Social phobia Experience of SVIT College Students: A case study

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Abstract: *The objectives of this study is to identify and explain the prospective social phobia experiences of students in SVIT Vasad College Year 2016-17. The researcher used the mixed method of research and quota sampling technique through standardized inventory test, questionnaire, documentary analysis, structured interview, and observation to gather all the needed data to complete the study. The data gathered were encoded, coded and statistically processed using the PASW Statistics 18. The results are presented in a tabular form using weighted mean, percentage, frequency counts, Analysis of Variance (ANOVA), Independent Samples T-test, and Pearson's Product Moment Correlation Coefficient or Pearson (r). In light of the findings of the study, the researcher concluded that on the significant relationship on the profile of the students, their type of social phobia and social phobia experiences, there is no significant relationship found; and there is also no significant relationship on the perception of the students in relation to social phobia experiences.*

Keywords: *Social phobia, College Phobias, Social Anxiety Disorder.*

1. INTRODUCTION:

Students with social anxiety will tend to stay away from College activities such as sports, choir, and band where their performance can be criticized. These same students are often seen by others as loners, snobby, or just uninterested in anyone or anything. When it comes to classroom participation there will be little or none on part of the student with social anxiety. In groups, the person with social phobia may not voice his or her opinion about somethingeven if she or he wants to Projects that require the student to do public speaking will probably not be done by the student. In SVIT College academics, social anxiety suffers who don't participate in class or ask for help might be overlooked by educators that think the student is uninterested with academics which will further make them overlooked.

The researcher as a SVIT College teacher had been exposed to various challenging approaches on catering the behavioural problems of the students. Being an adviser of one of the lowest section and highly vulnerable or at-risk students, it has been troubling on how to cater the veracity of students' personalities and concerns of misbehaving inside the classroom. Students had observed to have manifestations of extreme shyness, uneasiness, and irritations in some social situations which are quite intriguing and alarming for these are not normal at all. As a teacher and guidance counsellor in the classroom, a preliminary investigation on why some of students behave that way was conducted. It was found out that some of the behaviours being manifested by the students are might be leading to a certain illness that is called social anxiety disorder or social phobia. The researcher sincerely wants to extend hishands to give opportunity to the students help and understand themselves by conquering their fears and avoidances to certain social situations. Socialization is one of the basic skills being taught in the classroom.

2. LITERATURE REVIEW:

The socio phobic experiences of students in the community, it was evident that in public places, such as, like bazzar, meetings, or shopping etc, people with social anxiety feel that everyone is watching, staring, and judging them or even though rationally they know this isn't true . They can usually interact easily with family and a few close friends. But meeting new people, talking in a group, or speaking in public can cause their extreme shyness to kick in Often these phobias are triggered by traumatic experiences, such as a child's mind going blank when the child iscalled on in class. Social anxiety tends to increase with age, whereas separation anxiety decreases.

Meanwhile, some people with social anxiety disorder do very poorly academically and some may even drop out of College if the anxiety is too much to bear. Students with social anxiety will tend to stay away from College activities such as sports, choir, and band where their "performance" can be criticized. Moreover, SVIT College student, many adolescents have social anxiety disorder, might be so overwhelmed by the fear of standing up to give a report or speech that theye can't complete assignments and fails classes.

Many people struggle with these fears. But the situations that trigger the symptoms of social anxiety disorder can be different. Just because a person occasionally gets nervous in social situations doesn't mean he has social anxiety disorder or social phobia. Many people are shy or self-conscious, at least from time to time, yet it doesn't get in the way of their everyday functioning. Social anxiety disorder, on the other hand, does interfere with a person's normal routine and causes tremendous distress.

3. METHOD:

The study used the mixed method of research that includes both quantitative and qualitative aspects of research through the use of standardized inventory test, questionnaire, documentary analysis, structured interview, and direct observation.

The respondents of the study is composed of 130 students in SVIT Vasad. The student-respondents were selected based on the result of the standardized inventory test named Social Phobia Inventory Test (SPIN). Before using the SPIN, the researcher sought permission to the management of the website to utilize the inventory test as a pre-survey questionnaire. Using the results, the final respondents were selected using quota sampling. Only those students who have manifestations of social phobia were subjected to the research process.

Meanwhile, the researcher also constructed a survey-questionnaire to help assess the socio-phobic experiences of the students both in the community and in the College. The self-constructed questionnaire was divided into five parts: the respondents' profile which age, sex, status in College, grade point average, family structure, and monthly family income for the student-respondents and age, sex, educational attainment, years in service, the prospective socio-phobic experiences of the students in the community and in the College; the signs or symptoms of prospective social phobia as to physical signs or behavioral signs; the treatments or solutions that students are being and willing to undertake to fight their prospective manifestations of social phobia as to self-driven and professional/medical solutions; and the prospective types of social phobia that are being experienced by the students as to specific and generalized.

Floating of questionnaires and conducting of the structured interviewed by expert faculties. After administering the questionnaires and the structured interview, a permission to the teachers to furnish a copy of the grades and anecdotal records of the selected student-respondents was sought. The help of the acting guidance counselor of the College was also been asked for the furnishing of the guidance records of the identified students for analytical interpretation of the said documents. A detailed written interpretation of the observations of the teachers to the behaviors or manifestations of the students when it comes to social phobia was materialized. Since the process of classification, sorting, and tabulation of data are important parts of research process for it is used to save time, effort, and to minimize error, the data were collected and organized thoroughly. The researcher administered the standardized inventory test carefully, the self-constructed questionnaire with all accuracy and considerations, the structured interview objectively, the documentary analysis precisely, and the observation concisely to ensure that everything will be done according to what has planned. Upon the approval, the standardized inventory test, self-made questionnaire, and structured interview were administered at hand by the researcher to all the respondents. Afterwards, analysis of the documents and the writing of the observations were stipulated.

The data gathered were encoded, coded and statistically processed using the PASW Statistics 18 (formerly known as SPSS). The results are presented in a tabular form using weighted mean, percentage, frequency counts, Analysis of Variance (ANOVA), Independent Samples T-test, and Pearson's Product Moment Correlation Coefficient or Pearson (r).

Meanwhile, the following scales were used in determining the social phobia experienced by the students:

Scale of Means	Descriptive Equivalent	Interpretation
4.50 – 5.00	Always Avoided/Feared	Experienced Social Phobia to a Very Great Extent
3.50 – 4.49	Very Often Avoided/Feared	Experienced Social Phobia to a Great Extent
2.50 – 3.49	Often Avoided/Feared	Experienced Social Phobia to a Moderate Extent
1.50 – 2.49	Seldom Avoided/Feared	Did Not Experienced Social Phobia
1.00 – 1.49	Never Avoided/Feared	Definitely Did Not Experienced Social Phobia

Likewise, the following scales were used in determining the symptoms or signs of social phobia:

Scale of Means	Descriptive Equivalent	Interpretation
4.50 – 5.00	Always	Shows a very great deal of signs of Social Phobia
3.50 – 4.49	Very	Shows a great deal of signs of Social Phobia
2.50 – 3.49	Often	Shows a moderate deal of Signs of Social Phobia
1.50 – 2.49	Seldom	Does not show signs of Social Phobia
1.00 – 1.49	Never	Definitely no signs of Social Phobia

Similarly, the following scales were used in determining the solutions applied in social phobia:

Scale of Means	Descriptive Equivalent	Interpretation
4.50 – 5.00	Always	Solutions Very Much Applied/Applicable
3.50 – 4.49	Very Often	Solutions Applied/Applicable
2.50 – 3.49	Often	Solutions Moderately Applied/Applicable
1.50 – 2.49	Seldom	Solutions Not Applied/Applicable
1.00 – 1.49	Never	Solutions Definitely Not Applied/Applicable

On the other hand, for ease of interpreting the correlation coefficients, this study adopted the following:

$\pm .80 - \pm 1.0$ high correlation

$\pm .60 - \pm .79$ moderately high correlation

$\pm .40 - \pm .59$ moderate correlation

$\pm .20 - \pm .39$ low correlation

$\pm .01 - \pm .19$ negligible correlation

Meanwhile, the significance of relationships or differences can be readily seen with the output of the PASW Statistics used in analyzing the data. Probability values greater than 0.05 level implies no significant relationship or difference while values less than 0.05 indicate significant relationship or difference that requires rejecting null hypotheses.

5. RESULTS AND DISCUSSION:

Profile of the Students

Profile	Freq.	%	Profile	Freq.	%
Age			**Sex**		
17-18	90	69.23	Male	55	42.31
19-20	25	19.23	Female	75	57.69
21-22	15	11.53	**Family structure**		
Status in College			Nuclear family	81	62.30
Regular	120	92.3	Extended family	33	25.38
Irregular (unable to finish the previous program / repeater)	4	3.1	Broken family	7	5.38
Irregular (with back/failed subject/s)	2	1.5	Blended family	9	6.92
Transferee	4	3.1	**Monthly family income**		
GPA (General point average)			Below INR10,000	9	6.9
Developing (75 - 79%)	54	41.5	INR 10,000 – 14,999	62	47.7
Appreciating proficiency (80 - 84%)	49	37.7	INR 15,000 – 19,999	33	25.4
Proficient (85 - 89%)	26	20.0	INR 21,000 - 24,999	12	9.2
Advanced (90 % & above)	1	.8	INR 25,000 - 29,999	5	3.8
Total	**130**	**100.0**	INR 31,000 & above	9	6.9

Table 1. Profile of the students.

In terms of age, the student respondents are aging from 17 to 18 years are 69.23% , 19 to 20 years of age, 19.23 %, 21 to 22 are 11.53%. As regards to sex, the difference between male and female are not too disparate as 42.31% are male and 57.69% are female. Scrutinizing the status in College, majority or 92.3% are regular students. Only four (4) of the respondents are irregular because they are repeaters or unable to finish the previous programwhile two (2) are irregular due to back or failed subject or subjects. Four (4) transferees are involved in this study. In terms of grade point average (GPA) in the previous College year, none of the respondents have beginning grades or 74% and below. As shown, 42% are developing or having grades from 75% to 79%, 38% with appreciatingproficiency (80% to 84%), and 20% with proficient grades (85% to 89%). Only one (1) of the 130 respondents is advanced or with grade 90% or better. With respect to family structure, 62.30% of the students claimed that they have a nuclear family and 25.38% mentioned being an extended family. 5.38 of the students cited that they are of broken families while 6.92% are of blended families. In terms of monthly family income 6.9% having income below 10,000 INR, 47.7% having income between 10,000 to 14,999 INR. 25.4% having income between 15,000 to 19,999 INR. 9.2% having income between 21,000 to 24,999 INR. 3.8% having income between 25,000 to 29,999 INR, and 6.9% havint above 31,000 INR.

Socio-Phobic Experiences of the Students:

Criteria	Students	
	Mean	**Des. equiv.**
A. Social phobias experienced		
1. Social phobia experienced in the community	3.09	Moderate extent
2. Social phobia experienced in College	2.85	Moderate extent
Overall	**2.97**	**Moderate extent**
B. Signs of social phobia		
1.Physical symptoms	2.07	None
2.Behavioral signs	2.05	None
Overall	**2.06**	**None**
C. Solutions to social phobia		
1.Self-driven solutions	3.27	Moderately applied
2.Professional / medical solutions	1.76	Not applied
Overall	**2.52**	**Moderately applied**

Table 2. Summary of socio-phobic experiences of the students.

As reflected in the composite mean ratings obtained from the respondents, it can be surmised that students have experienced social phobias in the community to a moderate extent having composite mean of 3.09 from the students, students experienced social phobias in College to a moderate extent having a composite mean of 2.85. The overal composite mean revealed that students (2.97) perceived in a moderate extent their social phobia experience, Hence, students agreed that they perceived the socila phobia experienced by the students to a moderate extent only as reflected by the overall composite mean of 2.98.

With respect to symptoms of social phobia, the physical symptoms obtained a composite mean of 2.07 in the ratings of the students which they claimed that they do not manifest such symptoms in general. With respect to behavioral symptoms, the students claimed that they did not experience such symptoms as indicated by the composite mean of 2.05. Taken as a whole, students (2.06) perceived that they do not manifested the symptoms of social phobia,

As gleaned from solutions to social phobia, the students deemed that the self-driven solutions to social phobia are moderately applied or applicable as indicated by the composite mean of 3.27. With regards to professional or medical solutions, the students believed that these are not applied and/or not applicable to the students as indicated by the composite mean of 1.76. Their overall composited mean revealed that the professional or medical solutions for them are not applied or applicable for the students. Considering the overall perceptions of the respondents on the solutions to social phobia, the students perceiived that these solutions are moderately applied or applicable as reflected by the overall composite mean of 2.52.

Types of Social Phobia Experienced by the Students

Types of social phobia	Students	
	Mean	**Des. equiv.**
A. Generalized social phobia	2.18	Low extent
B. Specific social phobia	2.74	Moderate extent

Table 3. Types of social phobia experienced of the students.

As reflected in the table, the students deemed that they experienced generalized social phobia or fear of social situations to a low extent as indicated by the mean of 2.18; however, In terms of specific social phobia, it can be surmised that students obtained a mean of 2.74 indicating that they have experienced such kind of phobia to a moderate extent.

Relationship of Profile of Students, Their Type of Social Phobia, and Socio-Phobic Experiences

Type of social phobia	Group according to age (years)	Descriptives			ANOVA		
		N	**Mean**	**Std. deviation**	**F**	**Sig.**	**Remarks**
Generalized	17-18	90	2.14	1.162	.11	.89	Not significant; Accept Ho
	19-20	25	2.19	1.393			
	21-22	15	2.29	1.160			
Specific	17-18	90	2.80	1.166	.57	.57	Not significant; Accept Ho
	19-20	25	2.74	1.151			
	21-22	15	2.47	1.068			

Table 4. Relationship of age and type of social phobia

As evident in the table, there are no significant differences in the generalized social phobia of the students when grouped according to age (years) having an F-value of 0.11 significant at 0.89, which is not significant at 0.05 level. In terms of specific social phobia, there are no significant differences in this social phobia of the students when grouped according to age (years) having an F-value of 0.57 significant at 0.57, which is not significant at 0.05 level.

Type of social phobia	Group according to sex	Descriptives			Independent samples t-test		
		N	**Mean**	**Std. deviation**	**|t|**	**Sig.**	**Remarks**
Generalized	Male	55	1.96	1.21	1.73	.09	Not significant; Accept Ho
	Female	75	2.34	1.25			
Specific	Male	55	2.51	1.33	2.04	.04	Significant; Reject Ho
	Female	75	2.92	.95			

Table 5. Relationship of sex and type of social phobia.

In terms of generalized social phobia experienced, the male and female students do not differ significantly as indicated by the t-value of 1.73 significant at 0.09, which is not significant at 0.05 level. However, with respect to specific social phobia experienced, the female (with mean of 2.92) has significantly higher level of experience than

male (with mean of 2.51) as indicated by the t-value of 2.04 significant at 0.05 which is significant at 0.05 level. So, the null hypothesis of no significant difference is rejected. Thus, sex and specific type of social phobia is significantly related.

Type of social phobia	Group according to status	Descriptives			Independent samples t-test		
		N	Mean	Std. dev.	|t|	Sig.	Remarks
Generalized	Regular	120	2.22	1.25	1.27	.21	Not significant; Accept Ho
	Non-regular (irregular/transferee)	10	1.70	1.06			
Specific	Regular	120	2.78	1.13	1.26	.21	Not significant; Accept Ho
	Non-regular (irregular/transferee)	10	2.30	1.25			

Table 6. Relationship of status in College and type of social phobia.

In terms of generalized social phobia, it can be observed that the t-value of 1.27 is not significant at 0.05 level as the p-value is 0.21. Hence, the null hypothesis is not rejected. Therefore, there is no significant relationship between status in College and generalized social phobia. Similarly, there is no significant relationship between status in College and specific social phobia.

Type of social phobia	Group according to GPA	Descriptives			ANOVA		
		N	Mean	Std. dev.	F	Sig.	Remarks
Generalized	Developing	54	2.17	1.27	.17	.85	Not significant; Accept Ho
	Appreciating proficiency	49	2.24	1.30			
	Proficient/advanced	27	2.07	1.11			
Specific	Developing	54	2.43	1.21	3.60	.03	Significant; Reject Ho
	Appreciating proficiency	49	2.98	1.01			
	Proficient/advanced	27	2.93	1.14			

Table 7. Relationship of GPA and type of aocial phobia.

As shown in the table, level of generalized social phobia experienced by the students grouped according to GPA do not differ significantly as indicated by the F value of 0.17 significant at 0.85, which is not significant at 0.05 level. The data does not provide sufficient evidence to show that GPA and generalized type of social phobia are related. On the other hand, with respect to specific social phobia experienced, significant mean differences are observed having an F-value of 3.60 significant at 0.03 which is less than 0.05 level. Thus, GPA and specific type of social phobia is significantly related.

Type of social phobia	Group according to family structure	Descriptives			ANOVA		
		N	Mean	Std. dev.	F	Sig.	Remarks
Generalized	Nuclear	81	2.17	1.19	.59	.56	Not significant; Accept Ho
	Extended	33	2.06	1.26			
	Broken/blended	16	2.44	1.42			
Specific	Nuclear	81	2.76	1.15	.21	.81	Not significant; Accept Ho
	Extended	33	2.64	1.13			
	Broken/blended	16	2.83	1.20			

Table 8. Relationship of family structure and type of social phobia.

Evidently, there is no significant relationship between the family structure of the students and their level of experience in terms of generalized type of social phobia as indicated by the F-value of 0.59 which is not significant at 0.05 level. Similarly, there is no significant relationship between the family structure of the students and their level of experience in terms of specific type of social phobia as indicated by the F-value of 0.21 which is not significant at 0.05 level.

Type of social phobia	Group according to status	Descriptives			Independent samples t-test		
		N	Mean	Std. dev.	|t|	Sig.	Remarks
Generalized	Below INR. 20,000	104	2.04	1.188	1.36	.18	Not significant; Accept Ho
	INR. 20,000 and above	26	2.34	1.295			
Specific	Below Php. 20,000	104	2.56	1.143	1.93	.06	Not significant; Accept Ho
	INR. 20,000 and above	26	2.95	1.121			

Table 9. Relationship of family income and type of social phobia.

As shown in the table, significant difference on the level of generalized social phobia experienced by the students is not manifested as indicated by the t-value of 1.36 significant at 0.18 which is not significant at 0.05 level. Likewise, there is no significant relationship between family income and specific social phobia as suggested by the insignificant result of Independent Samples T-test wth a t-value of 1.93 significant at 0.06.

Social phobia in:	Generalized social phobia		Specific social phobia	
	r	Descriptive equivalent	r	Descriptive equivalent
Community	.170*	Negligible correlation	.249**	Low correlation
College	.022ns	Negligible correlation	.206*	Low correlation

Table 10. Relationship of social phobia and types of social phobia experienced.

With respect to relationship of social phobia and types of social phobia experienced, it can be surmised that social phobias in the community and at College are significantly related to specific social phobia. As shown in Table 15, social phobia in the community is significantly correlated with specific social phobia; however, only to a low extent having a correlation coefficient of 0.25. Also, social phobia experienced at College is significantly correlated with specific social phobia, but only to a low extent having a correlation coefficient of 0.21. On the other hand, social phobias experienced in the community and at College are not significantly correlated with generalized social phobia having correlation coefficients of 0.17, and 0.02, respectively.

6. CONCLUSIONS AND RECOMMENDATIONS:

From the gathered data which were analyzed and interpreted, the following conclusions are withdrawn:

1. Students have experienced social phobias in the community and in the College to a moderate extent from the students. With respect to the symptoms of social phobia being manifested by the students, the physical and behavioral symptoms of social phobia are not manifested by the students in general. Meanwhile, the solutions to social phobia are moderately applied or applicable as perceived by the students, most especially preferred is the self-driven solutions due to the fact that students are socio-phobic to low or moderate extents only;

2. The students experienced generalized social phobia type to a low extent; however, In terms of specific social phobia, the students have experienced such kind of phobia to a moderate extent.

3. There is no significant relationship on the profile of the students, their type of social phobia and socio-phobic experiences. The null hypothesis is accepted.

4. There is a need for the College to formulate a clear policy to cater the psycho-behavioural and social needs of the students and also to establish a fully functioning and independent guidance office to facilitate such needs. College Teachers also need to conduct appropriate intervention programs (individual or group) to address and lessen the prospective socio-phobic experiences of the students in College and to have a clear target to lessen the impact or to totally eliminate such tendencies.

In light of the findings, the following recommendations are hereby proposed:

1. Since majority of the student-respondents have manifestations of prospective social phobia, the College should intensify its efforts in keeping them integrated in all College programs and activities despite the fact that their academic performance and economic status were not quite sufficient.

2. The College should boost its efforts in strengthening the relationship, rapport, and camaraderie between students and the personnel since the students always sought the help provided by the teachers, guidance officer, staff, and officers of the College in addressing their problems regarding prospective manifestations of social phobia. Also, clear behavioural intervention assistance should also be initiated.

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