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POOR ACADEMIC PERFORMANCE CAUSED BY SOCIAL ANXIETY

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POOR ACADEMIC PERFORMANCE
CAUSED BY SOCIAL ANXIETY

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Erin Tayag
Leea Gonzales
May 2021

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ABSTRACT

Social anxiety can have consequential effects on college students' academic performance. Many students' college experiences will involve some levels of anxiety. However, social anxiety is very distinct from natural anxiety. Considering the effects of social anxiety in a college setting, there are students whose grades can decrease due to non-performance in specific class activities or unfortunately discontinuing school. This research project desired to identify if social anxiety indeed affects college students' academic performance. This study utilized a quantitative design by providing existing social anxiety scales to students through email and social media platforms. Within this design, three analyses were used: Independent samples t-test, One-Way ANOVA, and Pearson r Correlation Coefficient. The findings of these analyses did not support the hypothesis of this study, however results showed that in the sample more college students do not experience problems with social anxiety while in college and there is no correlation between college students' GPA and social anxiety. Limitations of the study and suggestions for future research are discussed.

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I would like to acknowledge my research partner, Erin Tayag, for being there throughout this journey. Not only was Erin my research partner, but she is my friend, and I wouldn't have been able to get through this program without her. Thank you, Erin, for all of your hard work and commitment to working on this study with me! I would also like to acknowledge my entire cohort for all of the support throughout graduate school. Thank you to my research advisor Dr. Shon for guiding Erin and I throughout this study. Lastly, I would like to thank my parents, grandparents, siblings, my two aunts, my cousin and my boyfriend for being my main support system and helping me get through this journey against all odds.

-Leea Gonzales

DEDICATION

This research study is dedicated to all the college students who have been impacted or are currently facing struggles with social anxiety. We would like to dedicate this to every individual who had to adjust to being a student through virtual platforms. Being a student and learning remotely has presented a lot of challenges but nonetheless we commend you all for persevering and being resilient despite the barriers that were faced. Congratulations to the class of 2020 and 2021 for all their hard work, dedication, and tenacity to push through despite the circumstances and we wish everyone luck on their future endeavors.

-Erin Tayag and Leea Gonzales

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CHAPTER ONE: INTRODUCTION

Problem Formulation

Social anxiety amongst college students continues to increase, causing difficulty with social skills as well as academic performance. It can be defined as extreme distress and/or avoidance of situations in which the individual fears criticism or embarrassment (Strahan, 2003). Undergraduate and graduate students are unaware that social anxiety is significantly high in the college population. There are some differences in cognitions and physiological responses between nonclinical participants with more social anxiety symptoms than those students who are diagnosed with social phobia (anxiety) (Strahan, 2003).

Entry into college is an exciting, eventful, and life-altering experience. However, for those socially anxious, entry into college may be dissatisfying. There are 19%-33% of undergraduates who have experienced high levels of social anxiety that have reported symptoms (Campbell et al., 2016). In another study, 91% of a sample with social phobia reported interference with their academic performance (Strahan, 2003). Considering these different findings, it shows that social anxiety is a rising social issue.

Studying the effects of academic performance due to high levels of social anxiety can cause consequences on both a micro and macro level. At a micro

level, one common problem amongst college students who experience social anxiety is that they invest in heavy substance use consumption (Villarosa et al., 2014). These findings can help discover preventative strategies to help assist those students who feel a sense of security when consuming alcohol or relying on another substance such as cannabis. Another impactful strategy that can be helpful on a micro level is discovering how students have generally dealt with their social anxiety and what methods have helped them cope with their specific symptoms. Solutions to issues should not only be surface level since circumstances can be unique and the answers are not catered to fit each individual's needs. This study will further assess what college students individually need to thrive in their environment and what can help them alleviate social anxiety in their everyday activities of living to enhance their quality of life.

On a macro level, a common consequence of students who experience social anxiety is the need for services but the lack of knowledge behind receiving the help they need. College campuses provide mental health services to their students but there continues to be a misconception on the type of services actually being provided (Michaels et al., 2015). The result of the ineffective use of mental health services may lead to ongoing barriers posed by social anxiety and poor academic functioning. Social workers raising awareness within campuses on how to utilize these resources and promote wellness between personal and academic functioning will potentially help the retention of student success and lessen complications managing social anxiety (Michaels et al., 2015). This study

can aid in pushing social workers to advocate and challenge current practices and implement new policies to enhance the needs of the population.

College students who face mental health issues are part of a growing public health concern (Kenney et al., 2018). Social workers help contribute towards the success of an individual to thrive in an academic setting. Currently, there are social workers who practice at school districts and college campuses to provide support or intervene in various ways that students may need help in certain areas. This could impact current policies set into place by the University by the need to implement, enhance, and provide additional ways to serve the population based on the increased need for mental health services. Social workers are trained to provide professional mental health and counseling services (Alvarado et al., 2003). Social anxiety is a mental health disorder; therefore, it requires the attention of social workers.

The findings from this study can contribute to social work practice because it will provide further clarification and insight as to how the presence of social anxiety can impact an individual's life. Social workers will be able to use these findings to understand how high levels of social anxiety may be detrimental to the overall functioning of an individual in a college setting and potentially inhibit an individual to academically thrive. The presence of social anxiety has been found to correlate with lower quality of life, discontent, and frustrations with achievement and performance (Sudir et al., 2012). Based on the findings, there will be a grasp of how a mental health disorder can present as a challenge.

This study will assess what can be done in order to meet college student's needs to enhance their academic performance while living with social anxiety. This study can give an opportunity to figure out the disconnect that college students have to be successful in their academic and social environment. This information is helpful and can help prevent students from dropping out by utilizing services and receiving additional support that they may need in order to be successful in their academic careers while living with social anxiety. Therefore, the research question of this study is: How does social anxiety impact academic performance in college students?

CHAPTER TWO: LITERATURE REVIEW

College Students Who Experience Social Anxiety

Engagement and involvement in social and academic activities in a college setting are key to successful academic achievement; however, the symptoms of social anxiety can hinder this experience in college (Brook & Willoughby, 2015). Brook and Willoughby (2015), whose study was more recent, found as high as a 33% rate but no lower than 10% rate of social anxiety in college students compared to 7-13% in the general population. There have been various studies analyzing the effects of social anxiety but not many have tied it to academic performance and achievement. This literature will provide a clear understanding and justification of the proposed study. It will address how social anxiety, influences of substance use, and the outcome of academic performance correlates with one another.

Features of Social Anxiety

The requirement of forming new social networks in the college setting causes some social anxiety and difficulty. However, for some, the levels of social anxiety are severely high that these individuals experience greater loneliness and distress, have more difficulty interacting with others, and partake in avoidant strategies, which then interferes with their learning (Campbell, Bierman & Molenaar, 2016). Additionally, college students who are socially anxious tend to

evaluate themselves negatively in social situations (Campbell et al., 2016). College students tend to have a high frequency of negative self-statements, negatively criticizing the quality of their social performance, and noticing their “wrongs” rather than their “rights” in social situations (Purdon et al., 2001). They are constantly thinking of how others are evaluating them, and “engaging in excessive self-monitoring of their presentation to others” (Purdon et al., 2001). Although there have been high rates of social anxiety amongst the college population, there also has been evidence of positive results for those college students who pursued mental health services for their social anxiety.

Coming from a college students’ perspective, an individual’s self-esteem can go through negative and positive stages. It can be understood how social anxiety and self-esteem correlate due to the fact that an individual with a social anxiety disorder is fearful of acting in an embarrassing or humiliating way (Weiss, 2013). An average college student, without a diagnosis of social anxiety disorder, has a natural instinct of wondering how they presented an assignment or project to their fellow classmates. In turn, if given positive feedback, the students’ self-esteem will rise.

A main feature of social anxiety is the fear of being negatively evaluated however, social anxiety also includes the fear of positive evaluation as well (Weiss, 2013). Connecting the fear of positive and negative evaluation of others, one would not normally think that perfectionism plays a role in social anxiety. In a hierarchical relationship between perfectionism and social anxiety, it’s been found that negative social feedback and rumination are associated with

perfectionism and perfectionistic self-representation (Weiss, 2013, p. 15). The need to be represented socially perfect aims to avoid interpersonal injuries, mistreatment, or even humiliation (Weiss, 2013, p. 15).

It is usually someone's best interest to convey certain types of impressions in the presence of others (Schlenker & Leary, 1982). Although all students want to make a virtuous impression in front of their professors, classmates, or even other authority figures, social anxiety will and can occur in anyone. It is important for universities and community colleges to implement strategies to engage their socially anxious students in class activities.

The Influence of Substance Use

Substance use behavior is a predictor of social anxiety. Two common substances often used by college students are alcohol and cannabis. There are various studies with connotations that increased substance use results in increased social anxiety. Findings showed that social anxiety was more prevalent for unaccompanied cannabis users compared to those who use in a social setting (Buckner et al., 2016).

Cannabis Use

Cannabis use is more common to socially anxious individuals who use alone, there are other analyses that show the influence of peers and parents that claims the opposite. Peer and parent perception play a role in socially anxious individuals having a higher rate of cannabis use (Foster et al., 2016). These individuals are more inclined to have participation in cannabis when given

permission, which makes using more socially acceptable. Social and environmental factors contribute to the frequent use of cannabis (Foster et al., 2016). These findings show that increased social anxiety has association to higher cannabis use (Foster et al., 2016).

When determining the impact social anxiety has with cannabis use, individuals with social anxiety are more likely to encounter cannabis use issues (Ecker et al., 2014). These findings portrayed that college students with social anxiety feel more inclined and influenced to use cannabis (Ecker et al., 2014). Individuals with social anxiety base their feelings about the current situation that causes them anxiety to signify their performance. Therefore, when an individual has feelings of anxiousness, they automatically assume the worst outcome. To make a situation more bearable, these individuals engage in substance use to mask their social anxiety.

Individuals who experienced higher levels of social anxiety are more susceptible to engage in alcohol use. Social anxiety has an impact on negative consequences such as alcohol consumption in mass amounts and harmful drinking (Villarosa et al., 2014). College students with social anxiety engage in drinking as a motive to enhance being accepted by their peers and a mask to hide their social anxiety. Individuals who consume alcohol experience irrational fear, negative evaluation, and distress when put in a social setting (Villarosa et al., 2014).

Alcohol Use

Anxiety is linked to alcohol use, alcohol dependency, and alcohol consequences (Kenney et al., 2018). The influences of these individuals are internal influences (e.g. their own personal thoughts, beliefs, and perceptions) and external influences (e.g. fear of others' thoughts, beliefs, perceptions, and negative evaluations of them). Alcohol consumption is prevalent for college students as it can be used as a coping mechanism (Chimwemwe et al., 2017). College students with social anxiety experience high distress and heightened levels of negative affect which creates difficulty in avoiding drinking outcomes as drinking is used as a way to escape their negative thoughts, emotions, and underlying tension (Kenney et al., 2018). Drinking is also deemed as socially acceptable and the presence of alcohol is involved in many after school events. College students drink to reduce anxiety which increases the likelihood of alcoholic intentions (Scalzo & Martinez, 2017). The various factors that can influence alcohol use are the college environment, psychological distress, and problems with academics (Chimwemwe et al., 2017).

The Outcome of Academic Performance

Anxiety has an effect on college students' academic performance (Strahan, 2003). College students are susceptible to facing social pressures (Schry, Roberson-Nay, & White, 2012). Various forms of anxiety, such as generalized anxiety or social anxiety, often go undiagnosed and untreated within the college population. These cases of students being undiagnosed and

untreated negatively conflicts the adjustment that students with social anxiety will need in order to be academically successful. Although academic success was measured by grade point average (GPA) or academic achievement in the past, it is different today. Measuring academic success must include a holistic approach as a student can come from a very diverse, complicated and interconnected background. Considering the importance of how academic success should be measured, there has been a high percentage found of those who have had difficulty academically adjusting in college due to their social anxiety. A high rate of 91% of a sample reported interference with their academic adjustment (Strahan, 2003). Highlighting that this finding was collected over ten years ago, a high rate of college students are still experiencing difficulty or interference with adjusting to their academic life.

Another negative consequence in a variety of research sources is the high rate of students who drop out of school due to their social anxiety. Particularly difficult social activities such as public speaking, giving oral reports, asking questions, and participating in extracurricular activities/events have impaired female student's social interaction leading to avoidant behaviors and increased rates of drop out (Baptista et al., 2012). The normal assignments that are given to college students cause those who are severely socially anxious to socially withdraw from their professors and peers. When a social interaction or social situation arises, those who are socially anxious stray away from these interactions (Campbell, Bierman & Molenaar, 2016). They do this by remaining focused on themselves and their immediate feelings by detaching themselves

from associating and subconsciously disregarding the feelings of others (Campbell, Bierman & Molenaar, 2016). The more frequent these students disengage themselves in social interactions, the more it becomes a pattern which will then lead the students to believing that they are not adjusting to college life and eventually are more inclined to drop out.

Since college students with social anxiety fear receiving negative evaluations from others, this can lead them to avoid situations that will put them through any potential distress, therefore, potentially putting pressure on themselves to overcompensate (Purdon et al., 2001). Social anxiety derives from the need to maintain high standard social interactions and performance, so these individuals try to maintain their scores in academia to diminish negative evaluations (Purdon et al., 2001).

There is a different perspective in relation to social anxiety and academic success. Constantly believing negative assumptions can take a toll on an individual's academic performance due to the fear of being perceived as incompetent or incapable. This can potentially push them in the direction to do well in academics by excessive self-monitoring. Granted that, there have been studies that said that social anxiety has no correlation to grade point average and academic success (Strahan, 2003).

Theories Guiding Conceptualization

Two theories used to guide and conceptualize this study will be Ivan Pavlov's classical conditioning theory and Albert Bandura's social learning theory. The classical conditioning model (also known as respondent or Pavlovian conditioning) is a model that presents the understanding of when a person learns to respond to new stimulus that does not naturally cause a response (Zastrow, Kirst-Ashman, & Hessenauer, 2019). The new stimulus is referred to as a conditioned or learned stimulus. There is also an unconditioned stimulus, which is just a natural stimulus. The new and natural stimulus pair together causing a natural response resulting in an individual learning how to connect a new stimulus with a specific response. An important behavioral technique that connects to the study is the term systematic desensitization which is "a procedure in which a person with a phobia practices relaxation while imagining scenes of the fear-producing stimulus" (Zastrow, Kirst-Ashman, & Hessenauer, 2019, p. 176).

This model can be used to guide this study because social anxiety is a type of phobia that an individual can learn to manage and cope with. An unconditioned stimulus in this study could be the humiliating, embarrassing, or excessive fearful situation or experience, while the conditioned stimulus can be a group of people such as a classroom (Lissek et al., 2008). The conditioned stimulus is a group of people since individuals learn that this is what causes their social anxiety. The unconditioned stimulus is the embarrassing or humiliating experience, which, is a natural response to a group of people.

Systematic desensitization can be used in study by practicing relaxation techniques with those who have a social phobia.

The social learning theory proposes that an individual's behavior can be learned and can be changed. Social learning can occur through modeling behaviors, imitation, observation of emotions, attitudes, and reactions. Social learning theory emphasizes the important contributions of observational learning, role play, symbolic representation, and self-regulation which implies how an individual changes their behavior (Bandura, 1977). Anticipating reinforcement aids in strengthening retention after observation. Reinforcement helps more when individuals are informed but the reward does not directly influence their grasp (Bandura, 1977). It is assumed that behavior is learned by influences of possible consequences from performing certain actions, and by indirect reinforcement and self-reinforcement (Bandura, 1977).

This theory can be used to guide this study since many factors of social anxiety are rooted based on the fear of self-perception and performance. Individuals who have social anxiety have created a consensus and conception of who they are based on feedback through social settings. These individuals perceive themselves based on others observation and evaluation of them, which negatively impacts their mental health and causes them to avoid these high stress situations or compensate in self destructing ways (e.g. unhealthy coping mechanisms). Incorporating social learning theory into this study will guide the research in understanding why college students developed anxiety in a social setting or situation (Brooks et al., 2008). This theory will guide to help and seek

what environmental influences and/or life experiences triggered the onset and ongoing symptoms of social anxiety.

CHAPTER THREE: METHODS

Introduction

This particular study used a quantitative methodology to best evaluate the problem of how social anxiety impacted academic performance within the college population. Using a quantitative design worked best to test the hypothesis and determine the outcomes of the results that helped draw a generalizable conclusion. A quantitative design was utilized to operationalize the variables which helped determine the variable's attributes. The process of operationalizing the concept helped the variables to be easily observed and measured. Quantitative design helped determine internal validity, external validity, the reliability of the measurements and research when using a measurement procedural approach.

Study Design

Using quantitative design was beneficial for the large amount of data collected that was condensed into numbers. Using questionnaires helped distinguish which participants were diagnosed with social anxiety disorder and which specific symptoms of social anxiety were experienced since it was found that there are many college students who were undiagnosed with this disorder and had different experiences. Although most college students may have

experienced similar symptoms of social anxiety, each participant was unique in their own way. The data collected was from participants' answers that were then coded into numerical values that helped determine the common themes and patterns within the study.

Due to most quantitative studies being explanatory, this study will also be explanatory. This was a strength to the research since analyzing data means to identify, describe and explain the sequence of the pattern. Quantitative and explanatory designs aimed to test the hypothesis through measuring the variables' relationship and statistically analyzing the data.

Sampling

The sample for this study was obtained through advertising on social media. The sample consisted of college students who were of different age, gender, ethnicity, and religious affiliations. The only factor that was not applicable to every college student was occupational status because it was common for college students to not be employed while in school. The number of the sample consisted of 213 college students who have completed at least their bachelor's degree from any university. The data was directly collected from the students in the sample through them filling out a questionnaire. While the students were the study's sampling units, their experiences with social anxiety were the elements.

The sampling method used in this study was based on probability. Every college student's response shared more similarities than differences between their personal experience with social anxiety. In order to make the sampling process more efficient and easier, this study narrowed down the random

sampling strategy to stratified random sampling. Stratified random sampling worked in this study because the participants in this study all had at least a bachelor's degree.

Data Collection and Instruments

The independent variable (IV) is the presence of social anxiety and the dependent variable (DV) is the college students' academic performance. A data source that was used to measure the independent variable of social anxiety was determined by using a Social Interaction Anxiety Scale (SIAS) and a Social Phobia Scale (SPS). The Social Interaction Anxiety Scale (SIAS) is a self-report scale that measures or assesses social interactional anxiety which is measuring how distressed an individual is when conversing with friends, strangers, or any type of authority figures (Brown et al., 1997). The Social Interaction Anxiety Scale (SIAS) questionnaire consists of 20 items where depending on the response the answer can be scored from a zero to four. If the total score is higher than a 43 it will indicate that the individual has traditional social anxiety.

The Social Phobia Scale (SPS) assesses and measures the anxiety that an individual experiences as they are being observed or anticipating being observed by others as well as when they are undertaking activities in the presence of others (Brown et al., 1997). The Social Phobia Scale (SPS) questionnaire consists of 20-items that answers a score between zero to four. Based on the responses given and are totaled up, a raw score will range from

zero to 80. The higher the score the higher the presence or severity of the anxiety.

The best data source that was used to measure the independent variable was collecting self-reports from each participant. In order to do this, we created a questionnaire combining the SIAS and SPS scales that measured and assessed the independent variable. Self-reports included the participants reporting their estimated cumulative GPA. Given that these individuals are socially anxious, confidential questionnaires were created in order to receive the data without provoking more anxiety.

Procedures

The procedure began by providing the Social Interaction Anxiety Scale (SIAS) and the Social Phobia Scale (SPS) to participants who have at least obtained a bachelor's degree. These research tools consisted of self-reported questionnaires. Students received these questionnaires through their school emails and through an anonymous questionnaire link. Within the school email, the student researchers provided a brief description of the purpose of the study. The participants were provided with informed consent before they were able to proceed and answer the questionnaire. Usually, the data would be collected on campus, but due to national circumstances the data was collected electronically to the researchers. After the data collection, the researchers each had access to the data and proceeded with the next necessary step which was done by

exporting the data and findings into the statistical software program called Statistical Package for the Social Sciences (SPSS).

Protection of Human Subjects

This study adhered to the privacy and confidentiality requirements in social work research. The confidentiality and anonymity of our participants were protected from the beginning when the researchers abided and worked by some of the main principles of protecting human subjects in research which meant respect for persons, beneficence, and justice. Researching and keeping these principles apparent helped the researchers complete this study without biases arising. Researchers kept their participants protected by providing informed consent, emphasizing that this is a voluntary study, and that they were welcomed to discontinue their participation at any time without any consequences. Participants were also allowed to skip a question if they were uncomfortable. Researchers followed HIPAA guidelines and did not share any obtained information with anyone as well as with each other through email or any form of risky technical systems.

Data Analysis

The presence of social anxiety (IV) and the college student's academic performance (DV) was statistically analyzed using a descriptive statistical software program (SPSS). Variables that were considered and coded was the

participants current age, gender, ethnicity, religious affiliation, and the year they obtained at least their bachelor's degree and their current level of education. Descriptive statistics helped organize the variables which determined the percentage breakdown. Level of measurement of each variable gathered had different attributes. Age is a ratio measurement, gender is a nominal measurement, ethnicity is considered a nominal measurement, religious affiliation is a nominal measurement, level of education is an ordinal measurement, and having obtained a bachelor's degree is a ratio measurement. After analyzing the data, descriptive measures of the mean, median, and mode (central tendency) determined the important information applicable to the study. Thus, the evaluation of the hypothesis was concluded.

Summary

The method of the study was to further investigate the research. Based on the findings and data obtained, the research problem and hypothesis were able to be tested. The outcomes were then evaluated to conclude a conclusion from the results. Through the process of identifying a specific target population and using various instruments, the researchers were able to gather relevant data that was pertinent to the study.

CHAPTER FOUR: RESULTS

Introduction

In this chapter, the demographics and characteristics of college students whose academic performance was impacted by social anxiety will be presented. The demographics of the participants, their level of education, their academic performance, students' engagement in mental health services and social anxiety scores will be presented as well. The researchers will also review the data and explain the findings.

Demographics

In this study, there were a total of 213 participants in this study. Table 1 portrays the demographic characteristics of the participants in this study. Among the 213 participants, 61% identified as female, 30% identified as male and 1.4% identified as non-binary. There were various ethnicities of participants, the highest being 34.3% who identify as Latinx, followed by 29.1% identified as Asian, 8.9% identified as Caucasian, 4.7% identified as African American, 4.7% identified as Pacific Islander participants, and 0.5% identified as Native American. The remainder are 6.1% for two or more races, 2.8% as other or unknown, and 1.4% who preferred not to answer.

There was a wide age range of participants in the study between the ages of 20-70 years old. From the sample collected, 39.8% were between the ages of 20-25, 20.8% were between the ages 26-31, 18.9% were between the ages 32-40, 9.9% were between the ages 43-56, and 12.3% were between the ages 57-70. When asked what religion the participants were affiliated with, there were 46% of the sample who reported that they were practicing Catholicism, 17.8% reported Christianity, 0.9% reported Buddhism, 0.5% reported Islam, 0.5% reported Judaism, 3.8% reported other, 18.3% reported none, and 4.2% preferred not to say what religion they practice.

Additionally, the years of the participants who obtained a bachelor's degree are within a 40-year timeframe, beginning in 1971 and ending in 2021. There were 7.5% who graduated within 1971 to 1981, 9.7% who graduated within 1982-1993, 4.8% who graduated within 1995-2005, 22.6% who graduated within 2006-2015, 54.8% who graduated within 2016-2021. When assessing for the participants current level of education, 53.5% have reported that they have only obtained a bachelor's degree, 21.6% reported that they are currently in graduate school, and 20.7% have completed both degrees. The remaining 4.2% of the participants did not report their current level of education. Furthermore, the participants were asked to provide an estimate of their overall undergraduate Grade Point Average (GPA). There was a wide range of GPAs as well. 3.1% ranged between 2.0-2.4 GPA, 10% ranged between 2.6-2.9 GPA, 51.6% ranged between a 3.0-3.5 GPA, 35.3% ranged between 3.6-4.0.

Table 1. Demographic Characteristics of Participants

Variable	Frequency (N)	Percentage (%)
Gender		
Female	130	61
Male	64	30
Non-binary	3	1.4
Ethnicity		
Latinx	73	34.3
Asian	62	29.1
Caucasian	19	8.9
African American	10	4.7
Pacific Islander	10	4.7
Native American	1	0.5
Two or more races	13	6.1
Unknown/other	6	2.8
Preferred not to answer	3	1.4
Age		
20-25	84	39.8
26-31	44	20.8
32-40	40	18.9
43-56	21	9.9
57-70	26	12.3
Religion		
Catholicism	98	46.0
Christianity	38	17.8
Islam	1	0.5
Buddhism	2	0.9
Judaism	1	0.5
Other	8	3.8
None	39	18.3
Preferred not to say	9	4.2
Year Obtained Bachelor's Degree		
1971-1981	14	7.5
1982-1993	18	9.7
1995-2005	9	4.8
2006-2015	42	22.6
2016-2021	102	54.8
Grade Point Average (GPA)		
2.0-2.4	6	3.1
2.6-2.9	19	10
3.0-3.5	98	51.6
3.6-4.0	67	35.3

Findings of Social Anxiety

The participants answered two scales, the social interaction anxiety (SIAS) scale and the Social Phobia Scale (SPS). Table 2 shows the descriptive statistics of what the participants scored in both scales, whether they were professionally diagnosed with social anxiety, whether they experienced problems with social anxiety while in college, and if social anxiety has played a negative impact on their academic performance.

For the SIAS scale, 29.8% participants scored between 3-10, 33.4% scored between 11-21, 21.2% scored between 21-33, 9.09% scored between 34-41, and 1% scored between 43-49. For the SPS scale, 68.9% of the participants scored between 0-10, 14.8% scored between 11-21, 10.7% scored between 21-32, and 3.06% scored between 34-50. When asked if the participants have been professionally diagnosed with social anxiety, 5.6% reported yes, 85.8% reported no, and 0.5% preferred not to say. When asked if they were not diagnosed with social anxiety and asked the chances that the participants may have some problems pertaining to social anxiety while in college, 31.5% reported a very good chance, 27.2% reported some chance, 23.5% reported very little chance, and 9.9% reported no chance at all. Among the participants who answered a very good chance (31.5%) or some chance (27.2%), the participants were asked a follow up question to assess the chance of how social anxiety negatively affected their ability to perform their best in college and earn higher grades. From

that, it was found that 20.2% reported a very good chance, 25.45% reported some chance, 12.7% reported very little chance, 1.4% reported no chance at all.

Table 2. Descriptive Statistics of SIAS and SPS Scales

Variable	Frequency (N)	Percentage (%)
SIAS Scores	3-10	29.8
	11-21	33.4
	21-33	21.2
	34-41	9.09
	43-49	1.0
SPS Scores	0-10	68.9
	11-21	14.8
	21-32	10.7
	34-50	3.06
Professionally Diagnosed		
Yes	12	5.6
No	183	85.9
Preferred Not to Say	1	0.5
Not diagnosed but experienced Social Anxiety		
Very good chance	67	31.5
Some chance	58	27.2
Very little chance	50	23.5
No chance at all	21	9.9
Chance of Social Anxiety's Negative Impact		
Very good chance	43	20.2
Some chance	54	25.45
Very little chance	27	12.7
No chance at all	3	1.4

Presentation of Findings

In this study there were three analyses performed for the collected data: Independent samples t-test, Pearson r correlation test, and One-Way ANOVA.

An independent t-test was conducted to compare females' and males' means on the two anxiety scales. This test was also conducted to compare college students' academic performance in a college environment determining levels of social anxiety. Regarding the means of females versus males, there was a significant difference in the scores for the SIAS scale, females ($M=19.6$, $SD=10.3$) and males ($M=13.8$, $SD=8.3$). For the SPS scale, females showed ($M=10.0$, $SD=9.9$) and males showed ($M=4.4$, $SD=7.4$). There was no significant difference in scores between males and female's academic performance; females ($M=3.3$, $SD=0.44$) and males ($M=3.3$, $SD=0.42$). Lastly, the values related to the t-test will be presented. Setting aside gender, there was no significant difference in scores for the SIAS and the SPS showing a $t(191)=-3.85$, $p=0.00$ for the SIAS and a $t(190)=-3.94$, $p=0.00$ for the SPS. These results show that there were more females than males who experience social anxiety while in college, although there was no difference in their GPA. It was also shown that there was no major difference between the scores in each SIAS and SPS.

A Pearson r correlation coefficient test was performed to assess college students' estimated GPA and the two anxiety scales to portray if there is a linear relationship. There was no correlation between GPA and the SIAS ($r = -.119$, $n = 189$, $p = .104$). In addition, there was also no correlation between GPA and the SPS ($r = -.151$, $n = 188$, $p = .039$). Overall, the reason for no correlation between

these variables is because both correlations for SIAS and SPS were closer to zero indicating that it is less likely that there is an existing relationship between the variables.

A one-way between subjects ANOVA was conducted to compare the effect of social anxiety on college students' academic performance based on the likelihood of experiencing society anxiety according to SIAS and SPS. The likelihood of experiencing social anxiety falls within a scale of a very good chance/some chance, little chance, and no chance at all. There was a significant effect of social anxiety on college students' academic performance at the $p < .05$ level for the degrees of chance ($F(3,191) = 30.6, p = 0.00$) for SIAS. There was a similar effect on the SPS scale ($F(3, 190) = 20.9, p = 0.00$).

Regarding SIAS, post hoc comparisons using the Tukey HSD test indicated that the mean score for a very good chance/some chance ($M = 7.60, SD = 1.51$) was significantly different than the no chance at all ($M = 15.8, SD = 2.10$). There was also a significant difference between a very good chance/some chance ($M = 7.60, SD = 1.51$) and very little chance ($M = 12.7, SD = 1.60$). Additionally, there was a significant difference between very little chance and no chance at all as well. Shifting to the SPS, post hoc comparisons using the Tukey HSD test indicated that the score for a very good chance/some chance ($M = 8.70, SD = 1.60$) was significantly different than both very little chance ($M = 10.7, SD = 1.64$) and no chance at all ($M = 13, SD = 2.19$). Taken together, all of these results show more students have had no chance of having problems with social anxiety while in college. Although there were higher numbers of students who

have no problems with social anxiety while in college, there were very close numbers of those who showed very little chance of having problems with social anxiety.

Engaged in Services

Participants in the study were asked whether or not they engaged in services for experiencing social anxiety while in college. If the participant states “yes” then they were given extra questions to assess which services they sought help from. Table 3 shows the descriptive statistics of whether or not the participants sought for help and which of the 10 services that the participants engaged in while a student. 83.1% of the participants reported no and 8.9% reported yes. When asked if they reached out to a psychiatrist, 2.3% reported yes and 6.1% reported no. When asked if they reached out to a psychologist 4.7% reported yes and 4.7% reported no. When asked if they reached out to a social worker, 0.9% reported yes and 7.5% reported no. When asked if they reached out to a marriage and family therapist, 2.8% reported yes and 5.6% reported no. When asked if they reached out to a college counselor, 4.7% reported yes and 4.2% reported no. When asked if they reached out to a professional at their institution (academic advisor, professor/instructor, supervisor, mentor etc.), 3.8% reported yes and 5.2% reported no. When asked if they reached out to a religious leader (reverend, priest or clergyperson, etc.), 3.8% reported yes and 5.2% reported no. When asked if they reached out to a

family member, 3.8% reported yes and 5.2% reported no. When asked if they reached out to a friend or classmate, 7.5% reported yes and 1.9% reported no. When asked if they reached out to a significant other whether it is a boyfriend, girlfriend, or partner, 4.7% reported yes and 4.7% reported no.

Table 3. Descriptive Statistics of Participants Who Engaged in Services

Variable	Frequency (N)	Percentage (%)
Sought for services		
Yes	19	9.7
No	177	83.1
Psychiatrist		
Yes	5	2.3
No	13	6.1
Psychologist		
Yes	10	4.7
No	10	4.7
Social Worker		
Yes	2	0.9
No	16	7.5
Marriage and Family Therapist		
Yes	6	2.8
No	12	5.6
College Counselor		
Yes	10	4.7
No	9	4.2
Professional in Institution		
Yes	8	3.8
No	11	5.2
Religious Leader		
Yes	2	0.9
No	17	8.0
Family Member		
Yes	8	3.8
No	11	5.2
Friend/Classmate		
Yes	16	7.5
No	4	1.9
Significant Other		
Yes	10	4.7
No	10	4.7

Outcome of Services

The participants in the study were followed up with a question that asked overall how helpful the sources they sought out services were for them. Table 4 portrays the descriptive statistics on which of the sources the participants found out to be helpful. 3.3% reported that it was extremely helpful, 3.3% reported it was very helpful, 2.3% reported that it was somewhat helpful, 0.5% reported that it was slightly helpful, and 0.5% reported that it was not helpful at all. Overall, a significant percentage believed it was helpful to reach out to a source to alleviate social anxiety.

Table 4. Outcome of Services

Variable	Frequency (N)	Percentage (%)
Helpfulness		
Extremely helpful	7	3.3
Very helpful	7	3.3
Somewhat helpful	5	2.3
Slightly helpful	1	0.5
Not at all helpful	1	0.5

Conclusion

This chapter addressed the demographics of the participants within this study, services that participants did or did not engage in, and the significant findings from the data collection. After reviewing the analyses' used, findings showed that there was no significant difference between the two anxiety scales (SIAS and SPS) used for this study. Additionally, it was found that there was no relationship between GPA and SIAS or SPS. Lastly, there was a higher percentage of students' who did not seek services for social anxiety problems.

CHAPTER FIVE: DISCUSSION

Introduction

This chapter will provide an in-depth overview of the data that has been collected from the questionnaire regarding the impact of social anxiety on college students' academic performance. There will also be evidence provided whether researchers previous literature found matched this study's results. Additionally, this section will expand and discuss the findings of the study, point out the limitations, and address the implications for social work practice and policy.

Discussion

Through the literature, it was found that the presence of social anxiety is continuing to increase within college students which, in turn, can create challenges for students' academic performance (Strahan, 2003). Due to this, it has been found in previous studies that social anxiety has the likelihood to pose extreme distress and/or avoidance for situations that put students in the position of fear of criticism or even embarrassment (Strahan, 2003). In this study, the research question aimed to assess: how does social anxiety impact academic performance in college students? The researchers were curious to see how the participants involved have experienced struggles with social anxiety, if they sought out for help, how likely they are to possibly be diagnosed with social

anxiety, how all these factors played a role in impacting their overall academic performance within their University, and what their grade point average (GPA) was when they graduated. Researchers found it interesting that in this study there was a high percentage of college students' who had no problems with social anxiety while completing a bachelor's degree, currently in graduate school, or have completed both degrees.

Within the questionnaire, there were two scales to assess their level of anxiety utilizing the Social Interaction Anxiety Scale (SIAS) and the Social Phobia Scale (SPS). For SIAS, a score of 43 or greater indicated that the participant has social anxiety and for the SPS, the score of 34-42 indicates that the participant experiences social phobia. Based on the findings of this study, only 1% of the participants had a positive score indicating that they experience social anxiety and 3.06% of the participants had a positive score indicating that they experience social phobia. These results indicate that there were no significant findings of social anxiety for the college students' participants. There were 31.5% of participants who reported that they are not diagnosed with social anxiety but reported a very good chance that they had problems dealing with in college. This finding indicates that although there were no significant findings of positive scores within the SIAS and SPS scale that social anxiety does interfere at a certain level.

When looking at the participants grade point average (GPA), the highest percentage of participants who averaged a 3.0 to 3.5 GPA was 51.6%. These results indicate that the presence of social anxiety does not impact their

academic performance. Furthermore, these results mean that there is no relationship between GPA and the participants scores from SIAS and SPS. The findings demonstrate that there were no difficulties for students to achieve a higher-grade point average. In alignment with Weiss' (2013) study that states that individuals with social anxiety are fearful of negative social feedback, therefore, engage in perfectionism and even perfectionistic self-representation, the researchers interpreted that the participants who reported a high GPA most likely are unable to recognize the features of social anxiety to admit that it has a negative effect. In order to avoid negative evaluation, humiliation, and mistreatment, the researchers believe that the participants are able to use that as fuel to excel in their academics. Although the overall findings were not consistent with the literature, the researchers factored in the ethnicities of the sample that have the possibility of playing a role in the outcome of the findings. Out of the participants in the study, 34.3% identified themselves as Latinx and 29.1% identified as Asian. Considering that Latinx and Asian college students are minorities, the researchers concluded that these participants are dealt with a lot of pressure to achieve higher whether they are first generation college students or experience pressures within their home environment to be successful.

Limitations

There were various limitations that were found in this study. The study was performed during a global pandemic therefore there were virtual methods conducted in order to complete the study. The researchers utilized an online questionnaire platform, Qualtrics, to create a virtual questionnaire. The researchers resulted in gathering participants and distributing the questionnaires through social media platforms such as Instagram, Facebook, and through their current university that they attend.

The researchers found that what could have helped the findings was to assess for more questions such as whether the participant was a first-generation college graduate and whether they experienced pressure from their home environment to achieve higher grades. Additionally, the contribution of a high-grade point average reported could be from the requirements of the participants to have obtained at least a bachelor's degree to participate. There were participants who are currently in graduate school and have obtained both degrees which can contribute towards why the average GPA was high. Furthermore, the researchers factored in the time period of when the study was conducted. If the study were to be conducted in a different time period, the data and findings could have portrayed different results.

Despite the limitations that were presented, the researchers were able to point out strengths from the study. The virtual method of distribution contributed towards a large sample size of 213 participants, a wide range of ages (20-70 years old), and a 40-year timeframe of the year each participant obtained their

bachelor's degree. Additionally, there were diverse participants within religious and ethnic backgrounds.

Implications for Social Work Practice and Policy

This study can be helpful in informing professionals of how social anxiety can play a role in the outcome of a college students' academic performance. The findings of this study can aid in providing more resources for college students to utilize in situations where social anxiety impairs their ability to perform academically. Additionally, there can be a further understanding of what social anxiety is and how to recognize it. Majority of the participants reported that they have not sought out services so this can mean that these individuals are unaware of mental health services that are in place. There continues to be a lack of understanding of how mental health plays a role in overall quality of life and ability to reach achievements. The results of this study provides professionals an idea of how the college population is affected by social anxiety and opportunities for improvement on how college students can learn to ask for help when needed. Professionals can use this study to acknowledge that there needs to be more mental health advocacy and psychoeducation in order for college students to understand the extent of social anxiety and other mental health disorders. Continued research will aid in understanding the college population and how mental health disorders can influence academic performance.

Conclusion

The intended purpose for conducting this study was to investigate whether the presence of social anxiety impacted the academic performance of college students. This study included the participants' experience of how they feel when put in situations that can result in features of social anxiety. The findings portrayed that the demographic information such as gender, age, and religion affiliation did not play a significant role in whether social anxiety impacted academic performance. Overall, the results of the study were not consistent with the literature therefore the researchers' hypothesis has been rejected. Researchers suggest and encourage there to be further studies to be conducted to assess the impact of social anxiety on academic performance as it seems to vary based on where the sample is being pulled from.

APPENDIX A:
INFORMED CONSENT

INFORMED CONSENT

The study in which you are asked to participate is designed to examine how social anxiety affects the academic performance of graduate students at California State University of San Bernardino. The study is being conducted by Leea Gonzales and Erin Tayag, graduate students, under the supervision of Dr. Herbert Shon, Assistant Professor in the School of Social Work at California State University, San Bernardino (CSUSB). The study has been approved by the Institutional Review Board at CSUSB.

PURPOSE: The purpose of the study is to examine how social anxiety affects the academic performance of graduate students at CSUSB.

DESCRIPTION: Participants will be given questionnaires about their academic experience and experience with social anxiety as well as how it goes hand in hand in impacting their academic performance. The questionnaire will also include a 20-item Social Interaction Anxiety Scale (SIAS) and a 20-item Social Phobia (SPS) scale.

PARTICIPATION: Your participation in the study is totally voluntary. You can refuse to participate in the study or discontinue your participation at any time without any consequences.

CONFIDENTIALITY: Your responses will remain confidential. The data that will be collected in this study will be reported in a group format.

DURATION: It will take 15 to 20 minutes to complete the questionnaire.

RISKS: Although not anticipated, there may be some discomfort in answering some of the questions. You are not required to answer every single question and can skip the question or end your participation.

BENEFITS: There will not be any direct benefits to the participants.

CONTACT: If you have any questions about this study, please feel free to contact Dr. Shon at Herb.Shon@csusb.edu

RESULTS: Results of the study can be obtained from the Pfau Library ScholarWorks database (<http://scholarworks.lib.csusb.edu/>) at California State University, San Bernardino after July 2021.

I understand that I must be 18 years of age or older to participate in your study, have read and understand the consent document and agree to participate in your study.

Place an X mark here

Date

APPENDIX B:
QUESTIONNAIRE

What is your current age in years? (provide a numerical number, e.g., 25, 32, 45, etc.) (If you are not at least 18 years of age, please stop and discontinue this survey now. Only those aged 18 and older may participate in this research study)

Have you completed your bachelor's degree from a University?

Yes (continue with survey)

No (Thank you for your willingness to participate in this research, but please stop and discontinue the survey now. Participation in this research study requires the completion of at least a bachelor's degree in college/university)

Please select the answer option for each of the following questions that best describes your answer.

I get nervous if I have to speak with someone in authority (teacher, boss, etc.)

Not at all

Slightly

Moderate

Very

Extremely

I have difficulty making eye contact with others.

Not at all

Slightly

Moderate

Very

Extremely

I become tense if I have to talk about myself or my feelings.

Not at all

Slightly

Moderate

Very

Extremely

I find it difficult to mix comfortably with the people I work with.

Not at all

Slightly

Moderate

Very

Extremely

I find it easy to make friends my own age.

Not at all

Slightly

Moderate
Very
Extremely

I tense up if I meet an acquaintance in the street.

Not at all
Slightly
Moderate
Very
Extremely

When mixing socially, I am uncomfortable.

Not at all
Slightly
Moderate
Very
Extremely

I feel tense if I am alone with just one other person.

Not at all
Slightly
Moderate
Very
Extremely

I am at ease meeting people at parties, etc.

Not at all
Slightly
Moderate
Very
Extremely

I have difficulty talking with other people.

Not at all
Slightly
Moderate
Very
Extremely

I find it easy to think of things to talk about.

Not at all
Slightly
Moderate
Very
Extremely

I worry about expressing myself in case I appear awkward.

Not at all
Slightly
Moderate
Very
Extremely

I find it difficult to disagree with another's point of view.

Not at all
Slightly
Moderate
Very
Extremely

I have difficulty talking to attractive persons of the opposite sex.

Not at all
Slightly
Moderate
Very
Extremely

I find myself worrying that I won't know what to say in social situations.

Not at all
Slightly
Moderate
Very
Extremely

I am nervous mixing with people I don't know well.

Not at all
Slightly
Moderate
Very
Extremely

I feel I'll say something embarrassing when talking.

Not at all
Slightly
Moderate
Very
Extremely

When mixing in a group, I find myself worrying I will be ignored.

Not at all

Slightly
Moderate
Very
Extremely

I am tense mixing in a group.

Not at all
Slightly
Moderate
Very
Extremely

I am unsure whether to greet someone I know only slightly.

Not at all
Slightly
Moderate
Very
Extremely

I become anxious if I have to write in front of other people.

Not at all
Slightly
Moderate
Very
Extremely

I become self-conscious when using public toilets.

Not at all
Slightly
Moderate
Very
Extremely

I can suddenly become aware of my own voice and of others listening to me.

Not at all
Slightly
Moderate
Very
Extremely

I get nervous that people are staring at me as I walk down the street.

Not at all
Slightly
Moderate
Very

Extremely

I fear I may blush when I am with others.

Not at all

Slightly

Moderate

Very

Extremely

I feel self-conscious if I have to enter a room where others are already seated.

Not at all

Slightly

Moderate

Very

Extremely

I worry about shaking or trembling when I'm watched by other people.

Not at all

Slightly

Moderate

Very

Extremely

I would get tense if I had to sit facing other people on a bus or a train.

Not at all

Slightly

Moderate

Very

Extremely

I get panicky that others might see me to be faint, sick or ill.

Not at all

Slightly

Moderate

Very

Extremely

I would find it difficult to drink something if in a group of people.

Not at all

Slightly

Moderate

Very

Extremely

It would make me feel self-conscious to eat in front of a stranger at a restaurant.

Not at all
Slightly
Moderate
Very
Extremely

I am worried people will think my behavior is odd.

Not at all
Slightly
Moderate
Very
Extremely

I would get tense if I had to carry a tray across a crowded cafeteria.

Not at all
Slightly
Moderate
Very
Extremely

I worry I'll lose control of myself in front of other people.

Not at all
Slightly
Moderate
Very
Extremely

I worry I might do something to attract the attention of others.

Not at all
Slightly
Moderate
Very
Extremely

When in an elevator I am tense if people look at me

Not at all
Slightly
Moderate
Very
Extremely

I can feel conspicuous standing in a queue.

Not at all
Slightly
Moderate

Very
Extremely

I get tense when I speak in front of other people.

Not at all
Slightly
Moderate
Very
Extremely

I worry my head will shake or nod in front of others.

Not at all
Slightly
Moderate
Very
Extremely

I feel awkward and tense if I know people are watching me.

Not at all
Slightly
Moderate
Very
Extremely

Have you been professionally diagnosed with Social Anxiety?

Yes
No
Prefer not to say

Even if you were NOT diagnosed with Society Anxiety, what is the chance that you may have had some problems with Social Anxiety while in college?

A very good chance
Some chance
Very little chance
No chance at all

If you answered "A very good chance" or "Some chance" to the previous question, what is the chance that Social Anxiety may have negatively affected your ability to perform at your very best level in college and earn higher grades?

A very good chance
Some chance
Very little chance
No chance at all

If you ever experienced Society Anxiety while in college, did you ever seek help for it?

Yes (Please answer the following questions)

No (Please skip to the question, "What year did you obtain your bachelor's degree from a University?")

Please answer whether you sought help from any of the following sources of help:

Psychiatrist

Yes

No

Psychologist

Yes

No

Social worker

Yes

No

Marriage and family therapist

Yes

No

A counselor at your college / college counselor

Yes

No

An academic advisor, professor/instructor, or some other professional at my undergraduate institution (e.g., volunteer coordinator/supervisor, mentor, etc.)

Yes

No

A reverend, priest, clergyperson, etc.

Yes

No

Family member

Yes

No

Friend / classmate

Yes

No

Significant other / boyfriend / girlfriend

Yes

No

What year did you obtain your bachelor's degree from a University? (example: 20XX format)

What is your current level of education?

I completed a bachelor's degree

I completed a bachelor's degree plus some graduate course work

I completed both a bachelor's degree and completed a graduate degree

If you were to estimate your overall undergraduate Grade Point Average (GPA), what would it be? (provide a numerical answer, e.g., 3.00, 2.65, 3.85, etc.)

What gender do you identify as?

Male

Female

Nonbinary/Non-conforming

Transgender

Prefer not to say

What race/ethnicity do you identify as?

Caucasian

Latinx

African American

Native American

Asian

Pacific Islander

Two or more races

Other/unknown race

Prefer not to answer

Please specify your religious affiliation.

Catholicism

Christianity

Islam

Buddhism

Hinduism

Judaism

Other

none
Prefer not to say

Social Anxiety Interaction Scale and Social Phobia Scale created by R.P. Mattick and J.C. Clarke (1998) and demographic questions created by Erin Tayag and Leea Gonzales (2021).

APPENDIX C:
INSTITUTIONAL REVIEW BOARD APPROVAL LETTER



February 4, 2021

CSUSB INSTITUTIONAL REVIEW BOARD
Administrative/Exempt Review Determination
Status: Determined Exempt
IRB-FY2021-98

Herbert Shon Erin Tayag, Leea Gonzales
CSBS - Social Work
California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407

Dear Herbert Shon Erin Tayag, Leea Gonzales:

Your application to use human subjects, titled "POOR ACADEMIC PERFORMANCE CAUSED BY SOCIAL ANXIETY" has been reviewed and determined exempt by the Chair of the Institutional Review Board (IRB) of CSU, San Bernardino. An exempt determination means your study had met the federal requirements for exempt status under 45 CFR 46.104. The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risk and benefits of the study to ensure the protection of human participants. Important Note: This approval notice does not replace any departmental or additional campus approvals which may be required including access to CSUSB campus facilities and affiliate campuses due to the COVID-19 pandemic. Visit the Office of Academic Research website for more information at <https://www.csusb.edu/academic-research>.

You are required to notify the IRB of the following as mandated by the Office of Human Research Protections (OHRP) federal regulations 45 CFR 46 and CSUSB IRB policy. The forms (modification, renewal, unanticipated/adverse event, study closure) are located in the Cayuse IRB System with instructions provided on the IRB Applications, Forms, and Submission webpage. Failure to notify the IRB of the following requirements may result in disciplinary action. The Cayuse IRB system will notify you when your protocol is due for renewal. Ensure you file your protocol renewal and continuing review form through the Cayuse IRB system to keep your protocol current and active unless you have completed your study.

- Ensure your CITI Human Subjects Training is kept up-to-date and current throughout the study.
- Submit a protocol modification (change) if any changes (no matter how minor) are proposed in your study for review and approval by the IRB before being implemented in your study.
- Notify the IRB within 5 days of any unanticipated or adverse events are experienced by subjects during your research.
- Submit a study closure through the Cayuse IRB submission system once your study has ended.

If you have any questions regarding the IRB decision, please contact Michael Gillespie, the Research Compliance Officer. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillesp@csusb.edu. Please include your application approval number IRB-FY2021-98 in all correspondence. Any complaints you receive from participants and/or others related to your research may be directed to Mr. Gillespie.

Best of luck with your research.

Sincerely,

Nicole Dabbs

Nicole Dabbs, Ph.D., IRB Chair
CSUSB Institutional Review Board

ND/MG

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ASSIGNED RESPONSIBILITIES

The responsibility of this study and paper was shared between the partnership of Erin Tayag and Leea Gonzales. Both individuals have equal contributions in all areas such as: data collection, data entry and analysis, writing the report and presentation of findings, methods, results, and discussion. Both had equal joint effort in research and documentation among other activities included in the study.