Social anxiety and well-being among college students

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ABSTRACTS

The purpose of the present study was to examine the relationship of social anxiety and well-being among the college students. The sample for the study comprised of 80 students [40 males and 40 females] aged ranged from 18 to 25 years. The tools used were Sinha's Comprehensive Anxiety Scale by A.K.P Sinha and L.N.K. Sinha in 1971 and the short Warwick Mental Well-Being Scale developed by the group of researchers in 2006. Data was analyzed by using Mean, SD and one-way analysis of variance (ANOVA). The finding of the study shows that there is no significant relationship between social anxiety and well-being among college students.

KEYWORD: Social Anxiety and Well-being

INTRODUCTION

Anxiety is an unpleasant state of mind, it is a feeling of dread over anticipated events. Anxiety is an uneasiness and worries feeling it can happen to anyone at any time. In this situation people overreact feel anxious about things, feels like being judged by others because of that, they are not able to interact with others in a school, college, or in any public places. They have certain thoughts in their mind that they are in a state of emergency 24/7. It is a feeling threatened by something that hasn't even happened or never happens, it is a body response to stress. Mild anxiety is indistinct and unnerve, while severe anxiety gravely affects the day-to-day life of the person.

According to APA Anxiety, is a normal stress reaction and can be helpful in some conditions. It can warn us of risks and benefit us to prepare and pay attention. Anxiety disorders vary from normal sensations of nervousness or anxiousness including extreme fear or anxiety. Anxiety disorders are the most prevalent of mental disorders and affect approximately 30% of adults in their lives. However, anxiety disorders are treatable and several effective treatments are there. According to Clark and Wells (1995), people with social phobia also manage to rely on subjective feeling states" as a factor of assessing whether or not a human interaction is performing well. That is, such people manage to understand that if they feel anxious in a social situation, it is because they are not functioning well. Nonphobic people, On the other hand, will often test their understanding of a social condition by several approaches, such as attempting out further eye contact to

resolve if another is genuinely unconcerned in what they are stating, for example, and are thus able to assess their administration more realistically.

The word wellbeing, happiness and pleasure used in many ways in everyday language, but their meaning prone to come separately in a technical context of psychology and philosophy. Theories of well-being decide that what is necessary to all forms of well-being. Hedonistic theories identify well-being with the equilibrium of pleasure over pain.

Theory influences that well-being comprises desire satisfaction: the higher the satisfied desire, the higher the wellbeing. Objective list theories proclaim that a person well-being relies on a list of factors that includes subjective elements and objective elements. Well-being is the primary subject of positive psychology, whose aim is to come across the factors that contribute to human well-being. Martin Seligman, suggest that being engaged in an activity, finding meaning in life, maintain a good relationship with others and a sense of achievement in pursuing one's goal, consist of having positive emotion.

Yared Reta, Mohammed Ayalew, Tebikew Yeneabat et al. (2020) conducted a study on social anxiety disorder among undergraduates' students of Hawassa university, college of medicine and health science, Ethiopia, conducted a study that assesses the magnitude of social anxiety disorder in undergraduates' students. This study was done based on the random sampling method by using a self-rating social phobia inventory (SPIN) scale which has 17 items that assess social phobia disorder. This study was done on 304 random students of age (18-25) (26-30) in which 293 completed the questionnaire. The result indicated that male has high frequency level of social anxiety that is 172(58.7%) and female has low frequency level that is 121(41.3%).

Jesse l. Loudin, Alexandra, Loukas, Sheri, Robinson (2003) conducted a study on relational aggression in college students: examining the role of social anxiety and empathy. Survey on 300, (19 to 25years old male and female) college students. Using the linear regression analysis correlation between gender and social anxiety and gender and empathy. Were assessed male has a lower level of empathy male scored (n=97) and female scored (n=203) and those who describe greater fear of negative marking were more rational aggressive than were others. Students with a higher level of viewpoint using less rational aggression than with others.

Phil Topham & Naomi Moller (2011) surveyed on new student's psychological well-being and its relation to the first year in academic performance in a UK university, in this study, they check the positive well-being of the first-year students and their academic performance. The survey was test upon 117 students by using the Rosenberg self-esteem scale and Liebowitz social scale data collected. No link between initial well-being and academic performance in positive end term.

Baojuan Ye, Lu Li, Peiyi Wang, et al. (2021) surveyed social anxiety and subjective wellbeing among Chinese college student a moderated mediation model. The survey was conducted on 980 students, structural equation modelling (SEM) was used. The results explained administrative emotional self-efficacy fully mediated the relationship between subjective well-being and social anxiety in college students. Among social anxiety and regulatory emotional self-efficacy was relevant for those with lower interest in life. The relationship between regulatory emotional self-efficacy and subjective well-being was stronger for those with higher meaning in life. This study classified the vital factors connected with subjective well-being; it provides empirical support for this theory and implements practical implications for interventions trying to improve particularly, the link in social anxiety and regulatory emotional self-efficacy was only important for those who

have lower interest in life. The similarity between regulatory emotional self-efficacy and subjective well-being was stronger for those with higher meaning in life. This study classified the critical factors associated with subjective well-being; it provides empirical support for existing theories and provides practical assumptions for interventions aiming to improve the subjective well-being of Chinese college students.

RATIONALE OF THE STUDY

It has been found, through various studies that anxiety and mental well-being have an impact on college students in their performances. It can either have positive or negative impact on student's performances but due to Covid 19 there is an increase in the anxiety level because of which it affects the performances of students.

AIM

The present study aims to examine the effect of social anxiety and well-being among college students.

OBJECTIVE

- The study on Social anxiety and wellbeing among college students.
- To study the gender difference between male and female.

HYPOTHESIS

1. There will be significant gender difference in social anxiety among students.
2. There will be significant age difference (18-21) and (22-25) for social anxiety.

METHODOLOGY/FRAMEWORK

SAMPLE:

The data for the study was collected through a primary data collection tool. A total of 80 participants which include 40 males and 40 females respectively college in the age group of 21 to 25.

TOOLS OF THE STUDY:

SINHA'S COMPREHENSIVE ANXIETY SCALE:

The Sinha's comprehensive anxiety scale was developed by A.K.P Sinha and L.N.K Sinha in 1971. Sinha comprehensive anxiety scale has 90 items to measure symptoms of anxiety. Ranging from 1 and 0 (yes and no). The scale reliability if .62

THE SHORT WARWICK MENTAL WELL-BEING SCALE:

The Short Warwick Edinburgh Mental Well-Being Scale was developed by the group of was developed by researchers in 2006. It Short Warwick Edinburgh Mental Well-Being Scale has 7 items to measure the mental wellbeing in the general population and the evolution of projects, programmers and policies which aims to improve mental well-being. Ranging from 1 to 5 (none of the time to all the time). The reliability of the scale was $p < 0.01$

ANALYSIS:

For the purpose of the analyzing data the following statistical techniques were used: -

The Mean and SD of each variable of the whole sample were calculated and to find the relation between the gender and age one-way analysis of variance (ANOVA) was used to find the social anxiety and well-being among the students.

RESULT:

Table 1: Mean and Standard Deviation of Anxiety and Well-being through Gender

Gender		Anxiety	Well-being
Female	Mean	31.48	24.25
	N	40	40
	Std. Deviation	22.859	6.295
Male	Mean	28.30	23.68
	N	40	40
	Std. Deviation	22.716	5.136
Total	Mean	29.89	23.96
	N	80	80
	Std. Deviation	22.699	5.716

The table given above shows the mean and standard deviation for anxiety and well-beingbetween genders. Females mean score in anxiety was 31.48 and standard deviation was 22.859 and the males mean score in anxiety was 28.30 and standard deviation was 22.716. Whereas, females mean score in well-being was 24.25 and standard deviation was 6.295 whereas, males mean score in well-being was 23.68 and standard deviation was 5.136.

Table 2: Mean and Standard Deviation by age

Age		Anxiety	mental health
18	Mean	49.40	24.40
	N	5	5
	Std. Deviation	20.840	4.827
19	Mean	25.71	28.43
	N	7	7
	Std. Deviation	18.127	6.579
20	Mean	33.67	23.00
	N	12	12
	Std. Deviation	27.291	6.281
21	Mean	29.96	21.88
	N	25	25
	Std. Deviation	24.751	3.734
22	Mean	27.31	24.00
	N	13	13
	Std. Deviation	20.625	7.427
23	Mean	30.40	24.60
	N	5	5
	Std. Deviation	22.799	2.510
24	Mean	22.38	24.88
	N	8	8
	Std. Deviation	21.600	5.436
25	Mean	25.00	27.80
	N	5	5
	Std. Deviation	14.089	7.463
Total	Mean	29.89	23.96
	N	80	80
	Std. Deviation	22.699	5.716

The table given above shows the mean and standard deviation for anxiety and wellbeing between ages. At the age of 18 mean score of anxiety was 49.40 and standard deviation was 20.840 whereas, the mean score of wellbeing was 24.40 and standard deviation was 4.827. At the age of 19 mean score of anxiety was 25.71 and standard deviation was 18.127 whereas, the mean score of wellbeing was 28.43 and standard deviation was 6.579. At the age of 20 mean score of anxiety was 33.67 and standard deviation was 27.291 whereas, the mean score of wellbeing was 23.00 and standard deviation was 6.281. At the age of 21 mean score of anxiety was 29.96 and standard deviation was 24.751.Whereas, the mean score of wellbeing was 21.88 and standard deviation was 3.734. At the age of 22 mean score of anxiety was 27.31 and standard deviation was 20.625 whereas, the mean score of wellbeing was 24.00 and standard deviation was 7.427. At the age of 23 mean score of anxiety was 30.40 and standard deviation was 22.799 whereas, the mean score of wellbeing was 24.60 and standard deviation was 2.510. At the age of 24 mean score of anxiety was 22.38 and standard deviation was 21.600 whereas, the mean score of wellbeing was 24.88 and standard deviation was 5.436. Andat the age of 25 mean score of anxiety was 25.00 and standard deviation was 14.089 whereas, the mean score of wellbeing was 27.80 and standard deviation was 7.463.

Table 3: ANOVA of anxiety and wellbeing by gender

		Sum of Squares	df	Mean Square	F	Sig.
Anxiety	Between Groups	201.613	1	201.613	.388	.535
	Within Groups	40502.375	78	519.261		
	Total	40703.988	79			
mental health	Between Groups	6.612	1	6.612	.200	.656
	Within Groups	2574.275	78	33.004		
	Total	2580.888	79			

The table given above shows the ANOVA for anxiety and well-being between genders. The F score of anxiety was .388 and Sig. was .535. Whereas, the F score of well-being was .200 and Sig. was .656

Table 4: ANOVA of anxiety and well-being by age

		Sum of Squares	Df	Mean Square	F	Sig.
Anxiety	Between Groups	2855.888	7	407.984	.776	.609
	Within Groups	37848.099	72	525.668		
	Total	40703.987	79			
mental health	Between Groups	342.458	7	48.923	1.574	.157
	Within Groups	2238.429	72	31.089		
	Total	2580.888	79			

The table given above shows the ANOVA for anxiety and well-being between ages. The F score of anxiety was .776 and Sig. was .609. Whereas, the F score of well-being was 1.574 and Sig. was .157.

DISCUSSION:

This research indicates that there is no significant relationship between social anxiety and well-being among students. The result shows that there is no significant relationship observed between age and genders. Within the age of 18-25 years also there is no significant relation was found.

Thus, the aim of the study is to find the effect of social anxiety and well-being among college student. All the hypothesis which was predicted at the beginning of the study was proven wrong.

Further research should be done on large samples where detailed analysis should be done. Further research should not be dependingon the particular age group and data should be done on the large sample sizes and different geographical regions for better results.

LIMITATION:

- The sample size was limited.
- Research conducted in a short period of time with limited resources.

CONCLUSION:

- There is no significant relationship between the social anxiety and well-being among the students.
- There is no significant age difference.

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