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A quasi-experimental study to assess the effectiveness of behavior therapy on childhood adjustment issues (social anxiety disorder) among the children studying between 5th to 7th standard at selected schools of Surat, Gujarat

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ABSTRACT

Introduction: Children are the nation's future and its cornerstone. However, they are more likely to experience childhood adjustment problems now. One such problem is social anxiety disorder, a condition marked by social avoidance and apprehension that impairs social functioning.

Aim of the study: This study aimed to assess the effectiveness of behaviour therapy among children studying between 5th-7th standard and reduce their social anxiety levels.

Material and Method: A quasi-experimental (non-randomized control group study design) was used to assess the effectiveness of the behaviour therapy among children having social anxiety disorder studying between 5th-7th standard at selected schools of Surat. Structured social anxiety questionnaires (SAQ-C20) were used to collect the demographic data and assess the level of social anxiety. Both descriptive and inferential statistics were applied to the data analysis.

Results: Severe social anxiety was present in most of the samples chosen for the experimental group. For fifteen days, behavior therapy was delivered by the investigators to lower the degree of social anxiety. Following the period of treatment, a post-test was given, and statistical analysis of the data gathered reveals that the experimental group's social anxiety score decreased both before and after behavior therapy was administered from 54.266 ± 5.988 to 37.866 ± 9.354, (p <0.001); a decrease of 16.4 ± 5.89, whereas it was very small in the control group from 43.766 ± 1.695 to 42.366 ± 1.809, (p <0.05); a decrease of 1.4 ± 0.56, mean social anxiety disorder score was higher in the experimental group (54.26 ± 5.988) compared to the control group (43.76 ± 1.69). Paired t-test results showed that the social anxiety disorder score was higher in the pre-test score (54.26 ± 5.988) compared to the post-test score (37.86 ± 9.354), t=15.227 among the experimental group whereas almost the same in the pre-test score (43.76 ± 1.695) compared to post-test score (42.36 ± 1.809), t=13.614 among the control group, p<0.05.

Conclusion: Based on the results, it was determined that there is a statistically significant difference between the control and experimental groups' pre- and post-treatment levels of social anxiety.

1. INTRODUCTION

An inappropriate emotional or behavioural response to a traumatic experience or life transition in a child is known as an adjustment disorder. Boys and girls experience adjustment issues at the same rates across all cultures. But depending on cultural influences, the stressors and symptoms of the condition could change.Children who suffer from adjustment disorder find it difficult to deal with their emotions following the experience and may exhibit symptoms of anxiety, depression, or disruptive behaviour. A child's social or academic functioning will be hampered by an adjustment disorder.

The reported incidence of anxiety disorders in children in India varies between 14.4% and 56.8%.

Overall, 4.1% of children had high anxiety, 7.1% had medium anxiety, and 25.5% had moderate anxiety(2019)

2. STATEMENT OF THE PROBLEM

"A quasi-experimental study to assess the effectiveness of behavior therapy on childhood adjustment issues (social anxiety disorder) among the children studying between 5th to 7th standard at selected schools of Surat, Gujarat"

3. OBJECTIVES OF THE STUDY

- To assess the social anxiety score among the children studying between 5th to7th standard.

- To assess the effectiveness of behaviour therapy among the children studying between 5th to 7th standard.

- To find out the post intervention score and correlation of social anxiety disorder between the experimental group and control group.

To find out the association of students facing social anxiety disorder among different demographic variables.

4. HYPOTHESIS

- **H1:** There will be significant difference between pre-assessment and post-assessment anxiety level among children of 5th to 7th grade.

- **H2:** There will be significant difference in post-intervention social anxiety scores of experimental group and control group.

- **H3:** There will be significant difference between social anxiety and different demographic variables.

5. ASSUMPTION

- There is a tendency for curiousity among children in this age group.

- Social anxiety may have resulted from their inability to use facilities due to the Covid pandemic, which caused them to spend almost two years at home and become socially isolated.

- In order to reduce social anxiety, behaviour therapy will assist them in overcoming their fears and/or phobias.

6. DELIMITATION

1. This study is delimited to Surat city.

2. This study is delimited to children (5th to 7th standard)

3. This is delimited to children who are present at the time of data collection.

7. CONCEPTUAL FRAMEWORK

The conceptual framework selected for this project was Wiedenbach's Helping Art Model for Clinical Practices (1964). It consists of three factors central purpose, prescription, and realities of the situation.

8. RESEARCH METHODOLOGY

Development of the tool:

Before the development of the instrument, the following special precautions are taken:

1. Review of literature.

2. Preparation of blueprint.

3. Consultation with guide and subject experts.

Description of the tool:

It consists of tandem segments:

Section –A:

It consists of Demographic variables including Age, Academic standard/ year, Residential area, Parenting style, and Type of family.

Section –B:

Social anxiety questionnaires for children (SAQ-C20). Behavior therapy worksheet**.**

Ethical Consideration

- Undergone the training for "Behaviour Therapy" from a psychologist.
- Parents submitted their written approval before the study was carried out.

9. RESULT

Organization and Interpretation of the Data:

Section-A: Analysis and interpretation of demographic variables of children between 5th-7th standard.

Section-B: Analysis and interpretation of effectiveness of behavior therapy among children having social anxiety disorder between the experimental group and control group.

Section-C: Analysis and interpretation of association of behaviour therapy among children having social anxiety disorder and their selected demographic variables in the experimental group and control group.

Section-D: Analysis and interpretation of Comparison of pre and post-test social anxiety disorder score between both the groups (Experimental vs. Control).

SECTION-A

Table 1 Analysis and interpretation of demographic variables of children between 5th to 7th standard

Sr. No.	Socio-demographic variables		Experimental group		Control group	
			Frequency	Percentage	Frequency	Percentage
1	Age	10	10	33.33	9	30.00
		11	8	26.67	10	33.33
		12	12	40.00	11	36.67
2	Academic year	5	10	33.33	9	30.00
		6	9	30.00	10	33.33
		7	11	36.67	11	36.67
3	Residential area	Rural	12	40.00	14	46.67
		Urban	18	60.00	16	53.33
4	Parenting style	Authoritarian	0	0.00	3	10.00
		Authoritative	17	56.67	14	46.67
		Permissive	13	43.33	13	43.33
5	Types of family	Extended	0	0.00	1	3.33
		Joint	15	50.00	16	53.33
		Nuclear	15	50.00	13	43.33

SECTION-B

Analysis and interpretation of the effectiveness of behaviour therapy between post-intervention social anxiety scores of the experimental group and control group

Table 2 shows the Comparison of social anxiety score categories in the pre-test among the experimental group and control group.

	Experimental		Control	
	Frequency	Percentage	Frequency	Percentage
1. Mild	0	0.00	0	0.00
2. Moderate	26	86.67	30	100.00
3. Severe	4	13.33	0	0.00
Total	30	100.00	30	100.00

Anxiety conditions are categorized as mild (20–40), moderate (40–60), and severe (60–80)

Table 3 shows the comparison of social anxiety score categories in the post-test among the experimental group and control group.

	Experimental		Control	
	Frequency	Percentage	Frequency	Percentage
1. Mild	27	90.00	7	23.33
2. Moderate	0	0.00	23	76.67
3. Severe	3	10.00	0	0.00
Total	30	100.00	30	100.00

Table 4 shows the Comparison of social anxiety scores before and after the administration Behaviour therapy among the experimental group.

Group			Mean	Std. Deviation	p-value
Experimental Group	Pre-test score		54.2667	5.98811	<0.001
	Post-test score		37.8667	9.35408	

Table 5 shows the comparison of pre-test and post-test social anxiety scores among the control group

Group			Mean	Std. Deviation	p-value
Control Group	Pre-test score		43.7667	1.69550	<0.001
	Post-test score		42.3667	1.80962	

SECTION-C

Analysis and interpretation of the association of behavior therapy among children having a social anxiety disorder and their selected demographic variables in the experimental group and control group.

Table 6 shows the Association between social anxiety disorder at baseline (pre-test) with the selected demographic variables in the experimental group.

Variable	Categories	Moderate n=26	Severe n=4	Chi- square Value	p-value
Age	10	9	1	0.216	0.897 NS
	11	7	1		
	12	10	2		
Academic year	5	9	1	0.35	0.83 NS
	6	8	1		
	7	9	2		
Area of residence	Rural	11	1	0. .433	0.511 NS
	Urban	15	3		
Parenting style	Authoritative	15	2	0.084	0.77 NS
	Permissive	11	2		
Type of family	Joint	13	2	0.000	>0.999 NS
	Nuclear	13	2		

It follows that there was no statistically significant correlation found between the participant's pre-test social anxiety disorder and the selected demographic factors.

Table 7 shows the Association between social anxiety disorder at the end line (post-test) with the selected demographic variables in the experimental group.

Variable	Categories	Mild n=27	Severe n=3	Chi- square Value	p-value
Age	10	9	1	0. .093	0.95 NS
	11	7	1		
	12	11	1		
Academic year	5	9	1	0.22	0.98 NS
	6	8	1		
	7	10	1		
Area of residence	Rural	12	0		0.13

	Urban	15	3	2.22	NS
Parenting style	Authoritative	16	1		0.39
	Permissive	11	2	0.79	NS
Type of family	Joint	13	2		0.54
	Nuclear	14	1	0.37	NS

The post-test chi-square analysis findings are displayed in the table. There was no statistically significant correlation found between any of the demographic variables (age, academic year, residential area, parenting style, and family type) and social anxiety in the experimental group, with p-values greater than 0.05 (the significance level).

Table 8 shows the Association between social anxiety disorder at the end line (post- test) with the selected demographic variables in control group.

Variable	Categories	Mild n=7	Moderate n=23	Chi- square value	p-value
Age	10	2	7		0.81
	11	3	7	0.41	NS
	12	2	9		
Academic year	5	2	7		0.81
	6	3	7	0.41	NS
	7	2	9		
Area of residence	Rural	2	12		0.27
	Urban	5	11	1.20	NS
Parenting style	Authoritarian	0	3		0.51
	Authoritative	3	11		NS
	Permissive	4	9	1.34	
Type of family	Extended	0	1		
	Joint	5	11		0.51
	Nuclear	2	11	1.32	NS

The post-test control group revealed similar results to the experimental group. There was no statistically significant association found between above-mentioned variables and social anxiety disorder. (p>0.05)

SECTION-D

Comparison of pre and post-test social anxiety disorder scores between pre-assessment and post-assessment anxiety levels among children of 5th to 7th grade

Table 9 indicates Paired sample t-test table shows the Comparison of pre and post-test social anxiety disorder scores of Experimental group

Group			Mean	Std. Deviation	t- value	p-value
Experiment al Group	Pre-test score		54.26 67	5.98811		<0.05 **Significa nt**
	Post- test score		37.86 67	9.35408	15.227	

At baseline prior to the intervention, the results showed that social anxiety disorder score was higher in the pre-test score (54.26 ±5.988) compared to post-test score (37.86±9.354), t=15.227, p<0.05 among the Experimental group.

Table 10 indicates Paired sample t- test table shows the Comparison of pre and post-test social anxiety disorder score of Control group.

Group			Mean	Std. Deviation	t- value	p-value
Control Group	Pre-test score		43.76 67	1.69550		<0.05 **Significa nt**
	Post- test score		42.36 67	1.80962	13.614	

Table 11 indicates Unpaired t-test table shows the Comparison of experimental and control group for pre-test social anxiety level.

Group		N	Mean	Std. Deviation	t- value	p-value
Pre-test score	Experimental Group	30	54.2667	5.98811		<0.05
	Control Group	30	43.7667	1.69550	9.241	**Significant**

Unpaired t-test results showed that social anxiety disorder score was higher in the experimental group (54.26 ±5.988) compared to the control group (43.76±1.69), a mean difference of 10.5(95% CI, 8.22 to 12.77), t = 9.24, p<0.05.

As an outcome, the post-intervention score and correlation between the experimental and control groups for social anxiety disorder were statistically significant.

10. RECOMMENDATIONS

- For more accurate generalization, the study might be conducted in government educational institutions and schools situated in rural areas.
- To find effectiveness, a similar study using various psychological therapies can be conducted.

A similar study can be carried out with different research designs to observe the effectiveness of therapy over the course of the period.

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