

SMART-SHAMING ON ACADEMIC-ANXIETY LEVEL AND SELF-EFFICACY OF SELECTED ACAEX STUDENTS OF BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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This study examines the impact of smart-shaming on academic anxiety and self-efficacy among selected ACAEX scholars at Bestlink College of the Philippines. Smart-shaming, the act of ridiculing individuals for displaying intelligence, is a prevalent social issue that may hinder students' confidence, participation, and academic engagement. Although recognized as a potential barrier to academic success, its direct effects on students' psychological well-being and performance remain underexplored in academic literature. A quantitative-correlational research design was employed to investigate the relationship between smart-shaming, academic anxiety, and self-efficacy. The study utilized a self-made Smart-Shaming Scale alongside standardized instruments: the Academic Anxiety Scale (AAS) and the General Self-Efficacy Scale (GSES). A total of 200 fourth-year ACAEX scholars were selected through purposive sampling. Data were analyzed using descriptive statistics, ranking, and Pearson's Product-Moment Correlation to determine the strength and direction of the relationships among variables. The findings revealed that smart-shaming was a common experience among respondents, often discouraging them from sharing knowledge due to fear of ridicule. The highest mean score (3.29) was associated with the statement, "I have been called a know-it-all for sharing my knowledge." In terms of academic anxiety, students reported heightened concerns related to peer judgment and academic pressure, with a composite mean of 3.18. Additionally, smart-shaming was shown to significantly reduce students' confidence and perceived academic capability. Correlation analysis confirmed a significant relationship between smart-shaming, academic anxiety, and self-efficacy. Higher levels of smart-shaming were associated with increased academic anxiety and lower levels of self-efficacy. The study highlights a critical link between smart-shaming, academic anxiety, and self-efficacy, indicating the need for a more supportive academic environment that encourages intellectual expression without fear of judgment. Addressing this issue involves promoting respectful discourse, enhancing student confidence, and removing negative social labels attached to academic excellence. Future research may focus on developing intervention programs, implementing psychoeducational strategies, and involving faculty in efforts to mitigate the effects of smart-shaming and enhance students' academic self-belief.

RECOMMENDED CITATION

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