

Socio-phobic Experiences of High School Students: Basis for Intervention Programs

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Abstract: *Human fears may lead to anxiety and students' extreme fear to socialize may be leading to social anxiety disorder (SAD). The main goal of this study is to identify and explain the prospective socio-phobic experiences of students in Baruya High School, Lubao, Pampanga during the School Year 2013-2014. The researcher utilized the mixed method of research, quota sampling technique, standardized inventory test, survey-questionnaire, documentary analysis, structured interview, and observation to gather all the needed data to complete the study. The data gathered were processed using the PASW Statistics 18 and interpreted using weighted mean, percentage, frequency counts, ANOVA, Independent Samples T-test, and Pearson (r). The researcher concluded that there is no significant relationship on the profile of the students, their type of social phobia and socio-phobic experiences, except on the significant relationship existed between specific type of social phobia and the profiles of sex and GPA and between social phobia experienced and the specific type of social phobia. Moreover, there is no significant relationship on the perception of the students and teachers in relation to socio-phobic experiences and types of social phobia experienced, except on the significant relationship existed on the generalized type of social phobia.*

Key Words: *Anxiety, Socio-phobic Experience, Intervention Program, School Phobias, Social Anxiety Disorder.*

1. INTRODUCTION:

It is but a human nature to fear the unknown. It is a reality that man faces in day-to-day living and sometimes embedded in one's life forever. Such fears may lead to anxiety and later on to phobia. Consequently, these anxieties and phobias affect one's behavior, outlook in life, process of socialization, and social functioning.

With social phobia, a person's extreme shyness, self-consciousness, and fears of embarrassment get in the way of life. Instead of enjoying social activities, people with social phobia might dread them – and avoid some of them altogether [1]. Students with social anxiety will tend to stay away from school activities such as sports, choir, and band where their performance can be criticized. These same students are often seen by others as loners, snobby, or just uninterested in anyone or anything. When it comes to classroom participation there will be little or none on part of the student with social anxiety. In groups, the person with social phobia may not voice one's opinion about something even if wants to. Projects requiring to do public speaking will probably not be done by the student. In high school academics, social anxiety suffers who do not participate in class or ask for help might be overlooked by educators that think the student is uninterested with academics which will further make the situation overlooked [2].

The researcher as a public school teacher had been exposed to various challenging approaches on catering the behavioral problems of the students. Being an adviser of highly vulnerable or at-risk students, it has been troubling on how to cater the veracity of their personalities and concerns of misbehaving inside the classroom. Students had been observed to have manifestations of extreme shyness, uneasiness, and irritations in some social situations which are quite intriguing and alarming for these are not normal at all. As a teacher and guidance counselor in the classroom, a preliminary investigation on why some of students behave that way was conducted. It was found that some of the behaviors being manifested by the students are might be leading to a certain condition that is called social anxiety disorder (SAD) or social phobia. As a second parent to the students, a teacher always have a heart to help those in need. The researcher sincerely wanted to extend support to give opportunity for the students to understand themselves by conquering their fears and avoidances to certain social situations. Socialization is one of the basic skills being taught in the classroom. This could only be achieved by students who are able to conquer their fears and mingle with the rest of the group.

The researcher embarked on the study to help students realize that social phobia or anxiety and its symptoms could somehow be deceiving and harmful in the long run. It is aimed that after having conducted the study, the students will be knowledgeable enough with the causes, symptoms, and self-generated solutions to social phobia. Social phobia is a condition that somehow could explain the incapacities of some students in socialization that is why having deeper understanding in its effects in the educative process is a very interesting endeavor to investigate with. Hence, this study focused only to the social phobias experienced by the students of Baruya High School in Lubao,

Pampanga during the School Year 2013-2014. Specifically, the study centered only to the prospective socio-phobic experiences by the students, signs or symptoms, and probable solutions or treatment to social phobia.

With all the realities about the socio-phobic experiences of students in the secondary level and its implications at hand, the researcher hoped that more Filipino youths will soon reap the value of self-worth and confidence and will learn to counteract such socio-phobic tendencies.

2. LITERATURE REVIEW:

On the socio-phobic experiences in the community, it was evident that in public places, such as work, meetings, or shopping, people with social anxiety feel that everyone is watching, staring, and judging them or even though rationally they know this is not true [3]. They can usually interact easily with family and a few close friends. But meeting new people, talking in a group, or speaking in public can cause their extreme shyness to kick in [1]. Often these phobias are triggered by traumatic experiences, such as a child's mind going blank when the child is called on in class. Social anxiety tends to increase with age, whereas separation anxiety decreases [4].

Meanwhile, some people with SAD do very poorly academically and some may even drop out of school if the anxiety is too much to bear. Students with social phobia do not usually ask for help, in the classroom setting, out of fear of embarrassment. Most students will remain relatively unnoticed or would not stand out or invisible by others in the classroom. Students with social anxiety will tend to stay away from school activities such as sports, choir, and band where their "performance" can be criticized [2]. Moreover, a high school student, many adolescents have social anxiety disorder, might be so overwhelmed by the fear of standing up to give a report that they cannot complete assignments and fail classes [5].

Although a socio-phobic person may feel like the only one with this problem, social anxiety or social phobia is actually quite common. Many people struggle with these fears. But the situations that trigger the symptoms of social anxiety disorder can be different. Just because a person occasionally gets nervous in social situations does not mean one has social anxiety disorder or social phobia. Many people are shy or self-conscious, at least from time to time, yet it does not get in the way of their everyday functioning. Social anxiety disorder, on the other hand, does interfere with a person's normal routine and causes tremendous distress [6].

On the physical signs of social phobia, the social phobic person, at the prospect of the same party, would be overwhelmed by such anxiety that one would have a physical reaction, perhaps nausea, sweating, heart racing, dizziness, and would avoid it if at all possible. It is a matter of degree [5]. Meanwhile, listing down the behavioral signs of social phobia, one thing that all socially anxious people share is the knowledge that their thoughts and fears are basically irrational. That is, people with social anxiety know that others are really not critically judging or evaluating them all the time. Yet, despite this rational knowledge, they still continue to feel differently. Usually these anxious feelings are tied to thoughts that are entwined in a vicious cycle of negative expectations and negative appraisals [3].

Cascading the solutions to social phobia, treatment is available. Parents concerned about their teen should talk with their doctor and request a referral to a specialist to find out more about therapy, self-help and medication. A mental health professional can complete an evaluation and discuss the different options as well as help in deciding what type of treatment would be best for their teen. In addition, there are ways parents can support their teen at home: teach the child about social anxiety disorder, teach relaxation techniques, encourage and support a healthy lifestyle, rethinking anxious thoughts, facing fears, find social outlets, and role play social skills [7]. Essentially, no matter how painfully shy a person may be and no matter how bad the butterflies, one can learn to be more comfortable in social situations and reclaim one's life [6]. What matters is, social phobia is treatable through ongoing interventions provided by a child's medical practitioners, therapists, school staff, and family. These treatments include psychological interventions or counseling, biological interventions or medicines, and accommodations at home and at school that reduce sources of stress for the child. Open, collaborative communication between a child's family, school, and treatment professionals optimize the care and quality of life for the child with social phobia [8]

3. METHOD:

The study used mixed method of research that includes both quantitative and qualitative aspects of research through the utilization of standardized inventory test, survey-questionnaire, documentary analysis, structured interview, and direct observation in gathering all the data needed.

The study involved 145 respondents (130 students and 15 teachers) in the public secondary school of Baruya High School, Lubao, Pampanga. The student-respondents were selected based on the result of the standardized inventory test named Social Phobia Inventory Test (SPIN) [9], [10], [11]. Before using the SPIN, the researcher sought permission to the management of the website to utilize the inventory test as a pre-survey questionnaire. Using the results, the final respondents were selected using quota sampling. Only those students who have manifestations of social phobia were subjected to the research process.

Meanwhile, the researcher also constructed a self-made survey-questionnaire to help assess the socio-phobic experiences of the students both in the community and in the school. The self-constructed questionnaire was divided

into five parts: the respondents' profile which age, sex, status in school, grade point average, family structure, and monthly family income for the student-respondents and age, sex, educational attainment, years in service, and seminars and trainings for the teacher-respondents; the prospective socio-phobic experiences of the students in the community and in the school; the signs or symptoms of prospective social phobia as to physical signs or behavioral signs; the treatments or solutions that students are being and willing to undertake to fight their prospective manifestations of social phobia as to self-driven and professional/medical solutions; and the prospective types of social phobia that are being experienced by the students as to specific and generalized.

Approval and endorsement letters from the Division Schools Superintendent of the Division of Pampanga and the Principal of Baruya High School were sought to administer the floating of questionnaires and conducting of the structured interview. After administering the questionnaires and the structured interview, a permission to the teachers to furnish a copy of the grades and anecdotal records of the selected student-respondents was sought. The help of the acting guidance counselor of the school was also been asked for the furnishing of the guidance records of the identified students for analytical interpretation of the said documents. A detailed written interpretation of the observations of the teachers to the behaviors or manifestations of the students when it comes to social phobia was materialized.

The data gathered were encoded, coded and statistically processed using the PASW Statistics 18 (formerly known as SPSS). The results are presented in a tabular form using weighted mean, percentage, frequency counts, Analysis of Variance (ANOVA), Independent Samples T-test, and Pearson's Product Moment Correlation Coefficient or Pearson (r).

Meanwhile, the following scales were used in determining the social phobia experienced by the students:

Scale of Means	Descriptive Equivalent	Interpretation
4.50 – 5.00	Always avoided/feared	Experienced social phobia to a very great extent
3.50 – 4.49	Very often avoided/feared	Experienced social phobia to a great extent
2.50 – 3.49	Often avoided/feared	Experienced social phobia to a moderate extent
1.50 – 2.49	Seldom avoided/feared	Did not experienced social phobia
1.00 – 1.49	Never avoided/feared	Definitely did not experienced social phobia

Likewise, the following scales were used in determining the symptoms or signs of social phobia:

Scale of Means	Descriptive Equivalent	Interpretation
4.50 – 5.00	Always	Shows a very great deal of signs of social phobia
3.50 – 4.49	Very	Shows a great deal of signs of social phobia
2.50 – 3.49	Often	Shows a moderate deal of signs of social phobia
1.50 – 2.49	Seldom	Does not show signs of social phobia
1.00 – 1.49	Never	Definitely no signs of social phobia

Similarly, the following scales were used in determining the solutions applied in social phobia:

Scale of Means	Descriptive Equivalent	Interpretation
4.50 – 5.00	Always	Solutions very much applied/applicable
3.50 – 4.49	Very often	Solutions applied/applicable
2.50 – 3.49	Often	Solutions moderately applied/applicable
1.50 – 2.49	Seldom	Solutions not applied/applicable
1.00 – 1.49	Never	Solutions definitely not applied/applicable

On the other hand, for ease of interpreting the correlation coefficients [12], this study adopted the following:

- ± .80 – ± 1.0 high correlation
- ± .60 – ± .79 moderately high correlation
- ± .40 – ± .59 moderate correlation
- ± .20 – ± .39 low correlation
- ± .01 – ± .19 negligible correlation

Meanwhile, the significance of relationships or differences can be readily seen with the output of the PASW Statistics used in analyzing the data. Probability values greater than 0.05 level implies no significant relationship or difference while values less than 0.05 indicate significant relationship or difference that requires rejecting null hypotheses.

4. RESULTS AND DISCUSSION:

Profile of the Students

Table 1. Profile of the students.

Profile	Freq.	%	Profile	Freq.	%
Age			Sex		
12 – 13 yrs. old	66	50.8	Male	57	43.8
14 – 15 yrs. old	47	36.2	Female	73	56.2

16 – 20 yrs. old	17	13.1	Family structure		
Status in school			Nuclear family	76	58.5
Regular	120	92.3	Extended family	36	27.7
Irregular (unable to finish the previous program / repeater)	4	3.1	Broken family	11	8.5
Irregular (with back/failed subject/s)	2	1.5	Blended family	7	5.4
Transferee	4	3.1	Monthly family income		
GPA (General point average)			Below Php. 1,000	9	6.9
Developing (75 – 79%)	54	41.5	Php. 1,000 – 5,999	62	47.7
Appreciating proficiency (80 – 84%)	49	37.7	Php. 6,000 – 10,999	33	25.4
Proficient (85 – 89%)	26	20.0	Php. 11,000 – 15,999	12	9.2
Advanced (90 % & above)	1	.8	Php. 16,000 – 20,999	5	3.8
Total	130	100.0	Php. 21,000 & above	9	6.9

In terms of age, the student respondents are aging from 12 to 20 years old. As shown, 51% are 12 to 13 years of age. As regards to sex, the difference between male and female are not too disparate as 56% are males and 44% are females. Scrutinizing the status in school, majority or 92% are regular students. In terms of grade point average (GPA) in the previous school year, none of the respondents have beginning grades or 74% and below. As shown, 42% are developing or having grades from 75% to 79%. With respect to family structure, 59% of the students claimed that they have a nuclear family. In terms of monthly family income, 48% of the students claimed that their family is only earning from 1,000 to 5,999 pesos.

Profile of the Teachers

Table 2. Profile of the teachers.

Profile	Freq.	%	Profile	Freq.	%
Age			Relevant trainings/seminars		
22 – 29 yrs. old	7	46.7	School level		
30 – 39 yrs. old	4	26.7	Without	2	13.3
40 – 51 yrs. old	4	26.7	With	13	86.7
Sex			Cluster		
Male	3	20.0	With	15	100.0
Female	12	80.0	Division		
Highest educational attainment			Without	1	6.7
Non-education course with certificate in teaching	2	13.3	With	14	93.3
BSEd	4	26.7	Regional		
MAEd/MAT Units	9	60.0	Without	4	26.7
Length of service (no. of years)			With	11	73.3
Less than 1	2	13.3	National		
1 – 5	6	40.0	Without	11	73.3
6 – 10	4	26.7	With	4	26.7
Above 20	3	20.0	Total	15	100.0

As gleaned from the table, the teachers' age ranged from 22 to 51 years old. As shown, 47% are as young as 22 to 29 years of age. In terms of sex, majority or 80% of the teachers are females and only 20% are males. With respect to highest educational attainment, most or 60% of the teachers have units in MAEd/MAT. On length of service, majority or 40% of the teachers are working for one (1) to five (5) years already. With respect to relevant trainings/seminars, 15 teachers or all of them have completed cluster level trainings.

5. SOCIO-PHOBIC EXPERIENCES OF THE STUDENTS :

Table 3. Summary of socio-phobic experiences of the students.

Criteria	Students		Teachers		Total	
	Mean	Des. equiv.	Mean	Des. equiv.	Mean	Des. equiv.
Social phobias experienced						
Social phobia experienced in the community	3.09	Moderate extent	3.03	Moderate extent	3.08	Moderate extent
Social phobia experienced in school	2.85	Moderate extent	3.02	Moderate extent	2.87	Moderate extent

Overall	2.97	Moderate extent	3.03	Moderate extent	2.98	Moderate extent
Signs of social phobia						
Physical symptoms	2.07	None	2.77	Moderate	2.14	None
Behavioral signs	2.05	None	2.82	Moderate	2.13	None
Overall	2.06	None	2.80	Moderate	2.14	None
Solutions to social phobia						
Self-driven solutions	3.27	Moderately applied	3.64	Applied	3.31	Moderately applied
Professional / medical solutions	1.76	Not applied	2.05	Not applied	1.79	Not applied
Overall	2.52	Moderately applied	2.84	Moderately applied	2.55	Moderately applied

It can be deduced from the data that students have experienced social phobias in the community to a moderate extent (3.08) as rated by themselves (3.09) and their teachers (3.03). Similarly, the students have experienced social phobias in school to a moderate extent (2.87) as rated by themselves (2.85) and their teachers (3.02). In general, the students have experienced social phobias to a moderate extent (2.98) as rated by themselves (2.97) and their teachers (3.03).

With respect to the symptoms of social phobia, the physical symptoms are not manifested by the students (2.14) as rated by themselves (2.07), but moderately manifested (2.77) as rated by their teachers. Similarly, the behavioral signs are not manifested by the students (2.13) as rated themselves (2.05), but moderately manifested (2.82) as rated by their teachers. To sum it up, the students do not manifested the symptoms/signs of social phobias (2.14) as rated by themselves (2.06), but manifested the signs (2.80) as rated by their teachers.

As gleaned from the solutions to social phobia, the self-driven solutions to social phobia are moderately applied or applicable (3.31) as rated by the students themselves (3.27), but applied (3.64) as rated by their teachers. Likewise, the professional / medical solutions to social phobia are not applied or applicable (1.79) as rated by the students themselves (1.76) and their teachers (2.05). As a whole, the students moderately applied (2.55) the solutions to social phobia as rated by themselves (2.52) and their teachers (2.84).

6. TYPES OF SOCIAL PHOBIA EXPERIENCED BY THE STUDENTS :

Table 4. Types of social phobia experienced of the students.

Types of social phobia	Students		Teachers		Total	
	Mean	Des. equiv.	Mean	Des. equiv.	Mean	Des. equiv.
Generalized social phobia	2.18	Low extent	2.87	Moderate extent	2.25	Low extent
Specific social phobia	2.74	Moderate extent	3.27	Moderate extent	2.79	Moderate extent

As reflected in the table, the students deemed that they experienced generalized social phobia or fear of social situations to a low extent as indicated by the mean of 2.18; however, the teachers perceived that their students have experienced this type of social phobia to a moderate extent as suggested by their mean rating of 2.87. In terms of specific social phobia, it can be surmised that students obtained a mean of 2.74 indicating that they have experienced such kind of phobia to a moderate extent. This coincides with the perception of the teachers having a mean of 3.27. Overall, the generalized social phobia has been experienced by the students in a low extent (2.25), while the specific social phobia has been experienced by them in a moderate extent (2.79).

7. RELATIONSHIP OF PROFILE OF STUDENTS, THEIR TYPE OF SOCIAL PHOBIA, AND SOCIO-PHOBIC EXPERIENCES :

Table 5. Relationship of age and type of social phobia.

Type of social phobia	Group according to age (years)	Descriptives			ANOVA		
		N	Mean	Std. deviation	F	Sig.	Remarks
Generalized	12-13	66	2.14	1.162	.11	.89	Not significant; Accept Ho
	14-15	47	2.19	1.393			
	16-20	17	2.29	1.160			
Specific	12-13	66	2.80	1.166	.57	.57	Not significant; Accept Ho
	14-15	47	2.74	1.151			
	16-20	17	2.47	1.068			

As evident in the table, there are no significant differences in the generalized social phobia of the students when grouped according to age (years) having an F-value of 0.11 significant at 0.89, which is not significant at 0.05 level. In terms of specific social phobia, there are no significant differences in this social phobia of the students when grouped according to age (years) having an F-value of 0.57 significant at 0.57, which is also not significant at 0.05 level.

Table 6. Relationship of sex and type of social phobia.

Type of social phobia	Group according to sex	Descriptives			Independent samples t-test		
		N	Mean	Std. deviation	t	Sig.	Remarks
Generalized	Male	57	1.96	1.21	1.73	.09	Not significant; Accept Ho
	Female	73	2.34	1.25			
Specific	Male	57	2.51	1.33	2.04	.04	Significant; Reject Ho
	Female	73	2.92	.95			

In terms of generalized social phobia experienced, the male and female students do not differ significantly as indicated by the t-value of 1.73 significant at 0.09, which is not significant at 0.05 level. However, with respect to specific social phobia experienced, the female (with mean of 2.92) has significantly higher level of experience than male (with mean of 2.51) as indicated by the t-value of 2.04 significant at 0.04 which is significant at 0.05 level. So, the null hypothesis of no significant difference is rejected. Thus, sex and specific type of social phobia is significantly related.

Table 7. Relationship of status in school and type of social phobia.

Type of social phobia	Group according to status	Descriptives			Independent samples t-test		
		N	Mean	Std. dev.	t	Sig.	Remarks
Generalized	Regular	120	2.22	1.25	1.27	.21	Not significant; Accept Ho
	Non-regular (irregular/transferee)	10	1.70	1.06			
Specific	Regular	120	2.78	1.13	1.26	.21	Not significant; Accept Ho
	Non-regular (irregular/transferee)	10	2.30	1.25			

In terms of generalized social phobia, it can be observed that the t-value of 1.27 is not significant at 0.05 level as the p-value is 0.21. Hence, the null hypothesis is not rejected. Therefore, there is no significant relationship between status in school and generalized social phobia. Similarly, there is no significant relationship between status in school and specific social phobia as reflected by the t-value of 1.26 is not significant at 0.05 level.

Table 8. Relationship of GPA and type of social phobia.

Type of social phobia	Group according to GPA	Descriptives			ANOVA		
		N	Mean	Std. dev.	F	Sig.	Remarks
Generalized	Developing	54	2.17	1.27	.17	.85	Not significant; Accept Ho
	Appreciating proficiency	49	2.24	1.30			
	Proficient/advanced	27	2.07	1.11			
Specific	Developing	54	2.43	1.21	3.60	.03	Significant; Reject Ho
	Appreciating proficiency	49	2.98	1.01			
	Proficient/advanced	27	2.93	1.14			

As shown in the table, level of generalized social phobia experienced by the students grouped according to GPA do not differ significantly as indicated by the F value of 0.17 significant at 0.85, which is not significant at 0.05 level. The data does not provide sufficient evidence to show that GPA and generalized type of social phobia are related. On the other hand, with respect to specific social phobia experienced, significant mean differences are observed having an F-value of 3.60 significant at 0.03 which is less than 0.05 level. Thus, GPA and specific type of social phobia is significantly related.

Table 9. Relationship of family structure and type of social phobia.

Type of social phobia	Group according to family structure	Descriptives			ANOVA		
		N	Mean	Std. dev.	F	Sig.	Remarks
Generalized	Nuclear	76	2.17	1.19	.59	.56	Not significant; Accept Ho
	Extended	36	2.06	1.26			

	Broken/blended	18	2.44	1.42			
Specific	Nuclear	76	2.76	1.15	.21	.81	Not significant; Accept Ho
	Extended	36	2.64	1.13			
	Broken/blended	18	2.83	1.20			

Evidently, there is no significant relationship between the family structure of the students and their level of experience in terms of generalized type of social phobia as indicated by the F-value of 0.59 which is not significant at 0.05 level. Similarly, there is no significant relationship between the family structure of the students and their level of experience in terms of specific type of social phobia as indicated by the F-value of 0.21 which is not significant at 0.05 level.

Table 10. Relationship of family income and type of social phobia.

Type of social phobia	Group according to status	Descriptives			Independent samples t-test		
		N	Mean	Std. dev.	t	Sig.	Remarks
Generalized	Below Php. 6,000	71	2.04	1.188	1.36	.18	Not significant; Accept Ho
	Php. 6,000 and above	59	2.34	1.295			
Specific	Below Php. 6,000	71	2.56	1.143	1.93	.06	Not significant; Accept Ho
	Php. 6,000 and above	59	2.95	1.121			

As shown in the table, significant difference on the level of generalized social phobia experienced by the students is not manifested as indicated by the t-value of 1.36 significant at 0.18 which is not significant at 0.05 level. Likewise, there is no significant relationship between family income and specific social phobia as suggested by the insignificant result of Independent Samples T-test with a t-value of 1.93 significant at 0.06.

Table 11. Relationship of social phobia and types of social phobia experienced.

Social phobia in:	Generalized social phobia		Specific social phobia	
	r	Descriptive equivalent	r	Descriptive equivalent
Community	.170*	Negligible correlation	.249**	Low correlation
School	.022 ^{ns}	Negligible correlation	.206*	Low correlation

With respect to the relationship of social phobia and types of social phobia experienced, it can be surmised that social phobias in the community and at school are significantly related to specific social phobia. As shown, social phobia in the community is significantly correlated with specific social phobia; however, only to a low extent having a correlation coefficient of 0.25. Also, social phobia experienced at school is significantly correlated with specific social phobia, but only to a low extent having a correlation coefficient of 0.21. On the other hand, social phobias experienced in the community and at school are not significantly correlated with generalized social phobia having correlation coefficients of 0.17, and 0.02, respectively.

8. Significant Relationship on the Perceptions of Students and Teachers on Students' Socio-Phobic Experiences and Types of Social Phobia Experienced:

Table 12. Comparison of perceptions of students and teachers on social phobia experienced in the community and in school.

Social phobia in:	Group according to status	Descriptives			Independent samples t-test		
		N	Mean	Std. dev.	t	Sig.	Remarks
Community	Students	130	3.09	.63	.64	.74	Not significant; Accept Ho
	Teachers	15	3.03	.26			
School	Students	130	2.85	.54	1.90	.17	Not significant; Accept Ho
	Teachers	15	3.01	.29			

From the table, it can be observed that there is no significant difference between the perceptions of students and teachers with respect to social phobia experienced by the students in the community having a t-value of 0.64 which is not significant at 0.74. Also, there is no significant difference between students and teachers with regards to social phobia at school having a t-value of 1.90 significant at 0.17.

Table 13. Comparison of perceptions of students and teachers on the types of social phobia experienced.

Type of social phobia	Group according to status	Descriptives			Independent samples t-test		
		N	Mean	Std. dev.	t	Sig.	Remarks
Generalized	Students	130	2.18	1.24	2.07	.04	Significant; Reject Ho
	Teachers	15	2.87	.99			
Specific	Students	130	2.74	1.15	1.74	.09	Not significant;

	Teachers	15	3.27	.80			Accept Ho
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As reflected in the table, there is a significant difference on the perceptions of students and teachers on the generalized type of social phobias experienced by the students having a t-value of 2.07 significant at 0.04. Teachers have a significantly higher mean rating of 2.87 compared with students having a mean of 2.18. This suggests that level in which the students experienced social phobias is higher for the teachers than the students themselves. With respect to specific social phobia, there is no significant difference between the students and teachers as both mean ratings suggested that students experienced social phobia to a moderate extent. This is confirmed by the t-value of 1.74 significant at 0.09.

9. CONCLUSIONS AND RECOMMENDATIONS:

From the gathered data which were analyzed and interpreted, the following conclusions are withdrawn:

1. The student-respondents are aging from 12 to 13 years old, female, regular students, having a grade point average (GPA) in the previous school year of 75% to 79% classified as developing, belonged to a nuclear family, and having a monthly family income of 1,000 to 5,999 pesos.
2. The teacher-respondents are aging from 22 to 29 years old, females, have units in MAEd/MAT, and completed cluster level trainings.
3. Students have experienced social phobias in the community and in the school to a moderate extent as attested by students themselves and their teachers. With respect to the symptoms of social phobia being manifested by the students, the physical and behavioral symptoms of social phobia are not manifested by the students in general, but perceived that they exhibit by the teachers. Meanwhile, the solutions to social phobia are moderately applied or applicable as perceived by the students and the teachers, most especially preferred is the self-driven solutions due to the fact that students are socio-phobic to low or moderate extents only; hence, do not merit the need for a professional/medical solution that cannot be provided by the teachers, guidance officer, staff, and officers of the school.
4. The students experienced generalized social phobia to a low extent; however, the teachers perceived that their students have experienced this type of social phobia to a moderate extent. In terms of specific social phobia, the students have experienced such kind of phobia to a moderate extent. This coincides with the perception of the teachers.
5. There is no significant relationship on the profile of the students, their type of social phobia and socio-phobic experiences, except on the significant relationship existed between specific type of social phobia and the profiles of sex and GPA and between social phobia experienced and the specific type of social phobia.
6. There is no significant relationship on the perception of the students and teachers in relation to socio-phobic experiences and types of social phobia experienced, except on the significant relationship existed on the generalized type of social phobia.
7. There is a need for the school to formulate a clear policy to cater the psycho-behavioral and social needs of the students and also to establish a fully functioning and independent guidance office to facilitate such needs. Teachers also need to conduct appropriate intervention programs (individual or group) to address and lessen the prospective socio-phobic experiences of the students in school and to have a clear target to lessen the impact or to totally eliminate such tendencies. The guidance office and social studies department of the school should also intensify its delivery system on boosting the process of socialization, self-esteem, self-worth, and self-actualization of the students. In general, the school, the teachers, and the guidance counsellor should formulate a definite school-based intervention programs, strengthening the school, community, and parent ties in helping students address their psycho-social problems, and use a standardized measuring tools of prospective social phobia among students.

In light of the findings, the following recommendations are hereby proposed:

1. Since majority of the student-respondents have manifestations of prospective social phobia, the school should intensify its efforts in keeping them integrated in all school programs and activities despite the fact that their academic performance and economic status were not quite sufficient.
2. To promote and perpetuate the essence of providing equitable delivery system that caters students' psycho-behavioral issues such as prospective social phobia, teachers should attend more national trainings assessing, handling, and treating students' misdemeanor, social phobia, and other related problems.

3. The school should boost its efforts in strengthening the relationship, rapport, and camaraderie between students and the personnel. Also, clear behavioral intervention assistance should also be initiated.
4. Manifestations of specific type of social phobia should be properly identified and documented in the school. Also, students should be encouraged to make a self-report of their prospective socio-phobic experiences as a sort of screening.
5. The school should maintain gender-sensitive and conducive place for learning atmospheres to ensure that students will not feel afraid and withdraw from the aspects of prospective type of social phobia they are experiencing.
6. School mapping, home visitation, and behavioral observations of the teachers on how the students interact or mingle with the rest of the society should be intensified.
7. The school should maintain a fully operating guidance office, manned by a licensed and experienced guidance counsellor / teacher. Also, a precise policy on catering the psycho-behavioral needs of the students should be created and implemented. The school, the teachers, and the guidance counsellor should formulate a definite school-based intervention programs, strengthening the school, community, and parent ties in helping students address their psycho-social problems, and use a standardized measuring tools of prospective social phobia among students.

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