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The correlation between social anxiety and academic adjustment among Freshmen

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Abstract

The purpose of this study was to examine the social anxiety as predictors of college student academic adjustment. This study involved 439 students as participants in this study. Two scale prepared in this research were the academic adjustment scale and social anxiety scale. The results of these studies show that fear of negative evaluation and distress are predictor of a student's academic adjustment problems. This study concluded that social anxiety has a negative effect of academic adjustments. Meaning that, if student concerns on the evaluation of other people and feeling uncomfortable in social situations as well as meeting new people who have problems with academic adjustment.

Keywords: fear of negative evaluation; distress; academic adjustment.

1. Introduction

Getting into college exposes students to a variety of new challenges that go beyond the demands of academic autonomy to the needs and activities, and learning more independent than previous education(Credé & Niehorster, 2012). The first year college students also need to master how to set up a new social environment, develop based on the orientation of the institution where they become a new member, become productive members of the university community, adjusting to new roles and responsibilities (Credé & Niehorster, 2012);(Kneipp, Kelly, & Cyphers, 2009);(Aderi, Jdaitawi, Ishak, & Jdaitawi, 2013).

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There are several symptoms associated with the first experience entering the world of college freshmen. These symptoms include, but are not limited to, anxiety, depression, loneliness, and withdrawal. Although the majority of first-year college students may be one or more of the symptoms, exceptional student success in high school, both academically and socially, and who experience a sudden change in status, tend to be vulnerable (Kneipp et al., 2009). First year of college is a transition period that is a challenge for students, because it is a period of adjustment of future life habits in schools in meeting the needs, demands of academic and social relations were still dependent on parents towards independence (Arjanggi, 2013).

However, first-year college students will meet new problems that they had never faced before. Students experiencing academic situations difference compared to earlier level of education, such as reading assignments more, prepare the article and present it in the classroom, the initiative to consult on a new understanding with the lecturers and quizzes are held to check the competence achieved. Lecturer expect students to do assignment more independently outside the classroom. Students must be responsible for their actions to survive in the new academic situation. Such conditions can lead to emotional tension. Some cases, students can use various forms of activities to cope with the stresses of life and the pressure of tasks, including smoking and alcohol consumption.(Salami, 2011).

Self-efficacy and environmental support are predictors of academic adjustment and student life satisfaction, but the purpose of the study owned student does not contribute in predicting academic adjustment (Lent, Taveira, Sheu, & Singley, 2009). At the elementary school students, the quality of the relationship of students and teachers have influenced the academic adjustments to be mediated by variables shown to influence students' motivational beliefs, measurement instruments, academic adjustment is learning achievement in mathematics that is assumed as a good adjustment if it has a good achievement(Zee, Koomen, & Van der Veen, 2013). In the Euro-American High School teen parents acceptance correlates with academic adjustment, the school values are more powerful, familiarity relationships with teachers and a strong work orientation (Pallock & Lamborn, 2006). Academicadjustment measurements using academic achievement, internalizing the values of the school, familiarity with teachers and work orientation (Pallock & Lamborn, 2006).

Based on some previous studies, it is known that there is no research linking social anxiety variables with academic adjustment. In addition the use of different measurement instrument becomes an originality of this research. The hypothesis of this study is that there is a negative relationship between social anxiety and academic adjustment in the first year students.

2. Methode

2.1. Participants

The participants involved in this study were 439 first-year students of psychology faculty at Central Java, which are registered in the academic year of 2014/2015.

2.2. Instruments

Academic adjustment scale used in this study is part of the Student Adjustment to College Questionnaire which has several times used in previous research and tested in several countries (Carter, Locks, & Winkle-Wagner, 2013), adjustment to college questionnaire measuring students' transition adjustment (Carter et al., 2013). several previous studies have used similar scale with satisfactory reliability level (Beyers & Goossens, 2002, 2003; Feldt, Graham, & Dew, 2011; Taylor & Pastor, 2007). Academic adjustment scale scores obtained Cronbach α of 0.836, which means it has a satisfactory reliability. While there are several different power items that has a different power unsatisfactory (under 0.3), item No. 5, 13, 23, 32, and 58.

Social anxiety scale based on previous research using La Greca theory (Garcia-Lopez et al., 2011; Nordstrom, Goguen, & Hiester, 2014; Puklek & Vidmar, 2000; Ranta, Junttila, Laakkonen, Uhmavaara, & Greca, 2012), two aspects of social anxiety are measured : fear of negative evaluation and distress (Garcia-Lopez et al., 2011; Nordstrom et al., 2014). Distress aspects consists of two kind of distress: distress to strangers and distress in general, however, the analysis will remain merged in distress dimension. The results of the analysis item of the fear of negative evaluation aspect obtained Cronbach α score of 0.878,restpectively. The item has a different overall satisfactory (above 0.3).