

Research Article

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A study to assess the effectiveness of structured teaching programme on social phobia among the adolescent in urban area Thiruverkadu.

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ABSTRACT

Introduction: Social phobia, also referred to as social anxiety disorder (SAD), is increasingly recognized as a significant mental health issue among adolescents, characterized by an intense fear of social situations where they may be judged or scrutinized.

Aim: The main aim of the study to assess the effectiveness of structured teaching programme on social phobia among the adolescent in urban area Thiruverkadu.

Methodology: The study was conducted in the urban area of Thiruverkadu using a descriptive research design. A purposive sampling technique was used to select 158 adolescents, with prior permission obtained from the district officer. The researcher informed parents about the study's purpose and the adolescent's participation. Data was collected using the Social Phobia Inventory (SPIN), with each session lasting 45-60 minutes to ensure comprehensive responses. Ethical considerations were adhered to, with informed consent obtained from the parents before data collection.

Results: The Analysis revealed that among 158 adolescents, 60(37.97%) adolescents were normal. 53(33.54%) adolescents had moderate social phobia, 32(20.25%) adolescents had marked social phobia, 11(6.97%) adolescents had server social phobia. Totally 98(62.03%) adolescents had more social phobia. It also revealed that female adolescents 53(78.81%) had more social phobia than male adolescents 45(50.56%), at $P < 0.001$ was level.

Conclusion: The study concluded that a significant number of students had adequate knowledge, the majority had a moderate level of knowledge, and only a few had inadequate knowledge regarding ventilators and their working mechanism.

Keywords: Social phobia, Adolescent, Anxiety.

INTRODUCTION

Social phobia, also referred to as social anxiety disorder (SAD), is increasingly recognized as a significant mental health issue among adolescents, characterized by an intense fear of social situations where they may be judged or scrutinized. The impact of this disorder can be profound, manifesting in avoidance behaviors that impede the social, academic, and overall developmental progression of affected youths. Recent findings indicate that the prevalence of social anxiety is rising, making effective intervention strategies ever more critical.^{1,2}

In addressing social phobia among adolescents, structured teaching programs have emerged as a potent tool for intervention. Such programs are designed to provide systematic instruction on social skills and behavior modification, ultimately aiming to equip adolescents with the necessary coping mechanisms to manage anxiety-provoking social situations. They incorporate various pedagogical strategies, including cognitive-behavioral techniques, role-play, and peer interaction.³

The structured teaching approach emphasizes the need for specific, tailored content that addresses the unique challenges faced by adolescents with social phobia. This method is supported by the premise that learning environments should not only focus on content mastery but also foster emotional and social competencies.^{4,5} Programs that actively promote positive self-perceptions and resilience can significantly reduce anxiety symptoms by bolstering adolescents' self-efficacy and willingness to engage socially.^{6,7}

Research into various structured teaching programs illustrates that the integration of technology, such as mobile applications and virtual reality environments, significantly enhances the engagement and

effectiveness of interventions targeted towards social phobia. Virtual exposure therapies that utilize technology have shown promising results, creating safe spaces for adolescents to practice social interactions without the fear of real-world repercussions.^{8,9}

Beyond the immediate therapeutic benefits, structured teaching programs also contribute to broader educational frameworks by emphasizing the importance of mental health literacy among educators and caregivers. These initiatives highlight the need for an integrated approach in fostering psychosocial skills within educational settings.^{10,11}

Engaging parents and teachers in these educational programs enhances the support systems available to adolescents, promoting a more comprehensive strategy for addressing social anxiety disorder.^{12,13} Structured teaching programs offer a multifaceted approach to combating social phobia among adolescents, blending pedagogical techniques with psychological insights to empower young individuals in their developmental journeys. So, the study aimed to assess the effectiveness of structured teaching programme on social phobia among the adolescent in urban area Thiruverkadu.

METHODOLOGY

The study was conducted in the urban area of Thiruverkadu, where a descriptive research design was adopted to explore the prevalence and characteristics of social phobia among adolescents. This design was appropriate to provide a snapshot of the phenomenon in a real-world setting without manipulation of variables. A total of 158 adolescents were selected using a purposive sampling technique. Purposive sampling was chosen to ensure that participants met specific criteria relevant to the study's objectives. Prior to participant recruitment, formal

permission was obtained from the district officer, which facilitated access to the target population. This method allowed the researcher to focus on adolescents who were most likely to provide useful insights into social phobia based on predefined characteristics.

Tools:

The primary instrument used for data collection was the Social Phobia Inventory (SPIN). SPIN is a well-established tool that assesses the range and severity of social anxiety symptoms. Its structured format allowed the researcher to systematically capture data regarding the participants' experiences of social phobia, ensuring that responses were both reliable and valid.

Data collection procedure:

Data collection was conducted in a single session lasting approximately 45 to 60 minutes per adolescent. During this session, the researcher administered the SPIN to each participant. The allotted time was sufficient to cover all inventory items and to ensure that participants were neither rushed nor fatigued, thereby enhancing the quality and accuracy of the responses.

Ethical Considerations:

Ethical protocols were strictly followed throughout the study. Before data collection, the investigator

explained the purpose, the nature of the study, and the needs regarding adolescent social phobia to the parents. Informed consent was obtained from the parents, ensuring that they were aware of the study's intent and procedures.

RESULTS

Demographic variables:

The figure 1 showed that 40% (12) of the adolescents were 14 years old, and 60% (18) were male. Regarding religion, 50% (15) identified as Hindu. In terms of birth order, 33.3% (10) were the first-born child. Most adolescents (73.3%, 22) were in the 10th standard, and 10% (30) were educated in Tamil medium. A majority (63.3%, 19) belonged to nuclear families, while 43.3% (13) resided in rural areas. Additionally, 83.3% (25) of the participants had no family history of phobia.

Level of Social Phobia:

The table above presents the frequency and percentage distribution of social phobia levels among the adolescents. Specifically, 18 adolescents (60%) were classified as normal, 9 (30%) exhibited moderate social phobia, 2 (6.67%) had severe social phobia, and 1 (3.33%) experienced very severe social phobia.

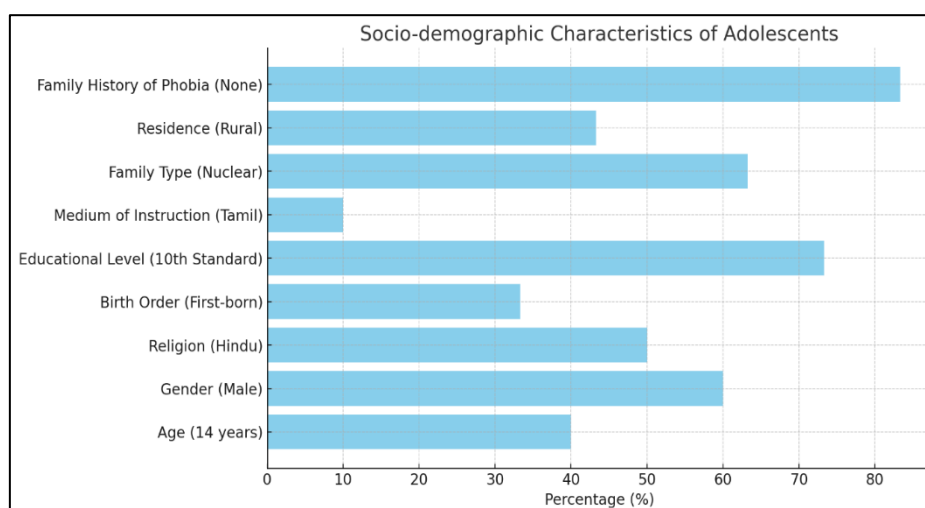


Figure 1: Demographic variables of the participants

Table 1: Level of social phobia

	Normal		Moderate		Severe		Very severe	
Level of phobia	NO	%	NO	%	NO	%	NO	%
	18	60%	9	30%	2	66.7%	1	3.33%

The above table represent the frequency and percentage distribution of level of social phobia. The table show 18 (60%) of adolescent were normal 9 (30%) had moderate social phobia 2 (66.7%) had severe social phobia and 1 (3.33%) had very severe social phobia.

DISCUSSION

The results of the study depict a demographic landscape that is representative of adolescents facing social phobia, particularly within the nuances of age, gender distribution, family structures, and educational contexts. Notably, the sample indicates a predominance of older adolescents, with approximately 40% of participants being 14 years old, suggesting a critical age where social interactions become increasingly significant for identity formation and peer relationships. The majority of participants (60%) being male aligns with literature that indicates a higher prevalence of social phobia diagnoses among adolescent males compared to females, although the general prevalence may vary based on socio-cultural contexts.¹⁴ This finding prompts further exploration into whether societal norms or gender-specific pressures contribute to the expression of social phobia among this demographic.

Religious affiliation reveals that half of the adolescents identified as Hindu, which may reflect the cultural setting of the study, potentially influencing social expectations and individual coping mechanisms regarding mental health. Previous studies highlight the importance of cultural background in shaping the understanding and expression of anxiety disorders, including social phobia, where cultural stigmas can affect help-seeking behaviors.¹⁵ The proportions of

first-born children (33.3%) might suggest familial dynamics where expectations and rivalry could interact, influencing levels of anxiety and social interactions, warranting further examination in familial contexts.

In examining the levels of social phobia within the population studied, it is significant that 60% of participants were classified as having no social phobia symptoms, while 30% exhibited moderate social phobia symptoms. This distribution indicates that a significant portion of adolescents may be effectively managing their social interactions. However, the existence of 6.67% with severe and 3.33% with very severe social phobia raises concerns about the need for targeted interventions for these vulnerable sub-groups.^{16,17} This minor yet critical percentage signifies that while many adolescents may function well socially, a concerning number are struggling silently, emphasizing the necessity for awareness campaigns in schools about mental health resources.

Research emphasizes the evolving nature of social phobia and its management. With adolescents showing varied levels of phobia, especially in educational settings where peer evaluation is prominent, structured teaching programs could be beneficial as part of the curriculum to equip students

with coping strategies and social skills (Pohjola et al., 2021). Targeted interventions, including cognitive-behavioral therapy (CBT), have shown efficacy in alleviating social anxiety among adolescents, suggesting that the incorporation of psychological support structures within educational contexts is paramount.

CONCLUSION

The study concluded that a considerable number of adolescents experienced social phobia, with cases ranging from moderate to severe intensity. While some adolescents exhibited no signs of social phobia, the condition was more prevalent among females than males. This gender difference was statistically significant at the $p < 0.001$ level. The findings emphasize the importance of early screening and the development of gender-sensitive mental health programs to address social anxiety in adolescents.

CONFLICTS OF INTEREST:

No conflicts of Interest.

FINANCIAL SUPPORT:

None

RECOMMENDATION:

The findings underscore the multifaceted factors influencing social phobia among adolescents, highlighting critical areas for intervention. Future research should consider longitudinal studies to examine fluctuations in social phobia symptoms over time and to explore the longitudinal impact of family and educational structures.

Moreover, as these adolescents progress into adulthood, understanding the long-term effects of early social phobia experiences on their educational and occupational outcomes will be essential in promoting holistic mental health strategies

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