

Original Paper

Investigation on Social Anxiety of Secondary Vocational Students

Chao Liao^{1*}, Jingchun Li¹, Gang Chen¹, Jie Xu¹, Zhongqin Zhang², Wei Zhang², Liuli Pi², Bo Yu² & Jun Luo²

¹ Chong Qing Medical School, Chong Qing, China

² Chong Qing Medical School, Chong Qing, China

* Chao Liao, Corresponding author

Chongqing Changshou District Education Science "14th Five-Year Plan" Project (2021-14)

Received: October 8, 2022 Accepted: November 9, 2022 Online Published: November 12, 2022

doi:10.22158/wjer.v9n6p9

URL: <http://dx.doi.org/10.22158/wjer.v9n6p9>

Abstract

Objective: To investigate the status quo of social anxiety among secondary vocational students and the differences in demographic variables through the Communication Anxiety Scale (IAS) survey. Methods: A total of 890 students from a secondary vocational school in Changshou District of Chongqing were surveyed with the Communication Anxiety Scale (IAS) to understand the social anxiety of secondary vocational students. Results: The mean score of social anxiety of secondary vocational students was 45.25 ± 9.32 . The gender difference of social anxiety in secondary vocational students was significant ($P < 0.001$). There was no significant difference in social anxiety of secondary vocational students in grade ($P > 0.05$); The social anxiety of secondary vocational students was significantly different in household registration type ($P < 0.001$); There was no significant difference in social anxiety between only children and non-only children ($P > 0.05$). The difference of social anxiety in family income of secondary vocational students was very significant ($P < 0.001$). Conclusion: The level of social anxiety of secondary vocational students is above the middle level. From the perspective of gender variables, there is a significant difference in the level of social anxiety between male and female students, and the level of social anxiety of male students is significantly lower than that of female students. In terms of grade variables, there was no significant difference in social anxiety in grade variables. From the perspective of the variable of residence type, social anxiety is significantly different between rural students and urban students. The level of social anxiety of rural students is higher than that of urban students. There is no significant difference between only-child and non-only-child in social anxiety. From the perspective of family income level, social anxiety is significantly different among different

income families. Students from families with wages higher than the average social level had the lowest level of social anxiety, students from families with wages comparable to the average social level had higher levels of social anxiety, and students from families with wages lower than the average social level had the highest level of social anxiety.

Keywords

secondary vocational students, social anxiety

1. Introduction

Social anxiety refers to the emotional experience of nervousness or fear in the process of interacting with others (Fang liu, 2019). Social anxiety seriously affects the physical and mental health of adolescents. From previous studies, self-confidence is closely related to social anxiety (Yali Zhang et al., 2019). Secondary vocational students are shunted to vocational schools after graduation from junior high school, and they may have more confusion in their study and life. The psychological condition of this group is of great concern to the school. Social anxiety and their psychological status are concerned by the school, and having confidence and good living habits is crucial for their growth. Children with high social anxiety may experience more difficulties in school life and learning. Therefore, this study intends to start from the perspective of the investigation of social anxiety of secondary vocational students, and to understand the learning and life of secondary vocational students to provide important reference significance for the follow-up targeted regulation of students with high level of social anxiety.

2 Objects and Methods

2.1 Objects

A secondary vocational school in Chongqing was taken as the research object. A total of 890 people participated in the survey and 880 valid questionnaires were recovered, with an effective rate of 98.9%. Among them, 217 were boys, accounting for 24.7%; There were 663 female students, accounting for 75.3%. The age range is 16-18 years old. The general situation of the subjects is shown in Table 1.

Table 1. Demographic Variable Distribution of Secondary Vocational Students (N=880)

| | | Population(n) | Percentage (%) |
|-------------------------------|------------------|---------------|----------------|
| Gender | Male | 217 | 24.7 |
| | Female | 663 | 75.3 |
| Grade | Grade one | 494 | 56.1 |
| | Grade two | 386 | 43.9 |
| Household Registration | City | 416 | 47.3 |
| | Country | 464 | 52.7 |
| Single-child family | Yes | 196 | 22.3 |

| | | | |
|---------------------------------|-----------------------------|-----|------|
| | No | 684 | 77.7 |
| Economic level of family | Above average salary | 24 | 2.7 |
| | Average salary | 286 | 32.5 |
| | Below average salary | 570 | 64.8 |

2.2 Methods

2.2.1 Interaction Anxiety Scale (IAS)

This scale has 15 questions, which mainly tests the subjective anxiety feelings of the subjects and does not involve the behaviors of the subjects due to anxiety (Chunzi Peng et al., 2003). The research selected a wide range of subjects, the principles are: subjects have feelings of social tension and anxiety; Or the participants did not feel nervous or afraid in the social interaction, and showed a calm and relaxed state, both of which are the scope of our investigation. Many of the questions involved unexpected social situations. This scale uses a 5-level scoring method to calculate the total score, with 1 indicating very inconsistent; 5 stands for good agreement. The total score ranges from 15 to 75. Higher scores indicate higher levels of anxiety. The latest research extends the scale from college students to middle school students. In this study, the reliability and validity of the scale were 0.849 and 0.920, respectively.

2.2.2 Statistical Method

SPSS23.0 was used for descriptive statistical analysis. T-test and F-test were used for comparison between groups. $P < 0.05$ was considered statistically significant.

3. Result

3.1 The Overall Situation of Social Anxiety of Secondary Vocational Students

According to the social anxiety measurement results of secondary vocational students, the score range of communication anxiety scale is 15-75, the higher the score, the more serious the anxiety. A score of 15-30 indicates no social anxiety, full of confidence in the process of communication, and a successful communicator; A score of 30-45 indicates average social performance and no specific anxiety or tension. A score of 45-60 indicates nervousness and lack of confidence in the process of communication, while a score of 60-75 indicates severe anxiety and nervousness, and special attention to how others view them (Chunzi Peng et al., 2003). There are 15 items in this questionnaire, all of which adopt the five-level scoring method. The results are shown in Table 2. In general, the mean of social anxiety of secondary vocational students was 45.25, and the standard deviation was 9.32. This indicates that the social anxiety level of secondary vocational students is generally at a high level.

Table 2. Descriptive Analysis of Social Anxiety of Secondary Vocational Students

| | Mean (M) | Standard Deviation (SD) |
|----------------|----------|-------------------------|
| Social anxiety | 45.25 | 9.32 |

3.2 Gender Difference Analysis of Social Anxiety in Secondary Vocational Students

The gender difference of social anxiety in secondary vocational students showed that the mean of social anxiety in secondary vocational boys was $M=42.21$, and the standard deviation SD was 8.94. The mean value of social anxiety was 46.24, and the standard deviation was 9.23. The gender difference in social anxiety of secondary vocational students is very significant ($P<0.001$), and the level of social anxiety of female students is significantly higher than that of male students. The reason for this may be that female students have higher sensitivity to social interaction and female students have more urgent communication needs. The results are shown in Table 3.

3.3 Difference Analysis of Social Anxiety in Grade of Secondary Vocational Students

The difference results of social anxiety in grades of secondary vocational students are shown in Table 3. According to Table 3, the mean value of social anxiety in the first grade of secondary vocational students is 45.22 ± 9.20 . The social anxiety value of the second grade was 45.29 ± 9.48 ; There was no significant difference in social anxiety among secondary vocational students in grade ($P>0.05$). This phenomenon may be caused by the similar learning and living environment of students of different grades and little difference in the composition of people they contact, or by the similar age and close psychological state of students of two different grades.

3.4 Difference Analysis of Social Anxiety of Secondary Vocational Students in Household Registration Type

The results of the difference analysis in the type of residence are shown in Table 3. City students' social anxiety level is lower than the countryside student, between social anxiety level was very significant difference ($P < 0.001$), the rural students' social anxiety level higher results may be related to the following factors, rural students relatively poor family economic conditions, parents of children education importance may be different, rural children feel more pressure, more inferiority.

3.5 Difference Analysis of Social Anxiety of Secondary Vocational Students on Whether They Are the Only Child or Not

The results showed that there was no significant difference in social anxiety between only children and non-only children ($P>0.05$). The results are shown in Table 3. However, the average level of social anxiety of non-only children was slightly higher than that of only children, which may be due to factors such as less attention paid to non-only children.

3.6 Difference Analysis of Social Anxiety of Secondary Vocational Students on the Level of Family Income

The difference results of social anxiety in family income level of secondary vocational students are shown in Table 3. Data, according to the results of the secondary vocational student's social anxiety on household income difference was very significant ($P < 0.001$), we can find that in the later inspection, lower than the social average income level of families of students social anxiety level is highest, the second is with the social average wage is family, of the lowest social anxiety level is higher than social average wage level of the family. The possible reason for the above results is that the higher the family income level, the more confident the children are and the more superior they are in the social process. The students with the lower family income are more self-abasement and may be less confident in the communication process.

Table 3. Differences in Demographic Variables of Social Anxiety among Secondary Vocational Students

| | Gender | | Grade | | Household Registration | | Single-child family | | Income level | | |
|---|--------|--------|-----------|-----------|------------------------|--------|---------------------|-------|--------------|-------|-------|
| | Male | Female | Grade one | Grade two | City | County | Yes | No | ① | ② | ③ |
| Mean | 42.21 | 46.24 | 45.22 | 45.29 | 43.87 | 46.48 | 44.32 | 45.51 | 39.92 | 44.25 | 45.97 |
| SD | 8.94 | 9.23 | 9.20 | 9.48 | 8.60 | 9.76 | 9.39 | 9.29 | 10.62 | 8.92 | 9.35 |
| t/F | -5.63 | | -0.11 | | -4.23 | | -1.59 | | 7.40 | | |
| P | <0.001 | | 0.914 | | <0.001 | | 0.113 | | 0.001 | | |
| Back testing | | | | | | | | | ①<②<③ | | |
| Attention : Code meaning: ①Above average salary; ②Average salary; ③Below average salary | | | | | | | | | | | |

4. Discussion

4.1 Social Anxiety of Secondary Vocational Students Should not be Ignored

From the survey group of secondary vocational students, the social anxiety level of secondary vocational students is at a medium high level, which is consistent with previous studies (Fang liu, 2019). In general, it is consistent with the results of other demographic variables concerning social anxiety of secondary vocational students, such as whether the only child is a child, gender and household registration type, which are consistent with the results of previous studies (Xiao Yu, 2020). The research of a secondary vocational school in Nanjing shows that there are significant differences in grades of social anxiety among secondary vocational students. The social anxiety of the first grade of secondary vocational students is higher than that of other grades, which is different from the results of this study (Liu, M. & University, N. X., 2014). The different results in terms of grades may be caused by the reality between different regions. Most of the students in this study come from the same region and are very familiar with this region, which may be the main reason for the insignificant difference in

social anxiety among grades. In general, the overall level of social anxiety of secondary vocational students is higher than the average, and is generally above the average level, which is consistent with previous studies (Huang J. et al., 2015).

4.2 The Social Anxiety Level of Girls Should be Paid More Attention to

In terms of gender variables, there is a significant difference in social anxiety between male and female secondary vocational students, and the level of social anxiety of female students is significantly higher than that of male students. The reason may be that female minds are more delicate and sensitive to social interaction, and it is easier to form small groups among female groups, or girls pay more attention to their feelings among friends and being liked by more classmates. And boys are relatively speaking the mind is not so delicate, usually it is easier to look down on all kinds of problems in life, do not care about gains and losses, emotional relatively speaking is more stable, these differences are caused by various personality characteristics of men and women. The higher social anxiety of girls than boys is basically consistent with other related research results (Liu, M., 2014; Huang, J. et al., 2015). From the perspective of foreign studies, female students still have a higher level of social anxiety than male students, which is consistent with the results of this study (Li, X. et al., 2006).

4.3 The Level of Social Anxiety Is Similar in all Grades

In terms of grade variables, there was no significant difference in the level of social anxiety among grades of secondary vocational students in this study. The main reason may be that most of the students recruited by the schools in this study come from Chongqing, or even most of them come from the same district and county, so they are very familiar with the surrounding environment. Meanwhile, many students come to the secondary vocational schools in this study together with their junior middle school classmates, so the strangeness is not so strong. However, schools in other regions may have a wider enrollment range and students are more unfamiliar with the environment, so it was reported in previous studies that the first grade has a higher level of social anxiety than other grades (Liu, M., & University, N. X., 2014).

4.4 Attention Should Be Paid to the Social Anxiety of Rural Students

In terms of household registration type variables, the results of this study show that there are significant differences in social anxiety among secondary vocational students with different household registration types. Rural social anxiety level is higher than urban students, rural students living environment and living conditions are generally worse than urban students, they might be more inferior than urban students, leading to social anxiety level is higher, at the same time in the rural youth group is relatively small, young people go out to work, lead to depression in rural areas, only the old, Therefore, students living in rural areas lack the conditions to communicate with others, and there are not many situations to communicate with people in groups. All these problems may lead to a higher level of social anxiety among rural students than urban students. In other studies on social anxiety of secondary vocational students, this study is consistent with previous research results, and the social anxiety of rural students is higher than that of urban students (Huang et al., 2015). In the study of junior high school students, it

is still consistent with the results of this study (Susu Zhao, 2020).

4.5 The only Child Has the Same Level of Social Anxiety as the Non-only Child

In terms of the only child variable, there is no significant difference in the level of social anxiety between only children and non-only children. Nowadays, the level of social urbanization is getting higher and higher, and the proportion of young people entering cities is also very high. Even if their children are only children, the community population in cities is quite dense. They can be found in community and city peers or age differences between small partners to play together, thus their social intercourse ability get the corresponding training, rather than only children they can communicate with each other, play with his companions, nature also won't be lonely, so between the only children and not only that there was no significant difference may be due to a variety of reasons. According to previous studies, there is no significant difference in social anxiety between only children and non-only children (Fang liu, 2019; Xiao Yu, 2020).

4.6 Special Attention Should Be Paid to the Social Anxiety of Low-Income Students

As for the variable of family income level, there are significant differences between families whose family income is higher than the social average wage level, families whose family income is comparable to the social average wage level, and families whose family income is lower than the social average wage level. Students whose family income level is higher than the social average wage show lower levels of social anxiety, while students whose family income is lower than the social average wage have higher levels of social anxiety. The social anxiety of students from families with average social income is somewhere in between. The possible reason is that the higher the family income, the richer the material conditions, the more confident the students are in the process of social communication, and thus the lower social anxiety. In contrast, students from families with low family income may unconsciously compare with families with better family income conditions from an early age, and may have more inferiority complex, resulting in higher social anxiety in the process of social communication. In addition, parents of students with high family income may pay more attention to their children, while parents of families with low income may try to earn more money for livelihood and not pay enough attention to their children, which may also affect their children's social anxiety. The results of this study are also consistent with previous research results (Rongguang Sun, 2009).

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