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RESEARCH ARTICLE

Occupational therapy intervention for young adults with Social Anxiety Disorder: An Experimental Study

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Abstract: This study "occupational therapy intervention for young adults with social anxiety disorder : a experimental study" is a quantitative experimental study. The sampling method used here is convenient sampling method. The total number of participants are 30 students. The students were divided into experimental group and control group. The students were assessed using Liebowitz social anxiety scale, with the help of this scale the students were analysed the impact of social anxiety. The study period was 6 weeks. The students were asked to fill the consent form followed by the questionnaire and asked to fill the form with the given instructions. Inclusion criteria include 18-24 years of age of young adults, the exclusion criteria include above 25yrs or presence of any mental illness.

Keywords: Quality of Life, Social anxiety,young adults.

INTRODUCTION

Social anxiety disorder is a prevalent mental health condition that commonly affects young adults. It is characterized by intense fear or anxiety in social situations, leading to significant distress and impairment in daily life. Typically emerging during adolescence or early adulthood, this condition can have a profound impact on a person's personal, academic, and professional pursuits. The college period is important for the rapid maturation of the cognition, emotion and behaviour of college students. Interpersonal communication is increasingly important to college students' studies, lives and employment. However, interpersonal communication problems have become a common psychological problem faced by contemporary college students, Social anxiety is one of the most important psychological problems affecting college students' studies and lives. Social anxiety is a common mental health condition that affects people of all ages, but it is particularly common in young adults. According to the National Institute of Mental Health, about 10% of young adults have social anxiety disorder. Social anxiety disorder is characterized by a persistent fear of social situations and interactions. People with social anxiety disorder often worry about being judged or evaluated by others, and they may avoid social situations altogether. This can have a significant impact on their lives, making it difficult to go to school, work, or form relationships. Social anxiety disorder (SAD) is a common psychological disorder that is regarded as introversion and shyness in personality and has been misdiagnosed as "shyness". It is essentially a symptom of dysfunctional anxiety (psychological and/or autonomic nervous system) that is confined to specific social situations and leads to fear or avoidance. Persistent, intense fear or anxiety about specific social situations because you believe you may be judged negatively, embarrassed or humiliated. Avoidance of anxiety-producing social situations or enduring them with intense fear or anxiety. A person with social anxiety disorder feels symptoms of anxiety or fear in situations where they may be scrutinized, evaluated, or judged by others, such as speaking in public, meeting new people, dating, being on a job interview, answering a question in class, or having to talk to a cashier in a store. While most of us experience some level of social unease when we feel scrutinized by others, such as while speaking in public or presenting at meetings, social anxiety disorder (SAD) is defined as an excessive and persistent fear of acting in a way that will be embarrassing and humiliating. This fear is almost invariably provoked by the feared situations, which are avoided or endured with severe distress, and interferes significantly functioning. with personal, occupational, and social Social anxiety disorder commonly appears in the teenage years, and usually affects 3 to 5% of youths. It is an extraordinarily persistent condition if left untreated and it may lead to a variety of comorbidities, such as other anxiety disorders, affective disorders, nicotine dependence, and substance-use disorder. While most of us experience some level of social unease when we feel scrutinized by others, such as while speaking in public or presenting at meetings, social anxiety disorder (SAD) is defined as an excessive and persistent fear of acting in a way that will be embarrassing and humiliating. This fear is almost invariably provoked by the feared situations, which are avoided or endured with severe distress, and interferes significantly with personal, occupational, and social functioning. Most of patients with SAD have been reported to have at least moderate impairment at some point in their lives. Education, employment, family, romantic relationships, friendships, social networks, quality of life, and other areas of life have been reported to be liable to impairment in patients with SAD. Unfortunately, although it is the third most common mental disorder in adults world wide, SAD is often under diagnosed and undertreated. Furthermore, it has received little attention by both clinicians and researchers.

SCHEDULE OF SOCIAL ANXIETY INTERVENTION
EXPERIMENTAL GROUP [group based intervention] 1st WEEK • Orientation • Introduction (major challenges faced) • Educating about anxiety • Rules of the group should be explained • Introduction about psychoeducation • Begin monitering automatic thoughts 2nd WEEK • WARMUP: breathing exercise • PERFORMANCE:role play • WIND DOWN: discussion about anxiety like when, why, what ? • HOMEWORK: situations when they get anxiety3rd WEEK • WARMUP: follow up the leader actions • PERFORMANCE: discussion about interpersonal skills and intrapersonal skills • WIND DOWN: list out the self lacking/negative interpersonal skills you have? • HOMEWORK: overview of interpersonal skills and intra personal skills 4th WEEK • WARMUP : Zumba exercise • PERFORMANCE : discussing about their skills and past achievements to build confidence level • WIND DOWN: public speaking in front of the group • HOMEWORK : write about your unforgettable moment 5th WEEK • WARMUP: laughing exercise • PERFORMANCE: social skills training • WIND DOWN: discuss about your experience while intract you with group members • HOMEWORK: attend a get together with family members and friends6th WEEK • WARMUP: choice by the group members • PERFORMANCE: Motivation & recollecting about their abilities and happy moments from session 1 till now • WIND DOWN: feedback from the sessions • Intervention has be carried out for a period of 6 weeks which will have 3 session , 3 times in a week • Each session duration is 45 mins

CONTROL GROUP [GROUP BASED INTERVENTION]

Relaxation technique • Calm down activities • Intervention has been carried out for a period of 3 weeks which had 1 session per week • Each session duration is 45 min

GENDER	CONTROL GROUP	EXPERIMENTAL GROUP
MALE	8(53.33%)	9(60%)
FEMALE	7(46.67%)	6(40%)

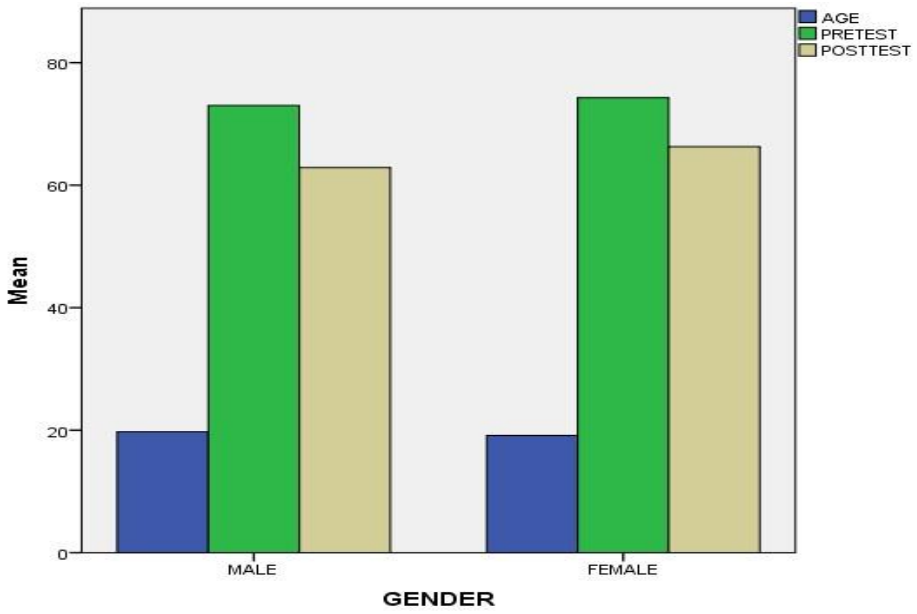
Table 1: Demographic details of the study population with respect to Gender

Table 1 this table show the control group consists of both male and female participants, with 53.33% male and 46.67% female. Meanwhile, the experimental group also includes both male and female participants, with 60% male and 40% female. The study aims to observe any differences or effects of the treatment between the two gender groups.
Table 2: Descriptive statistics for experimental group and control group

GROUP		N	MINIMUM	MAXIMUM	MEAN	Std. Deviation
Experimental Group	Age	15	18	21	19.47	1.302
	Pre test scores	15	56	100	73.60	13.373
	Post Test Scores	15	51	85	64.47	10.602
Control Group	Age	15	18	22	19.43	1.280
	Pre test scores	15	56	79	68.53	7.652
	Post test scores	15	50	70	58.73	5.418

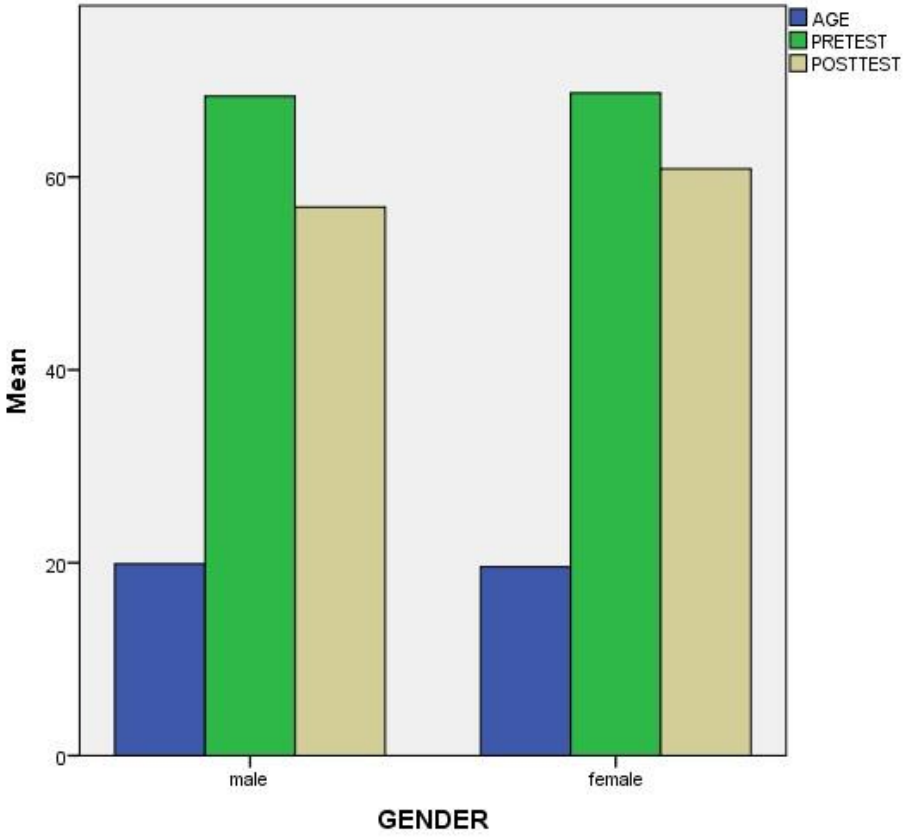
Table 2 this table show the descriptive statistics for, Experimental group age mean value is 19.47 and std. deviation value is 1.302, pretest mean value is 73.60 and std. deviation value is 13.373, posttest mean value is 64.47 and std. deviation value is 10.602. The descriptive statistics for, control group age mean value is 19.73 and the standard deviation value is 1.280, pretest mean value is 68.53 and the std deviation is 7.652, post test mean value is 58.73 and the std deviation is 5.418.

Graph 2.1: Bar chart depicting the mean values of age,pretest,post test for experimental group



Graph 2.1: In the bar chart, the represent the Experimental group average value to age pretest and posttest . The bar chart represent the pre and post test score of both male and female participants of experimental group which shows that there is a significant difference between the pre and post test score

Graph 2.2: Bar chart depicting the mean values of age,pretest,post test for control group



Graph 2.2: In the bar chart, the represent the Experimental group average value to age pretest and posttest. The bar chart represent the pre and post test score of both male and female participants of experimental group which shows that there is a significant difference between the pre and post test score

Table 3: Paired samples coorelation for experimental group

	Paired Samples Correlations for experimental grou			**p**
		N	Correlation	Sig.

Pair 1	PRE-TEST	15	0.826	0.01
Pair 2	POST-TEST	15	0.826	0.01

The table 3 provides information on the paired samples correlations within an experimental group. The group consists of 15 participants, and the correlation coefficient between the PRE-TEST and POST-TEST scores is 0.826. The correlation coefficient indicates a strong positive relationship between the two variables. The significance level (Sig.) is reported as 0.01, which suggests that this correlation is statistically significant, meaning it is unlikely to have occurred by chance. Therefore, the table shows that there is a significant and positive correlation between the participants' pre-test and post-test scores in the experimental group.

Table 4: Paired samples coorelation for experimental group

Paired Samples Correlations for control group				
		N	Correlation	Sig.
Pair 1	PRE-TEST	15	.651	0.01
Pair 2	POST- TEST	15	.651	0.01

The table 4 the paired samples correlations for the control group. Similar to the experimental group, the control group also consists of 15 participants. The correlation coefficient between the PRE-TEST and POST-TEST scores for the control group is 0.651, indicating a moderate positive relationship between the variables. The significance level (Sig.) is reported as 0.01, suggesting that the correlation is statistically significant. Thus, the table shows that the control group also exhibits a significant and positive correlation between the pre-test and posttest score.

Table 5: Paired sample T-Test for experimental group and control group

Paired Samples Test									
		Paired Differences					t	df	Sig. (2tailed)
		Mean	Std. Deviati on	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-TEST POST TEST [experime ntal group]	69.033335	11.98751	7.54857	4.953073	13.31359	4.686084	14	.000
Pair 2	PRE TEST POST-TEST [control group]	63.63333	6.5348685	5.659379	6.665940	12.93406	6.706608	14	.000

The table 5 provides the results of the Paired Samples Test for both the experimental group and the control group. The test is used to assess whether there are significant differences between the paired data (pre-test and post-test scores) within each group.

In the experimental group, the mean paired difference between the pre-test and post-test scores is 69.033335. The standard deviation of these differences is 11.98751, and the standard error is 7.54857. The 95% confidence interval suggests that the true mean difference lies between 4.953073 and 13.31359. The t-value of experimental group 4.686084 is used to calculate the significance, which is extremely low ($p < 0.001$). This indicates that there is a statistically significant difference between the pre-test and post-test scores in the experimental group.

In the control group, the mean paired difference between the pre-test and post-test scores is 63.63333. The standard deviation of these differences is 6.5348685, and the standard error is 5.659379. The 95% confidence interval suggests that the true mean difference lies between 6.665940 and 12.93406. The t-value of control group 6.70.

CONCLUSION

This study established occupational therapy intervention for young adults with social anxiety disorder. The study was conducted to the two sample unit. One is experimental group another one is control group. Overall, the analysis supports the presence of significant correlations between pre-test and post-test scores in both the experimental and control groups. This suggests that the intervention used in the experimental group has had a notable effect on the participants' scores than the control group.

LIMITATIONS

- The present study was done with small sample size.
- Study was done on restricted age group 18 to 24.
- Study involved only college students in Chennai
- Hence the results cannot be generalized.

RECOMMENDATIONS

- A large sample size and longer duration of intervention could be considered
- Study can be done on different age group.
- The present study can be done for college students from different places.

DECLARATION: The authors have no conflict of interest

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