

A Study on Social Avoidance of Higher Secondary Students

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Abstract

This study is intended to find out the Higher secondary students' level of Social Avoidance. For which Normative Survey method is adopted. Random sampling technique is used in the selection of the sample for 200 Higher Secondary Students from Rayalaseema region of Andhrapradesh. The tool used for this study is Social Avoidance Scale constructed and validated by Jeshwani R (2008). The findings of the study shows that entire sample indicates that the Higher secondary students have high level of Social Avoidance. There is no significant difference between Male and Female students with respect to their Social Avoidance. There is significant difference between Arts and Science, rural and urban students with respect to their Social Avoidance.

Key words: Higher secondary students, Social Avoidance.

Introduction

Social avoidance commonly appears in the teenage years, and usually affects 3 to 5% of youths. It is an extraordinarily persistent condition if left untreated and it may lead to a variety of comorbidities, such as other anxiety disorders, affective disorders, nicotine dependence, and substance-use disorder, predicting poorer treatment outcomes. Most of patients with Social avoidance have been reported to have at least moderate impairment at some point in their lives. Education, employment, family, romantic relationships, friendships, social networks, quality of life, and other areas of life have been reported to be liable to impairment in patients with Social avoidance. Unfortunately, although it is the third most common mental disorder in adults worldwide, Social avoidance is often under diagnosed and undertreated.. Furthermore, it has received little attention by both clinicians and researchers. Hence the investigator decided to take up this study with higher secondary students.

Hughes, A. N. and Gibbons, M.M. (2018) examined the career development of underprepared college students using relational career theory. Specifically, the constructs of

family influence, locus of control, and Social Avoidance were explored as they relate to perceived success in college. Significant correlations between external locus of control and family expectations, financial support, and values and beliefs were found indicating that greater family influence is related to external control. Additionally, higher levels of Social Avoidance were related to internal locus of control and informational support from family.

Mohammad S. H et al., (2019) investigated the association between psychological hardiness and Social Avoidance among eleventh grade students in the Sultanate of Oman. To achieve this purpose, psychological hardiness scale (PHS), and Social Avoidance- short form- were administered to a sample of 500 students of eleventh grade ($n = 260$) males and ($n = 240$) females. Findings revealed that the level of psychological hardiness was less than the mean of items, while Social Avoidance level was more than the mean of items; there was no great correlation between psychological hardiness and Social Avoidance.

Statement of the Problem

Social avoidance is a common mental health problem that resides on a continuum of distress and disability. In its mildest form, it may present as transient social apprehension, occurring in response to common social-evaluative situations, while its more severe form is characterised by disabling, pervasive fear and avoidance. According to the presentation model, social anxiety occurs when an individual wants to present a favourable public image, but doubts his or her ability to do so. Such doubt may be fuelled by low self-worth and internalised shame. Together these can exert a strong, untoward impact through social avoidance on personal identity, social relationships, mental health and success in education. In line with the above discussion, the problem taken for this study may be stated as **“A Study on Social Avoidance of Higher Secondary Students”**.

Definition of Terms Used

Social Avoidance

Avoidance of social or occupational activities that involve significant interpersonal contact because of fear of criticism, disapproval, or rejection.

Higher Secondary students

Higher secondary students are those who studying +1 and +2 in Higher secondary schools.

Objectives of this study

The present study has the following objectives:-

1. To find out the Higher secondary students' level of Social Avoidance.
2. To find out whether there is any significant difference between Male and Female students in their Social Avoidance.
3. To find out whether there is any significant difference between Arts and Science students in their Social Avoidance.
4. To find out whether there is any significant difference between rural and urban located students in their Social Avoidance.
5. To find out whether there is any significant difference in the Social Avoidance of higher secondary students with respect to the type of Management of their Schools (Government/Aided/Private).

Hypotheses of this study

1. There is no significant difference between Male and Female students in their Social Avoidance.
2. There is no significant difference between Arts and Science students in their Social Avoidance.
3. There is no significant difference between rural and urban located students in their Social Avoidance.
4. There is no significant difference in the Social Avoidance of higher secondary students with respect to the type of Management of their Schools (Government/Aided/Private).

Method of study

In the present study, Normative Survey method is adopted.

Sample of this study

Random sampling technique is used in the selection of the sample for 200 Higher Secondary Students from Rayalaseema region of Andhrapradesh.

Tool used in this study

The tool used for this study is Social Avoidance Scale constructed and validated by Jeshwani R (2008)

Statistical techniques used

The following statistical techniques are used to analyse the data collected from the sample

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1. Descriptive analysis – Mean and standard Deviation
2. Differential analysis – ‘t’ test and ‘F’ test

Table No. 1
The Mean and Standard Deviation of Social Avoidance scores of Higher secondary students

Entire Sample	N	Mean	SD
	200	72.19	22.118

Entire Sample

It is evident from the above Table that the calculated mean score of entire sample indicates that the Higher secondary students have high level of Social Avoidance.

Differential Analysis

Null hypothesis

There is no significant difference between male and female students with respect to Social Avoidance.

In order to test the above Null hypothesis ‘t’ value is calculated.

Table No. 2
Significance of difference between Male and Female Students with respect to their Social Avoidance

Gender	N	Mean	SD	t-value	Significance at 0.05 level
Male	95	72.23	23.099	0.02	Not significant
Female	105	72.15	21.304		

From the above table, since the ‘t’ value is not significant at 0.05 level, the above Null hypothesis is accepted and it is concluded that there is no significant difference between Male and Female students with respect to their Social Avoidance.

Null hypothesis

There is no significant difference between Arts and Science students with respect to Social Avoidance.

In order to test the above Null hypothesis ‘t’ value is calculated.

Table No. 3

Significance of difference between Arts and Science students with respect to their Social Avoidance

Group	N	Mean	SD	t-value	Significance at 0.05 level
Arts	112	68.44	22.131	2.76	Significant
Science	88	76.97	21.282		

From the above table, since the 't' value is significant at 0.05 level, the above Null hypothesis is rejected and it is concluded that there is significant difference between Arts and Science students with respect to their Social Avoidance.

Null hypothesis

There is no significant difference between rural and urban located students with respect to Social Avoidance.

In order to test the above Null hypothesis 't' value is calculated.

Table No. 4

Significance of difference between rural and urban school students with respect to their Social Avoidance

Locality	N	Mean	SD	t-value	Significance at 0.05 level
Rural	102	70.25	23.231	1.26	Not significant
Urban	98	74.20	20.825		

From the above table, since the 't' value is not significant at 0.05 level, the above Null hypothesis is accepted and it is concluded that there is no significant difference between rural and urban students with respect to their Social Avoidance.

Null hypothesis

There is no significant difference in the Social Avoidance of Higher secondary students with respect to the type of Management of their Schools (Government/Aided/Private).

In order to test the above Hypothesis 'F' value is calculated.

Table No. 5
Significance of difference among the sub-samples of Type of Management with respect to their Social Avoidance

	Sum of Squares	df	Mean Square	F	Significance at 0.05 level
Between Groups	5043.594	2	2521.797	5.382	Significant
Within Groups	92309.186	197	468.575		
Total	97352.780	199			

From the above table, since the 'F' value is significant at 0.05 level, 't' value is calculated for the mean scores of Government & Aided, Government & Private, Aided & Private school students' Social Avoidance.

Table No. 6
Significance of difference between Government and Aided school students with respect to their Social Avoidance

Type of management	N	Mean	SD	t-value	Significance at 0.05 level
Government	77	67.83	21.93	0.198	Not significant
Aided	44	68.68	23.13		

Table No. 7
Significance of difference between Government and Private school students with respect to their Social Avoidance

Type of management	N	Mean	SD	t-value	Significance at 0.05 level
Government	77	67.83	21.93	3.106	Significant
Private	79	78.39	20.48		

Table No. 8
Significance of difference between Aided and Private school students with respect to their Social Avoidance

Type of management	N	Mean	SD	t-value	Significance at 0.05 level
Aided	44	68.68	23.13	2.32	Significant
Private	79	78.39	20.48		

From the above tables, since the 't' value is not significant at 0.05 level, for the mean scores of Government & Aided, and significant for Government & Private, and for Aided &

Private school students with respect to their Social Avoidance, the above Null hypothesis, is partially accepted and it is concluded that there is significant difference in the Social Avoidance of Higher secondary students with respect to Government & Private and Aided & Private type of Management of schools and there is no significant difference between students of Government & Aided type.

Summary of findings

The hypotheses formulated at the beginning of the study have been examined in the light of the data gathered. The following are the main findings of the present investigation:

- Higher secondary students have high level of Social Avoidance.
- There is no significant difference between Male and Female students with respect to their Social Avoidance.
- There is significant difference between Arts and Science students with respect to their Social Avoidance.
- There is no significant difference between rural and urban students with respect to their Social Avoidance.
- There is significant difference in the Social Avoidance of Higher secondary students with respect to Government & Private and Aided & Private type of Management of schools and there is no significant difference between students of Government & Aided type.
- There is significant difference in the Social Avoidance of Higher secondary students with respect to Government & Private and Aided & Private type of Management of schools and there is no significant difference between students of Government & Aided type.

Recommendations

Based on the results of this research, it is imperative that higher secondary student have recorded alarming level of social avoidance. Institutions have to develop programs for students to come out of the inferior feeling.

Separate cell to identify skills of students should be formed in schools to provide guidance to the students.

From High School itself the trends and vocational opportunities should be updated to the students to think and decide on their interested fields.

Psychological counselling centre are to run in active manner and should assist the students to come up with self-confidence.

Conclusion

On the basis of these findings programmes should be planned at higher Secondary level to make the students self-reliance and confident. Training programmes with Employers may be conducted as an additional activity at school level. Gradually from high school level itself, all sorts of career are to be disclosed to them to think on those and select a suitable one for them to get skilled and achieved. Unemployment problem makes the adolescents fear about future, hence, ensuring employment should made a policy of the Government.

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