Abstract
The present study is an attempt to investigate the relationship of social anxiety disorder with school environment. 200 adolescents from Government Senior Secondary Schools located in Ludhiana were taken as sample. Social Anxiety Disorder Scale developed by the investigator and School Environment Inventory by Misra (2012) were used for the collection of data. The results of the study showed a significant negative correlation between social anxiety disorder and five dimensions (Creative Stimulation, Cognitive Encouragement, Acceptance, Permissiveness and Control) of school environment whereas a significant positive relationship was observed between social anxiety disorder and Rejection dimension of school environment.

I. INTRODUCTION
In today’s age of hard competition, an adolescent’s life has become more confused and insecure to compete with manifold influences, which impinge his personality. Excellence particularly, in academics and generally in all other areas has been seen as an important aspect. Parents, teachers and society desire that every child should climb the ladder of performance to as high level as possible making the life of the child full of stress and strain. The self doubts, confusion, and pressures to succeed can come at a high price for troubled adolescents. Those with good support networks (e.g., among family and peers, or extracurricular sport, social, or religious associations) are likely to have an outlet to help them deal with their feelings. Others without such networks are more susceptible during their emotional changes, and may feel that they are all alone in times of trouble. Unlike the informal world of family and peer relations, the school is a formal institution influencing adolescent’s social and moral understanding. It contributes in shaping personality of an
adolescent. If the school environment is poor it may have drastic effects on their development which further leads to stress and anxiety among adolescents. Generally school is the first place where children who are afraid of social situations, can be identified because children with social anxiety feel distressed especially in new social situations provided by schools such as class activities or projects where they may have to perform in front of others.

1.1 Social anxiety disorder

Social anxiety disorder refers to the child’s or adolescent’s fear of performance or fear of social situation. It may dramatically limit a person's ability to engage in ordinary social activities. Social anxiety disorder is characterized by irrational, intense and persistent fears when faced with a social situation wherein the person may have to perform or meet a lot of unfamiliar persons. Reber (1995) defined Social anxiety disorder as marked by a persistent fear of particular social situations in which the individual is subjected to possible scrutiny by others and fears that he or she will act in some way that will humiliate or embarrass. The actual fear itself may be quite circumscribed, such as being unable to speak in public, choking on food while eating in the presence of others, having one’s hand tremble when attempting to write in front of others etc.

. According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR; APA, 2000), Social Phobia is characterized by an excessive or unreasonable, marked and persistent fear of social situations that invariably provokes an anxiety response and significantly interferes with the person’s daily life. . Although individuals recognize that the fear is unwarranted and excessive, social anxiety disorder can cause individuals to feel helpless against their anxiety. Individuals with social anxiety disorder typically avoid social, educational, and occupational situations that are perceived as threatening (Cuthbert, 2002).

1.2 School Environment

School environment can be viewed in terms of the interactions that occur among students, teachers and persons where learning takes place. These interactions create an environment that affects attitude, personality and achievement of the students. Physical facilities, equipment, instructional facilities, interpersonal relations all come under school environment. Vineeta (2004) described school environment as the organizational ‘personality’ of a school and is the result of interaction between the group and the leader and within the group itself. It may be defined as a set of properties of the work environment, which are specific to a particular organization that may be assessed by the way the organization deals with its employees and it’s societal and task environments. Loukas (2007) was of the view that high-quality school climate is advantageous for all students especially for those who are at-risk. The feelings and attitudes that are elicited by a school’s environment are referred to as school climate.

Adolescents spend a great deal of their time at school which requires a considerable amount of social interaction with teachers as well as with their peer group. The school environment provides many opportunities for social cognition like oral presentations, answering questions in class, making friends and participating in groups. These social
situations within school settings promote efficient and successful learning. But at the same time these social interactions brings a negative aspect i.e. the possibility of being negatively judged or evaluated by others which leads to a developmental increase in sensitivity among adolescents towards negative evaluations. Being placed under the scrutiny of other can cause over concern and intense worry in adolescents. Consequently they become distressful and may stop socializing with classmates and friends, stop attending certain classes, or even refuse to attend school altogether (Blote, Miers, Heyne & Westenberg, 2015).

Dell'Osso et al. (2003) in their Research on social anxiety in students also confirmed that high school students with even moderate levels of social anxiety have school difficulties and avoid social situations.

II. OBJECTIVE OF THE STUDY
- To investigate the significance of relationship between social anxiety disorder and school environment among adolescents.

III. HYPOTHESIS OF THE STUDY
- There exists no significant relationship between social anxiety disorder and school environment among adolescents.

IV. RESEARCH METHODOLOGY
Descriptive survey method was used in the present study.

4.1 Delimitations Of The Study
The study was delimited to 200 adolescents of Government Senior Secondary Schools located in Ludhiana city. The sample was equally balanced between boys and girls.

4.2 Tools Used
- Social Anxiety Disorder Scale developed by the investigator
- School environment Inventory (2012) developed by K. S. Misra.

V. RESULTS AND DISCUSSIONS
To investigate the significance of relationship of social anxiety disorder with school environment, Pearson’s coefficient of correlation was worked out and the values are given in following table:

<table>
<thead>
<tr>
<th>Social anxiety disorder and Dimensions of school environment</th>
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<tbody>
<tr>
<td>(A) Creative stimulation</td>
<td>-0.201**</td>
</tr>
<tr>
<td>(B) Cognitive Encouragement</td>
<td>-0.313**</td>
</tr>
<tr>
<td>(C) Acceptance</td>
<td>-0.352**</td>
</tr>
<tr>
<td>(D) Permissiveness</td>
<td>-0.196**</td>
</tr>
<tr>
<td>(E) Rejection</td>
<td>0.183**</td>
</tr>
<tr>
<td>(F) Control</td>
<td>-0.338**</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level of significance
Table 1 shows the relationship between social anxiety disorder and school environment. The values for coefficient of correlation between social anxiety disorder and dimensions of school environment A. Creative stimulation, B. Cognitive Encouragement, C. Acceptance, D. Permissiveness, E. Rejection and F. Control are -0.201, -0.313, -0.352, -0.196, 0.183 and -0.338 respectively. All these values are significant at 0.01 level of significance. Thus creative stimulation, cognitive encouragement, acceptance, permissiveness and control dimensions of school environment have significant negative correlation with social anxiety disorder and rejection dimension of school environment have positive correlation with social anxiety disorder. As per the definition of rejection dimension given in the manual of school environment inventory by Misra (2012) low scores of rejection dimension indicates good school environment where as high scores depicts poor school environment. This dimension thus has positive relationship with social anxiety disorder. Therefore the hypothesis ‘There exists no significant relationship between social anxiety disorder and school environment among adolescents.’ stands rejected.

VI. EDUCATIONAL IMPLICATIONS

The results of the present study showed a significant negative correlation between social anxiety disorder and school environment of adolescents. Thus school is a complex, dynamic system that influences student’s academic, affective, social, and behavioural learning. If a school environment is conductive i.e. teacher is sympathetic and affectionate towards the child, if there is a creative stimulus i.e. teacher stimulates creative thinking, if there is permissiveness, i.e. school climate provides opportunity to the students to express their views freely, if there is acceptance i.e. teachers love their children and accept the feelings of students in a non threatening manner and also if there are rooms, good libraries and well equipped laboratories, students would be able to attain academically high and tend to develop less behavioral problems. On the other hand if the school environment is not conducive i.e. the teacher is not affectionate and sympathetic towards the child; if there is strict discipline, teacher is not efficient and proper physical facilities are not available, the student would not be able to achieve high and tend to develop more behavioral problems which are costly to both youngsters and the society.

VII. REFERENCES


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