

Relationship between Social Withdrawal and Academic Achievement of Students in Secondary Schools in Kenya

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Abstract: The number of students quitting school before passing their matriculation examination is a major cause for concern. A highly qualified workforce is necessary due to the acceleration of technological advancement and the emergence of new, more challenging job prospects. Since underachievement hinders the growth of the labor force, each student should be encouraged to perform at his best level. A perfect school environment gives better chances of a better performance. However, many students in Kenya, particularly in Githunguri Sub-County, whose performance has been very low, and the underlying Social Adjustment Indices that influence their Academic Achievement at secondary school have not received appropriate research. Determining the Influence of Social Adjustment Indices on Academic Achievement among students in public secondary schools in Githunguri Sub-County, Kenya, was the main goal of the current study. Among students in public secondary schools in Githunguri Sub-County, the following objectives were set to determine the relationship between Social Withdrawal and academic achievement. The concurrent embedded research design was used using Creswell's mixed method technique. The selection of the participating schools and students was done using stratified random, purposive, and saturation sampling procedures. A population of 2787 students, 38 deputy principals, and 38 teachers of guidance and counselling were selected for the study, from which 350 form two students, 15 deputy principals, and 15 instructors of guidance and counselling made up the study sample. For data collection, the present study included questionnaires, interview schedules, and document analysis. A pilot study used 35 form-two students from four public secondary schools in the Githunguri Sub-County. Two specialists from Jaramogi Oginga Odinga University of Science and Technology verified the validity of the instruments. Using Cronbach's alpha, internal consistency was employed to determine the instrument's reliability, and a reliability coefficient above 0.7 was found. The Statistical Package for Social Sciences (SPSS) version 22.0 examined quantitative data. Inferential statistics involved Pearson Product Moment correlation coefficient, simple and multiple regression analysis, and ANOVA, and descriptive statistics covered frequency counts, percentages, averages, standard deviation, and variance. Hypotheses were evaluated at a 5% level of significance. Thematic analysis was employed to examine qualitative data. The results also showed a negative relationship between Social Disengagement and Academic Accomplishment ($n=308$, $r = -.345$; $p.05$). According to the present study's findings, Social Adjustment Indices should be incorporated into school guidance and counseling policies and practices since they have a major impact on academic attainment.

Keywords: Social Withdrawal, Academic Achievement, Students in Secondary Schools, academic attainment.

I. INTRODUCTION

Social adjustment at school has many facets and can be considered to include those who engage in violent activity as well as those who are the victims of it, as well as feelings of fear and insecurity, criminal and antisocial behavior, and the disciplinary system that the school has put in place (Sherer and Nickerson, 2010). Because they have been connected to

school dropout rates, which at the national level have averaged 30% of all pupils, social adjustment issues inside the public school system in America have reached a crisis point (Reimer & Smink, 2015). At some point throughout their academic careers, every student who drops out of high school had social adjustment issues; however, not every student with social adjustment-related issues does so (Reimer & Smink, 2015).

Additionally, one suicide occurs in the US every seventeen minutes. Suicide is the second most common cause of death for college students and the third most common cause of mortality for Americans under the age of twenty-one. More young people died from suicide in 1995 than from AIDS, cancer, stroke, pneumonia, influenza, birth defects, and heart disease combined. The World Health Organization reports that in 1998, suicide surpassed both homicide and conflict as the main cause of mortality, accounting for nearly 2% of all fatalities globally. Adolescents who report having depression symptoms range from 20 to 30 percent. The average age of development of depression today is 15, when it was traditionally thought to be an adult illness. In the previous five years, over 9 percent of high school students made suicide attempts. The possibility that an adolescent can have a successful adult life is increased by early detection and treatment of mental health conditions (Bean & Baber, 2011).

Many mental disorders first manifest in youths or teenagers in Egypt. The incidence of mental difficulties among students aged 8 to 15 was 13 percent, according to the National Health and Nutrition Examination Survey, which is equivalent to the prevalence of juvenile ailments such as diabetes and asthma. Any type of mental illness can have a negative impact on cognitive development and learning, and it is extremely costly for the person who is afflicted as well as society at large. A consistently gloomy attitude, low self-esteem, and a loss of interest or enjoyment in formerly rewarding activities are all indicators of depression, a mental disorder. Depression is more common in younger people than it is in older people. Severe depression can occur in up to 5 percent of students at any given moment. The likelihood of getting depression increases with age, particularly when puberty begins. Anxiety disorders relate to a group of disorders that produce apprehension, fear, concern, and worry. These disorders affect how we feel and behave, and they could result in physical symptoms. Teenagers with anxiety disorders go through a lot of distress and have poorer adaptive skills. Anxiety problems affect one in eight (one in eight) students (Al Bahnasy, Abdel, Mohamed and Ibrahim, 2013).

In South Africa 9 percent of all teen deaths are caused by suicide, a number that is rising. Between the ages of 15 and 24, suicide is the second most prevalent and fastest-growing cause of mortality. Seven-year-old students have committed suicide in South Africa. Every day, 22 people commit suicide. There is a rise in suicides. According to South Africa's largest mental health project, the South African Depression and Anxiety Group (SADAG), 90 percent of teens who commit suicide have an underlying mental disorder. "Our students are depressed and frequently have no one to turn to for support," says Zane Wilson, the founder of SADAG. When combined with a lack of resources, family issues, poverty, and bereavement, suicide all too frequently seems to be the only alternative for these students (Rosenstein, 2010).

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Social disengagement is a tendency to withdraw or avoid situations where interaction is expected (Allen, 2021). Students who are socially isolated may feel lonely, rejected by their peers, and without friends, they face the risk of experiencing difficulties in school and having social-emotional adjustment issues (Allen, 2021). Socially isolated teenagers are more prone than their peers to experience suicide thoughts, lower levels of self-efficacy and self-esteem, higher levels of sadness, and social anxiety. Additionally, they are more likely to perform poorly in school. Socially isolated youth are also more likely to have trouble adjusting as adults. Due to these risks, it's critical to understand what causes social disengagement in students to get better or worse as they age.

Due to their actions, some students are constantly the focus of attention in their social group. They are highly appreciated as a result of their prosocial characteristics. Some people are usually classified as antisocial due to their unfavorable reactions to society. Social scientists first used prosocial to refer to the opposite of antisocial behavior (Li, 2020). Understanding prosocial conduct in an academic setting is essential because schools give students the chance to grow their prosocial competencies through both official and informal contacts with peers, such as cooperative and collaborative

learning activities and play and friendship-building (Yang, & McGinley, 2022). Positive connections and relationships with teachers and peers lead to pleasant classroom behavior, and this prosocial behavior fosters the development of academic achievement.

II. REVIEW OF RELATED LITERATURE

Coplan, Liu, Ooi, Chen, Li, and Ding (2016) carried a study looking into relationship between socio emotional and academic adjustment of different sub-types of socially withdrawn school age children in mainland China. The study which used a study sample of 1344 respondents established a significant positive association between socio-emotional and academic performance through the quantitative analysis done. The reviewed study results from indicated children who exhibited avoidant behaviour had the most significant pervasive internalizing difficulties compared to peers. However, in contrast to findings among Western samples, unsociable children were as likely to have peer and academic difficulties as their shy and socially avoidant peers. The reviewed study concluded that socio emotional of different types of socially withdrawn children affected their academic adjustment and in a negative way. The reviewed study by Coplan et al. (2016) used children in primary school who are mainly pre-adolescents unlike the current study which used secondary school students who are predominantly adolescents and that is the gap to fill the existing literature.

A study by Lim (2018) conducted in Europe established a significant positive relationship between student isolation on students' university learning experiences. The study being longitudinal drawing a response rate of 15,017 respondents over the time. Quantitative analysis techniques were employed in analyzing the study. The reviewed study by Lim, (2018) used University students who are predominantly adults unlike the current study which used students from secondary schools so as to fill gap in the literature. In addition, the study was longitudinal in nature which required a huge amount of time and risk of possible loss of participants could have been experienced during the study, the present study used concurrent embedded research design which involved collecting both quantitative and qualitative data concurrently which did not require much time and lowered the risk of loss of participants during the study.

Fu, Chen, Wang and Yang, (2016) carried out a research in China to determine the developmental trajectories of academic achievement. The sample size of the study was 1146 and it utilized mixed method design. The study established correlations between the study variables being positively correlated to the study dependent variable. In addition, within the low-stable trajectory, children initially low on shyness and high on social-behavioral problems remained poor in academic achievement over time. The reviewed study concluded that there was significance of social-behavioral functioning in predicting the distinctive trajectories of academic achievement in Chinese children. The reviewed study by Fu et al. (2016) used children who were mainly pre-adolescents and in primary schools while the current study used students in secondary schools who are predominantly adolescents hence filling the gap in literature.

Fong, Chen, Zhang and Liang (2015) carried a study in a University in Southern Ontario, Canada. The study attracted a sample of 942 respondents with the study concluding that social ties is correlated to better academic performance. The reviewed study results from an autoregressive cross-lag path analysis indicated that social anxiety had a significant and negative direct relationship with academic achievement. Whereas the reviewed study by Fong et al. (2015) did their study using university, there is an age gap that the current study sought to fill by using the secondary school the current study used students in secondary schools who are adolescents and that was the gap to fill in the literature. Further, data was obtained from one university and generalization of the findings was not comprehensive enough to draw conclusions unlike the current study which used data from 13 schools.

Chen, Yang and Wang (2013) carried out a research in China to examine the moderating effects of academic achievement on relations between shyness-sensitivity and later internalizing problems in Chinese students. A sample of 1171 school-age students participated in the study. Descriptive statistics was used to summarize data while quantitative data was analyzed through linear regression. The study established that positive relationship between shyness loneliness, depression, and teacher-rated internalizing problems, with the stability effect controlled, for low-achieving children, but not for high-achieving children. Whereas the reviewed study by Chen et al. (2013) used children in primary schools the current study sealed the gap of respondents by employing the target population of secondary schools. Further whereas the reviewed study was longitudinal, the current study sealed the methodological gap by using concurrent embedded research design.

A study was conducted by Bahmani, Faraji, Holsboer and Brand (2017) in Europe to establish the relationship between depression, and loneliness and academic achievement among undergraduate students. A sample of 240 was used. The study adopted correlational research design. From the study findings, the study established a strong correlation between age,

loneliness and depression. The reviewed study by Bahmani et al. (2017) was done using University students who are predominantly adults while the current study used secondary school students who are adolescents and that was the gap to fill in the literature. In addition, data was obtained from one University and so generalization of the findings was not comprehensive unlike the current study which corrected data from 13 various secondary schools.

Lim (2018) studied the relationship between student Isolation on Students' Perspectives of Academic, Social and Psychological Development in Malaysia. The study used as sample size of 581 students. The reviewed study adopted the correlational research design. The reviewed study findings showed that academic isolation and social isolation were strongly associated with poorer university learning experiences as compared to psychological isolation. Student isolation as a whole proffers extensive negative relationship with university learning. The reviewed study concluded prioritizing students' needs from a holistic view as every aspect intertwines to enhance students' success rate during their learning journey in university, as well as employability rate after their graduation and that Stakeholders in the educational context ought to prioritize the impacts of student isolation among tertiary students as higher education institutions are the main producer of future human capital for a nation to continue developing its economy. The reviewed study by Lim, (2018) was done using university students who are predominantly adults while the current study used secondary school students who are adolescents so as to fill gap in the literature. Further, data was obtained from one university and so generalization of the findings was not comprehensive unlike the current study which corrected data from 13 various secondary schools.

Study by Bek (2017) done in Usak University to find out the relationship between loneliness and academic participation and success. A sample size of 213 students was used. Data were analyzed using descriptive statistics, chi-square analysis, and binary logistic regression. The study established a significant and positive relationship between loneliness and academic participation and performance. The reviewed study concluded that there is a significant and positive relationship between aspirations and school participation. However, students who felt lonely and isolated tend to spend their time idly and therefore do not thrive in academic environments. The reviewed study by Bek, (2017) was done on international students who were studying in a foreign University far from their Country and who were predominantly adults while the present study was done using secondary school students who were adolescents studying in their local country hence the gap to fill in the existing literature.

A study done by Rosenstreich and Margalit, (2015) in Peres Academic Center in USA to determine Loneliness, Mindfulness, and Academic Achievements. The study used a sample size of 73 students. The study used Chi Square analysis. The study found out that difficulties in academic performance can be approached, to some extent, using mindfulness. Hence, mindfulness, as an easy-to-employ self-help intervention, might serve as a front-line treatment for misadjusted students or for students with learning difficulties. The reviewed study by Rosenstreich and Margalit, (2015) was done on college students who were in First-Year of their studies and were predominantly adults while the current study used students in secondary schools who are adolescents and that was the gap to fill in the literature.

Zarei, Heydari and Adli, (2013) carried out a research in Iran among the high school students on the Relationship between Loneliness and Social Acceptance and the Academic Performance of Students. The study utilized descriptive-correlative design. A sample size of 342 students was used. The findings indicated a correlation between the study variables, boy and girl students and social acceptance. The reviewed study by Zarei et al. (2013) used quantitative techniques hence leaving the study with qualitative data gaps. To fill in gaps in the literature, the current study used a mixed methods approach.

Chishti, Amin and Yousaf (2018) conducted a study in Pakistan on shyness and academic Achievement among Adolescents. The study observed a significant positive association between the two variables. A suitable sample was used in data collection and analysed using both descriptive statistics and inferential analysis. The reviewed study came to the conclusion that encouraging shy students would boost their academic performance. The study by Chishti et al. (2018) that was under review was quantitative in nature and was missing a qualitative component that might have shown participants' emotions and experiences. To fill in gaps in the literature, the current study used a mixed methods approach.

A study by Gökhan, (2010) carried out in Turkey to determine the relationship between Shyness and Loneliness Levels of Elementary Students in a Turkish. The study observed a significant positive association between Shyness and Loneliness Levels of Elementary Students in a Turkish. The study which comprised a sample of 470 students and analysed both descriptively and through inferential statistics indicated that shyness levels were more significant in male students than in the female students however, female students felt lonelier than the male students. Whereas the study conducted by Gökhan, (2010) was purely quantitative the current study sought to fill in the methodological gap, mixed design, left by the reviewed study.

A study by Bokaie and Enjezab, (2017) established that there was a significant association between spiritual health and loneliness among the respondents. Loneliness among Students in Shahid Sadoughi University of Medical Sciences, Yazd, Iran. The reviewed study used descriptive-correlational study with a sample size of 525 students from different faculties. The reviewed study concluded that regarding the relationship between spiritual health and loneliness and the prevalence of loneliness among these students, all stakeholders should pay attention and suggest approaches to improving spiritual health, as a useful strategy to prevent or reduce depression, in that population. Whereas the study by Bokaie and Enjezab, (2017) used university students who were predominantly adults unlike the present study which used students in secondary schools who are adolescents and that was the gap to fill in the literature. Further, the data was obtained from one University and so generalization of the findings was not comprehensive unlike the current study which used data from 13 secondary schools and of various categories.

A study by Kumar, Banik and Islam (2019) in Bangladesh on Social Network, Facebook Use and Loneliness: A Comparative Analysis between Public and Private University Students in Bangladesh. The study adopted a sample size of 380 students. The study used correlational design. The reviewed study found out that although aggregately students are averagely engaged in real life social network in the study area, public university students are relatively more engaged in real life social network than that of private university students. The reviewed study also found that aggregately students in the study area suffer from loneliness moderately where private university students suffer more than that of public university students. Whereas the study by Kumar et al. (2019) which was based on university students, the current study was based on the secondary schools a gap to fill in the literature.

A study by Dagne and Dagne (2019) on effect of loneliness and its association with year of study among University of Gondar students established a significant positive association between the two variables. The study used a population study of 404 students. Cross-sectional study design was used. The study established that loneliness was higher in those rural residents before coming to the university, current *khat* chewers and cigarette smokers and students with the age group of 21 years and beyond. According to the reviewed study, loneliness was a significant distraction for University of Gondar students, and all interested parties should work to develop long-term solutions to the issues it causes. In contrast to the current study, which used data from 13 secondary schools of diverse classifications, the reviewed study only used data from one university, making it unable to generalize the results fully hence the gap to be filled.

A study was conducted by Nazzal, Cruz and Neto (2019) to determine Psychological predictors of loneliness among Palestinian university students in the West Bank. The study used a sample of 254 students employing quantitative approaches in data collection and quantitative techniques in data analysis. The study established positive associations between gender and loneliness with male students being lonelier than female students. Further the study indicated that the more the students were high in loneliness, the more they felt less satisfied with their lives and received less support from friends. Whereas the study by Nazzal et al. (2019) was done using university students, most of whom are adults, as opposed to the current study, which employed secondary students, most of whom are teenagers hence the gap to fill in the literature.

Paul's (2013) study which was conducted in China and sought to establish that shyness and Academic Performance are correlated. The study which used 596 elementary school children employed a quantitative technique in analyzing the data. The reviewed study's findings showed significant positive associations between self-reported shyness in children, socioemotional functioning, and academic achievement measures. The study further reported positively moderated considerably moderated the relationship between shyness and peer rejection, with the result that the relationship between these two variables grew at lower academic achievement levels and shrank at higher academic achievement levels. Whereas the study by Paul (2013) was based on a study population predominantly adolescents in China secondary schools' students, it left gaps on the age of the students the study therefore sought to achieve. Further, the gap in the methodology which was based on purely quantitative. The present study therefore sought to establish the findings of the study using the qualitative.

Morinaj, Hadjar and Hascher, (2019) carried out a longitudinal study based on school alienation and academic achievement in Switzerland and Luxembourg. The study established that there were significant relationships between the study variables in Switzerland and Luxembourg. Data was collected using a sample study of 403 respondents and data analysed using quantitative methods. The reviewed study findings showed that, school alienation domain and cultural context were significantly correlated to school learner performance. Whereas the reviewed study by Morinaj et al. (2019) was longitudinal in nature leading to investing large amounts of resources and time, the current study was not a longitudinal methodology hence, a concurrent embedded research design which involved collecting both quantitative and qualitative data concurrently which did not require much time and lowered the risk of loss of participants during the study.

Strydom, Pretorius and Joubert, (2012) carried out a research in South Africa on Depression and anxiety among Grade 11 and 12 learners attending schools in central Bloemfontein.. A total of 515 learners participated in the reviewed study. Data were analyzed using descriptive statistics, chi-square analysis, and binary logistic regression. The reviewed study found Academic workload as the main source of stress. The reviewed study concluded that there were potentially higher prevalence rates for anxiety and depression than in previous South African studies and worldwide prevalence rates for adolescents. Learners were generally hesitant to seek help from formal assistance structures provided by the schools, and preferred discussing problems with parents or friends. The reviewed study by Strydom et al. (2012) was quantitative in nature and lacked qualitative dimension which could have presented participants' feelings and experiences. Therefore, the present study adopted a mixed methods approach to fill in gaps in literature.

Atindanbila and Abasimi, (2011) carried out research on depression and coping strategies among students in the University of Ghana. The reviewed study examined the prevalence of depression of the students at the University of Ghana, the perceived causes and the coping strategies they use. A sample size of 312 was randomly selected. MANOVA, ANOVA, t-test and Regression Analyses were used to analyze the results. The reviewed study concluded that students had mild depression and their major stressors were related to the academic load. The reviewed study further established that the commonly used coping strategy was the cognitive. The reviewed study by Atindanbila and Abasimi, (2011) was done using University students who were predominantly adults while the current study used students in secondary schools who are adolescents and that was the gap to fill in the literature.

Abdeta, Tolessa, Adorjan and Abera, (2017) study in Ethiopia concluded that large numbers of university students were currently chewing *khat* and that withdrawal symptom as a factor that significantly affected *khat* chewing was identified. Besides it gave new ideas regarding *khat* withdrawal symptoms in Ethiopia which served a critical role of providing information to form rational foundation for public health policy, prevention and planning to bring change in contributing factors for *khat* chewing. The study used a sample size of 651 students. Bivariate and multivariate logistic regressions were used. The reviewed study by Abdeta et al. (2017) used University students who are predominantly adults unlike the current study which used students in secondary schools and who were adolescents and that was the gap to fill in the literature. Further, the reviewed study used data from only one University and so generalizations of the findings was not comprehensive unlike the current study which used data from 13 schools of various categories.

Tol, Komproe, Jordans, Ndayisaba, Ntamutumba, Sipsma and Jong, (2014) carried out a research in Burundi to evaluate effectiveness of a school-based intervention. The study used a sample size of 329 students. Data were analyzed using descriptive statistics, chi-square analysis, and binary logistic regression. The reviewed study concluded that given inconsistent effects across studies, findings do not support school-based intervention as a treatment for posttraumatic stress disorder and depressive symptoms in conflict-affected children. The intervention appears to have more consistent preventive benefits, but these effects are contingent upon individual (for instance, age, gender) and contextual variables. The reviewed study results suggest the potential benefit of school-based preventive interventions particularly in post-conflict settings. However, the reviewed study by Tol et al. (2014) was quantitative in nature and lacked qualitative dimension which could have presented participants' feelings and experiences. Therefore, the present study adopted a mixed methods approach to fill in gaps in literature.

Kuringe, Materu, Nyato, Majani, Ngeni, Shao & Mongi, (2019) carried out research in Tanzania to determine Prevalence and correlates of depression and anxiety symptoms among out-of-school adolescent girls and young women in Tanzania. The study used a sample size of 3013 students. Logistic regression and ordinal logistic regression were used. The reviewed study concluded that there were higher correlates of depressive and anxiety among the students. The reviewed study by Kuringe et al. (2019) used one gender (girls) and so the study was not comprehensive enough in drawing conclusions unlike the present study which used both gender (boys and girls) in study hence making it possible to generalize the present study findings and that was the gap to fill in the literature.

Daniel, (2013) carried research on Loneliness and depression among university students in Kenya. The purpose of the reviewed study was to examine the predictive role of attachment styles on loneliness and depression. The sample consisted of 652 students. To analyze data, Pearson product-moment correlation analysis and multiple regression analysis was employed. Attachment styles were found to be significantly correlated to loneliness and depression. A significant relationship was also found between loneliness and depression. A significant effect of attachment styles on loneliness and depression was detected.

The reviewed study concluded that Kenyan university students experience loneliness which if not addressed may lead to depression which in turn will negatively affect academic achievement of students who may as well drop out of school (University). The reviewed study by Daniel, (2013) was done on University students who are predominantly adults while the current study was done using secondary school students and who are relatively younger than those in University setup and that was the gap to fill in the literature. Further, the reviewed study used data from one University and so generalization of the study findings was not comprehensive unlike the current study which used data from 13 secondary schools.

Othieno, Okoth, Peltzer, Pengpid and Malla, (2014) carried out a study to determine depression among University students in Kenya. A random sample of 923 University of Nairobi students was used. Data were analyzed using descriptive statistics, chi-square analysis, and binary logistic regression. The reviewed study found out that depressive illness was significantly more common among the first year students, those who were married; those who were economically disadvantaged and those living off campus. Other variables significantly related to higher depression levels included year of study, academic performance, religion and college attended. Logistic regression showed that those students who used tobacco, engaged in binge drinking and those who had an older age were more likely to be depressed. No difference was noted with respect to gender.

The reviewed study concluded that depression occurs in a significant number of students. Appropriate interventions should be set up in higher institutions of learning to detect and treat these disorders paying particular attention to those at risk. The reviewed study by Othieno et al. (2014) was done on University students who are predominantly adults while the current study used data from secondary schools who are relatively younger than those in secondary schools and that was the gap to fill in the literature. Secondly reviewed study used data from one University and so generalization of the study findings was not comprehensive enough unlike the current study which used data from 13 secondary schools.

Munguti, (2013) carried out a study in Kamukunji district Nairobi County to determine how teachers' response to Learners' Psychosocial needs in enhancing learning after Post election violence in Public Primary Schools. The research design used in the reviewed study was descriptive survey. The sample comprised of 106 teachers. The reviewed study findings revealed that pupils had psychosocial needs after post-election violence and that teachers' training, experience and attitude influenced their response to pupils' psychosocial needs in enhancing learning after post-election violence; teachers' response to pupils' trauma, distress and withdrawal as well as their interactions enhanced learning after postelection violence. The reviewed study further found out that children had psychosocial needs after the PEV which hindered them from educational development. For instance, teachers often focused on sensitization on these children and employed sound instructional approaches during teaching; they also used child related teaching methodologies very often. Teachers employed close bonds and relationships between pupils very often and often engaged teacher counselors in assisting the children needs and in focusing on pupils' trauma.

The reviewed study concluded that teachers' response to pupils' withdrawal, distress and interactions enhanced learning after post-election violence. The reviewed study by Munguti, (2013) was done using children in primary schools who are mainly pre-adolescents unlike the present study which used students in secondary schools who are adolescents and that was the gap to fill in the literature.

Kimata, (2018) carried out research to established types and management of alcohol-related physical injuries among 383 persons with alcohol use disorder in Githunguri Sub- County, Kiambu County. Chi-Square aided in measuring the relationship between study variables. The reviewed study findings found out that incisions and abrasions were the leading injuries mainly occurring on the head and upper extremities. Leading contributors of alcohol abuse were socialization, loneliness and anxiety. The injuries were higher among males, those with secondary level of education, separated/divorced and 18-29-year-olds.

The reviewed study concluded that alcohol-related physical injuries were a significant but largely neglected contributor of disease burden. County and national governments should thus create a broad-based strategy to reduce the injuries by addressing issues such as male-child neglect, unemployment, poverty and drinking socialization. However, the reviewed study by Kimata, (2018) was quantitative in nature and lacked qualitative dimension which could have presented participants' feelings and experiences. Therefore, the present study adopted a mixed methods approach to fill in gaps in literature.

III. METHODOLOGY

Target population

The current study focused on all 2787 form two students from the 2018 academic year in the 36 public secondary schools, 38 deputy principals, and 38 Guidance and Counseling Instructors in the Githunguri Sub-county. The form two students were the primary focus of the research because the researcher believed that they had recently transferred to secondary schools and that their final exams, which were composed of their term 1, term 2, and term 3 averages while they were in form one, would have provided helpful information about how they had been adjusting to the new environment given that these examinations were completed when they had barely turned a year old since they had transferred from primary schools. Deputy principals were selected because they deal with disciplinary concerns and can give more insight into how the students are responding to the new environment. Since the researcher believed that certain students who had a difficult time adjusting to the secondary environment could seek out or be recommended for guidance and counseling services during their studies, teachers of guidance and counseling were also targeted.

The target population is divided down into extra county, county, and sub-county schools in Table 3.1.

Table 3.1: Target Population

School Category	Number of public schools	Population of form two students	Population of Deputy Principals	Population of guidance and counseling teachers
Extra County	02	910	04	04
County	09	936	09	09
Sub-County	25	937	25	25
Total	36	2787	38	38

Source: Githunguri Sub- County Education Office, 2019

Sample Size and Sampling Technique

Sample Size

A sample size is a subset drawn from a population in order to generate statistical approximations of the characteristics of the complete population (Tiwari and Chilwal, 2014). It accurately reflects the entire sample (Campbell, Murray, Darbyshire, Emery, Farmer, Griffiths & Kinmonth, 2018). The researcher used the formula to determine the sample size. According to Creswell, (2013), Slovin's formula is a random sampling technique for estimating sample size as computed below;

$$n = \frac{N}{1 + Ne^2}$$

Where

n=number of samples

N=total population-2787

e=error margin/margin of error (0.05)

The sample size for the students was therefore computed as follows:

$$n = \frac{2787}{1 + 2787(0.05)^2}$$

$$= 350 \text{ Students.}$$

The present study employed a confidence interval of 95% and a margin of error of 5%.

The results are as tabulated in table 3.2

Table 3.2: Sample Size

Respondents	Target population (N)	Sample Size (n)
Form two students	2787	350
Interviews		
Deputy Principals	38	15
Guidance and counseling Teachers	38	15

Total	2863	380
School Category		
Sub- County	25	8
County	9	3
Extra-County	2	2
Total	36	13

Source: Researcher 2019

Interviews with 15 deputy principals and 15 guidance and counselling teachers from the 13 sampled schools were undertaken to gather qualitative data. The recommended sample size for qualitative interviews, according to Mason (2010), is 10–30 participants.

IV. SOCIAL WITHDRAWAL SCALE

The third subscale assessed learners' social withdrawal. The scale used the usual loneliness scale as a measurement (Russell, Peplau & Cutrona, 1980). The measure seemed appropriate since loneliness isn't just about being alone; it also includes feelings of isolation, disconnectedness, and belonginglessness. The questionnaires contained 21 items and were meant to be self-administered one-on-one.

The elements were modified to address students' academic performance in secondary schools especially. The survey questions were based on a five-point Likert scale, with scores as follows: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), and 5 = Strongly Agree (SA). The scale ranged from 10 to 50, with 10 representing a low social withdrawal orientation and 50 representing a high social disengagement by pupils.

Social Withdrawal among Public Secondary School Students

A questionnaire comprising items that were indicative of social withdrawal was given to the sampled high school students in order to assess the degree of social withdrawal. The survey items were rated on a Likert scale of 1 (strongly disagree) to 5 using a 5-point system (strongly agree). The ratings of the students were offered in the current study and are listed in Table 4.1

Table 4.1: Social Withdrawal

Indicators of social withdrawal	1	2	3	4	5	Mean	SD
I like to do things by myself	13.6	11.0	8.1	44.2	23.1	3.52	1.32
I'd rather do things with myself than others	8.1	11.4	8.8	44.5	27.3	3.71	1.21
I like to be alone in the classroom	10.7	14.9	10.4	45.1	18.8	3.46	1.25
I like to eat alone during lunch	9.7	12.7	10.4	43.5	23.7	3.59	1.25
I'd rather eat by myself in the classroom than with others	19.2	28.6	8.4	29.2	14.6	2.92	1.39
I'm concerned that other students don't like me.	19.8	22.1	12.3	31.2	14.6	2.99	1.38
I feel that others are making fun of me	34.4	26.9	3.6	25.0	10.1	2.49	1.43
I believe that other students are gossiping behind my back about me.	20.5	23.1	8.1	37.0	11.4	2.96	1.37
I am concerned that other students won't like me if I argue with them.	7.8	25.0	8.4	42.2	16.6	3.35	1.24
I worry about other students calling me names	8.4	15.9	7.8	36.0	31.8	3.67	1.30
I'm concerned about students shoving me around.	4.9	13.6	6.5	41.9	33.1	3.85	1.17
I find it difficult to ask people to do things with me.	8.8	18.2	5.5	41.9	25.6	3.57	1.29

I experience shyness even around students I know very well.	12.7	26.3	11.0	34.4	15.6	3.14	1.31
I'm hesitant to ask other students to do things with me out of concern that they might decline.	4.5	18.8	4.5	40.9	31.2	3.75	1.21
I prefer to do things by myself	6.2	14.9	6.8	44.5	27.6	3.73	1.20
I'd rather do things with myself than others	7.8	10.4	4.5	44.2	33.1	3.84	1.21
I like being with students in the classroom	7.5	15.6	7.1	40.9	28.9	3.68	1.25
I'd rather eat by myself in the lunchroom than with others	6.2	10.7	6.2	46.4	30.5	3.84	1.15
Am quiet when am with a group of students	6.8	12.3	6.5	43.5	30.8	3.79	1.20
I frequently make an effort to avoid the other students. students	5.2	17.2	14.0	39.6	24.0	3.60	1.18
I frequently hope that the other students won't acknowledge me.	4.9	13.6	6.5	41.9	33.1	3.85	1.17
Mean average rating of social withdrawal among the students						3.51	0.54

Key – 1 –Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly Agree

Source: Survey data (2019)

The findings in Table 4.1 revealed that a sizeable proportion of high school students in Githunguri Sub-County have more than average level of social withdrawal tendencies. In the present study average level of social withdrawal was mirrored by an average mean rating of

3.51 (SD=0.54) in the scale of 1 to 5, with many of the items rated above 3.50. Some of the students showed consistent display of solitary behavior across situations and over time and do not cooperate with others; it was denoted by; shyness, anxiety, fear and loneliness.

The present study findings in Table 4.1 showed 63.9% of the students who agreed that they like to be alone in the classroom, reflecting social withdrawal mean rating of 3.46. The results of this study, shown in Table 4.1, were in agreement with research done by Yang et al. (2016) in China, who found that lower initial academic achievement decline rates within the high or moderate-declining trajectory were associated with initial higher levels of social competence, and that initial lower levels of shyness and fewer externalizing behaviors predicted higher growth rates within the high-increasing trajectory. Additionally, students with low initial levels of shyness and high initial levels of social-behavioral issues in the low-stable trajectory continued to perform poorly academically over time. The results of this study, which are shown in Table 4.1, are consistent with a study conducted in Turkey in 2010 by Gokan, which found that female students experienced more loneliness than male students. Gokan, (2016) also discovered a relationship between students' degrees of shyness and loneliness, finding that shyness predicted loneliness by 2%.

Additionally, qualitative findings confirmed the present study findings as one of the respondents noted;

'...some students keep to themselves and they hardly share or interact with anyone. At Some incident I counseled a student who had continually posted dismal performance and so this student felt she was not worthy continuing with her studies anymore and the thoughts of sharing what she was going through with her peers was not forthcoming as she felt such would bring her more shame and humiliations. It was through my own initiative as guidance and counseling teacher that I noted that all was not well with her and I booked her for counseling and luckily enough she opened up, we talked at length and through subsequent follow up the girl was able to sober up, bettered her results and finally felt fit to continue with her studies.' [G&CTr 4]

From the excerpt of [G&CTr 4]), the present study noted that socially withdrawn students suffered from both rejection and humiliation. As a result, they lack focus and experience disconnects and so they would rather drop out of school than continue bearing the shame of rejection and feeling of inadequacies which impacts negatively in their studies.

Another excerpt told the present study;

'...there are students who complain of home sick and as a result they are ever seeking permission to go home in the name of feeling unwell and so they hardly want to remain in school and in the event you do not grant them the permission to go home, they keep to themselves and they do not want to mix with anyone or talk to anyone.' [DPT13]

From the excerpt of [DPT 13], the present study noted that socially withdrawn student lacks self-confidence and motivation. Self-confidence gives a new perspective, a new image and better positioning in academic work. There is almost a guarantee that self-confidence will positively change academic performance for the better as the denominator of excellence as it reinforces one's beliefs in the possibility of achieving goals. The current study's findings are consistent with those of a study conducted at a Palestinian university by Nazzal et al. (2019), which discovered a significant gender bias in terms of loneliness, with male students reporting feeling more alone than female students, who also reported feeling less satisfied with their lives and less support from friends, family, and significant others. Additionally, Nazzal et al. (2019) found that students who reported feeling lonely a lot were also thought to have more mental health problems, have a lower quality of life, and receive less social support from friends and significant others.

Additionally, a substantial majority of the students in the chosen group (71.8%) acknowledged that they prefer to be by themselves, indicating a somewhat high rating of social disengagement of 3.52 (SD = 1.32) among them. The same number of students, 67.2 percent, admitted that they prefer to have lunch alone and that it is challenging for them to invite people to join them for activities like dining. The current study's social withdrawal score was 3.59, which is a somewhat high level. Similar to the previous study's findings, the present study's findings showed that some students' social disengagement was mostly a result of their basic fear of social situations because they feared being taunted or rejected. Table 4.1 of the current study's results shows that 31.6% of the students who concurred that they consistently believe that other people dislike them do so because of fear of being ridiculed. The majority of students (58.8%) claimed that they would rather avoid conflict out of fear that it would make other people dislike them, as indicated by their mean rating of 3.35, which indicates that they are socially disconnected.

Additionally, 67.8% of students agreed (mean=3.67) that they fear being called names, and 33.1% of students indicated they severely worried about being bullied by other students. A further 72.1% of the students in the sample agreed (mean=3.75) that they are reluctant to offer other classmates to join them in activities out of anxiety that they might decline. A little over two thirds of students (67.5%) agreed that they find it challenging to ask others to do things with them, and 35.1% of them said they are concerned about being teased if they ask for help. Table 4.1's findings corroborated those of Paul's (2013) study, which discovered a number of statistically significant relationships between self-reported shyness, socioemotional functioning, and academic achievement indices. The newly developed self-report measure of shyness had good psychometric properties, with self-reported shyness being substantially linked with all academic criteria. Additionally, the results of the current study showed that academic achievement significantly influenced the association between shyness and peer rejection, increasing at lower levels and decreasing at higher levels.

The results of the current study concurred with those of an Iranian study by Zarei et al. (2013) that discovered a high relationship between social acceptance and academic success. The recent study indicates that many students in most schools experience a sense of isolation. The isolation can be linked to both rejection and neglect depending on the situation at hand. The ability of a child to form friendship has endless benefits on his or her achievement at school. Isolates find it difficult benefiting from studies that require group work. The isolate learners are never comfortable whenever asked to work with others.

Additionally, qualitative analysis done further revealed that socially withdrawn students lack in cooperation and as a result they will not even participate in co-curriculum activities because to them such activities will provides platform for them to be noticed by others. For instance, one of the excerpts told the present study;

'...socially withdrawn student fails to get involved in co-curriculum activities. Co-curricular activities such as handball, volleyball athletics, choir and drama help to keep a balance between class work and outdoor activities. They make a student have a healthy co-existence with the society and also act as catalysts to students. As the saying go work with no play makes Jack a dull l boy Thus lack of them leads to poor performance in academic.' [G&CTr3]

Another excerpt also noted;

'A socially withdrawn student fails to discover and develop talents. Talents are only discovered when a student freely interacts with others. It actually demands effort and action in order to develop talents. Every student has a responsibility to be in charge of their talents, which can only be realized through fruitful interaction.' [DPT 5]

From the excerpt of [G&CTr3] and [DPT 5], the present study noted that socially withdrawn child would not wish to be interactive with others and as such they do not benefit from what comes out as a result of interactions with others. Talents are realized through interactions with others and in this case including interactions with teachers who are charged with responsibilities of helping students to realize their potentials fully. The end result is that such student's end up not realizing their potentials which if otherwise discovered and utilize would lift their lives high by a very big margin. The results of the current study also agreed with those of a study conducted by Sahinkiralp et al. (2018), which revealed that students who regard their socioeconomic situation as low and those who do not seek psychiatric assistance have higher degrees of loneliness. According to the study, there was a low negative correlation between students' levels of loneliness and dismissing attachment style, a low positive correlation between levels of loneliness and preoccupied attachment style, and a low negative correlation between levels of loneliness and secure attachment. Male students who received psychological assistance also scored higher on secure attachment.

Equally, the results in Table 4.1 revealed that some of the withdrawn students feel shy even when they are with students they know very well, as reflected by a mean of 3.14 with 45.4% of the students agreeing to that point of view. In fact, 30.8% of the students strongly agreed that they would rather remain quiet (mean = 3.79) when they are in a group of students and 24.0% strongly accepted that they often (mean = 3.60) try to get away from all the other students.

Indeed, the present study showed that 33.1% of the students who took part in the survey often hope that the other students do not notice them totally. The results of the current study, shown in Table 4.1, were in agreement with those of an Ethiopian study conducted by Abdeta et al. (2017), which found that students in the study had a variety of social withdrawal symptoms, with the most common ones being weariness, cravings, and depressive symptoms. The results of the current study were in agreement with those of Lim's (2018) study, which found that social and academic isolation had a stronger negative impact on students' university learning experiences than psychological isolation and that students' extensive negative relationships with learning at universities.

Additionally, qualitative findings further supported this as one of the excerpts had this to say;

'...socially withdrawn students are very shy and never takes leadership position and in the event you force them to do so, they will never care to do what their jobs pertain and soon or later you will be forced to replace them with another person. To them leadership is a hard task and they would rather take a back seat in everything. For instance, they can never bring you the list of offenders even when it is apparently that things are going messy. This is mainly due to the fact that they are shy and cannot be authoritative in discharging their duties.' [DPT 4]

From the excerpt of [DPT 4], the present study noted that socially withdrawn students fail to develop leadership skills at different levels of their study. Being a leader contributes a lot to the development of students' life. Leadership positions help in improving performance because it provides unique platforms to share ideas hold debates and create a mind- challenging environment as well as providing an alternative to prolonged studies.

The results of this study agreed with those of Bek's (2017) research at Usak University, which found that students' academic performance was significantly impacted by their loneliness and lack of future aspirations in complex ways. Students who have aspirations for the future are more likely to participate and succeed in school, whereas those who feel lonely and isolated are more likely to pass their time idly and thus do not flourish in academic environments. The results of the current study were consistent with a study conducted in China by Coplan et al. (2016), which found that socially avoidant (shy, unsociable) students reported the most pervasive internalizing difficulties in comparison to other groups and that unsociable students were likely to experience the same peer and academic difficulties as their shy and socially avoidant peers.

Statistical Relationship between Social Withdrawal and Academic Achievement among Public Secondary School Students

The null hypothesis was examined to see if there was any statistically significant association between social disengagement and academic achievement among secondary school pupils. The following was the hypothesis;

H₀₃: There is no statistically significant relationship between social withdrawal and academic achievement of students in secondary schools in Githunguri Sub-County, Kenya.

With academic accomplishment as the dependent variable and scores of social withdrawal as the independent variable, the bivariate Pearson Correlation was used to test the hypothesis. High scale ratings indicated high perceived levels of social disengagement, and vice versa, and this information was computed from the student responses to create the independent variable. The three exam results that were given to the students each term were averaged to determine the dependent variable, which was the students' academic achievement. The p-value was set at .05, and the null hypothesis would be rejected if it was less than 0.05, leading to the conclusion that a significant difference does indeed exist. Table 4.2 displayed the results of a correlation analysis between secondary school students' social retreat and academic success.

Table 4.2: Correlation between Social Withdrawal and Academic Achievement among Students in Secondary Schools

		Social Withdrawal	Student Academic Achievements
Social Withdrawal	Pearson Correlation	1	-.345**
	Sig. (2-tailed)		.000
	N	308	308
Student Academic Achievements	Pearson Correlation	-.345**	1
	Sig. (2-tailed)	.000	
	N	308	308

** . Correlation is significant at the 0.01 level (2-tailed).

The study in Table 4.2 showed a negative link between social disengagement and academic success among secondary school students ($n=308$, $r = -.345$; $p.05$). The results of the current study refuted the null hypothesis that there is no statistically significant link between social disengagement and academic achievement among secondary school students in Githunguri Sub-County, Kenya. In light of this, the current study came to the conclusion that the two factors did indeed have a statistically significant negative connection. Overall, among secondary school students, there was a moderately negative connection between social withdrawal and academic accomplishment. The present findings in Table 4.2 concurred with study carried by Paul, (2013) in China who reported that shyness which is an aspect of socially withdrawn child influenced students' academic achievement negatively. The present study also concurred with studies carried by Kipkemboi, (2013) in Kenya who reported that students experience loneliness which if not addressed may lead to depression which in turn will affect academic performance negatively.

Additionally, qualitative analysis further supported the present findings in that some of the person interviewed admitted that socially withdrawn students keep to themselves and their mind is preoccupied with negative thoughts as well as having very negative attitude towards school which ruin their academic performance in the long run. For instance, one of the respondents told the present study;

'...socially withdrawn students have very negative opinion about school and in most cases they even contemplate dropping out of school and in severe cases even suicidal thoughts overwhelm them and as a result they post very dismal performance because to them academic does not count but they are rather just passing time as being in school is their parents or guardian initiative and not from them.' [G&CTr 11]

Another excerpt also noted;

'...what is the point of having a child who is completely withdrawn from the system? Indeed, the die was long cast and keeping the child in school was just a situation that compared with the last straw that broke camel's back.' [DPT4]

From the excerpt of [DPT 4], a socially withdrawn student has already determined his case in school and that was only waiting to go through secondary education system and post very dismal results because in any case the results is not part of such student focus. The present study also resonated with studies carried by Chishti et al. (2018) in Pakistan and Kipkemboi, (2013) in Kenya who reported that loneliness, shyness and depression which are aspects of socially withdrawn person affected academic performance negatively. Negative correlations were found between social isolation and all the other variables. Decrease in social withdrawal increased academic achievement among students in secondary schools.

This was further illustrated with a scatter plot, as shown in Figure 4.1

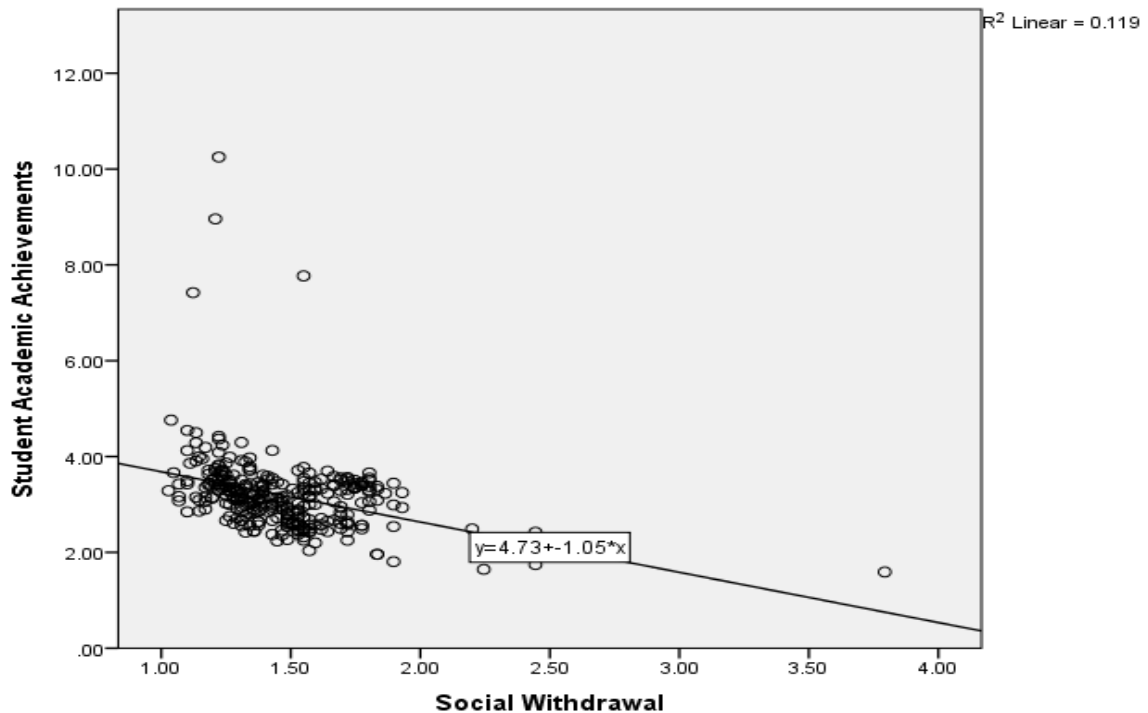


Figure 4.1: Scatter plot graph: Social Withdrawal and Academic Achievement.

The present study findings on figure 4.1, the scatter points indicated an inverse relationship between the two variables. The pattern of the dots evidently gives an impression of the slope moving from lower right to upper left, as expected. Additionally, the line of best fit slopes from lower right to upper left an indication of negative relationships between the two variables.

Further, to estimate the level of influence of social withdrawal on academic achievement among students in secondary schools, a coefficient of determination was computed using of regression analysis and the result was as shown in Table 4.3

Table 4.3: Regression Results- Influence of Social Withdrawal and Academic Achievement among Students in Secondary Schools

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.345 ^a	.119	.116	.76325

a. Predictors: (Constant), Social Withdrawal

b. Dependent Variable: Student Academic Achievements

Table 4.3 in the present study showed that the level of social withdrawal explained about 12% ($R^2 = .119$) of the variation in Student Academic Achievements among public secondary school students. These are a plausible influence on a dependent variable by one predictor. The present study therefore revealed the importance of reducing social withdrawal levels in order to improve academic achievement among the high school students.

Further, to scrutinize whether social withdrawal was a significant predictor of Academic Achievements among public secondary school students, Analysis of Variance (ANOVA) was considered in line with the commendation by Tabachnick and Fidell (2012). Application of Analysis of Variance (ANOVA) was important because it provided information about levels of variability within a regression model and formed a basis for tests of significance. It uses the basic regression line concept, $SST = SSM + SSE$, where SS is notation for sum of squares and T, M, and E are notation for total, model, and error, in that order. $R \text{ Square} = SSM/SST$, which confirms the interpretation of R^2 as explaining the proportion of variability in the data explained by the regression model. The "F" column provides a statistic for testing the hypothesis that $\beta_3 = 0$

against the null hypothesis that $\beta_3 \neq 0$. The test statistic is the ratio MSM/MSE, the mean square model term divided by the mean square error term. When the MSM term is large relative to the MSE term, then the ratio is large and there is evidence against the null hypothesis. Table 4.4 shows the ANOVA output on influence of Aggression and Student Academic Achievements in Public Secondary School Students.

Table 4.4: ANOVA –Influence of Social Withdrawal and Student Academic Achievements among Public Secondary School Students

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	24.045	1	24.045	41.276	.000 ^b
Residual	178.259	306	.583		
Total	202.305	307			

a. Dependent Variable: Student Academic Achievements

b. Predictors: (Constant), Social Withdrawal

In Table 4.4, the F statistic is equal to $24.045/.583 = 41.276$. The distribution is F (1, 306) and the probability of seeing a value greater than or equal to 41.276 is less than 0.001, demonstrating that there is strong evidence that β_3 is not equal to zero. Therefore, the ANOVA output results reveals that students' level of social withdrawal significantly predicts academic achievement among students in secondary schools, $F(1, 306) = 41.276, p < .001$. The R^2 term is equal to .119, signifying that 11.9% of the variability in the Student Academic Achievements in public secondary schools is explained by the students' level of social withdrawal. The study therefore concluded that students' level of social withdrawal significantly predicts academic achievement among students in secondary schools. This suggests that knowledge of students' level of social withdrawal could be used to significantly predict academic achievement among students in secondary schools.

V. THE SUMMARY AND CONCLUSION

Relationship between Social Withdrawal and Academic Achievement of Students in Secondary Schools.

The objective of the present study was to find out the relationship between social withdrawal and academic achievement of students in secondary schools in Githunguri Sub-County, Kenya. The present study employed both quantitative and qualitative data collection techniques to determine the extent to which social Withdrawal by students was related to academic achievement. Quantitative data was used to test the hypothesis while the qualitative data from interviews of Deputy Principal and guidance and counseling teachers was to enable researcher get the true feelings and views of the participants as regards social withdrawal aspects in schools. The present study established a moderate, negative correlation between social withdrawal and academic achievement among students in secondary schools, with decrease in social withdrawal aspects resulting into increase in academic achievement. Qualitative findings of the present study concurred with quantitative findings of the present study as all respondents alluded to the fact that social withdrawn students fare poorly in both academic and extra-curriculum activities. Moreover, the present study established that social withdrawal contributes to academic failure by 12%.

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