made on establishing supportive climate in which students feel free to interact with other people.

1.2.3. Mental Health Awareness

Social anxiety research also aids in increasing the understanding of mental disorders among the student population. Some students might fail to acknowledge that this fear or nervousness or avoidance has anything to do with social anxiety. This problem can be studied to ensure the institutions declare awareness programs that will inform students to be aware of mental health and seek assistance when they are in need. Anxiety issues can be identified at the earliest stages to avert other more severe mental health problems in future.

1.2.4. Institutional Support and Intervention

The other significant thing that should be learned about social anxiety is to facilitate the growth of the effective support systems in the educational institutions. Colleges can adopt counseling, stress management and communication skill training programs, in order to make the students cope with anxiety. With experience of the cause and prevalence of the social anxiety, the institutions are in a position to formulate policies and programs on promotion of healthier and conducive learning among students.

1.3. Impact on Academic and Social Life

Social anxiety may play a major role both at the educational and social life of the college student. Students with high rates of social anxiety tend to have intense fear, nervousness or even discomfort when they are subjected to situations whereby they are expected to interact with others or even to do something in front of a crowd. These emotions may affect their ability to actively engage in academic processes and to have good interpersonal relationships. This means that social anxiety will restrict the ability of these students to experience personal development, learning, and sound social interactions in college. Less classroom involvement is one of the significant impacts of social anxiety. Most courses at colleges promote the desire to ask questions, express opinions, and engage in a discussion. Nonetheless, socially terrified students might be reluctant to talk in the classroom due to their fear of making things wrong or become a subject of criticism of peers and their teachers. This reluctance can make them fail to participate in the whole learning process fully and their confidence in sharing their ideas might be affected. The other similar effect is avoiding presentations and other social engagements in form of speaking in front of people. Academic programs usually involve students to give presentations, attend seminars, or even to present group projects. In the case of social anxiety, such instances can be highly stressful in cases of the students as they imply talking before an audience and being judged by others. This means that there is a potential that some students attempt to avoid these activities or are characterized by high levels of nervousness when doing it. Students also may not be able to build social connections and make friends because of social anxiety. Students with social phobia might not talk to others or communicate with them freely. They can avoid social gatherings, group activities or campus events because they have the fear of being rejected or embarrassed. This will lead to a sense of isolation and loneliness, which could cause anxiety even more. Moreover, social anxiety can be an issue that leads to poor academic performance. The student missing out on valuable learning to facilitate academic performance may happen because they do not partake in participation, presentation, or collaborative activity. These issues can over time impact on their grades and confidence in academics. Lastly, social anxiety may result in emotional disturbances, stress, frustration, and low self-esteem. Students can be always scared of how other people view them, and it might result in mental fatigue and lack of general well-being. Thus, it is significant to treat social anxiety to enhance academic achievements as well as social lives of college students.

2. LITERATURE SURVEY

2.1. Psychological Perspective of Social Anxiety

On a psychological viewpoint, cognitive and behavioral theories have been used to explain social anxiety. According to the psychologists, a social anxiety victim often has cognitive distortions in that he or she tends to believe that everyone is always perceiving him negatively or that events will go bad during a social interaction. Cognitive theory suggests these persons will exaggerate the possibility and outcome of negative judgment by other people. Therefore, they can avoid social contacts, demonstrations, or speech before an audience. It is also shown that early childhood experiences and parenting styles along with social learning are important in determining the level of anxiety. Children who spend their childhood in critically/overprotective family situations can start treating themselves with low self-confidence and increasing fear of being judged socially. In the long run, such trends may be continued into adolescence and adulthood, and this aspect will lead to the formation of social anxiety in students.

2.2. Social Interaction Anxiety among Students

Social interaction anxiety is ushered by students of the learning institution especially in academic environments where they are obliged to participate and communicate. Research done in higher learning institutions of various nations reveals that about 30 40 percent of students are subjected to moderate levels of social anxiety. Most anxiety-provoking situations are usually reported to be classroom presentations, group discussions, and interaction with strangers. Social interaction apprehensive students are likely to experience nervousness, eye avoidance or reluctance in giving their views in a classroom. This may have a negative influence on their academic involvement and confidence. Moreover, as a result of fearing embarrassment or criticism, some students might prefer to stop engaging in activities that are collaborative and thus limit their chances to learn and to socialize.

2.3. Influence of Technology on Social Anxiety

The social changes in the behavior of students have also been associated with the fast development of digital technology and social media. According to the work of modern researchers, using the Internet as the primary source of communication may be one of the factors undermining the notion of face-to-face interaction. On one hand, digital platforms enable people to communicate with ease; on the other hand, it can also develop a situation whereby people prefer to communicate via the medium rather than face-to-face. Young people spending much time on the social media or messaging apps will complain of increased discomfort in face-to-face situations. Absence of practice in real-life communication form can have a limiting effect on the confidence in social skills, and such exercises as speaking in a group or facing the audience will become more difficult. Moreover, the insecurity and anxiety can be added to the lack of withdrawal because online comparisons and social feedback are always available.

2.4. Mental Health Support in Educational Institutions

Due to the increasing worry of student mental health, most learning institutions have started putting up support programs to help them overcome mental problems like social anxiety. Counseling programmes are now being provided in universities and colleges and students use them to find professional help to overcome anxiety and enhance methods of coping with them. Peer mentorship programs are now also popularized and students can access trained peers that offer emotional support and guidance. Besides, institutions hold stress management workshops and seminars, workshops on communication skills and seminars on building confidence. These programs have been established to provide a positive learning atmosphere in which students feel free to talk about their mental health struggles and aid. Educational institutions can also be significant in alleviating the effects of social anxiety on the lives of students by offering them easy access to mental health facilities.

3. METHODOLOGY

3.1. Research Design

The proposed research has a quantitative research design that is used to investigate and review the prevalence of social anxiety among college students. It is believed that quantitative research is the most suitable in this study since it aims at gathering quantifiable data and conducting statistical analysis to determine patterns, relationships and trends revolving around social anxiety. Being able to collect data about a greater number of participants and transform their responses into numerical data, the design helps the researcher to analyze them systematically. Through this systematic method, the research will gain adequate objective, and sound findings on the prevalence

and the severity of social anxiety within a college setting. The questionnaire used in the collection of data is structured and will be given out among college students in this research. The questionnaire contains the closed-ended questions and the rating scale items, which would evaluate various points of social anxiety like fear of speaking in public, uncomfortable feeling in group discussions, inability to freely interact with peers, and worries on being judged against by others. These questions will require the respondents to give answers depending on their experiences and impressions in school and in social circles. Consistency in the responses and aiding in comparison of results among different participants are achieved as a result of the use of standardized questions. The study research design also allows the researcher to use use of statistic methods like percentages, frequency distribution and simple statistics to analyse the obtained data. Through these approaches, one will be able to determine the percentage of students who have varying degrees of social anxiety and be able to comprehend prevalent anxiety inducing scenarios in academics. The design also assists in the recognition of the patterns concerning the behavior, social interaction, and confidence of the students in their communications. In general, quantitative research design offers a scientific methodology of investigation of social anxiety among college students. It enables the researcher to gather credible data and objectively analyze and make meaningful conclusions regarding the factors that affect social anxiety, and the effects it has on academic and social experiences of students.

3.2. Data Collection Method

The information in this research was obtained by the help of a structured questionnaire that would allow gathering the necessary data on the subject of social anxiety among college students. The questionnaire was subdivided into various sections so that various issues pertaining to social anxiety were well addressed. The structured format allowed gathering consistent data among the participants and simplified the data analysis process quantitatively. The questionnaire contained close-ended queries and questions that had rating scales so that the students could be able to articulate their experiences and their feelings in a precise and quantifiable manner. The primary parts of the questionnaire consisted of demographic data, experiences of social interactions, academic performance anxiety, and emotional reactions in the social contexts.

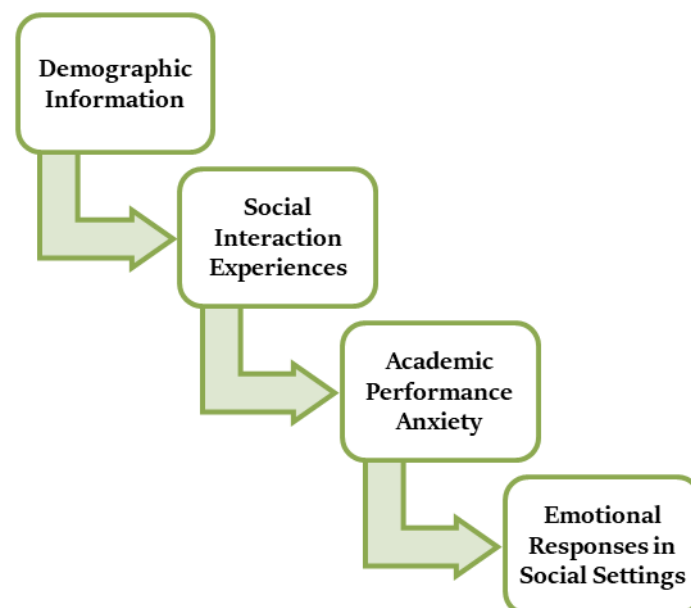


Fig 2 - Data Collection Method

3.2.1. Demographic Information

The initial part of the survey was used to get demographic data concerning the participants. This encompassed the age, gender, course of study as well as year of education. Demographic data will assist the researcher to know the background of the respondent and acquire trends or variation in social anxiety between various categories of students. As an illustration, the level of social anxiety can be different with such a parameter as the age, or level of education, or gender. This knowledge gives a simplified profile of the respondents and assists in drawing a better understanding to the study results.

3.2.2. Social Interaction Experiences

The second part was devoted to the experiences of students when they were socially interacting. The questions related to this section were to investigate the level of comfort with which students deal with peers, their engagement in group discussion, new acquaintances, or oratory on the part of students. It further discovered the existence of fear or nervousness among students which make them avoid some social situations. The responses in this section provide the researcher with an opportunity to analyze the effects of social anxiety on normal communication and involvement in college life.

3.2.3. Academic Performance Anxiety

This affirmative in the questionnaire explored the fear of failure in studies. Students questioned how they feel when it comes to classroom presentations, seminars, oral examinations among other academic experiences where one would be asked to have a say or contribute in some way. Numerous learners become stressed and nervous in situations where they get the perception that they are being judged either by teachers or by their peers. This section of the questionnaire served in establishing the degree to which academic demands are a cause of social anxiety among students.

3.2.4. Emotional Responses in Social Settings

The last part examined the feeling responses that occur to students in social contexts. Feelings questions were aimed at nervousness, fear of being judged, embarrassed, or insecure in interacting with others. The participants were requested to evaluate the frequency of occurrence of these feelings at various social situations. This part has made the researcher appreciate the psychological and emotional effects of social anxiety and how social anxiety affects the behavior of the students in a social set up.

3.3. Sampling Technique

In the present research the random sampling method was used to choose the sample out of different colleges to make it unbiased and minimize selection bias. Random sampling is a popular technique in quantitative studies since it gives each study subject an equal opportunity to be approached in the study. Through this method, the researcher sought to have a representative sampling of college students in order that the research results would represent the plight experience and the significance of the levels of social anxiety among the students. It is also a way of enhancing the reliability and validity of the research findings. This study used a sample of various colleges to get the participants, as they come in different academic backgrounds and educational programs. The selection has been done without any preference to a specific group of students. Rather, the subjects were selected at random amongst the existing student body so that the sample possessed diverse members with different attributes and features including age, gender, and subject of study. This variation enabled the researcher to take a wider outlook towards social anxiety and how it can impact

on various groups of students. The random sampling is also beneficial in reducing researcher bias when selecting them. The participants involved are selected randomly and not selectively hence the chances of biasing some individuals or groups are mitigated. This is to make sure that the data gathered is a balanced picture of students. Also, selection of participants belonging to several different colleges enhances the generalizability of the study, i.e. the findings can be more applicable to the student in a similar academic institution. In addition, the sampling method enabled the researcher to gather the responses of a number of respondents that is manageable and at the same time preserve the accuracy of the study. The chosen sample gave enough data to study the patterns and trends within the field of social anxiety of college students. In general, random sampling made the research believable, as it provided its sample with the characteristic of an unbiased, representative, and analytically sound sample.

3.4. Data Analysis Technique

In this research, the percentage analysis has been adopted as the major technique to measure and assess responses received by the researchers on the participants. Percentage analysis is an easy and efficient statistical tool that is regularly employed in quantitative studies to generalize data and present it in form that is easy to comprehend. This approach aids the researcher to transform the raw data that is collected using questionnaires into information of meaning by demonstrating the percentage of responses to every category. It is also easy to compare and contrast various responses when the results are rendered in percentages, and this allows one to establish patterns or trends that may be associated with social anxiety among college students. The responses were then tabulated and sorted under each question and each response category after the required information was collected on the completed questionnaires. The first step was the calculation of the frequency of each option response. Frequency is the number of respondents that chose to answer a specific response. After identifying the frequencies the percentage of each response was calculated against the number of respondents that were involved in the study. The process also enabled the researcher to know the prevalence of some of these experiences or feelings among the participants in relation to social anxiety. Simple formula was used to calculate the percentage. In its own language, the formula will follow as, $\text{percentage} = \text{frequency of responses} / \text{number of respondents multiplied by one hundred percent}$. P in this formula signifies percentage, f signifies the frequency of a given response and N is the amount of respondents in the research. Using this formula to calculate the proportion of students who had various levels or types of social anxiety in each category of responses made the researcher find the ratio. The findings that were made using the percentage analysis were then expressed in tables and charts to ensure that the data was easier to read and comprehend. Such a way of presentation enabled the researcher to present the distribution of the responses in a clear way and also to denote the most frequent patterns seen during the course of the research. Generally speaking, the percentage analysis offered a concise and well-organized method of processing the data that had been collected and arriving at valuable conclusions regarding the social anxiety issue in college students.

3.5. Research Framework

The research structure explains the systematic study of how the study is conducted. It gives a proper framework of how the research was designed, set, and conducted regarding the first phase of problem identification to the last phase of conclusion. All the steps of the framework are relevant towards ensuring that the research is done in a well planned and rational way. This research paper will have the following structure; problem identification, literature review, questionnaire design, data collection, statistical analysis, interpretation of results, and conclusion.

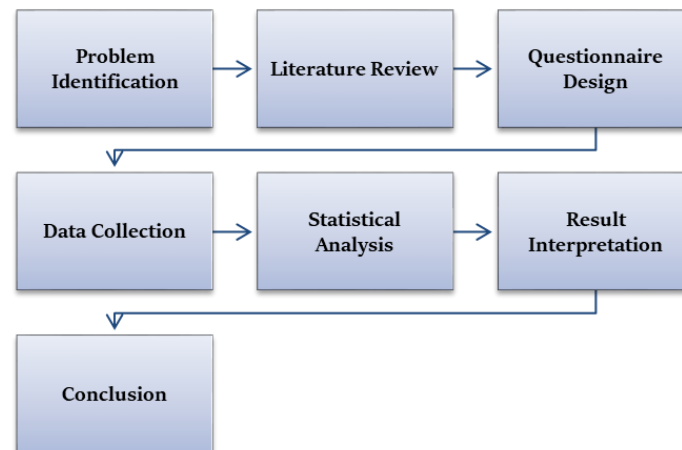


Fig 3 - Research Framework

3.5.1. Problem Identification

In the research framework, problem identification is the first step. During this phase, the researcher finds out and establishes the primary problem that should be researched. In this study, the research problem is to get the level of social anxiety among college students and the way it influences their academic and social experiences. Problem identification assists in defining the goals of the research as well as guidance on the research process as a whole.

3.5.2. Literature Review

The literature review will entail the analysis of past research studies, books and scholarly articles concerning social anxiety and mental health among students. Such a step would allow the researcher to learn more about the subject matter and single out important theories, findings, and gaps in the research. The study of existing literature will allow the researcher to develop a sound theoretical framework and make sure that the study under consideration is built upon previous studies.

3.5.3. Questionnaire Design

The literature has been reviewed, therefore, the second task is to design the questionnaire to be used in data collection. The questionnaire will be well-designed and contain structured questions that dwell on the various dimensions of social anxiety among students. It entails sections that are touching on demographic information, social interaction experiences, academic performance anxiety, and emotional responses. Data collected by the use of proper questionnaire design is relevant and reliable.

3.5.4. Data Collection

The phase in which information is collected by the researcher is data collection wherein the researcher identifies the information of the chosen participants. In this research, the students of colleges who were sampled by the sampling approach distributed the questionnaire. The respondents gave their answers depending on their experiences and perceptions. It is important to gather truthful and precise answers in order to have credible outcomes of a research.

3.5.5. Statistical Analysis

After collection of the data, statistical analysis comes next. Percentage analysis was employed in giving structure to the responses and to analyze them in this research. The data was categorized

based on the response categories and percentages have been calculated to reveal the percentages of students who had varying influence of social anxiety. The step is of use in converting raw data into valuable statistical data.

3.5.6. Result Interpretation

Result interpretation refers to the analysis of the data under analysis and what the analyzed results say with respect to the research aims. The researcher reads the patterns and trends that are shown in the statistical analysis and interferes in the impact of social anxiety on college students. This move will assist in knowing the meaning of findings and its relation to the research problem.

3.5.7. Conclusion

The last part of the research framework is the conclusion. Here, the researcher will give a summary of the key findings of the research and make a conclusive report on the results of the research. The conclusion brings out the major learnings in the course of the study and can further propose the recommendations in the enhancement of student mental health care in learning institutions. This makes the whole research process to be carried to a logical and meaningful conclusion.

4. RESULTS AND DISCUSSION

4.1. Demographic Overview

The demographic report of the study gives the general description of the participants who were involved in the research. The participants in this study were college students of various academic years as well as academic disciplines. Another benefit of having students with a diverse background is that the researcher was able to come up with a wider perspective of social anxiety among the student population. The demographic details obtained of the respondents were useful in making conclusions on the nature of the sample group and served to interpret the findings of the research to a better understanding. The study involved students of various academic years including first year students, second year students, third year students, and final year students. This enabled the researcher to investigate on whether the levels of social anxiety differed at various college education level stages. An example of this can be first-year students who tend to be more anxious, due to entering into a new academic setting, seeing new people and learning new approaches to teaching. Conversely, older students might be more accustomed to the classroom communication, presentations, and group work, and it might affect their self-confidence and social ease. Incorporating students of varying academic years thus served to offer an equalized vision on how social anxiety can progress or evolve overtime in terms of development in the college life. The participants were also not limited to academic year and their academic fields. The sample represented the students across different disciplines, including arts, science, commerce, among other professional courses. Every academic field can entail various learning conditions, styles of communication, and academic requirements, it may affect the degree of socialization and anxiety can occur in the students. Indicatively, in certain courses frequent presentations and discussions might be involved whilst in other courses, one might do more writing or have individual work. In general, the sample was diverse because it included several participants of different academic years and disciplines. This diversification enhanced credibility of the research results and enabled the study to have a more thorough insight about social anxiety in college students in various settings of academic performance.

4.2. Percentage Analysis

The percentages analysis assists in knowing the degree of social anxiety among college students in various circumstances. To determine the rate of the prevalence of anxiety among students in different social and academic situations, the answers provided when completing the questionnaire were analyzed with the help of the percentage calculations. The findings identify some general circumstances in which the students become nervous, uneasy, or scared. Every scenario represents a particular dimension of social anxiety that can influence the involvement, interaction, and assurance of the college life of the students.

Table 1: Percentage Analysis

Anxiety Situation	Percentage (%)
Fear of Public Speaking	68%
Anxiety in Classroom Participation	55%
Difficulty Making New Friends	47%
Fear of Being Judged	62%
Avoidance of Social Events	39%
Nervousness During Presentations	71%

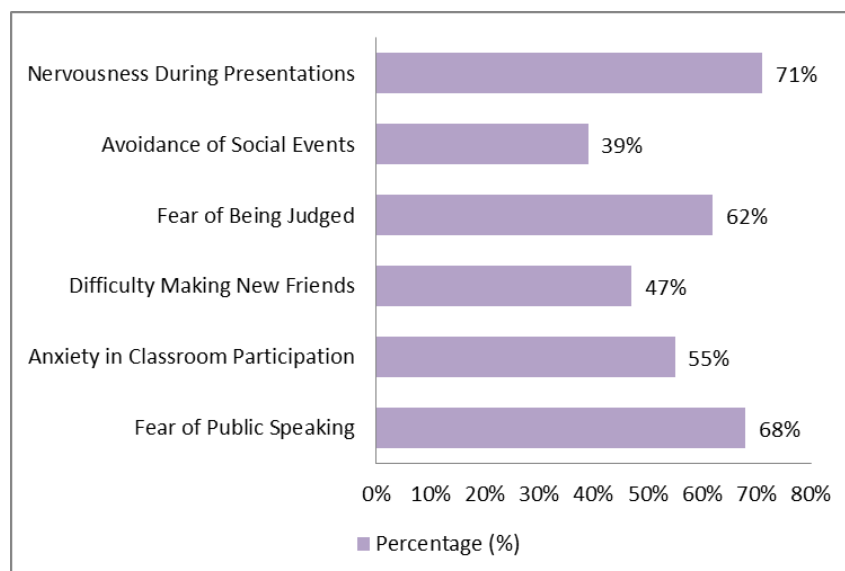


Fig 4 - Percentage Analysis

4.2.1. Fear of Public Speaking (68%)

In the analysis, it is evident that 68 percent of the interviewees fear speaking in front of other people. Speaking in public can be regarded as one of the most dreadful cases among students. Lots of students are scared because they have to speak before the great crowd of people and it may be at some seminars, presentation or even during the discussion in the lessons. This fear can either be occasioned by the lack of confidence regarding it or fear of mistakes or the fear of being evaluated among others. This means that there is a chance that some students might shun a chance to talk before an audience, which might influence their performance in schools and ability to communicate.

4.2.2. Anxiety in Classroom Participation (55%)

Based on the findings, the students were found to have fear participating in classroom activities 55 percent. Interaction in the classroom can be by answering questions, giving opinions or

communicating with other students and the instructors. So as students develop a social anxiety they could be reluctant to talk in the classroom because of fear of giving the wrong answers or being noticed. Such anxiety may serve to lower the active learning process and might even avoid full expression of thoughts by students.

4.2.3. Difficulty Making New Friends (47%)

The result shows that forty-seven percent of respondents have a problem with making new friends. Social interaction plays a significant role in the college life, and students with social anxiety might have problems with beginning a conversation or forming a relationship with strangers. They might be shy, feel insecure or fear rejection by people and so are unable to get to them. This can be a challenge which isolates them and it might restrain their chances to be socially supported and collaborate.

4.2.4. Fear of Being Judged (62%)

A huge sixty two percent of the students indicated their fear of being judged by other people. This is a typical feature of social anxiety and can turn out to be the source of how people behave in social situations. Students can be too much concerned about the perceptions and opinions of others regarding their appearance, behaviour or perceptions. Consequently, they do not express themselves freely or even socialize. This permanent feeling of appraisal by a negative view may add pressure and decrease self-esteem.

4.2.5. Avoidance of Social Events (39%)

It is estimated in the analysis that 39 percent of recommends abstaining social gatherings like college, group gatherings, or celebrations. Socially anxious students might feel shy in places crowded with many people or in any other social setting. They can also fear communicating with other people or become the focus. By shunning of social agents, other networking, friendship development and personal growth opportunities in the college community are minimized.

4.2.6. Nervousness during Presentations (71%)

The percentage of most students that was highest in the analysis, 71 percent, depicts that a significant number of students are nervous when making academic presentations. Presentation will usually involve students talking in front of other students and teachers and be graded based on how they performed. This could cause pressure and bring more anxiety. At presentation, students may have symptoms of sweating, shaking, lack of concentration, etc. The nervousness may be too high when making presentations which will impact the quality of their presentation and it may lower their trust towards their upcoming academic work.

4.3. Discussion

The results of this research show that there is a number of significant issues concerning social anxiety among college students. Among the most notable findings, there is the observation that speaking in front of the crowd seems to be the greatest cause of anxiety among the students. Many of the respondents indicated that they were nervous when they presented in front of their colleagues and teachers. It means that the situations when a student has to speak before people, e.g., a seminar, classroom talk, a group discussion, can be a source of the high psychological pressure. A great number of students can be afraid to lose their points and commit some errors and be not able to represent their ideas usually. Consequently, they should develop nervousness, loss of confidence and concentration challenge when making presentations. These results indicate that colleges are supposed to avail more effort in enhancing the communication and presentation opportunities of the

students via training courses, workshops, and supportive classroom activities. The fear of judgment of other persons is another key aspect that leads to social anxiety in students. It has been identified that most students are reluctant to participate actively in classroom discussions because they are afraid that a peer or teachers would judge them negatively. The student can be afraid of giving a wrong answer or being judged by other students. Such fear may make them hesitant to exchange their ideas, ask questions, and academically discuss something. Consequently, learners who experience social anxiety can turn out to be quiet during a discussion despite them having something meaningful to contribute. The fear of public speaking and the fear of being judged are both factors that can greatly influence the academic engagement of the students and the whole learning process. Students may fail to gain the necessary communication and interpersonal skills because when they do not talk or engage in classroom activities. In the long run, such avoidance behavior can also have a negative effect of their self-confidence and isolation. Hence, schools ought to contemplate ways of applying interventions like assistive instructional strategies, confidence-building exercises as well as counseling interventions to enable students to cope with social anxiety. Colleges can assist students to overcome fears and engage more in academic and social interactions by establishing a good and supportive learning environment that would enable them to overcome these fears gradually.

5. CONCLUSION

In this research, the prevalence of social anxiety and the factors that contribute to this behavior among college students was analyzed that academic and social context contribute to the emotional experiences of students in a higher education setting. The research results reveal that social anxiety is another prevalent psychological issue affecting most students in their college life. When students move to the higher education level, they tend to face new academic pressures, and new social settings coupled with the new performance pressures that can act as a source of anxiety. The outcomes of the study show that many students are anxious, nervous, and fearful when they have to be actively engaged or addressed an audience.

Among the most significant findings of this study is the fact that academic tasks that include presentations in the classroom, seminars, and group discussions are the most significant triggers of anxiety in the part of a student. Most participants noted that they were especially nervous when giving a presentation because it involves them standing in front of their colleagues and lecturers to deliver it while being evaluated. In these cases, the pressure to work and fear of error usually develop stresses among students. Likewise, group discussions and working in classes can also cause anxiety since students can be afraid of showing wrong ideas, or they can be evaluated negatively by others. Such fears may decrease the intentions of students to be active in academic process, and it may influence their learning process and self-confidence.

The results also point out the importance of apprehension of judgment in the formation of social anxiety in the students. A lot of students are afraid to give their ideas or participate in discussions because they are afraid their colleagues or teachers will think of them. This fear may result in avoidance behaviors e.g. being quiet when there is a discussion or even shunning social interactions. With time, such conduct can restrict the chances of the students to develop the ability of communicating, develop relationships and have confidence in the academic environments.

On the basis of these findings, the study indicates the significance of setting up supportive and inclusive learning and academic settings through which students feel secure and motivated to present their ideas. The role of educational institutions in the management of social anxiety lies in the

resources and support mechanisms used in the educational institutions to enhance the well-being of the students. Colleges and universities are recommended to use mental health awareness programs to make the students aware of anxiety and coping mechanisms. Moreover, professional guidance and emotional support of the students may be provided with the help of available counseling services. Training workshops on communication skills, learning to practice speaking in front of the crowd, and classroom activities where students can learn together to overcome social and academic anxiety can also contribute somewhat to boosting the confidence of the students over time.

Moreover, it can be possible to create an atmosphere of positivity in a classroom where any mistakes are discussed as learning opportunities that will help students to engage in classroom interactions more actively. Educators and teachers can also play a part in this creation of interesting learning spaces that encourage group work, respect, and free discussion between the students. To broaden this research in the future, it would be useful to increase the research sample size in terms of each case and diversify the sample across institution and academic field. Also advanced statistical methods and psychological scale of assessment may be employed to investigate more profound patterns and causation of social anxiety in students in the future. This research would offer a deeper insight into the development of social anxiety and the development of interventions that can be applied to improve the mental health of students. In general, social anxiety in the educational sector is an important issue that should be addressed to ensure that students succeed in their academic pursuits, character growth and well being.

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