

# Impact of Mental Health Awareness Training Module to overcome Social Anxiety of adolescent students

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Date of Submission: 01-10-2022

Date of Acceptance: 10-10-2022

## ABSTRACT

The present study was attempted with the aim of investigating whether there is any significant impact of mental health awareness training module to overcome social anxiety among adolescent students. Experimental study was employed. A sample of 52 adolescent students from one Private school of Erode District, Tamil Nadu. Social Anxiety Scale for adolescent students-developed by Investigator was used for data collection. Descriptive analysis and 't' test were the statistical techniques used. The result shows that there is significant difference between experimental group and control group of post – test on mental health awareness, training reduced the social anxiety of adolescent students. Thus, we can say that after the intervention, mental health awareness training influences the experimental group adolescent students to overcome social anxiety.

## I. INTRODUCTION

Mental Health has become a major issue among adolescent students. The adolescent students are facing more psychological problem because of the impact of today's technology on the health and academic performance. In fact, excessive use of computers, internet and T.V affect the academic performance and overall Mental Health of students.

While living in a technologically developing society, adolescents as individuals are embedded in a social matrix and are profoundly affected by it. The numerous developmental and behavioural challenges arise necessarily in the social environment on a continuum from family to educational and other social situations, and can only be resolved within it. Such challenges arise due to the incongruence between the demands

encountered in the environment and the personal and social resources and skills they have at their disposal to cope with the developmental tasks.

Today, teenagers extensively use social networking sites and gradually this social media is taking place of real interactions which have resulted in diminished human relationships and increased social isolations.

Multiple factors affect mental health. The more risk factors adolescents are exposed to, the greater the potential impact on their mental health. Factors that can contribute to stress during adolescents include exposure to adversity pressure to conform with peers and exploration of identity. Some adolescents are at greater risk of mental health conditions due to their living conditions, stigma, discrimination or exclusion, or lack of access to quality support and services.

Adolescents with mental health conditions are particularly vulnerable to social exclusion, discrimination, stigma (Affecting readiness to seek help), educational difficulties, risk – taking behaviors, physical ill – health and human rights violations WHO (17<sup>th</sup> Nov 2021).

According WHO (Nov 2021), Adolescence is a crucial period for developing social and emotional habits important for mental well – being. These include adopting healthy sleep patterns; exercising regularly; developing coping, problem-solving, and interpersonal skills; and learning to manage emotions. Protective and supportive environments in the family, at school and in the wider community are important.

Mental health promotion and prevention interventions aim to strengthen an individual's capacity to regulate emotions, enhance alternatives to risk taking behaviors, build resilience for managing difficult situations and adversity, and

promote supportive social environments and social networks.

This study requires a multi – level approach with varied delivery platforms – for example, digital media, health or social care settings, schools or the community – and varied strategies to reach adolescents, particularly the most vulnerable.

Social Anxiety is used to describe feelings of anxiety and fear that occur in response to social situations. Even the most confident of people can get a little anxious before a presentation, or when they are meeting new people, but in social anxiety this distress can be so overwhelming. That it feels as though it is difficult to cope. Often, that overwhelming anxiety is experienced when just thinking about the situation or remembering a previous event. You may also have heard the term “Social Phobia” used to describe these feelings. It is clear that adolescence is the core risk phase for the development of social anxiety symptoms and its prevalence is increasing day by day among students at all levels of educational institutions.

Many of the adolescents are at risk of becoming vulnerable to diverse behavioural and emotional difficulties. One of the maladaptive behavioural outcomes in adolescents is social anxiety disorder, which is characterized by overwhelming anxiety and excessive self-consciousness in everyday social situations. According to the Columbia university clinic for anxiety and related disorders, social anxiety disorder is the third most common mental disorder, affecting more than 5-12% of the general population at some point in life. Approximately 5% of children and adolescents suffer from social anxiety disorder. Social anxiety disorder causes impairments in family school and academic functioning and can seriously limit at adolescent’s self - beliefs and his ability to succeed.

A person with social anxiety feels symptoms of anxiety or fear in situations where they may be scrutinized, evaluated or judged by others, such as speaking in public, meeting a new person, answering a question in class, or having to talk to a stranger. The fear that people with social anxiety have in social situations is so intense that they feel it is beyond their control. For some people, this fear may get in the way of going to school, or doing everyday activity. Other people may be able to accomplish these activities but experience a great deal of fear or anxiety when they do. People with social anxiety may worry about engaging in social situations for weeks before they happen. Sometimes, they end up avoiding places or events that cause distress or generate feelings of embarrassment.

Social anxiety usually starts during late childhood and may resemble extreme shyness or avoidance of situations or social interactions. It occurs more frequently in females than in males, and this gender difference is more pronounced in adolescents and young adults. Without treatment, social anxiety can last for many years or even a lifetime.

#### **Sign and Symptoms of social anxiety**

When having to perform in front of others, people with social anxiety may

- Have a rapid heart beat
- Blush, sweat, or tremble
- Feel sick to their stomach
- Feel self-consciousness or fear that people will judge them negatively
- Avoid places where there are other people
- Avoiding social gathering / social situation
- Difficult to make eye contact

#### **Statement of the Problem**

To study the Impact of Mental Health Awareness Training Module to overcome Social Anxiety of adolescent students

#### **Objectives of the Study**

The present study was designed to achieve the following major objectives

1. To develop a Mental Health Awareness Module to overcome Social Anxiety among Adolescent Students.
2. To find out the Impact of Mental Health Awareness module to overcome Social Anxiety among Adolescent students.
3. To compare the mean scores of experimental group and control group of social anxiety among adolescent students before and after the training.

#### **Hypotheses of the Study**

In pursuance of the above stated objectives, the following Research Hypotheses were formulated.

1. There is no significant difference between Experimental group and Control group in the Pre - test scores of adolescent students in Social Anxiety.
2. There is no significant difference between Experimental group and Control group in the Post-test scores of adolescent students in Social Anxiety.
3. There is no significant difference between Pre–test and Post–test scores of Experimental groups on social Anxiety after treatment of Mental Health Awareness Training Module.

### Variable of the Study

The present study includes the following dependent variable and independent variables.

Independent Variable Selected for the study - Mental Health Awareness Training Module  
Dependent Variable Selected for the study -Social Anxiety

### Research Design

Research design is a mapping strategy which is based on sampling technique. It essentially includes objectives, sampling research strategy, tools and techniques for collecting the evidences, analysis of data and reporting the findings, a researcher designs the work before getting the training underway.

An experimental design is a blueprint of the procedure that enables the researcher to test the hypothesis by reaching valid conclusions about relationship between independent and dependent variables. It refers to conceptual framework within which the experiment is conducted.

In this study, two group Experimental design was employed. In the present study the investigator selected 52 adolescent students of XI and XII classes by using purposive sampling techniques. They are the students of Thamarai Matriculation Higher Secondary School, Thamaraipalayam (Private) in Erode District, Tamil Nadu.

Two groups with 26 students in each group were formed. One group was designated as experimental group and the other as the control group. Among the various methods and procedures for acquisition of data, the researcher employed Social Anxiety Scale for adolescent students – developed by Investigator was used for data collection.

Social Anxiety scale can be scored by hand only. For any answer indicative social anxiety regards to fear situation / avoidance situation one is given; otherwise score of zero is awarded. It means high score in given area of social anxiety indicates higher level of social anxiety and low score indicates low level of social anxiety i.e., as well as after training students can be able to move from higher level of social anxiety to moderate level of social anxiety.

### Development and validation of Mental health Awareness training module

The construction of mental health awareness training module is a very critical task. The investigator considered himself as a trainer. The investigator selected a topic in Mental health awareness to overcome social anxiety and had

developed the objectives and teaching material through PPT, flashcard teaching strategy. The investigator collected the pictures, stills, postures for yoga and meditation, from the internet. The pictures, postures are relevant to the content.

### Experimental procedure

Before administering the tools, it was necessary to approach the students. In this regard, permission of the principals of the schools from which sample was taken to conduct the experiment in the school premises after explaining the plan and purpose of the study. After this, students of class XI and XII of adolescent students were selected and informed about the plan and purpose of the experiment. After this, the sample would interact with the course of experiment, rapport was established with them and they were given the mental health awareness training module to study the impact of module.

### Phase-I: Formation of Groups

The experimental procedure was executed. The procedure comprised of three stages – the first stage involved the formation of two groups on the basis of matched randomization using level of social anxiety and mental health status as matching criterion. Then a coin was tossed to designate the groups as experimental and control group.

### Phase -II: Treatment

After the formation of experimental and control group on the basis of matched randomization using social anxiety level as criterion for matching, two groups were given specific treatment. On the first day, a pre -test was conducted for the both the groups. On the second day, mental health awareness training was administered for 50 minutes duration was conducted for 12 days for Experimental Group. To find out impact of the independent variables, the experimental variables are manipulated in form of mental health awareness training. The experimental group was given a demonstration for (breathing practices, meditation, yoga, sleeping schedule, self - awareness, self – control, locus of control etc.) and subjects were provided with instruction module. Control group no treatment was given. The mental health awareness training process was carried out for 2 weeks schedule.

### Phase – III Post – test

Immediately after the treatment was over, the subjects of both the groups were administered the post-test in social anxiety. On the last day, Post – test was conducted on both the groups at the same

time and the data was collected. In this way post – test scores were obtained on social anxiety of adolescent students of the both groups.

**Tool used**

The investigator used appropriate tools for both pre -test and post – test namely Social Anxiety Scale for adolescent students – developed by Investigator with yes / no type question it consists of 50 questions with 2 dimensions namely fear / distress situation and avoidance situation.

**Statistical Techniques**

Keeping in view the objectives of the study

- Descriptive analysis
  - ‘t’ test (Paired sample)
- Were employed using SPSS.

**II. DATA ANALYSIS AND INTERPRETATION**

The data in the present study has been analysed and interpreted in the following manner

**Hypothesis-1:**

There is no significant difference between Experimental group and Control group in the Pre - test scores of adolescent students in Social Anxiety.

**Table-1**

**Mean differences between experimental group and control group in pre – test scores of mental health awareness training on social anxiety, using paired t test**

Variable	N	Experimental group		Control group		t	Significant (2 tailed)
		Mean	SD	Mean	SD		
Social anxiety (pre - test)	26	26.35	4.418	26.96	4.521	0.955	0.349

Table - 1 show that the calculated ‘t’ value (0.955) is less than the table value of 1.96 at 0.05 level, we can understand that the both experimental and control groups pre -test scores are not significantly differed. From the above discussion the investigator concludes that before training both experimental group and control group scores are similar in pre – test on social anxiety.

The above observation shows that the Null hypothesis is accepted. So, there is no significant difference between Experimental group and Control group in the Pre - test scores of adolescent

students in Social Anxiety. Further, the mean scores of experimental group is 26.35, which is merely equal to mean scores of control group 26.96. It may conclude that before the training both groups are similar in mental health status on social anxiety among adolescent students.

**Hypothesis-2:**

There is no significant difference between Experimental group and Control group in the post-test scores of adolescent students in Social Anxiety.

**Table-2**

**Mean differences between experimental group and control group in post – test scores of mental health awareness training on social anxiety, using paired t test**

Variable	N	Experimental group		Control group		t	Significant (2 tailed)
		Mean	SD	Mean	SD		
Social anxiety (post - test)	26	18.69	6.361	26.27	4.652	8.452	0.000

Table - 2 show that the calculated ‘t’ value (8.452) is greater than the table value of 2.58 at 0.01 level, we can understand that the both experimental and control groups post -test scores are differed significantly. From the above discussion the investigator conclude that the mental health awareness training is reduce the social anxiety of adolescent students. Thus, we can say that after the intervention impact of mental health awareness training influence the experimental

group adolescent students to overcome social anxiety.

The above observation shows that the hypothesis is rejected. So, there is significant difference between Experimental group and Control group in the post - test scores of adolescent students in Social Anxiety. Further, the mean scores of experimental group is 18.69, was found much less than mean scores of control group 26.27. It may conclude that after the training there is a significant impact of mental health awareness

training module is reducing social anxiety level of adolescent students.

**Hypothesis-3:**

There is no significant difference between Pre - test and Post – test scores of Experimental groups of adolescent students in Social Anxiety.

**Table-3**  
**Mean differences between pre-test and post-test within experimental group on scores of mental health awareness training on social anxiety, using paired t test**

Variable	N	Pre – test		Post – test		t	Significant (2 tailed)
		Mean	SD	Mean	SD		
Social anxiety (Experimental Group)	26	26.35	4.418	18.69	6.361	9.041	0.000

Table-3 show that the calculated ‘t’ value (11.662) is greater than the table value of 2.58 at 0.01 level, we can understand that the both pre – test and post – test scores in experimental group differ significantly. From the above discussion the investigator conclude that the mental health awareness training is reduce the social anxiety of adolescent students. Thus, we can say that after the intervention impact of mental health awareness training influence the adolescent to overcome social anxiety among adolescent students.

The above observation shows that the hypothesis is rejected. So, there is a significant difference between Pre - test scores and Post – test scores of Experimental groups of adolescent students in Social Anxiety. Further, the post - test mean scores of experimental group is 19.38, was found much less than pre - mean scores of experimental group of 26.88. It may conclude that after the training there is a significant impact of mental health awareness training module is reducing social anxiety level of adolescent students.

**Scope of the study**

The investigator proposes to develop a Mental Health Awareness Module specifically considering the different domains of the mental health of adolescents, by adopting standardized and reliable procedures the result raised out of this research will be highly beneficial for the social development of the adolescents.

**Scope for Future Research**

- A similar study can be conducted on other population.
- A number of other psychological variables can be taken for research.
- The study was conducted only one private school in Erode District. It can be extended to other Government / Aided schools.

- A comparative study can be done selecting schools from each district in Tamil Nadu States.
- A comparative study can be undertaken from high school level and higher secondary school level.

**III. CONCLUSION**

The present study concluded that there is a significant impact of mental health awareness training module on social anxiety among adolescent students between experimental and control group shows that the level of reduction in social anxiety among adolescent students in experimental group who had undergone the training than those who did not undergo mental health awareness training.

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