

Percieved Factors of Social Anxiety Disorder among Students with Emotional and Behavioural Disorder

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Abstract: *Students with emotional and behavioral disorders display a variety of behavioral disorders, ranging in severity from mild to severe, and these disorders affect their relationships with others, including their peers. They are characterized by an incapacity to learn that is not accounted for by mental, sensory, or health issues, an inability to establish or sustain satisfying interpersonal bonds with classmates and teachers, and improper behaviors or emotions under normal circumstances. These difficulties that students with social anxiety disorder experience affect their academic performance. Among order to better understand social anxiety disorder in students with emotional and behavioral disorders in Ilorin West Local Government Area of Kwara State, Nigeria, this study examined the perceived causes of the disorder. Descriptive survey design was adopted for this study. The purposive random sampling techniques was used to select a total of one hundred and twenty (120) teachers representing the teacher in ilorin west local government. A questionnaire title perceived factors responsible for social anxiety disorder among students with emotional and behavioral disorder ($r=0.77$). One research question was stated and one hypothesis was formulated and tested at 0.05 significant levels, Frequency count, Percentage, Mean and T-test were used to analysis data gathered. The findings revealed that the perceived factors of social anxiety disorder among students with emotional and behavioral disorder in ilorin west local government, of kwara state, were genetic, environmental, social, brain structure/biological, negative experience, inherited traits, cognitive partners. It was also discovered that there was no significant difference in the perceived factors of social anxiety disorder among male and female students with emotional and behavioral disorder ($p>0.05$). Hence, the study recommended that there is need for developing programs to train, sensitized and mobilize teacher regarding the child behavioral and social anxiety problems and there is need for government to establish counseling unit in secondary school in order to counsel students with social anxiety disorder and emotional and behavioral disorder.*

Keywords: Emotional and behavioral disorder, Social anxiety disorder

Introduction

Students with emotional and behavioral disorders display a variety of behavioral disorders, ranging in severity from mild to severe, and these disorders affect their relationships with others, including their peers. Smith(2007) defines students with emotional and behavioral disorder as a disability characterised by a behavioral or emotional responses that are very different from all norms and referent groups and have adverse effects on educational performance. EBD is characterized by an inability to learn that cannot be attributed to mental, sensory, or physical health issues, an inability to establish or maintain satisfying interpersonal relationships with peers and teachers, inappropriate behaviors or feelings under normal circumstances, a pervasive mood of unhappiness or depression, and a propensity to develop physical symptoms or fears related to personal or school-related issues. EBD is a particular type of mental illness and medical condition that impairs daily functioning and a person's capacity to think, feel, and relate to others. According to the National Alliance on Mental Illness (NAMI, 2005).

Kauffman (2005) opined that students with EBD demonstrates a prolonged pattern of behavior that is considered maladaptive or problematic relative to age, culture and ethnic norms and across settings and interventions, to an extent that interferes with their ability to function in their environment. This is why some behaviors which are considered normal in some settings by a group may be termed abnormal in another settings or by another group. Additionally, studies have shown that students with EBD often display traits including hyperactivity, violence or self-harm, withdrawal from friends, inadequate coping mechanisms, and subpar academic achievement (Hong, Liaupsin, Umbereut & Ferro, 2012).

The most severe emotional and behavioral disorders among students are characterized by skewed thinking, excessive anxiety, and unusual mood swings. When we consider that girls often record greater rates of internalizing behavior such depression and anxiety disorder, understanding the differences between genders are important. (2003) Kataoka, Zima, and Dupre Social anxiety disorder is a sort of worry that affects students who exhibit emotional and behavioral issues when they try to interact with their classmates in the classroom.

A kind of anxiety illness known as social anxiety disorder produces irrational worry in social situations. People with this illness have a hard time interacting with others, making new friends, and going to social events. A strong and persistent fear of one or more social or performance circumstances involving exposure to new people or potential for public scrutiny characterizes social anxiety disorder (SAD), a crippling and chronic illness (Furmark 2002, Sxhneier 2006). SAD students are afraid of being inspected or judged by others. Even if they are aware that their fears are unwarranted or irrational, they nonetheless feel unable to get over them. Shyness and social anxiety are not the same. Shyness typically passes quickly and has no impact on daily living. Social anxiety is crippling and chronic. It may interfere with a person's ability to work, go to school, form deep bonds with those outside of their family, and interact with peers. Research has shown that psychological therapies, particularly group therapy and cognitive behavioral therapy, are effective in treating SAD. According to Khalid-Khan, Santibanez, McMicken, and Rynn (2007). Although taking medication and learning coping mechanisms in psychotherapy might enable people with social anxiety disorder, which is a chronic mental health condition, to feel more confident and interact with others.

Findings suggest that women are more likely than men to have SAD; it was shown that women are almost 1.5 times more likely to have SAD than men (MacKenzie & Fowler, 2013; Ohayon & Schatzberg, 2010). According to research from Asher et al. (2017), women with SAD report a higher clinical severity of the illness than do men. According to Retay, Ayelew, Yeneabat, and Bedosa (2019), women are more commonly affected by SAD than men. SAD affects both girls and adult women at significant rates, as well as all younger adults, those with lower socioeconomic level and educational attainment (Hidalgo et al 2001). Researchers have discovered a number of characteristics that contribute to social anxiety disorder in adolescents who also have emotional and behavioral disorders.

Researchers Morris (2001) and Rapee (2001) examined the biochemical, genetic, and environmental components that contribute to social anxiety disorder (SAD) in students with emotional and behavioral disorders. In another study conducted by Arlin Cuncic Steven Gans, (2020), opined that genetic, environmental, societal, brain structure/biological are the factors responsible for social anxiety disorder. Rubin, Lamare, and Lillis (2004) concluded that the way parents deal with their children and the environment they provide is a major factor for the development of social anxiety. Environmental factors is the psychosocial causes of social anxiety disorder (SAD) include factors in the environment that influence child as they grow up. Dadds, Barrett, Rapee and Ryan (2016) indicated similar factors in their research.

The present study intends to find out the perceived factors of social anxiety disorder among students with emotional and behavioral disorder in Ilorin West Local Government Areas.

Statement of the Problem

Students who display emotional and behavioral traits that are inconsistent with societal standards and values are said to have emotional and behavioral disorders. Among their classmates in the classroom, they frequently display emotional instability and a lack of concern for others. Because of the emotional and behavioral traits they exhibited, they were rejected by their peers in school, which led to social anxiety disorder. Students with social anxiety disorder are those who experience constant fear in social situations, and this fear frequently affects their academic performance and social life. Issues with talking to people, meeting new people, going to social events, and being around strange people are just a few of the social situations that have a negative impact on students' ability to learn in the classroom and form friendships with their peers. These difficulties that students with social anxiety disorder experience affect their academic performance. Researchers have identified a number of elements, including genetic, environmental, social, and brain structural factors, that contribute to social anxiety disorder in kids with emotional and behavioral disorders. The topics of emotional and behavioral disorders as well as social anxiety disorder have been the subject of several studies. But the purpose of this study was to close the gap left by the earlier research. Given this, the study's goal is to provide more insight on the social anxiety disorder symptoms that adolescents with emotional and behavioral disorders perceive.

Research Questions

1. What are the factors responsible for social anxiety disorder among students with emotional and behavioral disorder in Ilorin West Local Government Area Kwara State?

Research Hypothesis

Ho1: here is no significant difference between male and female respondent on the perceived factors of social anxiety disorder among students with emotional and behavioral disorder.

Methodology

The study adopted a descriptive survey research design because it perceived factors influencing the academic performance of students with hearing impairment in inclusive settings. A qualitative design was appropriate for the study because real responses will be gotten directly from the respondents. The population of the study comprised of all teachers teaching students with emotional and behavioural disorder in schools in Ilorin west local government. Instrument for this study was a self-developed structured questionnaire. The questionnaire titled: “Factors Responsible for Social Anxiety Disorder Among Students with Emotional and Behavioral Disorder Questionnaire (FRSADASEBDQ)” was designed by the researcher for the purpose of eliciting information from the respondents. The Questionnaire comprised of two sections, A and B. Section A of the questionnaire sought information on the demographic data of the respondents. Section B contains 10 items with four sub-scales: sub-scale has 10 items and the respondents selected an option based on their opinion using a four-point Likert scale which involves Strongly Agree –SA (4 points); Agree – A (3 points); Disagreed – D (2 points) Strongly Disagreed –SD (1 point).

Results

Research Question 1: what are the factors responsible for social anxiety disorder among students with emotional and behavioral disorder

Table 1: Table showing the percentage and mean distribution factors responsible for social anxiety disorder among students with emotional and behavioral disorder

S/N	ITEMS	VHE	HE	LE	VLE	MEAN
1.	Negative experience causes most of the students with emotional and behavioural disorder to have social anxiety	58(44.6)	65(50.0)	7(5.4)	0(0.0)	3.4
2.	Learners with emotional and behavioural disorder also have social anxiety based on their brain structure	65(50.0)	59(45.4)	6(4.6)	0(0.0)	3.5
3.	Inherited traits make students with emotional and behavioural disorder to have social anxiety disorder	63(48.5)	59(45.4)	8(6.2)	0(0.0)	3.4
4.	Environmental effect cause most of students with emotional and behavioural disorder to have social anxiety	67(51.5)	59(45.4)	4(3.1)	0(0.0)	3.7
5.	Cognitive patterns also serve as the causes of social anxiety disorder among students with emotional and behavioral disorder	29(22.3)	84(64.6)	16(12.3)	1(8)	3.1
6.	Geneticis one of the causes of social anxiety disorder among students with emotional and behavioural disorder	77(59.2)	48(36.9)	5(3.8)	0(0.0)	3.6
7.	Students with emotional and behavioural disorder inherit social anxiety disorder	31(23.8)	91(70.0)	7(5.4)	1(8)	3.2
8.	Brain imbalance cause students with emotional and behavioural disorder to have social anxiety disorder	37(28.5)	76(58.5)	17(13.1)	0(0.0)	3.2
9.	Social problems also contribute to the cause of social anxiety disorder among students with emotional and behavioural disorder	36(27.7)	81(62.3)	12(9.2)	1(8)	3.2
10.	Emotional and behavioral students develop negative experience which causes social disorder	36(27.7)	89(68.5)	5(3.8)	0(0.0)	3.2

Note: The figures in parentheses are in percentages

Table 1 showed factors responsible for social anxiety disorder among students with emotional and behavioural disorder. The following shows the factors responsible for social anxiety disorder among students with emotional and behavioral disorder as follows: Negative experience causes most of the students with emotional and behavioural disorder to have social anxiety (3.4), Learners with emotional and behavioural disorder also have social anxiety based on their brain structure (3.5), Inherited traits make students with emotional and behavioural disorder to have social anxiety (3.4), Environmental effect cause most of students with emotional and behavioural disorder to have social anxiety (3.7), Cognitive patterns also serve as the causes of social anxiety disorder among students with emotional and behavioral disorder (3.1), Geneticis one of the causes of social anxiety disorder among students with emotional and behavioural disorder (3.6), Students with emotional and behavioural disorder inherit social anxiety disorder (3.2), Brain imbalance cause students with emotional and behavioural disorder to have social anxiety disorder (3.2), Social problems also contribute to the cause of social anxiety disorder among students with emotional and behavioural disorder (3.2), Emotional and behavioral students develop negative experience which causes social disorder (3.2). The weighted mean was 3.35, which mean that calculated mean was greater than fixed mean (2.5). This implies that the factors responsible for social anxiety disorder among students with emotional and behavioral disorder is of high extent.

Ho1: There is no significant difference between male and female students on the perceived factors of social anxiety disorder among students with emotional and behavioral disorder

Table 2: Summary of T-test result showing the perceived factors of social anxiety disorder among male and female students with emotional and behavioral disorder

	Gender	N	Mean	T	F	df	Sig	Decision
Social anxiety	Male	50	32.80	-1.21	1.74	128	0.23	Not Sig
	Female	80	33.27					

From table 2 showed the summary of t t-test result showing the perceived factors of social anxiety disorder among male and female students with emotional and behavioural disorder. It was revealed that male students had mean score 32.80 and standard deviation 2.51 while female students had mean score 33.27 and standard deviation 1.93, the t was -1.21, degree of freedom 128, F was 1.74 and significant level of 0.23 ($P > 0.05$). This implies that there was no significant difference in the perceived factors of social anxiety disorder among male and female students with emotional and behavioural disorder. Therefore, the null hypothesis that states that there was no significant difference in the perceived factors of social anxiety disorder among male and female students with emotional and behavioral disorder was not rejected.

Discussion of Findings

The first finding of this study showed that students with emotional and behavioral disorders in Ilorin West Local Government Areas of Kwara State viewed genetic, environmental, societal, brain structure/biological, cognitive partner, and negative experience as causes of social anxiety disorder. Due to their severe social anxiety and dread of interacting with their peers and teachers, students with emotional and behavioral disorders display this behavior, which has an adverse effect on their academic achievement. This result is consistent with that of (Arlin 2020), who examined the causes of social anxiety disorder in adolescents with emotional and behavioral disorders and discovered that genetic, environmental, societal, and brain structure/biological factors account for the majority of cases. Similar findings from another study by Mayo (2015) suggest that social anxiety disorder in kids with emotional and behavioral disorders is caused by genetic features, brain structure, and environmental factors.

This study supports the findings of (Valencia 2018), who found that a combination of environmental factors, genetics, and bad experiences contributed to social anxiety disorder in students with emotional and behavioral disorders. Additionally, (Christina and Louis 2016) found that social anxiety disorder among students with emotional and behavioral disorders is caused by chemical imbalance, environmental variables, and inherited factors.

In a similar manner, (Morris 2001 and Rapee 2001) and other researchers like Rubin, Lamare, Lillis (2004), as well as Dadds, Barrett, Rapee and Ryan (2016) found, as in the present study, that the manner in which parents interact with their children and the environment they provide is a major factor in the development of social anxiety disorder and the environment that influences children as they grow up. The study's conclusions showed that these elements, along with mental and behavioral disorders, are to blame for social anxiety disorder.

According to the study's second conclusion, there was a significant difference between male and female respondents' perceptions of the causes of social anxiety disorder in Ilorin West Local Government pupils who also had emotional and behavioral disorders. The results are consistent with (Christiansen 2015), who looked at sex differences in anxiety disorders and found that women are more frequently observed to experience anxiety in general and be diagnosed with SAD than men. Another study by Retay, Ayelelew, and Bedosa (2001) found no significant differences in the perceived causes of social anxiety disorder among students with emotional and behavioral disorders based on gender.

In addition, it was found that women with social anxiety disorder report higher intensity and physiological arousal than men do (Clinical Psychology Review, 2017). The study also found that social anxiety disorder is more common among women. The perceived causes of social anxiety disorder among students with emotional and behavioral disorders were also reported to be similar for both male and female respondents.

Conclusion

According to the results, social anxiety disorder among students with emotional and behavioral disorders is thought to be caused by genetic, environmental, social, and brain structure/biological factors, which were also found to be significant. Students who demonstrate diverse emotional and behavioral traits that diverge from the expectations and values of their surroundings are considered to have emotional and behavioral disorders. In comparison to their classmates, they frequently display apathetic behavior and emotional instability. They have demonstrated these kinds of emotional and behavioral traits that have caused peers to reject them at school, which has caused social anxiety disorder. In this study, gender disparities in the responses to the variables causing social anxiety disorder among students with emotional and behavioral disorders in Ilorin West Local Government were also looked into.

Recommendation

Based on the findings of the study, the following recommendation were made;

1. The teachers should relate well with secondary school students so as to make their teaching effective.
2. The school management should be organizing seminars or workshop for the secondary school students on social anxiety and maladaptive behavior in order to reduce it.
3. There is need for government to establish counselling unit in secondary school in order to counsel students with social anxiety disorder and emotional and behavioral disorder.

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