**ANALYTIC INDUCTION OF PRECIPITATORS AND PROPITIATORS OF SOCIAL ANXIETY AMONG PROSPECTIVE TEACHERS**

**SREEVIDYA S.**

Dissertation submitted to

the University of Calicut in partial fulfillment of the   
requirements for the award of the degree of

**MASTER OF EDUCATION**

**FAROOK TRAINING COLLEGE**

UNIVERSITY OF CALICUT

2010

**DECLARATION**

I, **SREEVIDYA S,** do hereby declare that this dissertation entitled **“ANALYTIC INDUCTION OF PRECIPITATORS AND PROPITIATORS OF SOCIAL ANXIETY AMONG PROSPECTIVE TEACHERS”** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

Farook Training College **SREEVIDYA S.**

30. 12. 2010

**Noushad P.P.**

Lecturer in Social Studies

Farook Training College

**CERTIFICATE**

I, **Noushad P.P,** do hereby certify that this dissertation entitled “**ANALYTIC INDUCTION OF PRECIPITATORS AND PROPITIATORS OF SOCIAL ANXIETY AMONG PROSPECTIVE TEACHERS**” is a record of bonafide study and research carried out by Mrs.: BIJILA, N. V., under my supervision and guidance.

Farook Training College **NOUSHAD P.P.**

30 – 12 – 2010 (Supervising Teacher)

**CONTENTS**

**LIST OF TABLES**

**LIST OF APPENDICES**

|  |  |  |
| --- | --- | --- |
| **Chapter** | **Title** | **Page No.** |
| I | INTRODUCTION |  |
| II | REVIEW OF RELATED LITERATURE |  |
| III | METHODOLOGY |  |
| IV | ANALYSIS AND INTERPRETATIONS |  |
| V | SUMMARY OF PROCEDURE, CONCLUSIONS AND SUGGESTIONS |  |
| REFERENCES | |  |
| APPENDICES | |  |

**LIST OF TABLES**

| **Table No.** | **Title** | **Page No.** |
| --- | --- | --- |
| 3.1 | Break-up of the Basal Sample |  |
| 1 | Precipitators of Social Anxiety of Prospective Teachers for Total Sample |  |
| 2 | Precipitators of Social Anxiety of Prospective Teachers for Male Sub-sample |  |
| 3 | Precipitators of Social Anxiety of Prospective Teachers for Female Sub-Sample |  |
| 4 | Precipitators of Social Anxiety of Prospective Teachers for Rural Sub-Sample |  |
| 5 | Precipitators of Social Anxiety of Prospective Teachers for Urban Sub-Sample |  |
| 6 | Precipitators of Social Anxiety of Prospective Teachers for Language Students |  |
| 7 | Precipitators of Social Anxiety of Prospective Teachers for Social Science Students |  |
| 8 | Precipitators of Social Anxiety of Prospective Teachers for Science Students |  |
| 9 | Propitiators of Social Anxiety of Prospective Teachers for Total Sample |  |
| 10 | Propitiators of Social Anxiety of Prospective Teachers for Male Sub-Sample |  |
| 11 | Propitiators of Social Anxiety of Prospective Teachers for Female Sub-Sample |  |
| 12 | Propitiators of Social Anxiety of Prospective Teachers for Rural Sub-Sample |  |
| 13 | Propitiators of Social Anxiety of Prospective Teachers for Urban Sub-Sample |  |
| 14 | Propitiators of Social Anxiety of Prospective Teachers for Language Students |  |
| 15 | Propitiators of Social Anxiety of Prospective Teachers for Social Science Students |  |
| 16 | Propitiators of Social Anxiety of Prospective Teachers for Science Students |  |
| 17 | Precipitators of Social Anxiety of Prospective Teachers |  |
| 18 | Propitiators of Social Anxiety of Prospective Teachers |  |

**LIST OF APPENDICES**

| **Appendix No.** | **Title** |  |
| --- | --- | --- |
| I | Social Anxiety Questionnaire - 2010 – Malayalam (Final) | |
| II | Social Anxiety Questionnaire - 2010 – English (Final) | |

**ACKNOWLEDGEMENT**

*The investigator showers prayers of gratitude on the omnipotent for his grace which enabled her to complete the task of the study.*

*The investigator is greatly indebted to Shri. Noushad. P.P., Lecturer, Farook Training College under whose scholarly and expert guidance this study was conducted. The investigator lows before his scholarship and his great benevolence which enthused her. I struggle to find out apt words to express my heartfelt thanks to him. I bestow flowers of heartfelt gratitude from the unfathomable depth of my heart.*

*I express my sincere thanks to Prof. Faziluddin. A., the present principal of the college, for providing all facilities and encouragement for the study.*

*I extend my heartful thanks to all the faculty members and non-teaching staff of the Farook Training College, Calicut.*

*I would like to express my sincere thanks to Dr. Krishnakumary, Reader and Head, Post Graduate, Department of Education, Govt. Training College, Kozhikode to Dr. P.V. Happy, Lecturer in Social Science, IASE, Trissur; to the principal and teachers of CKRMCTE, Pulpally, Wayanad; to the Principal, Bhavan’s Teacher Education College, Ramanattukara; to the Principal and Teachers, SAM College of Educatdion, Poothotta, Ernakulam; to the principal and teachers of Fathima Memorial Training College, Pallimukku, Kollam and to the principal and teachers of S.N. Training College, Nedunganda, Thiruvananthapuram.*

*I express my extreme thanks to the Head of the Department and teachers of the Department of Education, Calicut University.*

*I extend my heartful thanks to he librarian and he staff of the   
C.H. Mohammad Koya Memorial Library, Calicut University for their   
co-operation and help during the period of this study.*

*I am very much obliged to my classmates for their sincere co-operation and help extended for the completion of this study.*

*I am to express my extreme thanks to my father, N. Sudhakaran who have been a great inspiration for me for the completion of this study.*

Farook Training College, **SREEVIDYA. S**

30.12. 2010.

CHAPTER I

**INTRODUCTION**

* Need and Significance
* Statement of the Problem
* Definition of Key Terms
* Variable of the Study
* Objectives
* Methodology
* Scope and Limitations

CHAPTER II

**REVIEW OF RELATED LITERATURE**

* Theoretical Overview of Social Anxiety
* Theoretical Overview of Research Method
* Studies Related with Social Anxiety
* Studies Related with Analytic Induction Method

CHAPTER III

**METHODOLOGY**

* Variable
* Objectives
* Method Used
* Tool Used for Data Collection
* Sample Selected for the Study
* Data Collection Procedure
* Induction analysis and Category Construction

CHAPTER IV

**ANALYSIS   
AND INTERPRETATION**

* Inductive Analysis and Category Construction of Precipitators of Social Anxiety
* Inductive Analysis and Category Construction of Propitiators of Social anxiety

CHAPTER V

**SUMMARY, CONCLUSION   
AND SUGGESTIONS**

* Restatement of the Problem
* Variable
* Objectives of the Study
* Methodology
* Inductive Analysis and Category Construction of Precipitators of Social anxiety
* Inductive Analysis and Category Construction of Propitiators of Social Anxiety
* Educational Implications
* Suggestions for Further Research

**BIBLIOGRAPHY**

**APPENDIX**

CHAPTER I

**INTRODUCTION**

The present day to day life faces stress and anxiety. The world is so sophisticated that human beings are under tension and are victims of social anxiety. Social anxiety has a cancerous and dangerous effect in human life. Which leads to reduce or carve away the quality of human life which ends in disorder. Social anxiety has been defined as anxiety resulting from the prospect or presence of personal evaluation in real or imagined social situations in which the person is the focus of attention (Conversations, public speaking) (Schleder & Leary, 1982).

Social anxiety which is characterised by fear of social situations and of embarrassment or humiliation in social situations is prevalent among college students (Beidel *et al*., 1989, Strahan & Conger, 1998). Adolescent girls with higher levels of social anxiety report having fewer friendship and less support in their close relationships. (La Greca & Lopez, 1998).

Social anxiety is a pervasive part of everyday life whether experienced during public speaking, in casual conversation or in interaction with a boss, a potential romantic partner, or a complete stranger, feelings of anxiety, uncertainty and awkwardness are often the consequences of quite ordinary encounters (Leary & Kowlski).

Social anxiety is the third largest psychological problem in the world today. Social anxiety is anxiety (emotional discomfort, fear, apprehension or worry) about social situations, interactions with others and being evaluated or scrutinized by other people. It can occur at different times of life and for different reasons. Cognitive advances and increased pressures in late childhood and early adolescence result in repeated social anxiety. Common Adult Forms of Social Anxiety include shyness, performance anxiety, fear of public speaking, stage fright, afraid of meeting new people, fear of facing and taking examinations, over excited when being teased or humiliated and the like. Social anxiety stems from one’s belief that other people perceive differently than they perceive themselves. People who suffer from social anxiety are constantly dealing with evaluation, apprehension and their self-presentation in a constant worry (Loudin *et al.,* 2003).

A person who has social anxiety is afraid of being in a situation in which they can be judged negatively by their peers, whether it be an intimate conversation, or performing in front of a large audience (Richards, 2008).

**Social Anxiety Disorder and Social Phobia**

Social anxiety disorder, also called social phobia is an anxiety disorder characterized by intense fear or social situations causing considerable distress and impaired ability to function in at least some parts of daily life. Physical symptoms include excessive blushing, sweating, trembling, palpitations, nausea and stammering. SAD has its on set typically in early adolescence and often persists in to adult-hood. Greater perfectionism in people with social phobia is associated with greater severity of social phobia symptoms (Juster *et al*., 1996).

**A. NEED AND SIGNIFICANCE**

Anxiety is a psychological and physiological state characterized by somatic, emotional, cognitive and behavioural components. In either the absence or presence of psychological stress, anxiety can create feelings of fears, worry, uneasiness and dread. Anxiety is considered to be a normal reaction to stress. Social anxiety affected individuals suffer fear, apprehension, worry, tension and disturbed mental discomforts. The effect of social anxiety leads to minimize or deprive of the individuality, personality and quality of life. Social life for the victims of social anxiety is foreign to them.

Twenty-first century is considered as the era of Science and Technology. Due to the influence of science and technology changes occurred in every field ie., Agriculture, Medical, Education and other allied spheres. To cope with the changing scenario of the world, behaviour pattern of students have to be changed. But the students are not seen capable to make change in their behaviour pattern in tune with the changes occurred in the world. Moreover they are not having proper opportunities to mingle with the people to develop behaviour pattern. Parents are complaining that the teachers are not capable of developing behavioural pattern to reduce stress and strain among the students. But teachers are seen finding fault with the parents in turn. The fact is that majority of the teachers is also in the grip of stress and strain leading to social anxiety.

Social anxiety occurred in infancy and in early childhood, as part of social functioning would be minimized and it would become harmless in the course of developmental growth. But cognitive advances and increased pressures in late adulthood and early adolescence result in repeated social anxiety. Everybody, in one way or other, is in the grip of social anxiety. Social anxiety among students and graduate level students affects the quality of education and even the life of students. Studies about the effect and causes of social anxieties among students and adults are not seen conducted deeply in India. Such studies in this regard have been conducted in foreign countries widely and deeply in search of the causes of social anxieties and the consequent effects and results in the individuals and society.

Damer (2010) conducted a study on social anxieties, especially on college students, who lacked self-confidence as a result of the effect of social anxiety they suffered. Gudino and Lau (2010) conducted a study about the social anxiety of shyness in Hispanic American Children. Shyness is uniquely associated with anxiety symptoms. Siegel *et al*., (2009) has made a study on the peer victimization and social anxiety among adolescents. It is seen that genuine and earnest studies, in this regard, are going on in western countries.

As it is found that children and students are victims of social anxiety and even prospective teachers are not free of social anxiety, the investigator desired to assess the social anxiety among prospective teachers who are to handle and teach the students and hence this study was undertaken which is very relevant of the time.

There are criticisms that the B.Ed. trainees are not having proper behaviour pattern and they are not amenable to mingle with the people and they are lacking the quality of sociability and they keep distance even with their classmates. It may be due to various reasons and circumstances. It is a fact that the marvelous development of science and technology has brought the countries closer to the people where distance is not at all a problem while the same has widened the distance between human minds resulting in the lack of social interactions between human beings. This grave situation leads to a lot of problems of social anxiety among the Prospective Teachers and in the coming generations. It is seen that no study has been done so far to identify the exact reasons behind and hence the study. If and only if the Prospective Teachers are made free of social anxiety they can contribute much to the development of the quality of education and make an anxiety free student community which will be a boon for the development of education.

The investigator proposed to conduct a study to assess the quantum of social anxiety exhibit among Prospective Teachers of B.Ed. trainees with a view to diagnose the causes of the same. Identifications of the precipitators of social anxiety will help to develop the quality of education.

Social anxiety of the individuals beyond the harmless stage deteriorates the personality and ability of the individuals when the quality and values of life are lost considerably. The investigator could understand that there were no studies or investigations on this crucial problem of social anxiety in India and especially in Kerala.

It is hoped that the findings of the study will be helpful to policy makers, educationists and educational reformers for making awareness and directions to imbibe quality of education to the people.

It was felt that it was more a curse than a suffering of stress and social anxiety. It was felt that if a study is made and if investigated to find out the causes of the problem and to find out a solution for the same it would be a great blessing to the people and the society. Thus the investigator undertook this study.

The findings of the study, it is hoped, will help the Prospective Teachers to improve themselves and develop the quality of education and life.

**B. STATEMENT OF THE PROBLEM**

The present study is undertaken with a view to analyse social anxiety of prospective teachers inductively. The study is entitled “ANALYTIC INDUCTION OF PRECIPITATORS AND PROPITIATORS OF SOCIAL ANXIETY AMONG PROSPECTIVE TEACHERS”.

**C. DEFINITION OF KEY TERMS**

Analysis means the separation of a whole into its parts for study ie, it is the process of breaking a complex topic or substance into smaller parts to gain a better understanding of it.

As per comprehensive Dictionary of Education (2008) induction is the process of reasoning from particular to general or parts to whole.

**Precipitator**

Simply means one which brings about. In this study precipitator is meant by the factor which brings about social anxiety (Webster’s Encyclopedia Unabridged Dictionary of English Language, 1989).

**Propitiator**

Propitiator is the appeaser of something. In this study propitiator means an appeaser i.e. which brings the mind to a state of ease (Webster’s Encyclopedia Unabridged Dictionary of English Language, 1989).

**Social Anxiety**

Social anxiety is defined as the presence of personal evaluation in real or imagined social situations in which the person is the focus of attention (Schlenker & Leary, 1982).

**Prospective Teachers**

Prospective teachers are students undergoing professional training in Teaching. For the present study the investigator selected prospective teachers from different Teacher Education Colleges in Kerala.

**D. VARIABLE OF THE STUDY**

Precipitators and propitiators of social anxiety among prospective teachers are taken as the criterion variable for the study.

**E. OBJECTIVES**

The objectives set forth for the study are the following:

1. To analyse inductively and construct categories on the precipitators of social anxiety of prospective teachers for the total sample.
2. To analyse inductively and construct categories on the precipitators of social anxiety of prospective teachers for the Male sub sample.
3. To analyse inductively and construct categories on the precipitators of social anxiety of prospective teachers for the Female sub sample.
4. To analyse inductively and construct categories on the precipitators of social anxiety of prospective teachers for the rural sub sample.
5. To analyse inductively and construct categories on the precipitators of social anxiety of prospective teachers for the urban sub sample.
6. To analyse inductively and construct categories on the precipitators of social anxiety of prospective teachers based on the sub sample, language students.
7. To analyse inductively and construct categories on the precipitators of social anxiety of prospective teachers based on the sub sample, social science students.
8. To analyse inductively and construct categories on the precipitators of social anxiety of prospective teachers based on the sub sample, science students.
9. To analyse inductively and construct categories on the propitiators of social anxiety of prospective teachers for the total sample.
10. To analyse inductively and construct categories on the propitiators of social anxiety of prospective teachers for the male sub sample.
11. To analyse inductively and construct categories on the propitiators of social anxiety of prospective teachers for the female sub sample.
12. To analyse inductively and construct categories on the propitiators of social anxiety of prospective teachers for the rural sub sample.
13. To analyse inductively and construct categories on the propitiators of social anxiety of prospective teachers for the urban sub sample.
14. To analyse inductively and construct categories on the propitiators of social anxiety of prospective teachers based on the sub sample, language students.
15. To analyse inductively and construct categories on the propitiators of social anxiety of prospective teachers based on the sub sample, social science students.
16. To analyse inductively and construct categories on the propitiators of social anxiety of prospective teachers based on the sub sample science students.

**F. METHODOLOGY**

To achieve the objectives of the study, Analytic Induction using constant comparison method was used. Qualitative research is an explanatory activity. Phenomenon is explained on the basis of observation or open end questionnaires. In this research, data are usually collected in a real life natural setting and they are rich, descriptive and extensive.

Analytic Induction is a method of data analysis. Inductive approach is the analysis of data and examination of practice problems within their own contexts rather than from a predetermined theoretical bases. The approach moves from the specific to the general. Analytic Induction was done by using Constant Comparison Method.

Constant Comparison Method combines inductive category coding with a simultaneous comparison of all social incidents observed. Constant Comparison Method together with theoretical sampling constitutes the core of qualitative analysis in the Grounded theory developed by Glaser and Strauss (1967). In Grounded theory the main intellectual tool is comparison. The primary objective of Grounded theory is to expand upon an explanation of a phenomenon by identifying the key elements of that phenomenon and then categorizing the relationships of those elements to the context and process of experiment.

***1. Sample***

The study was conducted on a sample of 700 prospective teachers from Teacher Education Colleges of different districts i.e. Wayanad, Kozhikode, Malappuram, Thrissur, Ernakulam, Kollam and Thiruvananthapuram in Kerala, drawn by stratified random sampling technique giving due representation to the various strata viz; gender, locale of the institutions and subject of study.

***2. Tool Used***

The investigator developed an open-ended questionnaire for assessing the social anxiety of prospective teachers for the present study. The data collected were inductively analyzed and category construction was made. The responses were hierarchically arranged against the precipitators or propitiators, as the case may be, in order to assess the social anxiety of the prospective teachers for the total sample involving, categories and sub groups.

**G. SCOPE AND LIMITATIONS OF THE STUDY**

The investigator conducted the study to assess social anxiety of prospective teachers. It is hoped that the present study will prove to be effective to assess social anxiety of the prospective teachers and to diagnose the causes of the social anxieties they suffer. The causes of the social anxiety emerged have been distinguished as precipitators of social anxiety through inductive analysis of the data obtained from the prospective teachers. The study has revealed that there are precipitators of social anxiety. The analytic induction/constant comparison method for category construction of the precipitators has great scope for the study. The assessment of social anxiety has become more comprehensive. The assessment of the percentages of social anxiety with respect to the precipitators is a marvelous advancement of the study.

Self attempts to get rid of the effect of the emerged social anxiety can make the participants free from stress and emotional discomforts and mental strain. There is auto-endeavor by the individual affected by social anxiety to bring the mind in a state of ease. The inductive analysis of the data collected in this regard revealed that there are propitiators of social anxiety. Category construction of the propitiators was made through analytic induction/constant comparison method. The assessment of percentages of the prospective teachers with regard to the ability of propitiation of the emerged social anxiety in respect of the categories has brought vast scope for the study. Thus effective solution for the problem of the study could be brought out successfully.

The study has revealed that there are great scope and possibilities for further researches based on analytic induction of qualitative data. The study advocates strongly the qualitative researches.

The present study has certain limitations also. Inspite of exerting maximum efforts to make the study the most objective and fruitful the investigator could not get rid of the following limitations.

1. The investigator could, due to some constrain, provide only a small number of sample and it is evident that if greater number of sample had been used it could have revealed better results.
2. The sample of the study is not a statewide one, but confined to Wayanad, Kozhikode, Malappuram, Thrissur, Ernakulam, Kollam and Thiruvananthapuram districts only.
3. The investigator selected only two urban institutions for the study due to limitation of time.
4. The presence of precipitators and the creation of propitiators are purely based on individuals and their nature ultimately.
5. The social circumstances; environments and social interactions of the persons which influence them are different and hence the presence of precipitators and creation of propitiators are varied.
6. The study was confined to prospective teachers only.

**ORGANIZATION OF THE REPORT**

***Chapter I***: This chapter of report contains a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, variable, objectives, methodology and scope and limitations of the study.

***Chapter II***: This chapter gives theoretical overview of social anxiety and inductive analysis and the studies related to them.

***Chapter III***: In this chapter, the investigator discusses the methodology of the study in detail with description of variable, objectives, tools used for data collection, sample selected for the study, data collection procedure and inductive analysis and category construction.

***Chapter IV*** : This chapter describes preliminary analysis, interpretation of data, discussion and conclusion.

***Chapter V***: This chapter contains summary of the study, inductive analysis and category construction of precipitators of social anxiety, inductive analysis and category construction of propitiators of social anxiety, educational implications of the study and suggestions for further research in the area.

CHAPTER II

**REVIEW OF RELATED LITERATURE**

Success of any research work greatly depends up on the familiarity with the theoretical background and empirical studies of one’s topic of research. Hence review of literature is an essential ingredient for any research project. It helps the investigator to identify the major areas covered, themes and explanations, details of previous studies, theoretical concepts and principles adopted etc. on earlier studies pertaining to the topic of research. Such a synthesis will help the investigator to understand the area of investigation and to identify a suitable and feasible method for the study.

In the present investigation an earnest attempt has been made to analyse the theoretical and practical concepts and the principles involved in it. Hence this chapter has been divided into two parts – Part A deals with theoretical background of the area under consideration and Part B deals with the empirical studies connected with the topic of investigation.

**A. THEORETICAL OVERVIEW OF SOCIAL ANXIETY**

This section deals with a theoretical background of the topic selected for research work. The knowledge of a theoretical background is highly useful and beneficial for a research work.

The investigator proposed to make an Inductive Analysis on Social Anxiety.

**SOCIAL ANXIETY**

The term ‘Social Anxiety’ was coined by Janel (1903) to describe the people who feared being observed while speaking, playing the piano, or writing. Social Anxiety now-a-days is a term used to describe the excessive fear, nervousness and apprehension that people experience in social interactions (Butler, 1999). People with social anxiety fear are being judged negatively by other people or humiliated in front of them.

Social anxiety is one of the most prevalent psychiatric conditions (Kessler *et al*., 2005). Selective attention to threat may play a maintaining role in social anxiety (Rapee & Heimberg, 1997). Studies in clinical (Asmundson & Stein 1994; Maidenberg *et al*. 1996; Mattia *et al*., 1993) and non-clinical samples (Mogg & Bradley 2002; Pishyar *et al*., 2004), suggest that socially anxious individuals display heightened attention to social threat cues. On the other hand, socially anxious individuals avoid social cues rather than attend to them (Chen *et al*., 2002; Horley *et al*., 2003; Mansell *et al*., 1999; Stirling *et al*., 2006).

Social anxiety has been related to increased alcohol use (Kidorf & Lang, 1999), decreased alcohol use (Bruch *et al*., 1992; Eggleston, Woolaway – Bickel & Schmidt, 2004) and in some cases, no relationships were found (Ham & Hope, 2005; Tran, Haaga & Chambless, 1977).

A study (Peleg & Dar, 2001) found children’s social anxiety to be positively related to family cohesion and inversely related to marital quality. Socially anxious parents may avoid (Bruch & Heimberg, 1994; Caster, Inderbitzen & Hope, 1999) exposing their children to multiple types of social interaction as a result of their own anxiety, which in turn helps promote social phobia and fear in the children through direct modelling and a reduction in social experiences.

**Social Anxiety and Social Skills**

Deficient social skills appear to be related to social anxiety (Rapee & Lim, 1992; Riggio, 1986; Schroeder, 1995; Twentyman & McPall, 1975), although the direction of causality is unclear. The relationship between social anxiety and social skill deficits may also vary inter individually (Leary & Kounlski, 1996). Riggio (1986) found that social sensitivity was related to more rather than less social anxiety in contrast to other aspects of social skills.

**Shame Related Social Anxiety**

Shame may be defined broadly as a global negative affective state about one’s entire identity stemming from internal and stable attributions (Tangney, 1991). Lewis (1985, 1987) claimed that shame plays an important part in social anxiety states, as it involves apprehension to anticipated and actual interactions with others. In interpersonal situations a shame-prone individual would be pre-occupied with thoughts of being judged critically or negatively by others (Harder, 1990).

Harder (1995) speculated that certain consistent characteristics exist that provide a profile called “Shameproneness,” and that such a pattern may be linked to maladjustment. The experience of shame, in turn, may motivate the person to hide or escape from interpersonal situations as a way to avoid interactions with others (Lewis, 1971; 1987). Harder & Zalma (1990) reported that shame-proneness was associated with social anxiety but not social desirability; and Tangrey, Burggraf, and Wagner (1995) found that shame was related to social anxiety and fear of negative evaluation.

**Social Anxiety Disorder (SAD)**

Social Anxiety Disorder (SAD), the most prevalent mental disorder, may have its onset in childhood (Chavira & Stein, 2005; Stein & Stein, 2008). Although there is ample evidence for an association between parenting and social anxiety, both in childhood and in adulthood (Bogels & Brechman – Toussaint, 2006; Fisak & Grills, 2007; Ginsburg, Siqueland, Maxa-Warner, & Hedtke, 2004; MecLeod, Sigman, Hwang & Chu, 2003), several issues remain unresolved.

SAD is frequently thought of as a nongeneralized fear and avoidance of specific social activities such as public speaking. Individuals with SAD experience and markedly diminished quality of life due to their reduced ability to initiate and maintain friendships and marriages, to stay in school, to seek career advances, and a reduced sense of well being (Schneier *et al*., 1994; Stein & Kean, 2000; Safren *et al*., 1997; Wittchen *et al*., 2000; Katzelnick *et al*., 2001). SAD has a typical age of onset in early adolescence and affects slightly more women than men (Chartier *et al*., 1998).

A core feature of people with social anxiety disorder (SAD) is fear of negative evaluation in social interactions. Cognitive models of SAD emphasize that distorted interpretations of social interaction lead people with SAD to believe that others evaluate them negatively (Clak, 2001; Rapee & Heimberg, 1997). Research suggests that socially anxious individuals in fact evoke negative responses in others. They have been judged by independent raters as likeable and less comfortable to be around (Meleshko & Alden, 1993); less friendly, assertive, relaxed, and attractive (Jones & Russell, 1982; Pilkonis, 1977); and moodier, more sensitive to demands, more self-pitying and lacking meaning in life (Creed & Funder, 1998) than their non-anxious counterparts.

**Social Phobia**

Social phobia is a marked fear of social situations in which the individual fears scrutiny by others and believes that public activities will lead to embarrassment or humiliation (American Psychiatric Association (APA), 1994). It is the 3rd most common psychiatric disorder, (Kessler *et al*., 1994) and it is associated with substantial impairment in educational, occupational and social functioning (Schneier, Johnson, Horning, Liebowitz & Weiss-man, 1992).

Social phobia, also known as Social Anxiety Disorder (SAD), is characterized by a marked and persistent fear of at least one social or performance situation, in which the person is exposed to the scrutiny of others and where embarrassment or humiliation might occur (American Psychiatric Association, 1994). SAD has its onset typically in early adolescence (Beesdo *et al*., 2007; Lepine *et al*., 1993; Magee *et al*., 1996; Merikangas *et al*., 2002; Kessler *et al*., 2005; Wittchen *et al*., 2001) and often persists into adulthood (Chartier *et al*., 1998; Keller, 2006). Greater perfectionism in people with social phobia is associated with greater severity of social phobia symptoms (Juster, Heimberg, Frost, Holt, Mattia & Faccenda, 1996; Saboonchi, Lundh & Ost, 1999).

**THEORETICAL OVERVIEW OF THE RESEARCH METHOD**

**Qualitative Research**

Qualitative Research is actually an explanatory activity. Qualitative data provide depth and detail. Depth and detail emerge through direct quotation and careful description. The extent of depth and detail will vary depending upon the nature and purpose of a particular study (Patton, 1982). The responses to open-ended questions on a questionnaire are detailed and comprehensive. Since the responses to open-ended questions are longer and detailed, they help the researcher to understand in depth the points of view of other people, their level of emotion, their characteristics, their attitudes and values, and their experiences (Patton, 1982). It provides framework with in which the researcher should be able to gather information from people conveniently and accurately.

**Analytic Induction**

Analytic induction is a method of data analysis described by Florian Znaniecki (1934) who named the method and systematized many of the associated ideas. Robinson (1951) emphasizes that analytic induction underscores the value of a hypothesis and is not confirmed because it orients observations towards the development of better hypothesis that fits reality better.

Howard Becker’s (1958) description of analytic induction, data analysis begins while data is being gathered, unlike most quantitative approaches where analysis begins subsequent to data acquisition. Some analytic approaches are “generic” and are not labelled within one of the specific traditions of qualitative research (Ezzy, 2002; Pope, Ziebland & Mays, 2000; Silverman, 2000).

Induction is a major kind of reasoning (Grolier, 1994) process in which a conclusion is drawn from particular cases. In inductive reasoning, there is no logical movement from premises to conclusion. The premises in inductive reasoning are usually based on facts or observations. There is always a possibility, though, that the premises may be true while the conclusion is false, since there is not necessarily a logical relationship between premises and conclusion (Grolier, 1994).

**Constant Comparison Method**

Constant comparison method (Goetz & Le Compte, 1981) combines inductive category coding with a simultaneous comparison of all social incidents observed. As events are constantly compared with previous events, new topological dimension, as well as relationships, may be discovered (Goetz & Le Compte, 1981).

Categorizing is a crucial element in the process of analysis (Dey, 1993). Inductive analysis (Patton, 1990) means that the patterns, themes and categories of analysis emerge out of the data rather than being imposed on them prior to data collection and analysis.

The meaning of a category is bound up on the one hand with the bits of data to which it is assigned, and on the other hand with the ideas it expresses (Dey, 1993). The essential task of categorizing is to bring together into temporary categories those data bit that apparently relate to the same content (Lincoln & Guba, 1985). To compare observations (Dey, 1993), we must be able of bits of data which can be related for the purpose of comparison.

The process of constant comparison stimulates thought that leads to both descriptive and explanatory categories (Lincoln & Guba, 1985). The constant comparison method together with theoretical sampling constitutes the core of qualitative analysis in the Grounded theory approach developed by Glaser and Strauss (Glaser & Strauss, 1967; Strauss, 1987; Glaser, 1992).

Morse and Field (1998) state that each piece of data must be compared with every other piece of relevant data. Comparison is also the dominant principle of the analysis process in other traditions of qualitative research. All kinds of aids, such as memo writing, close regarding and rereading, coding, displays data matrices and diagrams support the principle of comparison (Glaser & Strauss, 1967; Strauss, 1987; Glaser, 1992).

**Grounded Theory**

The method of comparing and contrasting is used for practically in all intellectual tasks during analysis: forming categories, establishing the boundaries of the categories, assigning the segments to categories, summarizing the content of each category, finding negative evidence etc. The goal is to discern conceptual similarities, to refine the discriminative power of categories, and to discover patterns (Tesch, 1990).

The art of comparison has to do with creative process and with the interplay between data and researcher when gathering and analyzing data. It is necessary to understand the production procedure, which takes place primarily at the data analysis stage, in order to judge the value of a study.

**B. STUDIES RELATED TO SOCIAL ANXIETY**

Gudino & Lan (2010) measured the level of parental cultural orientation, shyness and Anxiety in Hispanic children with a sample of 127 children. The investigators arrived at the conclusion that there existed a significant relationship between parental orientation and expressed shyness among children. Further revealed that the increasing levels of parental collectivism were associated with the levels of child shyness across social contexts. Moreover, it is seen that the shyness with peers is uniquely associated with anxiety symptoms among children.

Kanai & Satako (2010) conducted a study on the topic – Interpretation basis for Ambiguous Social Behaviour among Individuals with High, and Low levels of Social Anxiety. Data were collected from 31 participants by using open-ended questionnaire and rating scale. The investigator made a speech and the participants were asked to answer questions about their interpretation of the confederate’s behaviours. The results showed that social anxiety is a factor partially related to threatening interpretations of other’s ambiguous behaviours.

Landell *et al*. (2010) conducted a study on the associations between SAD and multiple victimization experiences in a community sample of adolescents. A cross-sectional study was conducted on 3211 Swedish high school students. Data were collected with a Juvenile Victimization Questionnaire containing subscales on maltreatment, sexual victimization and victimization from peer/siblings. The findings show that a significant higher rates of lifetime victimization was found in subjects with self-reported SAD compared to three of non-cases, Further it is seen that in females, maltreatment and sexual victimization are associated with an increased risk of SAD and, in males sexual victimization increased the risk of reporting SAD.

Norberg *et al*. (2010) measured the relationship between social anxiety and potential gender among different college students. The study was confined to one hundred and eighteen college students. The investigator made interview and assessed drinking behaviours. Further a questionnaire was also used to measure social anxiety and drinking motives. It was reported that both men and women showed similar frequencies of drinking in positive situations and seen enhanced positive emotions. Women reported the habit of drinking more often in negative situations and to cope with aversive emotions than those of men. Furthermore, it is found that social anxiety served as a potential risk factor for alcohol – related problems among college women, but a protective factor among college men.

Masten *et al*. (2010) measured the level of empathy toward members of their own social groups than toward members of other social groups. The objectives were to determine the intergroup empathic processing among 94 children. The study proved beyond doubt that among children, who showed, more social anxiety and situational distress and exhibited empathic attitude towards its members. But those with a stronger in group identity displayed more empathy bias in favouring their ingroup.

Cuming & Rapee (2010) tried to identify the relationship among people with higher social anxiety in their close relationship in self-protective communication style and to examine whether it may be associated with decrements in the quality. A series of online questionnaires measuring social anxiety and depression was applied over 300 people from the community to disclose their close friendships and romantic relationships. The findings showed that after controlling the levels of depression, social anxiety was associated with a paucity of disclosure in both romantic relationships and close friendships in females, but not in males.

Banerjee & Watling (2010) investigated self report measures of social anxiety, depressive symptoms, and usage of self – presentational tactics as well as a self description task measuring the capacity to differentiate between audiences known to have different preferences in a non-clinical sample of 196 children aged 8-9 years. A follow-up assessment of groups identified as highly socially anxious or non-socially anxious showed that these patterns were durable over 12 months.

Akehurst & Thatcher (2010) conducted a study on Narcissism, social anxiety and self presentation in exercise. Narcissism is associated with low anxiety, high confidence, and a keenness for social evaluation and therefore may protect exercisers from social anxiety. A sample of 160 under graduates (88 males and 72 females) completed measures of narcissism, social anxiety and self-presentation in exercise. The study proved that in females, narcissism moderated the impression motivation/construction social anxiety relationships. Further it is seen that understanding of the self-presentational processes involved in exercise and how narcissism protects individuals from experiencing high social anxiety.

Lindsay & Byron (2010) examined the association between social anxiety and drinking game (DG) involvement as well as the moderating role of social anxiety – relevant alcohol outcome expectancies (AOE) in social anxiety and DG involvement among college students. Data were collected through self report survey from 715 students of 8 US colleges during 2005-2007. The findings revealed that social anxiety acts as a protective or a risk factor for DG participation among college students, depending up on AOE.

Mark & Robin (2010) conducted a study about depression and social anxiety among children. Data were collected from 404 children in the age group of 8-13 yrs and 270 in the age level of 8-11 yrs. The results highlight the significance of emotional adjustment on children’s coping strategies, and clarify major distinct factors associate between social anxiety and depression in relation to coping.

Heidi & Jamie Olson (2010) revealed that children identified by their peers as anxious solitary in the fall of 4th grade were compared to children in group. The data were collected through parental clinical interviews. The investigator arrived at the conclusion that those received diagnoses of social anxiety disorder, specific phobia, and selective autism were significant factors in their behaviour.

F.R. Schneier *et al*. (2010) assessed the prevalence and clinical impact of co-morbid social anxiety disorder (SAD) and alcohol use disorders (AUD, i.e. alcohol abuse and alcohol dependence) in a nationally representative sample of adults in the United States and found that co-morbid SAD was associated with increased severity of alcohol dependence and abuse and reported low rates of treatment seeking.

Mirjana and Bogels (2010) assessed Reasoning Histories of individuals with and without Social Anxiety. The data were collected from 121 parents. The level of anxiety was assessed both as a continuous trait using the short social phobia and Anxiety inventory, and as a disorder using the Anxiety Disorder through an interview schedule. The investigator concluded that mothers and fathers have to play various roles to develop in the etiology of anxiety.

Thomasson & Psoumi (2010) tried to assess the relationships between severity of social anxiety as well as related experiences of social impairment and self-efficacy, social control and coping strategies. Data were collected from 113 peoples in the group of 19-60 years. The findings showed that people having low self-efficacy have a tendency to increase an individual’s capacity than that of dysfunctional coping strategies for dealing with anxiety experienced in social situations.

Dahl *et al*. (2010) measured the relationship between Life Style and Social Network in individuals with High Level of Social Phobia/anxiety symptoms (SPAS). Data were collected through a questionnaire from 446 individuals in the age group of 45 years. Physical measurements and blood samples were collected. It was found that unhealthy life style and a small social network is seen placed younger adults with SPAS under considerable risk for the development of future morbidity.

Damer & Latimer (2010) assessed the social confidence and Social Anxiety among college students with a view to decide the treatment. It is seen that a session – by – session description of a social anxiety group designed specifically for college students is presented.

Naderi & Bouron (2010) examined the efficacy of Play Therapy on Attention Deficit Hyperactivity Disorder (ADHD). Anxiety and Social maturity with a sample of 80 children in the age group of 8-12 years old male and female children. The results proved beyond doubt that the ‘play’ therapy has an effective therapeutic procedure in conceivable intervention for children experiencing a broad range of problems such as ADHD and anxiety involving any no significant risk.

Parade *et al*. (2010) investigated about the attachment to parents which created satisfaction and ease in forming friendships at college. The data were collected from 172 female college students in the age group of 18-20 years. The study proved that secure attachment to parents was positively associated with ease in forming friendships among ratial minority. Moreover, it is seen that indirect effects of parental attachment security on relationship outcomes through social anxiety were significant for minority participants but not for white participants.

Miers *et al*. (2010) investigated whether same age peers perceive a lack of social skills in the socially anxious situations. Data were collected from 20 high socially anxious and 20 low socially anxious adolescents in the age group of 13-17 years. They were recorded giving a 5 min. Speech and unfamiliar peer observers in the age group 12-17 years viewed the speech samples and rated four social skills: speech content, facial expressions, posture and body movement, and way of speaking. The result was that peer observers perceived high socially anxious adolescents as significantly poorer than low socially anxious adolescents on all four social skills. Furthermore, it was proved that for all skills except facial expressions, group differences could not be attributed to adolescents’ self-reported level of depression.

Visconti & Gordon (2010) examined whether children’s responses to peer victimization predict subsequent changes in their social and emotional well being and whether these associations vary as a function of children’s sex and level of victimization in a sample of 420 4th and 5th grade students including 197 boys. The findings revealed that there were a number of trade offs associated with children’s responses to peer-victimization and avoidant coping with predicted improved social adjustment for boys but showed declines in social adjustment for girls. Furthermore it is seen that retaliation was associated with increased social maladjustment, but for highly victimized children, predicted decreases in anxiety.

Anderson *et al*. (2010) examined the tripartite model of anxiety and depression in relation to social phobia in a non-clinical sample of adolescents in the age group 13-17. It is found that low positive affect, high negative affect and high physiological hyper arousal were characteristics of adolescents diagnosed with social phobia.

Erath *et al*. (2010) investigated whether close mutual friendships moderated association among social anxiety and several indices of Psycho social maladjustment (loneliness, peer victimization, and low social self-efficacy) in early adolescence, independent of social skills. The study was confined to 383 sixth and seventh grade students. The result revealed that the association between social anxiety and lower social ‘self-efficacy was seen reduced among early adolescents with more secondary friendships, as compared to early adolescents with fewer secondary friendship.

Dodd *et al*. (2009) determined whether social anxiety is unusually low in WS (Williams Syndrome) and to replicate previous findings of increased generalised anxiety in WS using both parents and self report in a sample of 15 individuals with WAS in the age group of 12-28 years. The findings revealed that WS is not seen associated with unusually low social anxiety but that generalized anxiety symptoms and physical threat thoughts are increased in WS, relative to typically developing children.

De Vroling & Jong (2009) investigated the relationship between belief bias and fear of negative evaluation from a sample of 52. It was revealed that belief bias logically prevents dysfunctional cognitions from being corrected thereby sustaining phobic fears.

Snydel *et al*. (2009) identified factors responsible for child anxiety and depressive symptoms. Data were collected from a community of 133 girls and 134 boys by utilising parent and teacher rating scale. The results recommended that assessment and interventions for emotional problems might usually be implemented during childhood in school and peer social environments to reduce anxiety and depression among children.

Pierce (2009) examined the teens’ use of socially interactive technologies (SITs), such as online social sites, cell phones/text messaging, and instant messaging (IM) and the role that social anxiety plays on how teens communicate with others (technologically or face-to-face) in a sample of 280 high school students from a large western city. The result showed that females exhibited more social anxiety than those of males. Further reported that females, more than males, were seen showing more comfortable in using SITs rather than talking with others face to face.

Nader (2009) conducted a study on Attention Training in Individuals with Generalized Social Phobia. Data were collected from 44 individuals who were diagnosed with Generalized Social Phobia with a view to measure the efficacy of an attention training procedure in reducing the symptoms of social anxiety. The investigator came to the conclusion that computerized attention training procedures might be more beneficial for treating social phobia.

Siegel *et al*. (2009) examined the bi-directional interplay between peer victimization and social anxiety among adolescents in a sample of 228 adolescents with the age group of 10-12. It is highlighted that the deleterious effects of peer victimization (especially relational victimization) was strongly related to adolescents’ social anxiety.

Rork & Morris (2009) determined the association of parenting behaviours and social anxiety among children. The data were collected from 31 two parent families. The result was that maternal over protection and observed negative commands related to child social anxiety. Further proved that paternal over protection related to child general anxiety, i.e., several gender differences were found regarding the impact of parent behaviours on child anxiety.

Lopez & Muela (2009) ascertained the relevance of expressed emotion to the treatment of Social Anxiety disorder in adolescence. The major objective of this study was to measure the involvement of parents in the treatment outcome of their children with anxiety disorders. The sample was composed of 16 adolescents who benefited from a school-based, cognitive – behavioural intervention aimed at overcoming social anxiety. The results revealed, that the adolescents whose parents had low EE (Expressed Emotion) showed a statistically significant reduction of their social anxiety. Further it is suggested that the parents with high EE should be taken into consideration with a view to prevent poor adolescent treatment.

Nielsen *et al*. (2009) studied the qualitative approach of hermeneutic phenomenology to explore the meaning of being in a close relationship among eight individuals with social anxiety. The participants completed a written questionnaire with open-ended questions about their experiences in their closest relationship. The study proved that those individuals are capable of forming close relationships, but they tend to adopt an insecure attachment style in their relationships.

Aune & Stiles (2009) assessed age and sex differences in the prevalence and incidence rates of syndromal social anxiety (SSA), as well as the predictive role of depressive symptoms and stressful life events on the development and persistence of SSA. A sample of 1,439 young people, between in the age group 11-14 years, was assessed twice with in a 12 month interval. Following are conclusions arrived at (1) No age differences were found (2) Girls had a significantly higher prevalence of SSA than boys (3) Depressive symptoms did not play a significant role in either the development or the persistence of SSA, where as SSA predicted the development of depression.

In a study conducted by Buckner and Schmidt (2009) on A randomized pilot study of motivation enhancement therapy to increase utilization of cognitive behavioural therapy for social anxiety to evaluate the efficacy of a three-session motivation enhancement therapy (MET) designed to increase cognitive behavioural therapy (CBT) utilization among socially anxious individuals. 27 non-treatment seeking socially anxious individuals were randomly assigned to either MET for CBT (n=12) or a control condition (n=15). Result showed that MET for CBT may be time efficient means to increase CBT utilization among socially anxious individuals.

Vassilopoulos *et al*. (2009) conducted a study on an experimental manipulation of interpretation bias in socially anxious youths. A non-clinical sample of 10 –11 year old children was selected for high social anxiety. They were trained over three sessions to endorse benign rather than negative interpretations of potentially threatening social scenarios. This group was subsequently less likely to endorse negative interpretations of new ambiguous social situations than children in a test-retest condition. The findings showed that those children who got interpretation training was also seen having reduced trait, social anxiety and reported significantly less anxiety about an anticipated interpersonal encounter compared with the control group.

High & Caplan (2009) investigated how the reduced non-verbal cues characteristics of computer mediated communication (CMC) moderated the potentially negative interpersonal outcomes of social anxiety in initial interactions. A sample of 206 undergraduate students were paired in unacquainted dyads and then engaged in initial interaction conversations in either a face-to-face or CMC context. They measured social anxiety before the conversation and a number of outcomes after the conversation. The results revealed that CMC is a significant contingent condition to the association between social anxiety and one’s partner’s perception of this anxiety and a contingent condition to the association between social anxiety and one’s partner’s conversational satisfaction.

Aderka *et al*. (2009) examined the contribution of social rank and attachment to social anxiety (SA) and depression. They explored mediational models in which social rank and attachment influenced SA which in turn influenced depression. A sample of 102 young adults completed measures of submissive behaviour (SB), Social comparison (SC), attachment, depression and SA. SA mediated the relationship between attachment and depression. When social rank indices (SB & SC) were entered as predictors, attachment and SA were no longer associated. Examination of SA from the perspective of the social rank system may contribute to the evolving understanding of the core features of SA and of its intrapersonal and interpersonal manifestations.

Spokas *et al*. (2009) conducted a study on self reported emotional suppression and beliefs about expressing emotions among 95 undergraduate students. Socially anxious undergraduates reported greater use of emotional suppression when compared to their non-socially anxious peers. Further they reported greater ambivalence about emotional expression, more difficulties in emotional responding, more fears of emotional experiences, and more negative beliefs about emotional expression. Taking that, emotional expression must be kept in control and is a sign of weakness partially mediated the association between social anxiety and emotional suppression.

Blote *et al*. (2009) reviewed the literature on public speaking anxiety in the context of social phobia subtyping. The study relied on 18 empirical studies on subtype issues related to public speaking anxiety was analyzed. Evidence supported the premise that public speaking anxiety is a distinct subtype, qualitatively and quantitatively different from other subtypes of social phobia. The significance of this finding for social phobia studies using speech tasks to assess participants, state anxiety and behavioural performance is discussed.

Chapman & Borden (2009) conducted a study on family functioning and its impact on anxiety symptoms in a sample of African – American and European American young adults. The study considered with a sample of 100 African – American and 121 European - American young adults, Beck Anxiety Inventory (BAI). The data were collected with the help of Trait Anxiety Inventory (STAI), and a retrospective version of the Mc Master Family Assessment Device (FAD) as tools. Results showed that the family functioning factor loadings were significantly different between African American and European Americans. Further it was revealed that family functioning significantly predicted anxiety symptoms in the European American sample, but not in the case of African American College students

Lamarche *et al*. (2009) examined the influence of mirrors on self-presentational efficacy (SPE) and state social anxiety (SSA) in a group exercise class in female undergraduate students. Fifty one female university students completed measures of SPE and SSA prior to and following a step aerobics class. Twenty nine participants completed the class without a mirror. The study proved beyond doubt that the completion of exercise was more beneficial than utilising mirrors in self-presentational activities.

Stoeckli & George (2009) made investigations on the role of individual characteristics (self-esteem, social anxiety and self-reported classroom participation) and peer reactions (peer-perceived shyness, peer nominations) in classroom loneliness, using structural equation modelling a measured model and path models with and without self-esteem. They collected data from a sample of 704 preadolescent children consisting of 360 boys and 344 girls. The study proved that model 1 confirmed the control role of self-esteem and the mediating function of classroom participation and model 2 without self-esteem showed similar effects for social anxiety.

Scharf & Mayseless (2009) conducted a study on socio-emotional characteristics of elementary school children associated with their social leadership (self-perception, social anxiety, attachment orientation with peers, and interpersonal goals and skills in close friendships). Data were collected from 260 4th and 5th grade students consisting 126 boys and 134 girls. The investigator arrived at the conclusion that positive self-concept and attachment security were indirectly associated with leadership qualities through their significant association with prosocial orientation skills.

Mulcahy *et al*. (2008) examined the relationship between anxiety, attitude towards daily communication, and suffering symptomatology in adolescent stuttering. Adolescents who suffered (n=9) showed significantly higher levels of trait, state and social anxiety than fluent speaking controls (n=18). Further suggested that suffering is a disorder that features psychosocial conflict regardless of its surface features.

Brumariu *et al*. (2008) assessed whether attachment patterns relate differentially to social anxiety aspects in middle childhood. The study comprised a sample of 74 children who completed measures of secure, ambivalent, and avoidant attachments with mothers in grade 3 and 5 and a measure of social anxiety symptoms in grade 5. Findings suggested that anxiety interventions might have a positive attitude in the attachment among children with mothers.

Brown & Stopa (2008) examined the relationship between the looming maladaptive style and three different aspects of trait, i.e., social anxiety, general anxiety and depression. Data were collected from 152 females in non-clinical group. The tool used for this study was Looming. Maladaptive style Questionnaire II and concluded that the looming maladaptive style in social anxiety could not predict depression.

Lopata *et al*. (2008) measured the effect of social familiarity on salivary cortisol and social anxiety/stress for a sample of children with high-functioning autism spectrum disorders. The relationship between self-reported social anxiety and salivary cortisol was also examined. Participants interacted with a familiar peer on one occasion and an unfamiliar peer on another occasion. Data were collected using salivary cortisol and a scale measuring objective stress. The result of the study indicated a significant condition by order interaction for salivary cortisol levels, while self-rated stress did not differ significantly across situations.

Hart and Flora (2008) examined the psychometric properties of the SAAS (Social appearance Anxiety Scale) in three large samples of undergraduate students (respective n = 512, 853 and 541). The SAAS demonstrated a unifactorial structure with high test-retest reliability and internal consistency. Findings suggest that the SAAS is a psychometrically valid measure of social anxiety regarding one’s overall appearance.

Miers *et al*. (2008) conducted a study on interpretation bias to an adolescent population. Thirty-seven high socially anxious and a control group of 36 non-socially anxious adolescents rated the likelihood of different interpretations of ambiguous social and non-social situations coming to mind and to which interpretation, they most believed. The results showed that negative interpretations of social situations were more common in the high anxious group than control group. Such negative bias could not be accounted for by high levels of negative affect. The groups did not differ as to their positive interpretations. Furthermore, there was evidence for content specificity of interpretation bias; high anxious adolescents were not more negative than control participants in their interpretations of non-social situations.

Lange *et al*. (2008) conducted a study on social anxiety and evaluation of social crowels with a sample of 25 highly socially anxious (SA) participants and 30 non-anxious controls (NAC3). Then they were asked to react with different ratios of neutral - angry or happy – angry face combinations (crowds). The investigation arrived at the conclusion that SAs showed faster avoidance of neutral – angry crowd. Further it is seen that the number of angry faces in the crowel enhanced considerably, but NACs did not show any sign of response. It is also proved that the two groups did not differ, while rated the friendliness of the crowds.

George & Stopa (2008) conducted a study on the effect of two different self focus manipulations (mirror and video) on public and private self-awareness, perspective taking, anxiety and attributions. Thirty one high socially anxious participants (26 female, 5 male) and 32 low socially anxious participants (21 female, 11 male) took part in a conversation with a stooge. The results showed that private self-awareness is seen decreased in the low socially anxious group, but did not change, among the high socially anxious group. Further it is seen that high socially anxious participants were also more aware of their surroundings than low socially anxious participants.

Flanagan *et al*. (2008) examined the unique associations between feelings of social anxiety and multiple dimensions of peer relation (positive peer nominations, peer and self-reported peer-victimization, and self-reported friendship quality) among 383 sixth and seventh grade students. It was seen that two subgroups of socially anxious adolescents – those with and without peer problems – were distinguished by their social behaviour but not with their social appraisals.

Starr & Davila (2008) conducted a study on differentiating inter personal correlates of Depressive Symptoms and Social Anxiety in Adolescents controlling for comorbid symptoms. The study was confined to 83 early adolescent girls. The investigator came to the conclusion that comorbid girls showed heightened peer and family alienation compared to purely dysphonic or anxious girls.

Warner *et al*. (2007) studied the relative efficacy of a school – based, cognitive – behavioural intervention compared to an educational supportive treatment for adolescents with social anxiety disorder. A sample of thirty six female students in the age group of 14-16 years were randomly selected and provided 12 week specific intervention skills for social and Academic Success (SASs), or a credible attention control matched for structure and contact, conducted in school. Findings show that independent evaluations and adolescent self-reports indicated a significant reduction in social anxiety for SASs when compared to the control group. Parent reports of their children’s social anxiety did not discriminate between treatments. Superiority of the SASs intervention was maintained 6 months after treatment cessation.

Erath *et al*. (2007) investigated factors associated with social anxiety during early adolescence using multiple informants, including self and peer perspectives, teacher ratings, and direct observations. Negative social performance expectations, maladaptive coping strategies, and social skill deficits were examined as correlates of social anxiety and mediators linking social anxiety with poor peer relations. Participants were 84 middle school students (47 girls, 37 boys) over sampled for elevated social anxiety. Analyses revealed correlations linking social anxiety with decreased peer acceptance and increased peer victimization. Path analysis indicated that negative social performance expectations and social withdrawal disengagement accounted for the association between social anxiety and decreased peer acceptance. Social anxiety, self-directed coping strategies, social with drawal and disengagement were directly linked with increased peer-victimization for boys. The results replicate findings based on clinical samples, extended understanding of cognitive, social and behavioural factors associated with social anxiety in middle school, and provide new information regarding gender differences in the correlates of social anxiety.

Potoezniak *et al*. (2007) examined a model in which the relationship between social anxiety and two dimensions of ego identity (commitment and exploration) was expected to be mediated by social support and self-concealment for a sample of 347 lesbian, gay and bisexual individuals. The conclusion of the study revealed, support for the potential mediational role of social support in the association between social-anxiety and the two-dimensions of ego identify as well as in the link between social anxiety and self-concealment.

Hannesdottir & Ollendick (2007) conducted a study on social cognition and social anxiety among Jeelandic school children, and found relationships in social cognition, social anxiety, and social skills with friends and strangers in children. A sample of 92 children in the age group of 10-14 years in Jeeland completed questionnaire on social anxiety social skills, assertiveness, self-efficacy and outcome expectancy in social situations with friends and strangers. Children reported higher self-efficacy, more positive outcome expectancies, and higher assertion when interaction with friends than strangers. The investigator concluded that self-efficacy of friends and self-efficacy with friends also predicted social skills as reported by the children and their parents. Self-efficacy with strangers predicted social skills as reported by the children and their parents.

Weili Lu *et al*. (2007) identified the relationship between threat perception bias and anxiety among children and adolescents in China. The study was confined to 1,004 elementary, middle and high school students in the age group of 9-19 years who listened to stories containing themes of generalized anxiety, social anxiety and separation anxiety in either an ambiguous or non-ambiguous context and was assessed by means of self-report questionnaires and personal reports. Results of the study revealed that higher levels of anxiety were related to higher frequencies of threat perception and interpretation, lower thresholds to detect threat and more negative feelings and cognitions.

**STUDIES RELATED TO INDUCTIVE ANALYSIS METHOD**

Mari *et al.,* (2010) conducted a study on 11 focus groups with military youths, parents and school personal about the increased stress during wartime. An inductive approach was used for data analysis. The result showed that military youths are most worried about making frequent moves and having a parent deployed. Further it is revealed that youths and their parents who had better social connections to each other, their peers and their neighborhoods appeared to make better adjustment to these challenges.

Shepardson & Wee (2009) investigated student’s conceptions of the hydrologic cycle and examined whether these conceptions vary by grade level and community setting. Data were collected from 1, 289 students from the Midwest, U.S.A and were analysed for content in an inductive manner. It is found that four categories emerged that reflected different degrees of sophistication of students conceptions of water transformation movement and storage.

Firmon & Crayeraft (2009) tried to identify the inductive, qualitative research method with four faculty who retired from a private, religiously, affiliated, Midwestern University. Participants possessed diverging experiences and representative prototypes. It is found that higher education likely will experience significant numbers of retired faculty with in the next decade.

Guzman & Carolina (2009) examined how beginning University teachers begin to develop and reinforce practices that encourage student learning. A qualitative approach has been used from a sample of two beginning University teachers from different disciplines at the University of Barcelona during one academic year and was analysed through an inductive and comparative method.

Smith (2008) examined a deaf teacher’s behaviour and beliefs that reflect her expectations of her deaf students. Data were collected through videotaped observations and interviews and were analysed using a deductive frame work and an inductive approach. The findings showed that teacher behaviour and student reactions revealed high expectations for student achievement. Further it is seen that teacher expectations were the positive class room climate established by the teacher.

Klauer & Phye (2008) examined a prescriptive theory of inductive reasoning that identifies cognitive processing using a procedural strategy of making comparisons with training experiments in a sample of 3, 600 children. The result revealed that intelligence test performance increased over time and positive problem solving transfer to academic learning is greater than transfer to intelligence test performance.

Christon & Papageargiou (2007) conducted a study on a framework for prescribing and assessing mathematics inductive reasoning of primary school students. Data were obtained from a sample of 135 fifth grade students in cypress. The result showed that six distinct cognitive processes aiming at detecting similarity and differences in attributes and relations are used for the solution of inductive mathematics problems dealing with attributes or relationships.

CHAPTER III

**METHODOLOGY**

Methodology is one of the major parts in research. It is the procedure adopted in research and it describes the various steps in the plan of action to be adopted in solving the research problem. The selection of method for research work depends up on the nature of problem and kind of data necessary for the solution of the problem. The findings of a study depend up on the method of the study.

Regarding importance of methodology, Barr (1960) says the machinery of the methodology occupies a very important position in any kind of research. Research can’t perform its function without it; since it is to be carried out and outlines the detailed description of the research variable and procedure.

Methodology of research refers to the theory of how one carries out research or applies the general principles of conducting research and epistemology as theory of knowledge. The success of a research pursuit is largely determined by the methodology on which it is based. It elucidates the theoretical orientation with which the research process is to be carried out that guides the choice of methods and techniques to be used (Allen, 1991).

The present study entitled “ANALYTIC INDUCTION OF PRECIPITATORS AND PROPITIATORS OF SOCIAL ANXIETY AMONG PROSPECTIVE TEACHERS” attempts to assess SOCIAL ANXIETY among Prospective Teachers. The methodology adopted for the study is described under the following major headings.

1. VARIABLE
2. OBJECTIVES
3. METHOD USED
4. TOOLS USED FOR DATA COLLECTION
5. SAMPLE SELECTED FOR THE STUDY
6. DATA COLLECTION PROCEDURE
7. INDUCTIVE ANALYSIS AND CATEGORY CONSTRUCTION

**A. VARIABLE**

Precipitators and Propitiators of social anxiety among Prospective Teachers is taken as the criterion variable for the study.

**B. OBJECTIVES**

The objectives set forth for the study are the following:

1. To analyse inductively and construct categories on the precipitators of social anxiety of Prospective Teachers for the total sample.
2. To analyse inductively and construct categories on the precipitators of social anxiety of Prospective Teachers for the Male sub-sample.
3. To analyse inductively and construct categories on the precipitators of social anxiety of Prospective Teachers for the female sub-sample.
4. To analyse inductively and construct categories on the precipitators of social anxiety of Prospective Teachers for the Rural sub sample.
5. To analyse inductively and construct categories on the precipitators of social anxiety of Prospective Teachers for the urban sub-sample.
6. To analyse inductively and construct categories on the precipitators of social anxiety of Prospective Teachers based on the sub-sample language students.
7. To analyse inductively and construct categories on the precipitators of social anxiety of Prospective Teachers based on the sub-sample social science students.
8. To analyse inductively and construct categories on the precipitators of social anxiety of Prospective Teachers based on the sub-sample science students.
9. To analyse inductively and construct categories on the propitiators of social anxiety of Prospective Teachers for the total sample.
10. To analyse inductively and construct categories on the propitiators of social anxiety of Prospective Teachers for the Male sub-sample.
11. To analyse inductively and construct categories on the propitiators of social anxiety of Prospective Teachers for the Female sub-sample.
12. To analyse inductively and construct categories on the propitiators of social anxiety of Prospective Teachers for the Rural sub-sample.
13. To analyse inductively and construct categories on the propitiators of social anxiety of Prospective Teachers for the urban sub-sample.
14. To analyse inductively and construct categories on the propitiators of social anxiety of Prospective Teachers based on the sub-sample language students.
15. To analyse inductively and construct categories on the propitiators of social anxiety of Prospective Teachers based on the sub-sample social science students.
16. To analyse inductively and construct categories on the propitiators of social anxiety of Prospective Teachers based on the sub-sample science students.

**C. METHOD USED**

The method used for this study is Analytic Induction using constant comparison approach. This method uses qualitative research paradigm rooted in Grounded theory.

**Qualitative Vs Quantitative Research**

Qualitative Research is actually an explanatory activity. Phenomenon is explained on the basis of observation or open-end questionnaires or interviews. In a qualitative research, data are usually collected in a real life natural setting and they are rich, descriptive and extensive. In this subjects are the main research instrument. Important research tools in qualitative researches are observations, open-ended questionnaire or unstructured interviews, video recording and collection of documents. In qualitative research the researcher is the primary instrument for data collection and analysis. It uses an Inductive research strategy. This type of research builds abstractions, concepts, theories rather than tests existing theory. Typically qualitative findings are in the form of themes, categories, concepts or theories. Qualitative research is subjective – interpretation of events is important.

Qualitative Research involves analysis of numerical data. Quantitative Research aims to classify features, count them and construct statistical models in an attempt to explain what is observed. It is inclined to be deductive – it tests theory. The researcher tends to remain objectively separated from the subject matter. In this research all aspects of the study are carefully designed before data are collected. Researcher is independent from what is being researched. Facts are value free and unbiased.

Open-ended Questionnaire used in qualitative research gives verbal and qualitative data. The data indicate the wordings of the participants about the phenomena on the basis of their own experiences. The Qualitative data provide depth or detail about the phenomena. If the questionnaire is open ended in nature the responses will be more detailed and comprehensive. The researcher can understand the problem in hand more comprehensively. The data will help the researcher to understand the attitude and values of the people, their emotions and their way of organizing the views. In qualitative research inductive analysis is followed. Qualitative research is based on Grounded theory.

In quantitative research the data collected by different tools are organized, analysed and interpreted. Quantitative research is theory laden ie; theory determines practice. In quantitative research the researcher is neutral while in qualitative research the researcher is central and part of the investigation. Qualitative research is phenomenological research based on direct perception of an incident or object. Phenomenological research goes in the back ground of an incident and finds out the possible causes of the occurrence of the incident and its possible consequences on the society and humans.

It is seen that qualitative researches have not been done in India while a lot of quantitative researches have been done. When the utility and practicability are considered qualitative researches are more helpful and beneficial to the country and the society under the present circumstances.

**Analytic Induction**

Analytic Induction is a method of data analysis described by Znaniecki (1934) who named the method and systematized many of the associated ideas. Inductive approach is the analysis of data and examination of practice problems with in their own contexts rather than from a predetermined theoretical basis. The approach moves from the specific to the general. In this process we engage in the evaluation and comparison of the facts to reach a conclusion. Analytic induction was done by using constant comparison method.

The responses of the data are analysed inductively when the problem is more understood to the investigator. Categorization of the precipitators of social anxiety and the category construction of the propitiators of social anxiety were made through analytic induction. The inductive analysis of the data helped the investigator to understand the problem well. Qualitative research is phenomenological, ethnomethodological, naturalistic inquiry and helps to find out the causes of the occurrence of the problem and possible consequences.

**Constant Comparison Method**

Constant Comparison Method combines inductive category coding with a simultaneous comparison of all social incidents observed. As events are constantly compared with previous events, new topological dimension, as well as relationship may be discovered (Goetz & Le Compte, 1964). The process of constant comparison stimulates thought that leads to both descriptive and explanatory categories (Lincoln & Gube, 1985).

The Constant Comparison Method (CCM) together with theoretical sampling constitutes the core of qualitative analysis in the Grounded theory approach developed by Glaser and Strauss (1967). Comparison is also the dominant principle of the inductive analysis process as in other traditions of qualitative research. By comparing, the researcher is able to do what is necessary to develop a theory more or less inductively, viz., categorizing, coding, delineating categories and connecting them. Comparisons that are highly regarded increase the internal validity of the findings. The art of comparison has to do with creative processes when gathering and analysing data (Strauss & Corbin, 1998). In constant comparison method each piece of data must be compared with every other piece of relevant data (Morse & Field, 1998).

**Grounded Theory**

Grounded theory is most accurately described as a research method in which the theory is developed from the data rather than the other way around. This is an inductive approach meaning that it moves from the specific to the general. The method of study is essentially based on three elements: concepts, categories and propositions. The primary objective of Grounded theory is to expand upon an explanation of a phenomenon by identifying the key elements of that phenomenon and then categorizing the relationships of those elements to the context and process of the experiment. In Grounded theory the main intellectual tool is comparison. According to Grounded theory, the processes of asking questions and making comparisons are specifically detailed to inform and guide analysis and to facilitate theorizing process. Grounded theory offers many advantages because it is such a painstakingly precise method of study. It requires high levels of both experience and acumen on the part of the researchers.

**D. TOOL USED FOR DATA COLLECTION**

For each and every type of research we need certain instruments to gather new facts or to explore new fields. The instruments thus employed as means are called tools. The selection of suitable instruments or tools is of vital importance for successful research. A reliable and valid instrument enhances the quality of data collected. A poorly worded tool can seriously affect precision affecting the entire research process. The researcher must be careful in developing the instrument for the study in order to enhance its quality and purpose.

The investigator developed an open-ended questionnaire for assessing the precipitators and propitiators of social anxiety among Prospective Teachers.

**Open – ended Questionnaire**

An open – ended question is designed to encourage a full, meaningful answer using the subject’s own knowledge and feelings. It is the opposite of a closed-ended question, which encourages a short or single-worded answer. Open-ended questions are not technically a question, but a statement which implicitly asks for a response. It is asked generally during exploratory research and when statistical validity is not a prime objective.

**Construction and Planning of the Tool**

The questionnaire contains only two logically framed questions. The first question is intended to get description about the anxiety, if any, precipitators, circumstances and contexts and how far they are affected by it. The second question intends to explain the ways or means they select or adopt to propitiate the anxieties. The questions have been given in Appendix.

The questions have been framed in such a way that the Prospective Teachers can reveal the precipitators of social anxiety and the propitiators of social anxiety. The questions have been arranged so as to help the participants to respond them and reveal their anxiety from which the investigator could identify the possibility of the precipitations which led them to such anxieties. The participants were supplied with separate answer sheet on which they answered.

**E. SAMPLE SELECTED FOR THE STUDY**

A sample is a small portion selected for observation and analysis. Sampling is fundamental in any form of research intending to draw a generalization for specified population.

A good sample of a population is the one which will produce the characteristics of the population with in great accuracy (Cornell, 1960).

By observing the characteristics of the sample, one can make certain inferences about the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn (Best, 1996).

The population meant for the study is Prospective Teachers in the rural and urban (Government, Aided and Unaided) Teacher Education Institutions of Kerala. As it is quite difficult and not possible to consider all trainees throughout Kerala for the study, the investigator selected a representative sample from selected Districts and Institutions which can determine the social anxiety among Prospective Teachers. In selecting the sample the investigator had to consider three major aspects viz;

1. Techniques of sampling
2. Factors represented
3. Size of the sample

**(a) Techniques of Sampling**

The population consists of a large number of Prospective Teachers belonging to different strata like gender, locale of the institution and subjects they study. Owing to this stratification in the whole Prospective Teachers the investigator had to adopt stratified sampling to select a sample which would be a good representative of the population. According to Garret (1966), when the population is composed of subgroups or strata of different sizes, stratified sampling method is applicable.

In the present study the investigator used stratified random sampling.

**(b) Factors represented**

The following factors or strata of the population were taken in to consideration while selecting the sample.

1. Gender
2. Locale of the institutions
3. Optional subjects

***(i) Gender***

The investigator divided the population in to two on the basis of gender i.e., male and female Prospective Teachers.

***(ii) Locale of the Institution***

The investigator decided to include Prospective Teachers from both rural and urban Institutions in the present study.

***(iii) Optional Subjects***

The investigator decided to divide the Prospective Teachers on the basis of their optional subjects. The investigator decided to confine the Prospective Teachers on the basis of their optional subjects of study. The optional subjects of study include languages such as English, Malayalam and Hindi; Social Science such as Social Science and Commerce; and Science such as Natural Science, Physical Science and Mathematics.

**(c) Size of the Sample**

The size of the sample is a crucial factor for the validity of the results. The investigator selected a representative sample of 700 Prospective Teachers trainees of Kerala.

TABLE 3.1

**Break-up of the Basal Sample**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Locale** | | **Gender** | | **Optional Subjects** | | |
| Rural | **Urban** | **Male** | **Female** | **Language** | **Social Science** | **Science** |
| 564 | 136 | 67 | 633 | 217 | 165 | 318 |

**F. DATA COLLECTION PROCEDURE**

**(a) Administration of the Tool**

After the selection of the sample the investigator visited the concerned Institutions and sought permission from the head of the Institutions to provide the questionnaire to the Prospective Teachers for collecting data. The head of the Institutions, teachers, students and other staff extended full co-operation and help. The trainees answered the questionnaire and the same were collected from them. Personal information regarding the participants was also included on the facing sheet of the questionnaire itself. After the data collection the investigator grouped them according to gender, locale of the Institution and optional subjects they study.

**(b) Category Construction**

The investigator conducted the study to findout, ascertain and assess social anxiety of Prospective Teachers in Kerala. A sample of 700 trainees from various Teacher Education Institutions was selected. The data revealed that 120 participants showed responses in ‘no’ category and hence avoided them. The final sample of the study was confined to 580 participants from seven districts. The responses from these 580 participants were inductively analysed and categories were constructed.

**G. INDUCTIVE ANALYSIS AND CATEGORY CONSTRUCTION**

Inductive approach is the analysis of data and examination of practice problems with in their own context rather than from a predetermined theoretical basis. The approach moves from specific to the general. It draws inferences from observations in order to make generalizations.

Inductive method is also known as a “bottom up” approach. In this method, we begin with specific observations and measures, begin to detect patterns and regularities, formulate some tentative hypotheses that we can explore and finally end up developing some general conclusions or theories.

Steps involved in the process of inductive analysis are the following:

1. Begin collecting data
2. Look for key issues, recurrent events, or activities in the data that become categories for focus.
3. Collect data that provide many incidents of the categories of focus with an eye to seeing the diversity of the dimensions under the categories.
4. Write about the description of the categories.
5. Work with the data and discover social process and relationships.
6. Engage in sampling, coding and writing as the analysis focuses on the core categories.

In the inductive analysis process we engage in the evaluation and comparison of the facts to reach a conclusion.

In the present study, the investigator went through the responses for the questionnaire provided to the participants, in detail. The questionnaire was so framed that the participants could respond so that their social anxieties felt could be revealed giving details of precipitators of the same and also to explain their attempt to propitiate, as far as possible, the effect of social anxiety so felt and to get free from the discomforts of social disorder. The investigator gathered core points regarding the precipitators and propitiators of social anxiety in the participants from the data so collected. Those details so distinguished were used for the category construction of precipitators and propitiators of the social anxieties based on gender, locale of Institutions and subjects of study which are the sub-groups of the Category Construction.

The responses of the participants as per data have been noted against each category of precipitators and propitiators related to each sub-group as per frequency distribution and numbers of respondents were found out. Percentage analysis was used in order to assess the social anxiety among Prospective Teachers towards the total sample (580) involving categories and sub-groups.

CHAPTER IV

**ANALYSIS AND INTERPRETATION**

Analysis of the data is the heart of the research report – (Best, 1983). Data analysis embraces a whole range of activities of both the qualitative and quantitative type. It is an on going cyclical process integrated into all phases of research. Analysis is a systematic process of selecting, categorizing, comparing, synthesizing and interpreting to provide explanations of the single phenomenon of interest (Mc Millan & Schumacher, 1989).

The present study was intended to find out the Precipitators and Propitiators of Social Anxiety of Prospective Teachers of various Teacher Education Institutions in Kerala and to construct categories using inductive analysis procedure. Constant comparison method was used to analyse the data. Constant Comparison Method combines inductive category coding with a simultaneous comparison of all social incidents deserved. The Constant Comparison Method (CCM) constitutes theory ie., the method of comparing and contrasting is used for practically all intellectual tasks during analysis. Categories are formed and the boundaries of categories are established. This chapter describes the details of analysis of the data collected by means of an open ended questionnaire.

The collected data were classified into categories and analysed inductively. The precipitators of social anxiety were categorized under six categories. Similarly the propitiators of social anxiety were categorized into five categories. The analysis was made inductively in respect of gender, locale of the institutions and optional subjects of study as sub-samples.

Analysis has been classified and presented under the following heads;

A. INDUCTIVE ANALYSIS AND CATEGORY CONSTRUCTION OF PRECIPITATORS OF SOCIAL ANXIETY

B. INDUCTIVE ANALYSIS AND CATEGORY CONSTRUCTION OF PROPITIATORS OF SOCIAL ANXIETY

Analysis was done based on the following objectives:

i. To analyse inductively and construct categories on the precipitators of social anxiety of prospective teachers for the Total sample.

ii. To analyse inductively and construct categories on the precipitators of social anxiety of prospective teachers for the Male sub-sample.

iii. To analyse inductively and construct categories on the precipitators of social anxiety of prospective teachers for the Female sub-sample.

iv. To analyse inductively and construct categories on the precipitators of social anxiety of prospective teachers for the Rural sub-sample.

v. To analyse inductively and construct categories on the precipitators of social anxiety of prospective teachers for the Urban sub-sample

vi. To analyse inductively and construct categories on the precipitators of social anxiety of prospective teachers based on the sub sample, language students.

vii. To analyse inductively and construct categories on the precipitators of social anxiety of prospective teachers based on the sub-sample, social science students.

viii. To analyse inductively and construct categories on the precipitators of social anxiety of prospective teachers based on the sub-sample, science students.

ix. To analyse inductively and construct categories on the propitiators of social anxiety of prospective teachers for the Total sample.

x. To analyse inductively and construct categories on the propitiators of social anxiety of prospective teachers for the Male sub-sample.

xi. To analyse inductively and construct categories on the propitiators of social anxiety of prospective teachers for the Female sub-sample.

xii. To analyse inductively and construct categories on the propitiators of social anxiety of prospective teachers for the Rural sub sample.

xiii. To analyse inductively and construct categories on the propitiators of social anxiety of prospective teachers for the Urban sub sample.

xiv. To analyse inductively and construct categories on the propitiators of social anxiety of prospective teachers based on the sub-sample, language students.

xv. To analyse inductively and construct categories on the propitiators of social anxiety of Prospective Teachers based on the sub-sample, social science students.

xvi. To analyse inductively and construct categories on the propitiators of social anxiety of prospective teachers based on the sub-sample, science students.

**A. INDUCTIVE ANALYSIS AND CATEGORY CONSTRUCTION OF PRECIPITATORS OF SOCIAL ANXIETY**

Inductive analysis/constant comparison method was carried out with the number of responses of the participants for the total sample and analysed inductively and category construction was made for precipitators of social anxiety of the prospective teachers. The inductive analysis of the data on social anxiety revealed the precipitators of the same and paved the way for interpretation of the data.

The responses as per the data were recorded against the related category of precipitators under sub-groups like Gender, locale of the institutions and the optional subjects of study. The percentages of the participants with respect to the precipitators in relation to the sub-groups were found out and assessed the social anxiety of the prospective teachers of the total sample.

**Precipitators of Social Anxiety of Prospective Teachers for Total Sample**

The categories constructed through inductive analysis/constant comparison method was arranged in a hierarchical manner with percentage of each category against it. The precipitators of social anxiety for the total sample of 700 subjects when a questionnaire was applied to them and responses were collected and analysed inductively. 120 participants are noted as not affected by social anxiety and thus they are not included in the study and hence the total sample consists of 580 prospective teachers. The categories constructed are presented in Table 1.

TABLE 1

**Precipitators of Social Anxiety   
of Prospective Teachers for Total Sample**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No | Category | Number of responses from both Males and Females for the total sample of 580 | Percentage of Responses |
| 1. | Lack of systematic study | 200 | 34.48 |
| 2. | Stress | 121 | 20.86 |
| 3. | Lack of sociability | 97 | 16.72 |
| 4. | Lack of self-confidence | 82 | 14.14 |
| 5. | Lack of appropriate environment | 64 | 11.04 |
| 6. | Lack of ability to communicate | 16 | 2.76 |
|  | Total | 580 | 100.00 |

**DISCUSSION**

The precipitators of social anxiety, as per data, were categorized under six categories. Category construction was done in such a way that the category against which highest responses were recorded was noted as first category and the remaining five categories in the descending order. The precipitators of social anxiety are named under six categories viz; Lack of systematic study, stress, Lack of sociability, Lack of self-confidence, Lack of appropriate environment and Lack of ability to communicate.

Fear or anxiety is felt by individuals due to not being systematic in doing or performing things. Lack of systematic study may cause anxiety in many ways. One can not be optimistic of things, but pessimistic. Being regular and systematic in everything, anxiety due to this kind can be overcome. The greatest responses from both male and female prospective teachers showed that lack of systematic study was the precipitator of social anxiety. 200 trainees out of 580 participants fell under this category and it showed the highest percentage in the study. It is presumed that the earlier stages of study of the participants led to such a situation when their studies were not systematic due to various reasons, such as compulsion from parents and teachers, over expectations of parents and students, pessimistic attitude of students and so on.

Individuals facing tensions of any kind will be suffering from stress and social anxiety. They will become victims of maladjustment of activities and thoughts which may cause them ill-healthy and mad. Over stress and social anxiety cause them nervous. They may show abnormal, behaviours and create problems injurious to the individual and the society. Responses from participants who are victims of social anxiety due to stress fell in the second place in the table I. About 21% of participants was in this category. It showed that one fifth of the adolescents and youths suffer social anxiety due to stress of various kinds. Adolescents and youths face great stress in their life mainly because of the modern life style.

Feeling of sociability in an individual is usually an innate aspect. The mental action favouring this quality is weak or absent in certain persons due to lack of social behaviour and mingling with others. A kind of anxiety and stress develop in such individuals and they always try to keep away from others. They may be doubtful of others and unkind of others. They will refrain from any social situation and become introvert. Comparatively low percentage of participants showed social anxiety due to lack of sociability. It is felt that the students get good sociability owing to social contacts and interactions with others in the society and hence reduced the percentage due to it. It is presumed that lack of sociability will create problems of social anxiety of the kind among adolescents.

Social anxiety is formed due to lack of right, strong faith and belief, ie., not being confident. Self-confidence is the forerunner of healthy thoughts and feelings which in turn strengthen the mind when the individuals become capable of being devoid of anxieties socially. Social anxiety due to this factor may arouse anger, guilt, fear of slipping to mistakes, depression etc. The percentage of participants having social anxiety due to lack of self confidence is less when the total sample is considered. It is very appreciable that majority of the participants are confident of their life and devoid of social anxiety due to lack of self-confidence and they acquired this quality by facing life problems successfully and courageously.

Individuals who are brought up in inappropriate situations of social conditions and environment may develop problems and anxieties of that kind and become victims of social anxiety as such. Environmental phenomena is a major factor for social anxiety of individuals. Inappropriate environment causes individuals with social anxiety of various and serious nature. Very low number of participants showed social anxiety due to lack of appropriate environment but greater than those with social anxiety due to lack of ability to communicate which has the lowest percentage in the table I. From this it is clear that if appropriate environment is not accessible, it will lead to creation of social anxiety among adolescents and youths.

An individual gets turned mum in the absence of communication and interaction with others. The state of being silent for a period in life causes social anxiety and the individual is affected accordingly. Lack of communication results in forming various social problems and behavioural complexes in human beings which are very difficult to be got overcome. The lowest responses were against the category of lack of ability to communicate and hence the lowest percentage in the study. It is ascertained that students are having ability to communicate in an appreciable rate. The modern communicative facilities and educational means influence their ability to communicate.

**Precipitators of Social Anxiety of Prospective Teachers for Male Sub-sample**

Precipitators have also been categorized for male sample through inductive analysis/constant comparison method in a hierarchical manner against which the percentages have been noted. Table 2 represents that the responses of the male participants of the total sample have been inductively analyzed and category construction was made.

TABLE 2

**Precipitators of Social Anxiety of   
Prospective Teachers for Male Sub-sample**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No | Category | Number of responses from male participants | Percentage of Responses |
| 1. | Lack of systematic study | 20 | 38.46 |
| 2. | Stress | 15 | 28.84 |
| 3. | Lack of self confidence | 6 | 11.54 |
| 4. | Lack of appropriate environment | 6 | 11.54 |
| 5. | Lack of sociability | 5 | 9.62 |
| 6. | Lack of ability to communicate | 0 | 0 |
|  | Total | 52 | 100.00 |

**DISCUSSION**

Table 2 shows the number of male participants who offered responses against the precipitators of social anxiety felt by them and the percentage there on was put against the precipitators distinguished under six categories. Table 2 shows practically very low percentage of participants who are affected by social anxiety in all categories except in the case of first two categories.

It is noted that males are not affected by social anxiety due to lack of ability to communicate. It indicates that males are more exposed to society and they are well equipped with the ability to communicate. But the highest responses, though very low in number, are against the category of creating social anxiety due to lack of systematic study where it was found in table 1 also, as the highest number of participants affecting social anxiety of this type which reveals that male participants are greatly affected by social anxiety due to lack of systematic study. The percentage is shown as 38.46.

The percentage of participants who are affected by social anxiety due to stress is 28.84 which is comparatively low. It is noted that only 11.54% each of participants are affected by social anxiety due to lack of self –confidence and lack of appropriate environment. It is also seen that the percentage of male participants who are affected by social anxiety due to lack of sociability is minimum. It is understood that lack of sociability does not influence the male participants much. It is noted that male participants are able to withstand stress to a great extent. Similarly they are seen able to interact with the society thereby increasing their sociability and they acquire the ability of self-confidence by which they get free from social anxiety due to lack of self-confidence.

**Precipitators of Social Anxiety of Prospective Teachers for Female Sub-Sample**

Table 3 indicates the findings when the responses of the female prospective teachers of the total sample regarding their social anxieties felt, as indicated, when the questionnaire was administered, have been posted against each category and analysed inductively/using constant comparison method. Percentages were also found out and put against the related categories.

TABLE 3

**Precipitators of Social Anxiety of  
Prospective Teachers for Female Sub-Sample**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No | Category | No. of responses from female participants | Percentage of Responses |
| 1. | Lack of systematic study | 180 | 34.09 |
| 2. | Stress | 106 | 20.08 |
| 3. | Lack of sociability | 92 | 17.42 |
| 4. | Lack of self-confidence | 76 | 14.39 |
| 5. | Lack of appropriate environment | 58 | 10.98 |
| 6. | Lack of ability to communicate | 16 | 3.04 |
| Total | | 528 | 100 |

**DISCUSSION**

As per the table 3, 34.09% of the sample involved females who showed social anxiety due to lack of systematic study and scored the highest rate. It is seen that females are always more in number than those of males who are affected by social anxiety due to lack of systematic study. Home situations and social circumstances lead them to unsystematic study and pave way to mental dispositions of emotional discomfort. When compared to other categories of social anxieties the first category takes the first place for the responses from the female participants. It is revealed that being not systematic in life and study, problems in life arise which lead to develop social anxiety.

20.08% of female participants are victims of social anxiety due to stress they face. Stress affects the mind when the vigor of the mind is weakened or lost and causes to develop social anxiety. The percentage of responses from female participants owing to the lack of sociability, lack of self-confidence and lack of appropriate environment is considerably low. Of these, lack of sociability shows about 17.42%. It is understood that situations of social contacts and interactions with others in the society reduce social anxiety to a great extent. Similarly self-confidence in facing life problems and situations can reduce the responses to the minimum percentage. It is also seen that the percentage of responses (3.04) due to lack of ability to communicate is the minimum. It is ascertained that the more is the ability to communicate the least is the social anxiety.

**Precipitators of Social Anxiety of Prospective Teachers for Rural Sub-Sample**

The data have been inductively analysed/constant comparison method and percentages related to each category of precipitators of category construction through inductive analysis have been noted against. Responses of Prospective Teachers of their social anxiety, as per the questionnaire supplied to them, based on the locale ie., rural institutions are presented in Table 4.

TABLE 4

**Precipitators of Social Anxiety of   
Prospective Teachers for Rural Sub-Sample**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No | Category | No. of responses from prospective teachers in Rural institutions | Percentage of Responses |
| 1. | Lack of systematic study | 154 | 32.49 |
| 2. | Lack of sociability | 90 | 17.51 |
| 3. | Stress | 83 | 18.98 |
| 4. | Lack of self-confidence | 72 | 15.19 |
| 5. | Lack of appropriate environment | 59 | 12.45 |
| 6. | Lack of ability to communicate | 16 | 3.38 |
| Total | | 474 | 100 |

**DISCUSSION**

Table 4 shows the number of responses from the participants from Rural institutions and 32.49% of responses are due to lack of systematic study. When compared with the responses from participants of urban institutions in the same category more participants from Rural institutions are affected by this kind of social anxiety. Social and cultural situations and facilities available are different in Rural and urban institutions. Poor social conditions and circumstances in rural institutions create emotional discomforts which lead to unsystematic study of participants from such institutions.

17.5% of responses from participants is due to the lack of sociability. Social contacts and interactions with others can create sociability but poor social status and financial background of families in rural areas cause to keep them away from social contacts and interactions with others in the society, resulting into lack of sociability. Similarly participants are affected by social anxiety due to stress almost by the same percentage (18.98). It is seen that there exists some relationship between lack of sociability and stress.

15.19% of responses is due to the lack of self-confidence and 12.45% is due to the lack of appropriate environment. Self-confidence is acquired by individuals, especially by adolescents and youths when they have emotionally balanced mind and they are free from fears. Chances of getting appropriate environments would reduce social anxiety. It is seen that responses due to the lack of ability to communicate are the minimum (3.38%). Modern communicative chances, it is revealed, have influenced and increased the communicative ability of the prospective teachers from rural institutions.

**Precipitators of Social Anxiety of Prospective Teachers for Urban Sub-Sample**

The precipitators of social anxiety were found out through inductive analysis and the category construction has been made inductively. The responses have been inductively analysed and the percentages have been noted against each category of precipitators concerned. A comparison of social anxiety affected trainees with respect to rural and urban institutions is made. The categories are presented in Table 5.

TABLE 5

**Precipitators of Social Anxiety of  
Prospective Teachers for Urban Sub-Sample**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No | Category | No. of responses of prospective teachers in the urban institution | Percentage of Responses |
| 1. | Lack of systematic study | 46 | 43.40 |
| 2. | Stress | 38 | 35.85 |
| 3. | Lack of self confidence | 10 | 9.43 |
| 4. | Lack of sociability | 7 | 6.60 |
| 5. | Lack of appropriate environment | 5 | 4.72 |
| 6. | Lack of ability to communicate | 0 | 0 |
| Total | | 106 | 100 |

**DISCUSSION**

Table 5 implies responses from prospective teachers from urban institutions regarding their social anxieties felt during day to day life. When compared with the responses from participants from rural institutions the responses concerned with the urban institutions are seen very low except for the first two categories. It is seen that participants from urban institutions are affected by the sufferings of social anxiety due to lack of systematic study by 43.40 and due to the influence of stress by 35.85%, at high rates than those of rural institutions. It is revealed that the chances of developing the quality of systematic study is less in urban area than in rural area. It is also seen that the participants are not free from the grip of stress also.

It is found that the participants are affected by social anxiety due to the lack of self-confidence and due to lack of sociability only for a namesake; 9.43 and 6.60 percentages respectively. It is understood that the participants have got enough self-confidence and sociability when compared to those from rural institutions. Similarly the participants are affected by social anxieties due to the lack of appropriate environment by 4.72% only and the least is affected by the lack of ability to communicate. It is felt that urban institutions provide better environments and circumstances to develop the ability to communicate. More over modern facilities of communication influence effectively.

**Precipitators of Social Anxiety of Prospective Teachers for Language Students**

The responses of the data have been inductively analysed and categories constructed and the percentages have been shown against each category. The relationships and comparison of the categories are revealed. Table 6 illustrates the social anxiety of prospective teachers of the total sample with respect to the sub-sample of the study of language as optional subject.

TABLE 6

**Precipitators of Social Anxiety of   
Prospective Teachers for Language Students**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No | Category | No. of responses from prospective teachers with respect to the study of Language | Percentage of Responses |
| 1. | Lack of systematic study | 60 | 35.29 |
| 2. | Stress | 40 | 23.53 |
| 3. | Lack of self-confidence | 24 | 14.12 |
| 4. | Lack of appropriate environment | 24 | 14.12 |
| 5. | Lack of sociability | 18 | 10.59 |
| 6. | Lack of ability to communicate | 4 | 2.35 |
| Total | | 170 | 100 |

**DISCUSSION**

Table 6 shows the responses from prospective teachers and the percentages there on with regard to their social anxieties felt in the study of languages. 35.29% of participants got social anxiety due to the lack of systematic study and 23.53% of trainees suffered social anxiety due to stress. It is seen that the situations, learning aspects and teaching methods can influence the precipitators of social anxiety in the prospective teachers. The nature of support from parents and behaviour and attitude of educators are influencing factors of making social anxieties.

Social anxiety of the participants due to lack of self confidence is seen as 14.12%. The same percentage is shown in the case of category lack of appropriate environment. Social anxiety of the participants due to lack of sociability is seen to be 10.59%. Only 2.35% of participants showed social anxiety due to lack of ability to communicate. It is revealed that the participants possess good communicative ability.

**Precipitators of Social Anxiety of Prospective Teachers for Social Science Students**

The data have been inductively analysed and percentages have been shown against each category of precipitators. Table 7 represents the category construction of the precipitators of social anxiety of prospective teachers of the total sample through inductive analysis with respect to the sub-sample of the study of science as optional subject.

TABLE 7

**Precipitators of Social Anxiety of   
Prospective Teachers for Social Science Students**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No | Category | No. of responses from prospective teachers with respect to the study of social science | Percentage of Responses |
| 1. | Lack of systematic study | 50 | 35.97 |
| 2. | Stress | 36 | 25.90 |
| 3. | Lack of sociability | 19 | 13.67 |
| 4. | Lack of self-confidence | 18 | 12.95 |
| 5. | Lack of appropriate environment | 10 | 7.19 |
| 6. | Lack of ability to communicate | 6 | 4.32 |
| Total | | 139 | 100 |

**DISCUSSION**

Table 7 reveals the responses of the prospective teachers with regard to the social anxiety they suffered in the study of social science due to various factors shown under category. The table also shows the percentage of responses against each category of precipitators. 35.97% of responses are due to the lack of systematic study. Regularity, way of learning, attitude, home situation etc. can influence the factor. 25.90% of participants showed social anxiety due to stress they felt. Content of the subject, attitude in learning attitude of educators and method of instruction would make, if not favourable, stress and the consequent social anxiety.

As far as responses on other categories such as lack of sociability and lack of self –confidence are considered low percentages are recorded ie., 13.67% and 12.95% respectively. The problem of lack of sociability and lack of self-confidence does not affect seriously. The participants show social anxiety due to lack of appropriate environment by 7.19%. It is found that the trainees face the problem of lack of ability to communicate in the study of social science at the minimum ie., by 4.32%.

**Precipitators of Social Anxiety of Prospective Teachers for Science Students**

Table 8 depicts the category construction of precipitators of social anxiety through inductive analysis/constant comparison method. The data as per the questionnaire over the total sample of the trainees with regard to sub-sample of the study of science as optional subject have been analysed inductively and the percentages related to the precipitators as shown in the category have been put against each category. It gives clear relationship between the sub groups of the optional subjects of study and the social anxieties emerged.

TABLE 8

**Precipitators of Social Anxiety of   
Prospective Teachers for Science Students**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No | Category | No. of responses from prospective teachers with respect to the study of science | Percentage of Responses |
| 1. | Lack of systematic study | 90 | 33.21 |
| 2. | Lack of sociability | 60 | 22.14 |
| 3. | Stress | 45 | 16.61 |
| 4. | Lack of self-confidence | 40 | 14.76 |
| 5. | Lack of appropriate environment | 30 | 11.07 |
| 6. | Lack of ability to communicate | 6 | 2.21 |
| Total | | 271 | 100 |

**DISCUSSION**

Table 8 indicates the responses of prospective teachers regarding their social anxiety they experience in the study of science subjects. The highest responses, 33.21% of trainees, fall in the first category viz., lack of systematic study. The unsystematic and unscientific approach of study of science creates social anxiety. 33.21% of participants suffer social anxiety due to this precipitator. when compared with the study of social science in Table 7 the rate of percentage is almost the same. Hence it is inferred that this category of precipitators acts in similar way in the study of both science subjects and social science.

Social anxiety felt by the participants due to lack of sociability is 22.14% as against 13.67% in the study of social science in table 7. Social interactions with others help to lessen social anxiety as it is seen in the study of social science in table 7. It is seen that only 16.61% of trainees are affected by social anxiety due to stress, whereas it is 25.90% in table 7. When compared with the study of social science the trainees suffer less social anxiety in the study of science subjects due to stress.

14.76% of participants are victims of social anxiety due to lack of self-confidence. When compared with the study of social science, the percentage is slightly higher in the study of science subjects. 11.07% of responses of participants is seen against lack of appropriate environment. In this case also the percentage is higher when compared with the study of social science. Availability of appropriate environment will, it is inferred, reduce the social anxiety of this kind. Social anxiety of the participants is found minimum due to lack of ability to communicate. Only 2.21% of responses fell in this category while it is 4.32% in the study of social science. It is evident that increased ability to communicate can minimize social anxiety in the studies of science and social science.

**B. INDUCTIVE ANALYSIS AND CATEGORY CONSTRUCTION OF PROPITIATORS OF SOCIAL ANXIETY**

The data collected from the prospective teachers of the total sample on their ability to reduce and propitiate the effect of affected or sustained social anxiety were analysed inductively and the category construction was made for the detection of propitiators.

The responses of the participants were put against the related category of propitiators under sub-groups like gender, locale of the institutions and the optional subjects of study. The percentages of the participants with respect to the ability of propitiation of the effect of social anxiety sustained by them were found out and shown against the related category of propitiators.

**Propitiators of Social Anxiety of Prospective Teachers for Total Sample**

Table 9 represents the inductive analysis and category construction of social anxiety as in the case of precipitators of the same. As a natural phenomena human mind has the tendency and ability to propitiate the initiated and affected social anxiety. The data collected as per the questionnaire, on the total sample of prospective teachers with respect to sub-samples have been inductively analysed to assess the effect of propitiation, over the created precipitators by both males and females. The percentages have been put against each category of propitiators of social anxiety. The propitiators, as per data, have been categorized under five categories.

TABLE 9

**Propitiators of Social Anxiety of   
Prospective Teachers for Total Sample**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No | Category | No. of responses from both males & females for the total sample of 580 | Percentage of responses |
| 1. | Appeasement | 254 | 43.79 |
| 2. | Exposure or disclosure | 127 | 21.94 |
| 3. | Self-confidence | 99 | 17.07 |
| 4. | Family support & social background | 69 | 11.90 |
| 5. | Childhood experiences | 31 | 5.30 |
| Total | | 580 | 100 |

**DISCUSSION**

Table 9 indicates category construction which has been done by analytic induction of the data. The category against which the highest responses are recorded is shown as the first category and the remaining four categories in the descending order of scoring of responses. The propitiators of social anxiety are named under five categories viz; Appeasement, Exposure or disclosure, Self confidence, Family and Social back ground and childhood experiences.

Human being is basically a social being. He is always guided and governed by his/her feelings which are the outcome of mind. Hence his/her thoughts and activities are the products of mental factors. Certain persons are seen victims of social anxiety which is due to unbalanced or maladjusted mind. However the mind itself strives to get balanced or adjusted by the process of the adaptation. Hence individuals are automatically tempted to appease the affect of anxiety faced by them. Highest responses from both male and female prospective teachers showed that the process of appeasement is the propitiation of social anxiety. It got the highest percentage ie., 43.79, when 254 trainees out of 580 participants fell under this category. The auto mechanism of the mind of the individuals helps to form the propitiatory ability in consonance with the social circumstances. The auto temptation leads to deliberate attempt of the victim of social anxiety to create the propitiators which help to nullify or reduce the effect of social anxiety when the victim feels appeased/propitiated.

The victims of stress and anxiety in any kind may try to escape from the restlessness and the related tensions by finding out or inclining to own attempts for the same. Persons who are straight forward and open-minded find solutions to minimize or nullify the effect of anxiety by exposing the same to others. They would disclose the facts to others they suffer and get self-consoled. If one can develop this quality it would help him/her her to be healthy both mentally and physically. About 22% of participants falls in the second category named exposure or disclosure. Participants in this category are so eager to escape from the grip of social anxiety they got and hence the easy creation of propitiator. The propitiator gives relief to the victim. However the creation of propitiator is an important factor to evade the evil of affected social anxiety. Hence such victims of social anxiety are desirous of exposure or disclosure of their anxieties and to propitiate the resultant mental agony.

As far as individuals are concerned, if they can be confident in facing problems either individual or social, they can lead a successful life. It is a healthy process to get rid of stress and anxiety. This process is stronger among attempts to be free from anxieties , by which a successful life can be led. When compared with the first two categories of propitiators the category of self confidence is seen low ie., only 17.07%. It is found that the affected participants who can be self-relieved of the effect of social anxiety they get with the help of self confidence are a few.

Human beings are anxious of anything in their life. The primary factor for the cause of developing anxiety, especially social anxiety, is the family and social background in which they are brought up. How is the family so is the individual, and how is the society so is he. The experiences of earlier life in the family and society would influence the individuals to any extent and as such determined the success of life. Positive family and social background would create healthy and appreciable qualities in individuals which will reflect in the social life and in the society.

Individuals acquire everything in life through experiences. Experiences during early childhood are unique for the development of personality and mental make-up of the individuals. Poor and bad experiences during childhood stage of individuals have stronger and greater effect in forming and developing social anxiety among individuals. Social anxiety is a dangerous aspect in human life. It is seen that the participants are not able to propitiate their social anxieties with the help of categories 4th and 5th. The percentage of responses against the propitiator 4th viz; family support and social background is considerably low when the percentage of responses against the propitiator viz; childhood experiences is the lowest.

**Propitiators of Social Anxiety of Prospective Teachers for Male Sub-Sample**

Each category reveals the propitiatory ability of the trainees over the affected social anxiety and the assessment of the same with respect to the sub-sample of male only. The percentages related to each category of propitiators have been found out and given against related category. A comparative understanding of propitiation of social anxiety by the categories can be had from the table. Table 10 gives the details of inductive analysis and category construction of propitiators of social anxiety of prospective teachers.

TABLE 10

**Propitiators of Social Anxiety of   
Prospective Teachers for Male Sub-Sample**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No | Category | No. of responses from Male participants | Percentage of Responses |
| 1. | Appeasement | 22 | 42.31 |
| 2. | Exposure or disclosure | 10 | 19.23 |
| 3. | Self-confidence | 8 | 15.38 |
| 4. | Family support & social background | 7 | 13.46 |
| 5. | Childhood experiences | 5 | 9.62 |
| Total | | 52 | 100 |

**DISCUSSION**

Table 10 implies that the greatest percentage is seen scored in the first category i.e. Appeasement of social anxieties as far as all categories are considered. When male participants are concerned, it is seen that only 42.31% of male participants make use of the first category of propitiator viz., appeasement. It is found that only 19.23% of male participants who are victims of social anxiety try to propitiate their anxieties with the help of exposure or disclosure of their anxieties. It is understood that very low number of participants turns to expose or disclose their social anxieties to others.

Only 15.38% of responses from male participants are recorded to rely self-confidence as the propitiator of social anxieties. It is seen that 13.46% of responses from male participants show ‘family support and social background’ as the propitiator which is considerably low. The lowest percentage (9.62%) is against the category of childhood experiences. It is revealed that childhood experiences do not help them considerably to propitiate their affected social anxieties. Healthy childhood experiences can be a desirable propitiator of social anxieties.

**Propitiators of Social Anxiety of Prospective Teachers for Female Sub-Sample**

The data collected were inductively analysed and arrived at the findings as shown in the table. The percentages related to each category of propitiators have been shown against each category. Table 11 shows the category of propitiators drawn through inductive analysis of the propitiatory ability towards social anxiety of the prospective teachers of the total sample with regard to the sub-sample of female participants only.

TABLE 11

**Propitiators of Social Anxiety of   
Prospective Teachers for Female Sub-Sample**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No | Category | No. of responses from Female participants | Percentage of Responses |
| 1. | Appeasement | 232 | 43.94 |
| 2. | Exposure or disclosure | 117 | 22.16 |
| 3. | Self-confidence | 91 | 17.24 |
| 4. | Family support & social background | 62 | 11.74 |
| 5. | Childhood experiences | 26 | 4.92 |
| Total | | 528 | 100 |

**DISCUSSION**

In Table 11, 43.94%, the highest score, is against the category one viz., appeasement. When compared with the responses from male participants in table 10 the ability to propitiate social anxiety with the help of this category by female participants is almost the same. But it is seen that though the highest percentage of responses is in this category, majority of the females as males in table – 10 is not able to propitiate their social anxiety with the help of the propitiator viz., appeasement.

The percentage of responses from female participants against the second category of propitiators is low (22.16). It is seen that greater percentage of female participants is not able to propitiate the affected social anxiety with the category second, viz; exposure or disclosure. It is the way of removing the effect of social anxiety they are subjected to by exposing or disclosing the same to others like friends, parents, equals etc. Similarly the responses in respect of the category 3rd viz; self – confidence are less in number and the percentage is only 17.24. The data show that the propitiatory ability of the trainees is very poor in this regard.

The table shows that the responses against the category viz; Family support and social background are very low and the percentage is only 11.74. It is seen that the category is helpful for the participants to propitiate their anxiety only for a namesake. Family and social background is a primary factor for the development of social anxiety. The table 11 shows that this factor is weak in the participants. The child hood experiences, also, it is seen are not strong to propitiate the social anxieties of the participants when the percentage is only 4.92. Childhood experiences and family support and social background are mutually inter-related and the participants are not able enough to evoke them to propitiate the affected social anxiety. Constant comparison gives clear understanding of the propitiators and the social anxiety of the participants.

**Propitiators of Social Anxiety of Prospective Teachers for Rural Sub-Sample**

The data collected for the study were inductively analysed and scrutinized and the percentages of propitiatory ability related to each category of propitiators have been shown against it. Table 12 draws the details of propitiatory ability of the trainees of the total sample with respect to locale of institutions ie., rural.

TABLE 12

**Propitiators of Social Anxiety of   
Prospective Teachers for Rural Sub-Sample**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No | Category | No. of responses from prospective teachers in rural institutions | Percentage of Responses |
| 1. | Appeasement | 210 | 43.84 |
| 2. | Exposure or disclosure | 100 | 20.88 |
| 3. | Self-confidence | 79 | 16.49 |
| 4. | Family support & social background | 60 | 12.53 |
| 5. | Childhood experiences | 30 | 6.26 |
| Total | | 479 | 100 |

**DISCUSSION**

Table 12 indicates the responses from the prospective teachers from rural institutions and the percentages in respect of the propitiators viz; appeasement, exposure or disclosure, self-confidence, family support and social background and childhood experiences. Constant comparison method was relied to assess the propitiators. The data collected were inductively analysed and the category construction was made. The highest percentage ie., 43.84 is scored on responses related to the first category, appeasement. It is seen, in all the tables, that this category is predominant among the participants to act as the propitiator of social anxieties. 43.84% participants from rural institutions make use of this propitiator.

20.88% of responses are marked against category, exposure or disclosure. The ability to expose the anxieties to others helps the affected participants to get rid of the tensions and get self-consoled.

16.49% of rural participants are capable of finding self-confidence to propitiate the affected social anxiety. It is clear from the tables that there are differences in percentages relating to rural and urban participants. Still low percentage, 12.53 is marked against the 4th category viz; Family support and social background. This category is not evoked appreciably to propitiate the affected social anxiety of the participants from rural institutions. The percentage of responses from prospective teachers from rural areas who can propitiate their social anxieties invoking childhood experiences is only 6. Only a minority of the trainees can make use of their childhood experiences as the propitiator against the precipitator of social anxiety.

**Propitiators of Social Anxiety of Prospective Teachers for Urban Sub-Sample**

The data obtained were inductively analysed and the category construction was made. The percentages found out were put against each category with the aim of assessing the effect of propitiation of social anxiety affected by the participants. Constant Comparison Method reveals the results. Table 13 represents the propitiators of social anxiety felt by the prospective teachers of the total sample with regard to urban institutions.

TABLE 13

**Propitiators of Social Anxiety of   
Prospective Teachers for Urban Sub-Sample**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No | Category | No. of responses from prospective teachers in urban institution | Percentage of Responses |
| 1. | Appeasement | 44 | 43.56 |
| 2. | Exposure or disclosure | 27 | 26.73 |
| 3. | Self-confidence | 20 | 19.81 |
| 4. | Family support & social background | 9 | 8.91 |
| 5. | Childhood experiences | 1 | 0.99 |
| Total | | 101 | 100 |

**DISCUSSION**

A clear comparative understanding can be had from tables 12 & 13. The percentage of responses relating to the propitiator, ‘Appeasement’ of the participants from ‘rural’ and urban institutions are the same. The percentages of responses against propitiators 2nd and 3rd viz., exposure or disclosure and self-confidence are more in participants from urban institutions. The participants from urban institutions are some more able to propitiate their anxieties with the help of exposure or disclosure. So also is in the case of self-confidence as the propitiator. But the percentage of responses from participants of urban institutions against the propitiator, family support and social background is only 8.91 while that of the participants from rural institutions is 12.53 which is more than that of the urban. It is understood that participants from rural institutions make us of the propitiator, ‘family support and social background’ more than the participants from urban institutions.

Similarly the percentage of responses from participants from rural institutions is greater than that of the participants from urban institutions, related to the propitiator; childhood experiences. More participants from rural institutions than from urban areas are in the advantage of making use of childhood experiences as the propitiator. A close comparative look of the table 12 & 13 can reveal the difference and relationships between them.

**Propitiators of Social Anxiety of Prospective Teachers for Language Students**

The data were analysed inductively and category construction was made. Percentages of propitiation of social anxiety of the trainees have been assessed and shown against the related category of propitiators. Table 14 represents the responses from prospective teachers regarding their urge and ability to propitiate their social anxieties and the percentages there on against the propitiators with respect to the study of languages.

TABLE 14

**Propitiators of Social Anxiety of   
Prospective Teachers for Language Students**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No | Category | No. of responses from prospective teachers with respect to the study of language | Percentage of Responses |
| 1. | Appeasement | 86 | 50.89 |
| 2. | Exposure or disclosure | 35 | 20.71 |
| 3. | Self-confidence | 34 | 20.12 |
| 4. | Family support & social background | 7 | 4.14 |
| 5. | Childhood experiences | 7 | 4.14 |
| Total | | 169 | 100 |

**DISCUSSION**

Table 14 indicates that 50.89 % of participants rely on the propitiator, ‘appeasement’, to escape from the discomforts and tensions of social anxiety they feel in studying languages.

20.71% of participants find the help of exposure or disclosure as the propitiator for their social anxiety. They are getting free from the emotional stress by exposing or disclosing the same to others like parents, family members, friends etc. 20.12% of participants are inclined to the category, self-confidence and find solution for the affected social anxiety. Self confidence is evoked as to nullify the effect of social anxiety. Very low percentage, i.e, only 4.14 is found to rely on the propitiator, family support and social background, to throw away the effect of social anxiety and to maintain the disposition of mind alright. Only a few participants, i.e., 4.14%, are at the advantage of evoking childhood experiences as the propitiator for their social anxieties. Percentages of responses of participants with respect to the above mentioned two categories are the same, i.e., they give equal effect to propitiate the affected social anxiety of the trainees. These propitiators are equally important for the participants.

**Propitiators of Social Anxiety of Prospective Teachers for Social Science Students**

Table 15 gives the details of the category construction of propitiators of social anxiety done through inductive analysis/constant comparison method of the data obtained for the total sample of prospective teachers with respect to the sub-sample, the study of social science as optional subject and the percentages there on.

TABLE 15

**Propitiators of Social Anxiety of  
 Prospective Teachers for Social Science Students**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No | Category | No. of responses from prospective teachers with respect to the study of social science | Percentage of Responses |
| 1. | Appeasement | 56 | 42.75 |
| 2. | Exposure or disclosure | 25 | 19.08 |
| 3. | Family support and social background | 21 | 16.03 |
| 4. | Self -confidence | 20 | 15.27 |
| 5. | Childhood experiences | 9 | 6.87 |
| Total | | 131 | 100 |

**DISCUSSION**

Table 15 shows that 42.75% of participants are at the advantage of the first category, appeasement and get relieved from the effect of social anxiety affected in the study of social science. 19.08% of participants make use of the category 2nd, exposure and get rid of the effect of social anxiety developed in studying social science.

15.27% of participants rely on the category 3rd, family support and social background in order to throw away the effect of social anxiety in the study of social science. Family support and social background, in which they have been brought up can be made use of in the process of invoking propitiators to get rid of the effect of social anxiety in the study of social science.

16.03% of participants studying social science turn to the category, self-confidence and get relieved of the effect of social anxiety they feel in studying social science. They can evoke self-confidence they have attained and nullify the effect of social anxiety felt in studying social science. Systematic study would develop self-confidence and systematic way of life will also create self confidence.

Only 6.87% of participants are at the advantage of their childhood experiences to escape from the clutches of social anxiety they are affected in studying social science. The table exhibits a very clear picture of responses shown by the participants and the relevant percentages with respect to the propitiatory categories.

**Propitiators of Social Anxiety of Prospective Teachers for Science Students**

The qualitative data were inductively analysed and the category construction was made. Constant Comparative Method was relied to assess the percentages of the ability of the participants to propitiate the sustained social anxiety in respect of the related category. Table 16 represents the category of propitiators of social anxiety created and the responses in support of propitiations of the trainees of the total sample with respect to the sub-sample of the study of science as optional subject.

TABLE 16

**Propitiators of Social Anxiety of   
Prospective Teachers for Science Students**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No | Category | No. of responses from prospective teachers with respect to the study of science | Percentage of Responses |
| 1. | Appeasement | 112 | 40.00 |
| 2. | Exposure or disclosure | 67 | 23.93 |
| 3. | Self-confidence | 45 | 16.07 |
| 4. | Family support & social background | 41 | 14.64 |
| 5. | Childhood experiences | 15 | 5.36 |
| Total | | 280 | 100 |

**DISCUSSION**

In table 16, 40% of responses from the prospective teachers is seen relying on the first category, ‘appeasement’, to propitiate the anxieties felt by them in the study of science. 23.93% of participants makes use of the 2nd category. ‘Exposure or disclosure’ and get free from the discomforts and tensions of social anxiety in studying science. The precipitators and anxieties are exposed or disclosed to others like parents, family members, friends etc. and they try to propitiate the effect of such anxieties and bring the mind to a state of ease.

16.07% of participants takes the advantage of ‘self-confidence’ as the propitiator. Self-confidence is attained by systematic study and systematisation of mind. 14.64% of responses from participants is in favour of category four, viz; ‘family support and social background’. Family support and social background influence the participants much to propitiate their anxieties in the study of science. It is seen that the percentage is low showing that the propitiator is poorly infavour of the participants. Only 5.36% of participants takes the advantage of childhood experiences as the propitiator. A very few participants are capable of invoking childhood experiences as the propitiator. The table gives a clear picture of the responses and the percentages with respect to the categories of propitiators. A comparative understanding of the aspects of propitiation of social anxiety in the study of social science and science optional subjects can be obtained from tables 15 and 16.

**CONCLUSION**

In the present study the investigator used an open-ended questionnaire for eliciting the precipitators and propitiators of social anxiety of the Prospective Teachers in Kerala studying in rural and urban areas. The data have been analysed inductively against precipitators and propitiators of social anxiety under various sub-samples like gender, locale of the institution and optional subjects of study. It is seen that participants are affected by social anxiety due to various reasons and causes leading to the formation of precipitators of social anxiety. There is an inherent effort of the participants, whether succeeded or not, to get rid of the social anxieties so emerged and become free from the effect of the same leading to the formation of propitiators of social anxiety.

Through inductive analysis of the data the investigator detected the presence of precipitators and propitiators of social anxiety. Precipitators are categorized under six categories and the propitiators under five categories against which the percentages of responses are found out for the various sub-samples. Table 1 to Table 8 reveal the percentages of participants affected by social anxieties under the sub-samples against the categorized precipitators. Consequently, it paved the way to find out propitiatory measures also which are categorized under five categories and the percentages are found out for the sub-samples. Table 9 to 16 show the details of the same. The analysis gives the assessment of the precipitators and propitiators of social anxiety among the prospective teachers of the study.

The diagnosis of the presence of social anxiety of the participants could be revealed and similarly the chances of propitiation of social anxiety are evidenced. The social anxiety disorder would reduce the quality of education and the quality of life. Hence it is inevitable to propitiate or eliminated, if possible, the social anxieties for which the trainees become victims. The importance of social circumstances and social environments is revealed beyond doubt. The lack of systematic study, lack of self-confidence, lack of sociability and even stress influence the precipitators of social anxiety in favour of it. If the precipitators are controlled or checked, it is revealed, the intensity of the social anxiety so emerged can be minimized to a great extent.

It is well found that appeasement, exposure, self-confidence, sociability, childhood experiences of the participants have significant influence in the process of propitiation of social anxieties and become free from the discomforts of them and increase the quality of education and life. The percentages under various sub-samples show the necessity of improving the efficiency of propitiatory factors.

From the findings and discussions the investigator arrived at the conclusion that the propitiators have a profound influence and major role in human life providing anxiety free state of mind which helps the participants to lead a happy and prosperous life in the society.

Based upon the findings, discussions and interpretation the investigator has proposed certain suggestions, recommendations, scope for further research etc; details of which are presented in the next chapter V entitled as ‘Summary, Conclusion and Suggestions’ for further research.

The propitiators identified through category construction can be used to reduce social anxiety since the propitiations reported in this study are the subjective experiences of the prospective teachers.

CHAPTER V

**SUMMARY, CONCLUSION AND SUGGESTIONS**

This chapter is the concluding part of the research report, which explains briefly the entire process of the present research work. This chapter provides major findings, educational implications and suggestions for further research in this area.

1. **STUDY IN RETROSPECT**

The present study entitled as “ANALYTIC INDUCTION OF PRECIPITATORS AND PROPITIATORS OF SOCIAL ANXIETY AMONG PROSPECTIVE TEACHERS.”

**B. VARIABLE**

Precipitators and propitiators of social anxiety among prospective teachers are taken as the criterion variable for the study.

**C. OBJECTIVES**

The objectives set forth for the study are the following:

1. To analyse inductively and construct categories on the precipitators of social anxiety of prospective teachers for the total sample.
2. To analyse inductively and construct categories on the precipitators of social anxiety of prospective teacehrs for the Male sub-sample.
3. To analyse inductively and construct categories on the precipitators of social anxiety of Prospective teachers for the Female sub-sample.
4. To analyse inductively and construct categories on the precipitators of social anxiety of prospective teachers for the Rural sub-sample.
5. To analyse inductively and construct categories on the precipitators of social anxiety of Prospective teachers for the Urban sub-sample.
6. To analyse inductively and construct categories on the precipitators of social anxiety of Prospective teachers based on the sub-sample language students.
7. To analyse inductively and construct categories on the precipitators of social anxiety of Prospective teachers based on the sub-sample social science students.
8. To analyse inductively and construct categories on the precipitators of social anxiety of Prospective teachers based on the sub-sample science students.
9. To analyse inductively and construct categories of the propitiators of social anxiety of prospective teachers for the total sample.
10. To analyse inductively and construct categories of the propitiators of social anxiety of prospective teachers for the Male sub-sample.
11. To analyse inductively and construct categories of the propitiators of social anxiety of prospective teachers for the Female sub-sample.
12. To analyse inductively and construct categories of the propitiators of social anxiety of prospective teachers for the Rural sample.
13. To analyse inductively and construct categories of the propitiators of social anxiety of prospective teachers for the Urban sub-sample.
14. To analyse inductively and construct categories of the propitiators of social anxiety of prospective teachers based on the sub sample, language students.
15. To analyse inductively and construct categories of the propitiators of social anxiety of prospective teachers based on the sub sample, social science students.
16. To analyse inductively and construct categories of the propitiators of social anxiety of prospective teachers based on the sub sample, science students.

**D. METHODOLOGY**

The method used for this study is Analytic Induction using constant comparison approach. This method uses qualitative research paradigm rooted in Grounded theory.

***Sample***

The study was conducted on the sample of 700 prospective teachers from different districts i.e., Wayanad, Kozhikode, Malappuram, Thrissur, Ernakulam, Kollam and Thiruvananthapuram in Kerala drawn by stratified random sampling technique giving due representation to various strata viz., gender, locale of the institutions and optional subjects of study.

**Tool Used**

The investigator developed an open-ended questionnaire for assessing the precipitators and propitiators of social anxiety of prospective teachers for the present study. The data collected were inductively analyzed and category construction was made.

Percentages of responses were found out and assessed the social anxiety of the prospective teachers with regard to the precipitators. Similarly the propitiators were also identified and the role of propitiation of the social anxieties with regard to the propitiators was assessed through constant comparison method.

**E. INDUCTIVE ANALYSIS AND CATEGORY CONSTRUCTION OF PRECIPITATORS OF SOCIAL ANXIETY**

Inductive analysis/constant comparison method was carried out with the number of responses of the participants for the total sample and analysed inductively and category construction was made for precipitators of social anxiety of the Prospective Teachers.

The responses as per the data were recorded against the related category of precipitators under sub groups like Gender, locale of the institutions and the optional subjects of study.

**Precipitators of Social Anxiety of Prospective Teachers**

With the aim of assessing the social anxiety of prospective teachers an open-ended questionnaire was used and responses collected from a total sample of 700 prospective teachers. As 120 of them showed responses of ‘no’ social anxiety, they were avoided from the total sample and the sample was limited to 580 only. The responses were categorised with regard to gender, locale of institutions and optional subjects of study. Then the data were analysed inductively when it was revealed that there are certain causes for the emergence of social anxiety. These causes of emergence of social anxiety were distinguished as precipitators of social anxiety and a category construction was made and shown in Table 17.

**TABLE 17**

**Precipitators of Social Anxiety of Prospective Teachers**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | Gender | | Locale of Institutions | | Optional Subjects | | |
| Male | Female | Rural | Urban | Language | Social Science | Science |
| 1 | Lack of systematic study | 20 | 180 | 154 | 46 | 60 | 50 | 90 |
| 2 | Stress | 15 | 106 | 83 | 38 | 40 | 36 | 45 |
| 3 | Lack of sociability | 5 | 92 | 90 | 7 | 18 | 19 | 60 |
| 4 | Lack of self-confidence | 6 | 76 | 72 | 10 | 24 | 18 | 40 |
| 5 | Lack of appropriate environment | 6 | 58 | 59 | 5 | 24 | 10 | 30 |
| 6 | Lack of ability to communicate | 0 | 16 | 16 | 0 | 4 | 6 | 6 |
|  | TOTAL | 52 | 528 | 474 | 106 | 170 | 139 | 271 |

**DISCUSSION**

The categories are related to gender, locale of institutions and optional subjects of study which are the sub-samples in Table 17. The responses of the participants were arranged against the related categories and under the concerned sub samples. The details of percentages in respect of each category with respect to gender, locale of institutions and optional subjects of study have been shown in the related 8 tables in chapter IV, ‘Analysis and Interpretation.’

Table 17 gives a clear overview of categorization and analysis of responses of social anxiety of Prospective Teachers with respect to gender, locale of institutions and optional subjects of study. The category construction was made so that the category which showed maximum responses was taken as the category one. Similarly, the category which showed the next lower number of responses was taken as the second category and likewise the category 6 shows the lowest number of responses of the participants. As such, the table shows the assessment of prospective teachers affected by social anxiety due to the precipitators concerned. The table 17 related to inductive analysis of social anxiety as per the study gives a comparative vision of the responses of the trainees with regard to the precipitators of social anxiety with respect to gender, locale of institutions and the optional subjects of study.

**F. INDUCTIVE ANALYSIS AND CATEGORY CONSTRUCTION OF PROPITATORS OF SOCIAL ANXIETY**

The data collected from the Prospective Teachers of the total sample on their ability to reduce and propitiate the effect of affected or sustained social anxiety were analysed inductively and the category construction was made for the propitiators.

The responses of the participants were put against the related category of propitiators under subgroups like gender, locale of the institutions and the optional subjects of study.

**Propitiators of Social Anxiety of Prospective Teachers**

With a view of assessing the ability of the prospective teachers of the total sample to make attempts to reduce the effect of emerged social anxiety an open-ended questionnaire was made use of and responses collected. The responses were analysed inductively when it was revealed that there are certain factors which influence the auto attempts of the participants to reduce or remove the effect of emerged social anxiety. These factors were recognised as propitiators of social anxiety. Thus inductive analysis/constant comparison method led to the category construction of the propitiators in relation to gender, locale of institution and the optional subjects of study.

**TABLE 18**

**Propitiators of Social Anxiety of Prospective Teachers**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | Gender | | Locale of Institutions | | Optional Subjects | | |
| Male | Female | Rural | Urban | Language | Social Science | Science |
| 1 | Appeasement | 22 | 232 | 210 | 44 | 86 | 56 | 112 |
| 2 | Exposure or Disclosure | 10 | 117 | 100 | 27 | 35 | 25 | 67 |
| 3 | Self-confidence | 8 | 91 | 79 | 20 | 34 | 20 | 45 |
| 4 | Family support and Social back ground | 7 | 62 | 60 | 9 | 7 | 21 | 41 |
| 5 | Childhood experiences | 5 | 26 | 30 | 1 | 7 | 9 | 15 |
|  | TOTAL | 52 | 528 | 479 | 101 | 169 | 131 | 280 |

Table 18 shows that the propitiators were put in to 5 categories and the responses of the trainees were noted against the relevant category with respect to gender, locale of institutions and the optional subjects of study which are termed as sub-samples. The category which scored the highest responses was placed as category one and likewise the other categories in the descending order of responses scored. The 5th category is the last one which scored the lowest number of responses. The details of percentages in respect of each category with respect to gender, locale and optional subjects of study have been shown in the related 8 tables in chapter IV ‘Analysis and Interpretation.’

The table 18 gives a clear picture of propitiators and responses with regard to gender, locale and optional subjects of study. The category one, ‘appeasement’ of social anxiety of participants scored highest number of responses showing that the ability of the participants to propitiate the effect of social anxiety so emerged by appeasement is the highest. Next comes ‘exposure’ of social anxiety to others like parents, friends, peers etc. by the prospective teachers and propitiate the same. The next category, ‘self-confidence’ takes the middle position among the categories of propitiators of social anxiety. Family support and social background also come to the rescue of the victims of social anxiety and acts as a propitiator. It is observed that childhood experiences of the victims helped them to propitiate the effect of social anxiety felt with the lowest number of responses in favour of the category. Similarly we can assess the propitiatory ability of each category with respect to Gender, locale of institutions and optional subjects of study. The table related to inductive analysis of social anxiety as per the study with regard to the propitiation of social anxiety gives a comparative understanding of the responses of the participants with respect to the sub-samples gender, locale of institutions and the optional subjects of study.

**G. EDUCATIONAL IMPLICATION**

The purpose of any educational research is for the development and progress of education. Education reforms the society and the human beings while it is the pivot of any reformation of the society and the humanbeings. As such the present study has important and genuine implications in the field of education, both teaching and learning. The study has relevant implications for the development of society and for the development of the quality of human life.

The findings of the study reveal that a good number of students and even prospective teachers are in the grip of social anxiety which will destroy all qualities in the individuals and tarnish the personality and life of persons. The findings of the study by inductive analysis of data collected from the total sample and sub-samples based on gender, locale and optional subjects of study reveal that there is considerable effect or change in the way of human thinking and in their emotional dispositions of mind and in the social life. The study reveals the following educational implications.

* Humanbeings are victims of social anxiety in their day to day life.
* While framing curriculum provision should be given for making appropriate changes which can enable the teachers to reduce stress, strain and mental tension of the learners during the course of study. For this proper and periodic training should be given to teachers by experts in this field and by resource persons so as to enable the teachers to implement the curriculum for creating tension free and anxiety free society.
* The findings of the inductive analysis of the data revealed the advent of certain factors at the rescue of the Prospective Teachers of the sample and helped them to reduce and make the anxieties effectless. As such the responses from the participant prospective teachers were inductively analysed and categorized on the basis of the quantum of propitiation of the anxieties of the teacher trainees and thus made the construction of the categories of propitiators of the emerged social anxieties in the Prospective Teachers. If the teachers are made anxiety free and capable of propitiating the anxieties faced during the day to day life an anxiety free student community can be created. If the students can be made anxiety free the quality of education and their life can be improved beyond our expectation and the very purpose of education can be glorified. Hence it is implied that the curriculum should also be prepared in view of psychological aspects concerned with the anxieties of both the teachers and students and their propitiations.
* From the findings and discussions of the study, it is evidenced that human beings are victims of social anxiety in their day to day life and social interactions. It is found that there is the necessity that the teachers should be periodically oriented. They should be given training by utilizing print and audio-visual media so as to enable them to get prepared themselves to adopt according to the changing situations.
* The findings and discussion there upon warranted the need and significance of proper teaching-learning process and method of instruction. For this the teachers should be equipped well. Hence it is suggested to arrange workshops and conferences with a view to create positive attitude in teachers. Moreover literature concerning may be published to usher the teaching-learning process.
* When teaching-learning process is considered there should be measures to minimize or avoid precipitators of social anxiety among the learners as well as teachers and to create and develop confidence, sociability and ability to communicate. Hence it is suggested to introduce lessons in tune with the components associated with the precipitators of social anxiety. For this proper guidelines should be given.
* The findings of the study reveals that social anxiety is related to psychological aspects as diseases are related to body and health. Hence curriculum of education should give importance to psychological aspects and approaches in teaching-learning process. For developing psychological aspects among the teachers it is suggested to take proper measures to provide training to the teachers accordingly with a view to develop psychological components among the teachers.

1. **SUGGESTIONS FOR FURTHER RESEARCH**

Review of related studies and findings of the present study lead the investigator to suggest the following for further research.

* + There is the scope of a critical, deep and wide inductive analysis of the problem of social anxiety of the whole student community.
  + Inductive analysis of the social anxiety problems of professionals.
  + The present investigation has proved the need of improving and developing qualitative analysis based on inductive method on social anxiety of children and adolescents.
  + The present study gives scope of qualitative analytic researches on social anxiety of professional students such as engineering and medical.
  + The present study also leads to the scope and possibility of qualitative researchers on the social anxiety of persons involved in occupations of Health.

**BIBLIOGRAPHY**

Abbott, M.J., & Rapee, R.M. (2004) Post event rumination and negative self-appraisal in social phobia before and after treatment. Journal of Abnormal Psychology, 113, 136-144.

Aderka, I.M., Weisman, O., Shahar, G., & Schechtman, E.G. (2009). The roles of the social rank and attachment systems in social anxiety. Personality and Individual differences, 47 (4), 284-288.

Akehurst, S., & Thatcher, J. (2010). Narcissism, Social anxiety and Self presentation in Exercise. Personality and Individual Differences, 49 (2), 130-135.

American Psychiatric Association (1994). Diagnostic and statistical manual of mental disorders text 4th ed., Author, Washington, DC.

American Psychiatric Association (2000) diagnostic and statistical manual of mental disorder text revision 4th ed., Author, Washington, DC.

Amir, N., Beard, C., & Taylor, C. (2009). Attention Training in Individuals with Generalized social phobia. Journal of consulting and clinical Psychology, 77 (5), 961-973.

Anderson, E.R., Veed, G.J., & Hansen, D. J. (2010). An Evaluation of the Applicability of the Tripartite constructs to social Anxiety in Adolescents. Journal of Youth and Adolescence, 38 (8), 1096-1109.

Aune, T., & Stiles, T.C. (2009). The Effects of Depression and Stressful Life Events on the Development and Maintenance of Syndromal Social Anxiety: Sex and Age Differences. Journal of Clinical Child and Adolescent Psychology, 38 (4), 501-512.

Banerjee, R., & Watling, D. (2010). Self-presentational features in childhood social Anxiety. Journal of Anxiety Disorders, 24 (1), 34-41.

Barr, A.S., Davis & Johnson, P.O. (1953). Educational Research and Appraisal. Chicago.

Battista, S.R., & Kocovski, N.L. (2009). Exploring the Effect of Alcohol on Post-Event Processing Specific to a Social Event. Cognitive Behaviour Therapy, 39 (1), 1-10.

Beck, A.T., & Steer, R.A. (1987). Manual for the Revised Beck Depression Inventory Psychological Corporation, San Antonio, TX.

Beck, A.T., &Steer, R.A. (1993). Beck Depression Inventory manual. San Antonio, TX: Psychological Corporation.

Beidel, D.C., Turner, S.M., & Dancu, C.V. (1985). Physiological, Cognitive and Behavioural aspects of Social Anxiety. Behaviour Research and Therapy, 23, 109-117.

Best, J.W., & Kahn. J.V. (1997). Research in Education (9th ed.) New Delhi : Prentice – Hall of India Private Limited.

Best, J.W., & Kahn. J.V. (2001). Research in Education (9th ed.) New Delhi : Prentice – Hall of India Private Limited.

Best, J.W., & Kahn. J.V. (2008). Research in Education (10th ed.) New Delhi: Prentice – Hall of India Private Limited.

Blote, A.W., Kint, M.J.W., Miers, A.C., & Westernberg, P.M. (2009). The relation between public speaking anxiety and social anxiety : A review. Journal of Anxiety Disorders, 23 (3), 305-313.

Bogels, S.M., Van Oosten, A., Muris, P., & Smulders, D. (2001). Familial Correlates of Social anxiety in children and adolescents Behaviour Research and Therapy, 39, 273-287.

Brown, M.A., & Stopa, L. (2008). The Looming Maladaptive Style in Social Anxiety. Behaviour Research and Therapy, 39 (1), 57-64.

Bruch, H. (1973). Eating disorders. Basic Books and Bruch, H., New York – (1978). The golden cage: The enigma of anorexia nervosa. Cambridge, M.A.: Harvard University Press.

Brumariu, L.E., & Kerns, K.A. (2008). Mother-child attachment and social Anxiety Symptoms in Middle Childhood. Journal of Applied Developmental Psychology, 29 (5), 393-402.

Buchaman, T., (2002) Online assessment: Desirable or dangerous? Professional Psychology : Research Practice, 33, 148-154.

Buckner, J.D., & Schmidt, N.B. (2009). A randomized pilot study of motivation enhancement therapy to increase utilization of cognitive-behavioural therapy for social anxiety. Behaviour Research and Therapy, 47 (8), 710-715.

Burgy, M. (2007). Obsession in the strict sense. A helpful psychopathological phenomenon in the differential diagnosis between obsessive compulsive disorder and Schizophrenia. Psychopathology, 40, 102-110.

Campbell, L., Simpson, J.A., Jennifer, B., & Kashy, D.A. (2005). Journal of Personality and Social Psychology, 30 (6), 101-107.

Caplan, G. (1970). The theory and practice of mental health consultation. New York: Basic Books.

Chapman, E.L., & Borden, W.E. (2009). The Impact of family functioning on anxiety symptoms in African American and European American Young adults. Behaviour Therapy, 35 (4), 604-609.

Christou, C., & Papageorgiou, E. (2007). Learning and Instruction, 17 (1), 55-66.

Clark, D.M., & Wells, A. (1995). A Cognitive model of social phobia, 69-93.

Cloitre, M., Heimberg, R.G., Liebowitz, M.R., & Gitow, A. (1992). Perceptions of control in panic and social phobia. Cognitive Therapy and Research, 16, 569 – 577.

Collins, R. L., Parks, G.A., & Marlatt, G.A. (1985). Social determinants of alcohol consumption: The effects of social interaction and model status on the self – administration of alcohol. Journal of consulting and clinical Psychology, 53, 189-200.

Conger, J. J. (1951). The effects of alcohol on conflict behaviour in the albino rot. Quarterly Journal of Studies on Alcohol, 12, 1-29.

Corbin, J., & Strauss. A. L. (2008). Basics of qualitative research: Techniques and procedures for developing grounded theory (3rd ed.), Sage, London.

Cornell, F.G. (1960). Sampling Method, Encyclopedia of Educational Research. New York : Hot Milton Co..

Cuming, S., & Rapee. R. M. (2010). Social anxiety and self protective communication style in close relationships. Behaviour and Research Therapy, 48 (2), 87-96.

Damer, D.F., & Latimer, K.M. (2010). Build Your Social Confidence: A social Anxiety Group for College students. Specialists in Group work, 35 (1), 7-22.

De Vroling, M. S., & Jong, P. J. (2009). Deductive Reasoning and Social Anxiety: Evidence for a Fear-Confirming Belief Bias. Cognitive Therapy and Research, 33 (6), 633-644.

Dey. I., (1993). Grounding grounded theory – guidelines for qualitative inquiry. Academic Press, London.

Dodd, H. F., & Porter, M.A. (2009). Beyond Behaviour: In Social anxiety Low in Williams Syndome?. Journal of Autism and Developmental Disorders, 39 (12), 1673-1681.

Eggleston, A.M., Woolaway – Bickel, K. & Schmidt, N. B. (2004). Social anxiety and alcohol use: Evaluation of the moderating and mediating effects of alcohol expectancies. Journal of Anxiety Disorder, 18, 33-49.

Erath, S.A., & Flanagan, K.S. (2010). Friendship Moderate Psychosocial Maladjustment in Socially Anxious Early Adolescents. Journal of Applied Developmental Psychology, 31(1), 15-16.

Erath, S.A., & Flanagan, K.S., & Bierman, K.L. (2007). Social Anxiety and Peer Relations in Early Adolescence: Behavioural and Cognitive Factor. Journal of Abnormal Child Psychology, 35(3), 405-416.

Falk Dahl, C. A., & Dahl, A.A. (2010). Life style and Social Network in Individuals with High Level of Social Phobia/anxiety Symptoms. Social Psychiatric Epidemiology, 45 (3). 309-317.

Field, A. P., & Morgan, J. (2004). Post event processing and the retrieval of autobiographical memories in socially anxious individuals. Journal of Anxiety Disorders, 18, 647-663.

Firmin, M.W., & Craycraft, A. (2009). Educational Research Quarterly 32 (4), 17-35.

Flanagan, K.S., Earth, S. A., & Bierman , K.L. (2008). Unique associations between feelings of social anxiety and peer relations in early adolescence. Educational Research Quarterly, 32 (4), 17-35.

Garcia, L., Louis, J., & Muela, J. M. (2009). Journal of Adolescence, 32 (6), 1371-1376.

Garret, H. E. (2004). Statistics in Psychology and Education Bombay: Paragon International Publishers.

Gazelle, H., & Workman, J. O. (2010). Anxious solitude and clinical disorder in Middle childhood: Bridging Developmental and Clinical approaches to childhood social Anxiety. Journal of Abnormal Child Psychology, 38 (1), 1-17.

George, L., & Stopa, L. (2008). The effect of two different self-focus manipulations (mirror & video) on public and private self-awareness, perspective talking, anxiety and attributions. Journal of Behaviour Therapy and Experimental Psychiatry, 39 (1), 57-72.

Glaser, B.G. (1992) Basics of grounded theory analysis sociology press, Mill Valley, CA.

Glaser, B.G., & Strauss, A.L. (1967). The discovery of grounded theory: Strategies for qualitative research Aldine, Howthorne, New York.

Gudino, O.G., & Lau, A.S. (2010). Parental Cultural Orientation, Shyness and Anxiety in Hispanic Children. Applied Developmental Psychology, 31(3), 202-210.

Guzman, V., & Carolina (2009). European Educational Research Journal, 8(2), 326-335.

Ham, L. S., & Hope, D.A. (2006). Incorporating social anxiety into a model of college problem drinking: Replication and extension Psychology of Addictive Behaviours, 30, 127-150.

Ham, L.S., & Zamboanga, B.L. (2010). Journal of American College Health, 58 (5), 473-479.

Hannesdottir, D.K., & Ollendick, T.H. (2007). Social Cognition and Social Anxiety among Icelandic School children. Child and Family Behaviour Therapy, 29 (4), 43-58.

Harder, D.W. (1995). shame and guilt assessment and relationships of shame-and-guilt-proneness to psychopathology. In J. P. Tangney & K.W. Fisher (Eds.) self-conscious emotions: shame, guilt, embarrassment and pride, 362-392, New York: Guilford Press.

Harder, D.W., & Zalma, A. (1990). Two promising shame and guilt scales: A construct validity comparison. Journal of Personality Assessment, 55, 584-604.

Harder. D.W. (1990). Additional construct Validity Evidence for the Harder Personal Feelings Questionnaire Measure of shame and guilt proneness. Psychological Reports, 67, 288-290.

Hart, T.A., Flora, D.B., Fresco, D.M., Holle, C., & Heimberg, R.G. (2008). Development and Examination of the Social Appearance Anxiety Scale. Assessment, 15 (1), 48-59.

Heimberg, R.G., Liebowitz, M.R., Hope, D.A., & Schneider, F.R. (1995) (Eds.), social phobia: Diagnosis, assessment and treatment, 69-93. Guilford Press: New York.

Heimberg, R.G., Mueller, G.P., Holt, C.S., Hope, D.A., & Leibowitz, M.R. (1992). Assessment of anxiety in social interaction and being observed by others: The social interaction Anxiety Scale and the social phobia scale. Behaviour Therapy, 23, 53-73.

High, A.C., & Capalan, S.E. (2009). Social anxiety and computer mediated communication during initial interactions: Implications for the hyper personal perspective. Computers in Human Behaviour, 25 (2), 475-482.

Hope, D.A., Gansler, D.A., & Heimberg, R.G. (1989. Additional focus and casual attributions in social phobia: Implications from social psychology. Clinical Psychology Review, 9, 49-60.

Inderbitzen-Pisaruk, H., Clark, M.L., & Solano, C.H. (1992). Correlates of loneliness in Mid adolescence – Journal of Youth and Adolescence, 21, 151-167.

Just, N., & Alloy, L.B. (1997). The response style theory of depression: Tests and an extension of the theory. Journal of Abnormal Psychology, 106, 221-229.

Kanai, Y., & Sasagawa, S. (2010). Interpretation Basics for Ambiguous social Behaviour among Individuals with High and Low levels of social Anxiety. Cognitive Therapy and Research, 34 (3), 229-240.

Kessler, R.C., Mc Gonagle, D.K., Zhao, S., Nelson, C.B., Hughes, M., Escleman, S., Witchen, H.V., & Kendler, H.S. (1994). Lifetime and 12-month prevalence of DMS – III-R Psychiatric disorders in the United States: Results from the National Comorbidity Survey. Archives of General Psychiatry, 42, 729-736.

Kessler, R.C., Stein, M.B., & Berglund, P. (1998). Social phobia subtypes in the National comorbidity survey. American Journal of Psychiatry, 155, 613-619.

Klauer, K.J., & Phye, G.D. (2008). Review of Educational Research, 78 (1), 85-123.

Kocovski, N.L., & Rector, N.A. (2007). Predictors of Post – Event Rumination Related to Social Anxiety. Cognitive Behaviour Therapy, 36 (2), 112-122.

La Greca, A.M., & Lopez, N. (1998). Social anxiety among adolescents: Linkages with peer relations and friendships. Journal of Abnormal child Psychology, 26, 83-94.

Lamarche, L., Gammage, K.L., & Strong, H.A. (2009). The effect of mirrored environments on self-presentational efficacy and social anxiety in women in a step aerobics class. Psychology of Sport and Exercise, 10 (1), 67-71.

Landell, M.G., Aho, N., Anderson, G., & Calr, (2010). Social Anxiety Disorder and Victimization in a community sample of adolescents. Journal of Adolescence, 14 (2), 56-60.

Lange, W.G., Keijsers, G., Becker, E.S., & Rinck, M. (2008). Social anxiety and evaluation of social crowds: Explicit and implicit measures. Behaviour Research and Therapy, 46 (8), 932-943.

Leary, M.R., & Kowalski, R.M. (1995). The self presentational model of social phobia. In Heimberg, R.G., Liebowitz, M.R., Hope, D.A., & Schneider (Eds.). Social phobia: Diagnosis, assessment and treatment, 94-112. Guilford Press. New York.

Lewis, B.A., & O’ Neill, H.K. (2000). Alcohol expectancies and social deficits relating to problem drinking among college students. Addictive Behaviours, 25, 205-299.

Lewis, H.B. (1985). The role of shame in depression. In M. Rutter, E.E.Izard, & P.B. Read (Eds.). Depression in young people, 325-339. New York: Guilford Press.

Lewis, H.B. (1987). The role of shame in depression over the life span. In H.B. Lewtz (Ed.). The role of shame in symptom formation, 29-50. Hillsdale, NJ: Lawrence Erlbaum.

Lincoln, Y.S., & Guba, E.G. (1985). Naturalistic inquiry sage, Beverly Hills, CA.

Lopata, C., Volker, M.A., Putnan, S.K., Thomeer, M.L., & Nida, R.E. (2008). Effect of social familiarity on salivary cortisol and self-Reports of social Anxiety and stress in children with High Functioning Autism spectrum Disorders. Journal of Autism and Developmental Disorders, 38 (10), 1866-1877.

Lu, W., Daleiden, E., & Lu, S.E. (2007). Threat perception Bias and Anxiety among Chinese school children and Adolescents. Journal of clinical Adolescent Psychology, 36 (4), 568-580.

Lundh, L.G., & Ost, L.G. (1996a). Face recognition in social phobia. Scandinavian Journal of Behaviour Therapy, 25, 139-148.

Majdandzic, M., & Bogels, S. (2010). Rearing Histories of individuals with and without Social Anxiety. Anxiety stress and coping, 23 (3), 243-258.

Masten, C.L., Gillen – O’ Neel, C., & Brown, C.S. (2010). Empathy toward members of their own social groups than toward members of their social groups. Journal of Experimental Child Psychology, 106 (2-3), 115-128.

Mc Millian, J.H., & Schumacher, S. (2001). Research in Education: A conceptual Introduction (5th ed.). Addision Wesley Longman, Inc; New York.

Miers, A.C., Blote, A.W., & Westenberg, P.M. (2010). Peer perceptions of social skills in socially Anxious and Non anxious Adolescents. Journal of abnormal Child Psychology, 38 (1), 33-41.

Miers, A.C., Blote, A.W., Bogels, S.M., & Michael, P.W. (2008). Interpretation bias and social anxiety in adolescents. Journal of Anxiety Disorders, 22 (8), 1462-1471.

Mmari, K.N., Bradshaw, C.P., Sudhianaraset, M., & Blum, R. (2010). Child and Youth Care Form, 39 (5), 351-366.

Morrison, A.P. (2001). The Interpretation of intrusions in Psychosis: Revisited. British Journal of Psychiatry, 176, 281-284.

Mulcahy, K., Hennessey, N., Beilby, J., & Byrnes, M. (2008) Social Anxiety and the severity and Typography of stuttering in Adolescents. Journal of Fluency Disorders, 33 (4), 306-319.

Naderi, F., & Bouron, L. (2010). The efficacy of play Therapy on Attention Deficit Hyperactivity Disorder, Anxiety and Social maturity. Journal of Applied Sciences, 10 (3), 189-195.

Neeilsen, K.E.J., & Cairns, S.L. (2009). Social Anxiety and close Relationships: A Hermeneutic Phenomenological study. Canadian Journal of Counselling, 43 (3), 178-197.

Norberg, M.M., Norton, A.R., Oliver, J., & Zvolensky, M.J. (2010) (in press). Social Anxiety, Reasons for Drinking and College students Behaviour Therapy.

Osborne, M.S., & Franklin, J. (2002). Cognitive processes in music performance anxiety. Australian Journal of Psychology, 54 (2), 86-93.

Parade, S.H., Leerkes, E.M., & Blankson, A.N. (2010). Attachment to parents’ social anxiety and close relationships of female students over the Transition to college. Journal of Youth of Adolescence, 39 (2), 127-137.

Peleg, O. The Relation Between Differentiation and Social Anxiety: What can be learned from students and their parents? The American Journal of Family Therapy, 33 (2), 167-183.

Peterson, R.A., & Plehn, K., Tayvor, S. (ed.) (1999). Measuring anxiety sensitivity. Anxiety Sensitivity: Theory, Research and Treatment of the Fear of Anxiety, 61-81, Lawrence Erlbaum Associates, Mahwah, N.J.

Pierce, T. (2009). Teens use of socially interactive technologies. Computers in Human Behaviour, 25 (6), 1367-1372

Potoezniak, D.J., Aldea, M.A., & De Blacre, C. (2007). Ego identity, Social Anxiety, Social Support and self-concealment in Lesbian, Gay and Bisexual Individuals. Journal of counselling psychology, 54 (4), 447-457.

Rapee, R.M. (1995). Descriptive Psychopathology of social phobia. In R.G. Heimberg, M.R. Liebowitz, D.A. Hope & F.R. Schneider (Ed.), Social phobia: Diagnosis, assessment and treatment, 35, 741-756.

Rapee, R.M., & Heimberg, R.G. (1997). A cognitive behavioural model of anxiety in social phobia. Behaviour Research and Therapy, 35, 741-756.

Richards, C. (2008). British Journal of Clinical Psychology, 47 (4), 439-440.

Richardson, J. (1999). The concepts and methods of phenomenographic research. Review of Educational Research, 69 (1), 53-82.

Riggio, R.F. (1986). Assessment of basic social skills. Journal of personality and social psychology, 51, 649-660.

Rork, K.E., & Morris, T.L. (2009). Parenting behaviours and social anxiety among children. Child & Family Behaviour Therapy, 31 (3), 220-225.

Rosenberg, M. (1965). Society and the adolescent self-image Princeton University Press, Princeton, NJ.

Saboonchi, F., & Lundh, L.G. (1997). Perfectionism, self-consciousness and anxiety. Personality and Individual Differences, 19, 921-928.

Scharf, M., & Mayseless, O. (2009). Socio-emotional characteristics of Elementary School children identified on Exhibiting Social Leadership Qualities. Journal of Genetic Psychology, 170 (1), 73-94.

Schlenker, B.R., & Leary, M.R. (1982). Social anxiety and self-presentation: A conceptualization and model. Psychological Bulletin, 92 (3), 641-669.

Schmidt, N.B., Lerew, D.R., & Jackson, R.J. (1999). Prospective evaluation of anxiety sensitivity in the pathogenesis of panic: Replication and extension. Journal of Abnormal Psychology, 108, 532-537.

Schneir, F.R., & Foose, T.E. (2010). Social Anxiety disorder and Alcohol use Disorder Co-morbidity in the National Epidemiologic survey on Alcohol and Related conditions. Psychological Medicine, 40 (6), 977-988.

Shepardson, D.P., Wee, B., Priddy, M., Schellenberger, L. & Harbor, J. (2009). International Journal of Science Education, 31 (11), 1447-1471.

Siegel, R.S., & La Greca, A.M. (2009). Peer Victimization and social anxiety in Adolescents: Prospective and Reciprocal Relationships. Journal of Youth and Adolescence, 38 (8), 1096-1109.

Smari, J., Bjarnadottir, A., & Bragadottir, B. (1998). Scandinavian Journal of Behaviour Therapy, 27 (4), 149-155.

Snyder, J., Bullard, L., & Wagener, A. (2009). Childhood Anxiety and Depressive Symptoms: Trajectories, Relationship and Association with subsequent Depression. Journal of Clinical Child and Adolescent Psychology, 38 (6), 837-849.

Spokas, M., Luterek, J.A., & Heimberg, R.G. (2009). Social Anxiety and emotional suppression: The mediating role of beliefs. Journal of Behaviour Therapy and Experimental Psychiatry, 40 (2), 283-291.

Starr, L.R., & Davila, J. (2008). Differentiating Interpersonal correlates of Depressive Symptoms and Social Anxiety in Adolescence: Implications for Models of Comorbidity. Journal of Clinical Child and Adolescent Psychology, 37 (2), 337-349.

Stednitz, J.N., & Leary, M.R. (1982). Social anxiety and self-presentation: A conceptualisation and model. Psychological Bulletin, 92 (3), 641-669.

Stein, M.B., & Stein, D.J. (2008). Social anxiety disorder. Lancet 371, 1115-1125.

Stein, M.B., Walker, J.R., & Forde, D.R. (1994). Setting diagnostic thresholds for social phobia: Considerations from a community survey of social anxiety. American Journal of Psychiatry, 151 (3), 408-412.

Stillman, S. (2006). Grounded Theory and Grounded Action: Rooted in Systems Theory, World Futures, 62 (7), 498-504.

Stoeckli, G. (2009). The Role of Individual and Social Factors in Classroom Loneliness. Journal of Educational Research, 103 (1), 28-29.

Strauss, A. (1987). Qualitative analysis for social scientists. Cambridge University Press, Cambridge.

Strauss, A., & Corbin, J. (1998). Basics of qualitative research: Grounded theory procedures and techniques 2nd ed., Sage Publications, Thousand Oaks, CA.

Strauss, A.L., & Corbin, J. (1990). Basics of qualitative research: Grounded theory procedures and techniques, Sage, London.

Tangney, J.P. (1991). Moral affect: The good, the bad, and the ugly. Journal of personality and social personality, 61, 598-607.

Tangney, J.P., & Fischer, K.W. (1995). Self-conscious emotions: shame, guilt, embarrassment and pride. New York: Guilford Press.

Thomasson, P., & Psouni, E. (2010). Social Anxiety and Related Social Impairment are Linked to Self-efficacy and Dysfunctional coping. Scandinavian Journal of Psychology, 51(2), 171-178.

Tully, P.J., & Edwards, C.J. (2009). Schizophrenia, obsessive covert mental rituals and social anxiety: case report. Clinical Psychologist, 13 (2), 75-77.

Turner, S.M., Beidel, D.C., Dancer, C.V., & Stanley, M.A. (1989). An empirically derived inventory to measure social fears and anxiety: The Social Phobia and Anxiety Inventory. Psychological Assessment,   
Vol. I, 35-40.

Twentyman, C.T., & Mc Fall, R.M. (1975). Behavioural training of social skills in shy males. Journals of clinical and consulting psychology, 43, 384-395.

Vassilopoulos, S.P., & Chara Prantzalou, R.B. (2009). Experimental modification of interpretation bias in socially anxious children: changes in interpretation, anticipated interpersonal anxiety, and social anxiety symptoms. Behaviour Research and Therapy, 47 (12), 1085-1089.

Visconti, K.J., & Troop, G.W. (2010). Prospective Relations between Children’s Responses to Peer Victimization and Their Socio-emotional Adjustments. Journal of Applied Developmental Psychology, 31 (4), 261-272.

Warner, C.M., Fisher, P.H., Shrout, P.E., Rathor, S., & Klein, R.G. (2007). Treating Adolescents with Social Anxiety Disorder in school: An Attention Control Trial. Journal of Child Psychology and Psychiatry, 48 (7), 676-686.

Wells, A. (1997). Cognitive therapy of anxiety disorders: A practical manual and conceptual guide, Chichester: John Wiley & Sons, Sussex.

Westberg, P., Lundh, L.G., & Jonson. P. (2007). Implicit Associations and Social Anxiety. Cognitive Behaviour Therapy, 36 (1), 43-51.

Wright, M., & Banerjee, R. (2010). Depression and Social Anxiety in Children: Differential Links with coping strategies. Journal of Abnormal Child Psychology, 38 (3), 405-419.

**ANALYTIC INDUCTION OF PRECIPITATORS AND PROPITIATORS OF SOCIAL ANXIETY AMONG PROSPECTIVE TEACHERS**

**SREEVIDYA S.**

Synopsis of the dissertation submitted to

the University of Calicut in partial fulfillment of the   
requirements for the award of the degree of

**MASTER OF EDUCATION**

**FAROOK TRAINING COLLEGE**

UNIVERSITY OF CALICUT

2010

**INTRODUCTION**

The present day to day life faces stress and anxiety. The world is so sophisticated that human beings are under tension and are victims of social anxiety. Social anxiety has a cancerous and dangerous effect in human life. Which leads to reduce or carve away the quality of human life which ends in disorder. Social anxiety has been defined as anxiety resulting from the prospect or presence of personal evaluation in real or imagined social situations in which the person is the focus of attention (Conversations, public speaking) (Schleder & Leary, 1982).

Social anxiety which is characterised by fear of social situations and of embarrassment or humiliation in social situations is prevalent among college students (Beidel *et al*., 1989, Strahan & Conger, 1998). Adolescent girls with higher levels of social anxiety report having fewer friendship and less support in their close relationships. (La Greca & Lopez, 1998).

Social anxiety is a pervasive part of everyday life whether experienced during public speaking, in casual conversation or in interaction with a boss, a potential romantic partner, or a complete stranger, feelings of anxiety, uncertainty and awkwardness are often the consequences of quite ordinary encounters (Leary & Kowlski).

Social anxiety is the third largest psychological problem in the world today. Social anxiety is anxiety (emotional discomfort, fear, apprehension or worry) about social situations, interactions with others and being evaluated or scrutinized by other people. It can occur at different times of life and for different reasons. Cognitive advances and increased pressures in late childhood and early adolescence result in repeated social anxiety. Common Adult Forms of Social Anxiety include shyness, performance anxiety, fear of public speaking, stage fright, afraid of meeting new people, fear of facing and taking examinations, over excited when being teased or humiliated and the like. Social anxiety stems from one’s belief that other people perceive differently than they perceive themselves. People who suffer from social anxiety are constantly dealing with evaluation, apprehension and their self-presentation in a constant worry (Loudin *et al.,* 2003).

A person who has social anxiety is afraid of being in a situation in which they can be judged negatively by their peers, whether it be an intimate conversation, or performing in front of a large audience (Richards, 2008).

**NEED AND SIGNIFICANCE**

Anxiety is a psychological and physiological state characterized by somatic, emotional, cognitive and behavioural components. In either the absence or presence of psychological stress, anxiety can create feelings of fears, worry, uneasiness and dread. Anxiety is considered to be a normal reaction to stress. Social anxiety affected individuals suffer fear, apprehension, worry, tension and disturbed mental discomforts. The effect of social anxiety leads to minimize or deprive of the individuality, personality and quality of life. Social life for the victims of social anxiety is foreign to them.

Twenty-first century is considered as the era of Science and Technology. Due to the influence of science and technology changes occurred in every field ie., Agriculture, Medical, Education and other allied spheres. To cope with the changing scenario of the world, behaviour pattern of students have to be changed. But the students are not seen capable to make change in their behaviour pattern in tune with the changes occurred in the world. Moreover they are not having proper opportunities to mingle with the people to develop behaviour pattern. Parents are complaining that the teachers are not capable of developing behavioural pattern to reduce stress and strain among the students. But teachers are seen finding fault with the parents in turn. The fact is that majority of the teachers is also in the grip of stress and strain leading to social anxiety.

Social anxiety occurred in infancy and in early childhood, as part of social functioning would be minimized and it would become harmless in the course of developmental growth. But cognitive advances and increased pressures in late adulthood and early adolescence result in repeated social anxiety. Everybody, in one way or other, is in the grip of social anxiety. Social anxiety among students and graduate level students affects the quality of education and even the life of students. Studies about the effect and causes of social anxieties among students and adults are not seen conducted deeply in India. Such studies in this regard have been conducted in foreign countries widely and deeply in search of the causes of social anxieties and the consequent effects and results in the individuals and society.

Damer (2010) conducted a study on social anxieties, especially on college students, who lacked self-confidence as a result of the effect of social anxiety they suffered. Gudino and Lau (2010) conducted a study about the social anxiety of shyness in Hispanic American Children. Shyness is uniquely associated with anxiety symptoms. Siegel *et al*., (2009) has made a study on the peer victimization and social anxiety among adolescents. It is seen that genuine and earnest studies, in this regard, are going on in western countries.

As it is found that children and students are victims of social anxiety and even prospective teachers are not free of social anxiety, the investigator desired to assess the social anxiety among prospective teachers who are to handle and teach the students and hence this study was undertaken which is very relevant of the time.

There are criticisms that the B.Ed. trainees are not having proper behaviour pattern and they are not amenable to mingle with the people and they are lacking the quality of sociability and they keep distance even with their classmates. It may be due to various reasons and circumstances. It is a fact that the marvelous development of science and technology has brought the countries closer to the people where distance is not at all a problem while the same has widened the distance between human minds resulting in the lack of social interactions between human beings. This grave situation leads to a lot of problems of social anxiety among the Prospective Teachers and in the coming generations. It is seen that no study has been done so far to identify the exact reasons behind and hence the study. If and only if the Prospective Teachers are made free of social anxiety they can contribute much to the development of the quality of education and make an anxiety free student community which will be a boon for the development of education.

The investigator proposed to conduct a study to assess the quantum of social anxiety exhibit among Prospective Teachers of B.Ed. trainees with a view to diagnose the causes of the same. Identifications of the precipitators of social anxiety will help to develop the quality of education.

Social anxiety of the individuals beyond the harmless stage deteriorates the personality and ability of the individuals when the quality and values of life are lost considerably. The investigator could understand that there were no studies or investigations on this crucial problem of social anxiety in India and especially in Kerala.

It is hoped that the findings of the study will be helpful to policy makers, educationists and educational reformers for making awareness and directions to imbibe quality of education to the people.

It was felt that it was more a curse than a suffering of stress and social anxiety. It was felt that if a study is made and if investigated to find out the causes of the problem and to find out a solution for the same it would be a great blessing to the people and the society. Thus the investigator undertook this study.

The findings of the study, it is hoped, will help the Prospective Teachers to improve themselves and develop the quality of education and life.

**STATEMENT OF THE PROBLEM**

The present study is undertaken with a view to analyse social anxiety of prospective teachers inductively. The study is entitled “ANALYTIC INDUCTION OF PRECIPITATORS AND PROPITIATORS OF SOCIAL ANXIETY AMONG PROSPECTIVE TEACHERS”.

**VARIABLE**

Precipitators and propitiators of social anxiety among prospective teachers are taken as the criterion variable for the study.

**OBJECTIVES**

The objectives set forth for the study are the following:

1. To analyse inductively and construct categories on the precipitators of social anxiety of prospective teachers for the total sample.
2. To analyse inductively and construct categories on the precipitators of social anxiety of prospective teacehrs for the Male sub-sample.
3. To analyse inductively and construct categories on the precipitators of social anxiety of Prospective teachers for the Female sub-sample.
4. To analyse inductively and construct categories on the precipitators of social anxiety of prospective teachers for the Rural sub-sample.
5. To analyse inductively and construct categories on the precipitators of social anxiety of Prospective teachers for the Urban sub-sample.
6. To analyse inductively and construct categories on the precipitators of social anxiety of Prospective teachers based on the sub-sample language students.
7. To analyse inductively and construct categories on the precipitators of social anxiety of Prospective teachers based on the sub-sample social science students.
8. To analyse inductively and construct categories on the precipitators of social anxiety of Prospective teachers based on the sub-sample science students.
9. To analyse inductively and construct categories of the propitiators of social anxiety of prospective teachers for the total sample.
10. To analyse inductively and construct categories of the propitiators of social anxiety of prospective teachers for the Male sub-sample.
11. To analyse inductively and construct categories of the propitiators of social anxiety of prospective teachers for the Female sub-sample.
12. To analyse inductively and construct categories of the propitiators of social anxiety of prospective teachers for the Rural sample.
13. To analyse inductively and construct categories of the propitiators of social anxiety of prospective teachers for the Urban sub-sample.
14. To analyse inductively and construct categories of the propitiators of social anxiety of prospective teachers based on the sub sample, language students.
15. To analyse inductively and construct categories of the propitiators of social anxiety of prospective teachers based on the sub sample, social science students.
16. To analyse inductively and construct categories of the propitiators of social anxiety of prospective teachers based on the sub sample, science students.

**METHODOLOGY**

The method used for this study is Analytic Induction using constant comparison approach. This method uses qualitative research paradigm rooted in Grounded theory.

***Sample***

The study was conducted on the sample of 700 prospective teachers from different districts i.e., Wayanad, Kozhikode, Malappuram, Thrissur, Ernakulam, Kollam and Thiruvananthapuram in Kerala drawn by stratified random sampling technique giving due representation to various strata viz., gender, locale of the institutions and optional subjects of study.

**Tool Used**

The investigator developed an open-ended questionnaire for assessing the precipitators and propitiators of social anxiety of prospective teachers for the present study. The data collected were inductively analyzed and category construction was made.

Percentages of responses were found out and assessed the social anxiety of the prospective teachers with regard to the precipitators. Similarly the propitiators were also identified and the role of propitiation of the social anxieties with regard to the propitiators was assessed through constant comparison method.

**EDUCATIONAL IMPLICATION**

The purpose of any educational research is for the development and progress of education. Education reforms the society and the human beings while it is the pivot of any reformation of the society and the humanbeings. As such the present study has important and genuine implications in the field of education, both teaching and learning. The study has relevant implications for the development of society and for the development of the quality of human life.

The findings of the study reveal that a good number of students and even prospective teachers are in the grip of social anxiety which will destroy all qualities in the individuals and tarnish the personality and life of persons. The findings of the study by inductive analysis of data collected from the total sample and sub-samples based on gender, locale and optional subjects of study reveal that there is considerable effect or change in the way of human thinking and in their emotional dispositions of mind and in the social life. The study reveals the following educational implications.

* Humanbeings are victims of social anxiety in their day to day life.
* While framing curriculum provision should be given for making appropriate changes which can enable the teachers to reduce stress, strain and mental tension of the learners during the course of study. For this proper and periodic training should be given to teachers by experts in this field and by resource persons so as to enable the teachers to implement the curriculum for creating tension free and anxiety free society.
* The findings of the inductive analysis of the data revealed the advent of certain factors at the rescue of the Prospective Teachers of the sample and helped them to reduce and make the anxieties effectless. As such the responses from the participant prospective teachers were inductively analysed and categorized on the basis of the quantum of propitiation of the anxieties of the teacher trainees and thus made the construction of the categories of propitiators of the emerged social anxieties in the Prospective Teachers. If the teachers are made anxiety free and capable of propitiating the anxieties faced during the day to day life an anxiety free student community can be created. If the students can be made anxiety free the quality of education and their life can be improved beyond our expectation and the very purpose of education can be glorified. Hence it is implied that the curriculum should also be prepared in view of psychological aspects concerned with the anxieties of both the teachers and students and their propitiations.
* From the findings and discussions of the study, it is evidenced that human beings are victims of social anxiety in their day to day life and social interactions. It is found that there is the necessity that the teachers should be periodically oriented. They should be given training by utilizing print and audio-visual media so as to enable them to get prepared themselves to adopt according to the changing situations.
* The findings and discussion there upon warranted the need and significance of proper teaching-learning process and method of instruction. For this the teachers should be equipped well. Hence it is suggested to arrange workshops and conferences with a view to create positive attitude in teachers. Moreover literature concerning may be published to usher the teaching-learning process.
* When teaching-learning process is considered there should be measures to minimize or avoid precipitators of social anxiety among the learners as well as teachers and to create and develop confidence, sociability and ability to communicate. Hence it is suggested to introduce lessons in tune with the components associated with the precipitators of social anxiety. For this proper guidelines should be given.
* The findings of the study reveals that social anxiety is related to psychological aspects as diseases are related to body and health. Hence curriculum of education should give importance to psychological aspects and approaches in teaching-learning process. For developing psychological aspects among the teachers it is suggested to take proper measures to provide training to the teachers accordingly with a view to develop psychological components among the teachers.

**SUGGESTIONS FOR FURTHER RESEARCH**

Review of related studies and findings of the present study lead the investigator to suggest the following for further research.

* + There is the scope of a critical, deep and wide inductive analysis of the problem of social anxiety of the whole student community.
  + Inductive analysis of the social anxiety problems of professionals.
  + The present investigation has proved the need of improving and developing qualitative analysis based on inductive method on social anxiety of children and adolescents.
  + The present study gives scope of qualitative analytic researches on social anxiety of professional students such as engineering and medical.
  + The present study also leads to the scope and possibility of qualitative researchers on the social anxiety of persons involved in occupations of Health.

**ORGANIZATION OF THE REPORT**

***Chapter I***: This chapter of report contains a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, variable, objectives, methodology and scope and limitations of the study.

***Chapter II***: This chapter gives theoretical overview of social anxiety and inductive analysis and the studies related to them.

***Chapter III***: In this chapter, the investigator discusses the methodology of the study in detail with description of variable, objectives, tools used for data collection, sample selected for the study, data collection procedure and inductive analysis and category construction.

***Chapter IV*** : This chapter describes preliminary analysis, interpretation of data, discussion and conclusion.

***Chapter V***: This chapter contains summary of the study, inductive analysis and category construction of precipitators of social anxiety, inductive analysis and category construction of propitiators of social anxiety, educational implications of the study and suggestions for further research in the area.

**FAROOK TRAINING COLLEGE**

**FAROOK COLLEGE P.O. 673632**

**SOCIAL ANXIETY QUESTIONNAIRE- 2010**

**NOUSHAD. P.P SREEVIDYA. S**

*Lecturer M.Ed. Student*

*Farook Training College Farook Training College*

**\nÀt±i-§Ä**

kmaqly-Po-hn-X-¯nÂ hyàn-IÄ¡v Ah-cpsS ssZ\w-Zn\ Pohn-X-¯nÂ `bw, hymIpeX, aäv BÄ¡m-cp-ambn kwh-Zn-¡p-I-tbm, CS-s]-Sp-Itbm sN¿p-t¼mÄ D­m-Ip¶ am\-knI k½À±-§-tfm, Akz-Ø-X-Itfm BWv kmaq-lnI DXvIWvT F¶-dn-b-s¸-Sp-¶-Xv.

\n§-fpsS kmaq-lnI DXvIWvT (Social Anxiety) Af¡p-¶-Xn\v th­n-bp-Å-XmWv Cu tNmZym-h-en. Hmtcm tNmZyhpw hmbn¨v AXnsâ D¯cw X¶n-cn-¡p¶ D¯-c-¡-S-em-knÂ B tNmZy-¯nsâ \¼-dn-s\-Xnsc hnh-c-Wm-ß-I-ambn Fgp-Xp-I. Bh-iy-amb Øehpw ka-bhpw D]-tbm-Kn-¡p-I. FÃm tNmZy-§Ä¡pw D¯cw tcJ-s¸-Sp-¯p-hm³ {]tXyIw {i²n-¡p-I. CXn-eqsS e`n-¡p¶ hnh-c-§Ä hfsc cl-ky-ambn kq£n-¡p-¶Xpw Kth-j-Wm-h-iy-¯n-\p-th­n am{Xta D]-tbm-Kn-¡p-I-bpÅp F¶pw Dd¸p \ÂIp-¶p.

**PERSONAL INFORMATION**

Name of the Institution :

Sex :

Educational Qualification :

Optional Subject :

Type of Institution : Govt./Aided/Unaided

Locale of Institution : Rural/Urban

1. \n§-fpsS ssZ\w-Zn\ Pohn-X-¯n-epÅ kmaqly CS-s]-S-ep-IÄ \n§-fnÂ Ft¸m-sg-¦nepw `btam, hymIp-e-X-tbm, am\-knI k½À±-§-tfm, DXvI-WvTtbm D­m-¡m-dpt­m? Ds­-¦nÂ AXn-\pÅ kµÀ`hpw C¯cw DXvI-WvT-I-fn-te¡v \n§sf \bn-¡p¶ Imc-W-§fpw hyà-am-¡p-I.

2. \n§Ä A`n-ap-Jo-I-cn-¡p¶ kmaqly DXvI-WvT-IÄ XcWw sN¿m³ \n§sf klm-bn-¡p¶ LS-I-§Ä GsX-Ãm-sa¶v hni-Z-am-¡p-I.

D­v/CÃ

(a) D¯cw "D­v' F¦nÂ kµÀ`-hpw, C¯cw DXvI-WvT-I-fn-tebv¡v \n§sf \bn-¡p¶ Imc-W-§fpw hyà-am-¡p-I.

(b) D¯cw "CÃ' F¦nÂ C¯cw kµÀ`-§Ä XcWw sN¿m³ \n§sf klm-bn¨ LS-I-§Ä hni-Z-am-¡p-I.

**FAROOK TRAINING COLLEGE**

**FAROOK COLLEGE P.O. 673632**

**SOCIAL ANXIETY QUESTIONNAIRE- 2010**

**NOUSHAD. P.P SREEVIDYA. S**

*Lecturer M.Ed. Student*

*Farook Training College Farook Training College*

**Instruction:**

In the day to day social life individuals are not fully free from fear, worry, tensions and mental stress-when our interactions with others or being evaluated by others. This state of mind is called social anxiety, ie., feeling emotional discomforts.

This questionnaire is intended to assess your social anxiety, if you have. Read each question and give your answer to the question descriptively against the number of the question concerned in the given paper. Sufficient space and time may be availed of. Special attention may be given to answer all questions. The informations you reveal will be kept very confidential and you are assured that these details will be used only for research purposes and studies.

**PERSONAL INFORMATION**

Name of the Institution :

Sex :

Educational Qualification :

Optional Subject :

Type of Institution : Govt./Aided/Unaided

Locale of Institution : Rural/Urban

1. Do you face any fear, worry, stress or mental tension or anxiety when you interact with others in your day to day life? If so, explain the circumstances and the causes of creating them.

2. What are the aspects or factors which you rely on or which help you to overcome or propitiate thus emerged social anxieties such as fear, worry, stress or mental tension or anxiety.