Issues Related to School Going Adolescence with Social Anxiety Disorder

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Abstract: Adolescence is an important period in the life span. It is a period where physical and psychological, cognitive, social and personality changes take place. Social anxiety disorder among adolescence has become the most common topic in different research study. Several study found out different factors that contributed to the development of social anxiety disorder. Self-esteem is one of the most important factors that contribute to the development of social anxiety disorder especially in adolescence people. This article aims to highlight issues related to School going adolescence with Social Anxiety Disorder especially the association between self-esteem and social anxiety disorder, and its impact on academic because academic level has been reported to have devastating effects on the individual life. This article also highlights other important factors such as self-concept and peer relationship.
Keywords: Social Anxiety Disorder, Self-esteem, Academic Achievement, self-concept, Paranoid, Adolescent.

INTRODUCTION

Adolescence is a very important development period when adolescence people lay the foundation for the adult life. This developmental period can be interfering with different factors. The most common factor is social anxiety disorder.

Anxiety in social and interpersonal situations is the most predominant type of anxiety experienced during adolescence and has important implications for an adolescent's interpersonal relationship, psychological functioning, and risk for psychopathology [1].

Individuals with social anxiety disorder display maladaptive communication behaviors and are more likely to be insecurely attached (i.e., to display a dreadful or anxious attachment style). Social anxiety disorder is characterized by intense fear of embarrassment, negative evaluation and humiliation by others in a social situation, and a tendency to avoid feared situations. It is also very common in our current society. It is related to very low self-esteem, and negative or unhealthy beliefs and thought patterns in which people believes that other people are judging them, criticizing them, and scrutinizing them in every move. Social anxiety disorder usually develops in early adolescence years, impacting the essence of who you are and your sense of self-worth. It has an extreme impact on all areas of people's life, including interpersonal relationships, career, social life, as well as physical health [2].

Social Anxiety Disorder and Self-esteem

Self-esteem is our opinion and believes about ourselves. Self-esteem is very essential for living, it affects the way we think, behave and also our relationship with others and it is the corner stone of a positive attitude towards living. Self-esteem is also a protective factor for adolescence people. At the same time adolescence is a period in which the individual moves from concrete to abstract thinking, they also become more curious [3]. They also want to be more independent from their parents. During adolescence, the individual want their peers and other people to accept his or her independence and accept his or her identity. The quality of the impressions they make on others in social situations is very important to them. This is the reason why they have high expectations of themselves [4]. Self-esteem increases during adolescents too, adolescents' self-esteem can be influenced by so many things, and it can be influenced by Gender, Health, Ethnicity, Income, Personality Trait, Parenting etc [5]. Sbahat Liagat and Muhammad Akram [6] stated that level of self-esteem had great effect on the level of social anxiety. How we think we are and the way we value ourselves can affect our behavior and our lifestyle. It can affect our emotions, values, our goals and our thinking process. Adolescents with low self-esteem are more troubled by failure and tend to exaggerate events as being negative [5]. According to Carl Roger theory of self-esteem, many people problem is that they view themselves worthless and incapable of being loved. Low self-esteem comes from a poor self-perception and negative self-evaluation. Like we said earlier, our self-perception is based on how you see ourselves. Low self-esteem feeds our negative thinking

and makes us to believe the criticism that other people make of about us. This can lead to lose of confidence, which results in low academic achievement level, and development of social anxiety disorder [7].

Why does Social anxiety relate to academic achievement?

Concern about what affects academic progress is growing now a day. Researchers became interested in this field. However, research studies indicated a need for better understanding of the development of Social anxiety disorder and its impairment on academic functioning. Being in school and achieving the level of their ability helps adolescence people to feel good about themselves and their strength. Those who have social anxiety disorder often do poorly in school and drop out school, and they failed to realize their intellectual and occupational potential [8].

Study done by Jarrett *et al.*, [9] shown that a high level of anxiety disorder depletes attention and cognitive resources that are critical for learning and thus interfere with the individual ability to Concentrate and participate in class activity. As a result, the individual academic achievement is negatively affected. Moreover, research findings suggested that adolescents with social anxiety problems are at increased risk of underachieving in school, dropping out of school, and not pursuing higher education compared to the non-anxious students [10]. Even though there are several studies that found out negative relationship between social anxiety disorder and academic achievement level, minimal attention is given to adolescence student who suffer from social anxiety disorder and who has low self-esteem. According to DSM-IV TR, Almost two third of people with social anxiety disorder also suffer from one or more anxiety disorder at some point in their lives. Approximately one third of people with social anxiety disorder abuses alcohol to reduce their anxiety. Because of their distress and avoidance of social situation, people with social anxiety disorder have lower socio-economic status and lower employment rates [11]. Social anxiety disorder can have negative impact on all the individual self-efficacy, and self-concept [12].

Impact of School on the development of social anxiety disorder

The development of independence, value verification and identity formation also occurred during adolescence period. In the early stage of adolescence, conformity for the rules and regulation in school is very important [13]. It is true that Schools, of course, are sources of interpersonal stressors and thus contribute to the development of a range of behavior, learning, emotional problems, and social anxiety. Students experience pressures to both conform and change norms, and standards of peers, family, and school staff. Daily interpersonal interactions with peers and teachers are especially difficult for some students. Differences in background, appearance, language, social and emotional development, all these factors can affect whether a student fits in or not. Not fitting in can lead to being isolated, and feeling of being rejected which can result in development of social anxiety disorder [13].

Negative self-Image

Self-Image is individual mental picture of themselves, their body figure and mental picture of the way they look. This mental image is result from the way individual look themselves and the way other sees the individual. Negative self-image plays an important role in maintaining social anxiety disorder [14]. This negative self-image leads them to under-estimate their ability and over-estimates the threat in a participant's situation which results in fear of judgment by others and negative evaluation of their ability and then develop social anxiety. Once they developed social anxiety, this anxiety in turn leads them to continue feeling of negative towards themselves. Student with social anxiety disorder experience negative self-image of themselves and performing poorly in a fear situation, and they often think that their performance in classroom and school activity is poorer than their classmates [14].

Quality of life and Dropping out of School

Quality of life is a very crucial key for functioning effectively in our day to day life; quality of life includes different aspects, such as physical, emotional and mental well-being. Social anxiety disorder tends to affect all these critical aspects of our life. Individuals with social anxiety disorder face several difficulties in school as well as in emotional relationship. Students who have poor academic performance and achievement are more likely to drop out of school than students who meet with academic success and high level achievement. Gultekin & Dereboy [4] study found out that students with social anxiety disorder had lower scores on all areas of life quality than those without social anxiety disorder. The majority of students that dropped out of school had social anxiety disorder or disorder comorbid with social anxiety [10]. The most common reasons for dropping out of school for the adolescence with social anxiety were feeling anxious while speaking in front of the class and teachers and high levels of anxiety in school settings and environment. Lack of early intervention and recognition for these students with social anxiety in the school setting caused them to constantly experience high levels of anxiety, engage in avoidant behavior, and eventually drop out of school [15].

Importance of relationship with peers

Adolescents' relationships with peers play a crucial role in their development of social Skills and social competence skill, which are require for healthy adult functioning. Many researchers reported that adolescence who is socially withdrawn have poor experiences with peers, which is associated with peer rejection. Adolescence is in the transitional period between late childhood and early adulthood [16]. This

period has frequently been characterized as a time of greater sensitivity to self-presentational concerns and heightened self-consciousness. Psychosocial changes that adolescents encounter include increased autonomy, spending more time with friends in outside than family, and spending the majority of their days with a large group of peers [16]. Social relationships with peers become more important during this time; as the social demands emerge. Thus, adolescence is a time of increased social demands and need for approval [16]. Rule [17] study also found out that people with social anxiety disorder experienced negative internal emotions, which include Fear of judgment and negative self-talk. This negative evaluation of self and fear of judgment leads adolescence people with social anxiety to withdraw from their peers and their interpersonal relationship. There is also a relationship between social adaptation and the existence of social anxiety [18]. Studies have also found out a relationship between a lack of social adaptation and certain behaviors, such as social avoidance, peers rejection [18]. Thus, adolescents who experience difficulty in adapting to school are likely to fear rejection by peers and avoid situations perceived as threatening, and humiliating, this often lead them to feelings of insecurity regarding their own personal skill [19]. As a result, an adolescent's with social anxiety disorder negative experiences with peer relationships can lead them to develop feelings of insecurity [18].

Social Anxiety Disorder and Paranoid thoughts in adolescents

Social Anxiety Disorder and Paranoia are psychopathological condition. It was considered as a distinct domain, Social Anxiety Disorder was considered as neurosis and paranoia was considered as psychosis. Recently, many researchers have questioned the association between these two concepts. The two concepts shared both psychological and behavioral mechanisms; they both shared the same temperamental traits and they are explained by cognitive models such as expectations of social threat and negative attitude towards the self. People with paranoid thought fear social, psychological and physical harm from others, they belief that other people were trying to harm them while people with Social anxiety Disorder fear negative evaluation or judge by other people. People with social anxiety disorder often have negative belief about their ability, and because of their fear they often avoid a situation in which they are the attention of others [20]. For that reason, the psychological mechanism acts in a different motive. However, study done in adolescent's population found out association between Social Anxiety Disorder and Paranoid thinking. Study done by Pisano *et al.*, [20] suggested that people who have high level of social anxiety disorder are more likely to have paranoid thinking. The level of paranoid thought can also be predicted from the severity of the anxiety. This shows that paranoid thinking is part of the clinical picture of social anxiety disorder.

CONCLUSION

Although it has been ignored for long periods, social anxiety disorder can be seen in 1-2 of every 10 adolescent's students, and with appropriate interventions, social anxiety is treated successfully. It is important that teachers, families and academicians become aware of the prevalence of social anxiety disorder and its effect on the life of the people, there is also a great need to identify students with social anxiety and direct them towards appropriate treatment before they develop a disorder.

From this article we came to know the importance of targeting adolescence who have social anxiety because when ignored it can affect school performance, grades, interpersonal and social skills, and quality of life. The longer one waits, the more at risk a person is for developing other mental problems such as panic disorder, depression and even substance-use problems. When this social anxiety becomes a disorder and a more severe problem, it is more difficult to treat and cure. However, in some students, not all level of social anxiety is bad; this low level of anxiety may be helpful in some way.

In conclusion, social anxiety disorder negatively affected the students' quality of life. Intervention and prevention of social anxiety disorder among school going adolescence can be accomplished by providing in-service training to school personnel and teachers on identifying symptoms of social anxiety disorder. Once the symptoms are identified, they can set a plan for what to do. Another consideration for identifying and helping anxious student in school would be to set up support groups for all students with internalizing disorders so that students with a social anxiety disorder do not feel alone. A number of researches have conducted brief cognitive behavioral therapy in the schools for students with social anxiety in order to prevent the symptoms from getting worse [21]. These programs were found to be very successful in decreasing the symptoms of social anxiety. Due to the early onset of social anxiety disorder and its chronic nature it is necessary to dedicate more energy, more time, and more resources to understanding and recognizing this illness in its early stages to prevent a life of suffering and isolation.

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