
EXPLORING THE INSIGHTS OF STAKEHOLDERS REGARDING REASONS AND DYNAMICS OF SOCIAL INHIBITION OF SHIED: AN EXPLORATION AT ADOLESCENT LEVEL

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ABSTRACT

Present research was aimed to investigate insights of stakeholders about dynamics for social inhibition of shied adolescent aged student. Parents, tutors and socially withdrawn shied students are included as research sample. Total sample was consisted of 198 respondents of which 33% were each of socially withdrawn students, their parents and their teachers. Socially withdrawn student were selected as sample purposively and their parents and tutors as being stakeholders. Through data analysis it was concluded that individual dynamics, ancestry dynamics, communal dynamics, didactic institute atmospheric dynamics & traditional dynamics were the main dynamics of social inhibition of shied for student at adolescent level. The male respondents declared that subservience composite, intimidation by associates, domestic ether, paranoia, dearth of discrete courtesy, abhorrence from others & destitute of paternal warmth were the major reasons for their social inhibition of shied . Whereas female respondents declared that domestic ether, sex discrimination, destitute of paternal warmth, dearth of discrete courtesy, subservience composite, dearth of indebtedness at didactic institute were the major reasons for social inhibition of shied. It was concluded by restoring self-reliance in student through appreciation and participation in co-curricular activities are quite helpful to remove social inhibition of shied through harmonic atmosphere. However, family behavior in pre-school age phase has reflective effects on student communal performance and social inhibition of shied.

KEYWORDS

Dynamics, paranoia, self-reliance, insights, social-inhibition

INTRODUCTION

Henderson et.al. (2014) explored that social inhibition of shied is heterogeneous interestingly many people who made they were excessively are extremely socially withdrawn. Henderson et al. (2014) defined as adults for the more 50% of the people with the lifetime history of the Composite social paranoia did not show themselves as very socially withdrawn as young people. Extreme feelings of social inhibition of shied are insignia of an unease paranoia.

It was explored by Gocmen (2012) that significant correlation exists between social inhibition of shied & self-esteem. Navya, Vidhya, & Thomas (2021) stated that social inhibition of shied is to be uncomfortable in social settings. Aaker et.al. (2001) depicted about cross-traditional comparison of social inhibition of shied inclines difference among cultures. Hsu et al. (2012) explored that most Asian countries had reported more social inhibition of shied in Eastern culture and Liu et.al (2018) stated approximately 60% then in western culture where Okazaki (2000) explored that is 40% approximately. Castaños-Cervantes & Vélez-Agosto (2020) explored causes to inhibition of shied in social settings. Carducci & Conkright (2018) explored that social inhibition of shied have impacts on social self-consciousness of shied from 31 % in Israel to 57% in Japan. Lydon (2016) surveyed that biological, psychological and behavioral impacts cannot be ignored in case of social inhibition and reticence.

Pace, Aiello, & Zappulla (2019) explored that social inhibition of shied preoccupation & socially withdrawn should be discussed with some of the possible origins and mechanism that maintain social inhibition of shied. In student authoritarian atmosphere or full control environment modifies relation between negative emotionality and behavior in preschool age student. Armer (2004) explored that social inhibition of shied has some relations with hormonal secretions and feedback homeostasis. Buchanan (1992) & Gunnar et.al. (2009) early ages parental affection has deep influences in interpersonal relations and social connections. Chassin et.al, (2016) depicted that both extreme social inhibition of shied and problem in the effort full relations with self-dynamics of brain working and anxiety.

Wartberg & Lindenberg (2020) stated that social paranoia is most commonly in society disorder in the series social paranoia did not protect problematic internet use in a large epidemiology study in Taiwan in the sample of college student after depression and LHPA were control it appears the social although it may contribute to extreme social inhibition of shied can interfere with socializing.

López et.al. (1998) explored that shyness and reliance are correlated with self-

consciousness. (Ebeling-Witte et.al. (2007) explored that social inhibition of shied has been associated with heavy internet use in college student. Christakis & Fowler, (2009), Origgi (2019) & Whitty & Joinson (2008) stated that it has been content added that the anonymity of the internet may draw social or socially fear for discrete to pass dissipate in low-risk social interactions via the web.

Wolfe & Bell (2004) reconnoitered that social inhibition lowers children's confidence and also makes them reluctant to get along and can't maintain their friendship well. Genetics and genes also determine body structure and growth however life experiences, Parenting style, peers rejection, social discriminations cause social inhibition of shied and social withdrawal. Social inhibition in shied occurs when they have passed through critical parenting and social setups. The evidence of long-term outcomes of early social inhibition of shied in adulthood has been observed. Dynamics also cause social inhibition of shied for example Intimidation by associates, over criticism from the parents, punishment from the society members such as tutors, parents or brothers, enforced limitations on the student which cause imitations to move with their own will cause anxiety or reluctance from social interactions. The extracurricular activities are an excellent exercise to develop trust and social relations in the child and because of them man builds his relations in the society in the future and lives a life of dignity and respect. Children learn from their teachers. They take note of their speech, their mannerisms, their habits, their manner of speaking and the variety of movements and habits and try to adapt their personality accordingly. Teachers' guidance and counseling play an important role in instilling confidence in the student.

Namie (2009) explored that shyness is not good for the child's social and educational performance and interpersonal aspects should be improved in all respects. It is important for a student to have a good confident personality as well as a good relationship, because in a society, a person has to live with other people, respect each other and trust in better relationships. As child do not meet criteria for psychiatric disorder. Social inhibition of shied is the opposite of being at ease with him around others. Marhamah (2016) declared that peoples who feel socially withdrawn are reluctant for teamwork & by Rector et.al (2016) shaky, or breathless. Genel et al. (2014) depicted that social inhibition of shied is the opposite of being at ease with you around others. Taormina (2019) declared that social inhibition of shied can interfere with socializing, Coudevylle, Gernigon, & Ginis (2011) explored shy don't participate in class activities and get along well with their classmates, they don't tolerate jokes, and can't improve their social relationships in a way a confident student maintains. This research is quite helpful to gain new insight about social inhibition of shied situation in student at adolescent level.

RESEARCH OBJECTIVES

1. To explore stakeholders’ insights about reasons and dynamics of social inhibition of shied in adolescent aged student.
2. To recommend certain measures to improve self-reliance and remove social inhibition of shied in student.

RESEARCH QUESTIONS

1. What are the insights of stakeholders about dynamics of social inhibition of shied students?
2. What are the insights of stakeholders about reasons of social inhibition of shied students?
3. What are the recommendations to improve the situation of social inhibition of shied secondary grade students?

RESEARCH METHODOLOGY

To collect data convenient random sampling technique was used. This was descriptive research in nature and sample of the study was 66 social inhibited shied students (33 male & 33 Female) of adolescent level, 66 parents of socially withdrawn student & 66 tutors of socially withdrawn student. Interview was used as a research tool from all stakeholders (Socially withdrawn student, their parents and tutors).

FINDINGS

Table 1: Comparison of dynamics involving in social inhibition of shied as perceived by socially withdrawn student, parents and tutors of socially withdrawn student (Sex wise)

S · N o	Stak ehol ders	Socially withdrawn student				Parents of socially withdrawn student				Tutors of socially withdrawn student				Total				Total	
		Male		Fema le		Male		Fema le		Male		Fema le		Male		Fema le			
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%		
1	Dida	3	1	3	1	1	9.	3	1	2	3	0.	1	4.	4	2.			
	ctic	1	9.	6	8.	1	9.	5	5.	4	2.	3	0.	1	4.	4	2.		
	Ether	3	3	1	3	3	3	5	1	4	1	3	0	3	4	1	4	2	
2	Tradi	1	2	1	2	1	1	1	1	1	1	1	2	2	1	1	1		
	tiona	5	5.	8	4.	5	5.	7	4.	5	5.	6	8.	1	5.	2	1.	3	8.
	Dyna	1	1	2	5	1	7	2	5	1	6	1	5	1	1	2	6	1	
mics	6	6	4	6	4	5	8	5	8	5	5	1	1	1	8	8			

3	Communal Dynamics	8	2	2	9	7.	6	1	8.	9	7.	9	7.	1	0.	2	3.	2	8.	5	5.	
4	Individual Dynamics	3	9.	5	5.	5	5.	1	5.	6	8.	5	5.	1	6	8.	1	3.	1	7.	3	5.
5	Ancestry Dynamics	4	1	5	5.	4	2.	1	6	8.	1	0.	3	8	4.	1	8.	1	9.	3	8.	
	Total	3	1	3	1	3	1	3	1	3	1	3	1	3	1	9	1	9	1	1	1	
		3	0	3	0	3	0	3	0	3	0	3	0	3	0	9	0	9	0	9	0	
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	

Table 2: Comparison of reasons involving in social inhibition of shied as perceived by socially withdrawn student, parents and tutors of socially withdrawn students (Sex wise)

Sr No	Reasons of social inhibition of shied	Perceived by Tutors		Perceived by Student		Perceived by Parents		Total		Total		Total									
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female								
		F	%	F	%	F	%	F	%	F	%	F	%								
1	Intimidation by associates	3	9.0	6	18.	2	6.0	1	3.0	4	12.	0	0	1	3.	3	9.0	3	9.0	1	3.0
2	Domestic ether	4	12.	3	9.0	4	12.	5	15.	5	15.	7	21.	1	3.0	1	3.0	6	18.	2	6.0
			12		9		12		15		15		21		2	6	16	6	16	8	24

3	Death of discrete courtesy	3	9.0 9	3	9.0 9	3	9.0 9	4	12. 12	3	9.0 9	5	15. 15	9	9.0 9	1	12. 12	2	10. 60
4	Destitute of paternal warmth	2	6.0 6	4	12. 12	3	9.0 9	5	15. 15	2	6.0 6	4	12. 12	8	8.0 8	1	12. 12	2	10. 10
5	Sex Discrimination	1	3.0 3	2	6.0 6	4	12. 12	5	15. 15	0	0.0 0	3	9.0 9	3	3.0 3	1	12. 12	1	7.5 7
6	Abhorrence from others	3	9.0 9	3	9.0 9	5	15. 15	2	6.0 6	3	9.0 9	4	12. 12	9	9.0 9	1	11. 11	2	10. 10
7	Death of indebtedness at institute	1	3.0 3	3	9.0 9	2	6.0 6	3	9.0 9	3	9.0 9	1	3.0 3	7	7.0 7	6	6.0 6	1	6.5 6
8	Parents bereavement	2	6.0 6	2	6.0 6	1	3.0 3	1	3.0 3	2	6.0 6	1	3.0 3	6	6.0 6	3	3.0 3	0	4.5 4
9	corporeal chastisement	1	3.0 3	3	9.0 9	0	0 0	2	6.0 6	2	6.0 6	2	6.0 6	6	6.0 6	4	4.0 4	1	5.0 5
10	Paranoia	5	15. 15	2	6.0 6	3	9.0 9	1	3.0 3	3	9.0 9	2	6.0 6	1	10. 10	6	6.0 6	1	8.0 8
11	Subservience Composite	8	24. 24	2	6.0 6	6	18. 18	4	12. 12	6	18. 18	4	12. 12	1	16. 16	1	14. 14	3	15. 15
Total		3	10	3	10	3	10	3	10	3	10	3	10	9	10	9	10	1	10
		3	0	3	0	3	0	3	0	3	0	3	0	9	0	9	0	8	0

Analysis of interviews of respondents

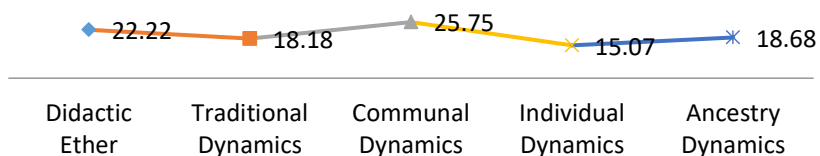
An interview schedule was designed and used to collect responses from socially withdrawn student, tutors and parents of adolescent level socially withdrawn student. Respondents were interviewed and their responses were as follows:

Analyses of dynamics of social inhibition of shied as perceived by socially withdrawn student, their parents and tutors

Table 1 represents the overall comparison of dynamics of social inhibition of shied as

perceived by male and female student. Above table showed that majority of the male respondents stated that 39.39% didactic ether, 24.24% communal dynamics, 12.12% ancestry dynamics, 15.15% traditional dynamics and 9.09% individual dynamics were the main reasons of social inhibition of shied of male student whereas the majority of the female respondents expressed that 27.27% communal dynamics, 24.24% traditional dynamics, 18.18% didactic atmospheric dynamics, 15.15% individual & ancestry dynamics were the major reasons of female social inhibition of shied at adolescent level. Parents of the male socially withdrawn student stated that 39.39% didactic ether, 18.18% communal dynamics, 12.12% ancestry dynamics, 15.15% individual dynamics & traditional dynamics were affecting social inhibition of shied in male student, whereas parents of female socially withdrawn student predicted that 27.27% communal dynamics, 24.24% traditional dynamics, 15.15% didactic atmospheric dynamics, 18.18% individual & ancestry dynamics were the major reasons of female social inhibition of shied at adolescent level. Tutors of the male socially withdrawn student stated that 12.12% didactic ether, 27.27% communal dynamics, 30.30% ancestry dynamics, 15.15% each of individual dynamics & traditional dynamics were affecting social inhibition of shied in male student, whereas tutors of female socially withdrawn student predicted that 30.30% communal dynamics, 18.18% traditional dynamics & individual dynamics, 9.09% didactic atmospheric dynamics, 24.24% ancestry dynamics were the major reasons of female social inhibition of shied at adolescent level.

Comparison of dynamics



Overall respondents declared that 18.18% Traditional dynamics, 18.68% Ancestry dynamics, 15.07% individual dynamics, 25.75% Communal dynamics & 22.22% Didactic institute atmospheric dynamics were perceived involved in social inhibition of shied in student. Actually majority of respondents declared that social inhibition of shied may emerge due to Communal, institute’s atmospheric, Traditional, paternal as well as individual dynamics.

Analyses of reasons of social inhibition of shied as perceived by socially withdrawn students, their parents and tutors

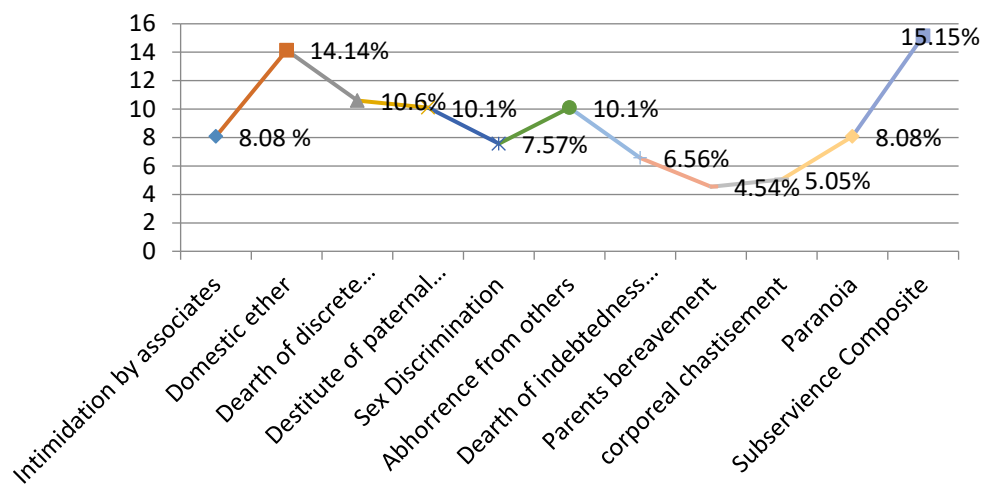
The Table 2 represents the responses of socially withdrawn student regarding the reasons of their social inhibition of shied. 18.18%, of the male respondents declared

social inhibition of shied due to subservience composite, 12.12% due to domestic's ether and sex discrimination, 9.09% due to dearth of discrete courtesy, paternal courtesy & paranoia, 15.15% due to abhorrence from others, 6.06% due to intimidation by associates and 3.03% male student declared social inhibition of shied because of parents' bereavement whereas 15.15%, of the female respondents declared social inhibition of shied due to domestic's ether, deprivation of paternal warmth & sex discrimination, 12.12% due to subservience composite, dearth of discrete courtesy, 9.09% due to dearth of indebtedness at institute, 6.06% due to corporeal chastisement & abhorrence from others, 3.03% of female student declared social inhibition of shied due to parent's bereavement, paranoia, and intimidation by associates.

Whereas the responses of parents of male socially withdrawn student regarding the reasons of their social inhibition of shied depicted that 18.18%, of the male respondents declared social inhibition of shied due to subservience composite, 12.12% due to intimidation by associates, 9.09 % due to dearth of discrete courtesy, abhorrence from others, dearth of indebtedness at institute & paranoia, 6.06% due to destitute of paternal warmth, parent's bereavement, corporeal chastisement whereas the parents of female socially withdrawn student affirmed that 15.15% social inhibition of shied due to dearth of discrete courtesy while 21.21% due to domestic's ether, 12.12% due to subservience composite, destitute of paternal warmth & abhorrence from others, 6.06% due to paranoia, parent's bereavement, 4.04% due to corporeal chastisement, 3.03% in female socially withdrawn student were found due to parent's bereavement and dearth of indebtedness at institutes.

Tutors of male socially withdrawn student stated that 24.24% social inhibition of shied in male student was due to subservience composite, 15.15% due to paranoia, 12.12% due to domestic's ether, 9.09% due to dearth of discrete courtesy, abhorrence from others & intimidation by associates whereas tutors of socially withdrawn female student explored that 18.18% due to intimidation by associates, 12.12% destitute of parent warmth, 9.09% due to subservience composite, dearth of discrete courtesy, abhorrence from others, dearth of indebtedness at institute & corporeal chastisement, 6.06% due to subservience composite, sex discrimination, parent's bereavement & paranoia.

Overall 10.60% of the respondents declared that they became socially withdrawn due to dearth of discrete courtesy, 10.10% due to destitute of paternal warmth & abhorrence from others, 8.08% due to paranoia and intimidation by associates, 7.57% due to sex discrimination, 6.56% due to dearth of indebtedness at didactic institute, 5.05% due to corporeal chastisement, 4.54% were due to parent's bereavement 15.15% student were socially withdrawn due to subservience composite & 14.14% were due to domestic's ether.



Analysis (Sex wise) of Interviews of Socially withdrawn student

Table 2 represents the comparison of sex wise (male and female) analyses of reasons of social inhibition of shied of male and female student as perceived by male and female socially withdrawn student. It showed that majority of the male respondents declared that subservience composite, intimidation by associates, domestic ether, paranoia, dearth of discrete courtesy, abhorrence from others & destitute of paternal warmth were the major reasons for their social inhibition of shied. However dearth of indebtedness at didactic institute, parent’s bereavement & corporeal chastisement were also the major reasons of social inhibition of shied. Whereas female respondents declared that domestic ether, sex discrimination, destitute off paternal warmth dearth of discrete courtesy, subservience composite, dearth of indebtedness at didactic institute were the major reasons for their social inhibition of shied. However, corporeal chastisement parent’s bereavements, paranoia, abhorrence from others also cause social inhibition of shied.

Analysis of Interviews of Parents of Socially withdrawn student

Table 2 represents the sex wise (male and female) comparison of reasons of social inhibition of shied of male and female student as perceived by parents of male and female socially withdrawn student. It showed that majority of the respondents (parents of male socially withdrawn student) were viewed that subservience composite, domestic ether, dearth of indebtedness at institute, paranoia and intimidation by associates main reasons of male social inhibition of shied whereas in the opinion of parents of female socially withdrawn student the major reasons for female social inhibition of shied were dearth of discrete courtesy, domestic ether & destitute of paternal warmth. Whereas factor wise analyses of social inhibition of shied as

perceived by parents of socially withdrawn student in Table 1 shows that majority of the respondents expressed that individual dynamics, communal dynamics, ancestry dynamics were the main dynamics of male and female social inhibition of shied at adolescent level.

The overall comparison of dynamics involving in social inhibition of shied as perceived by the parents of male and female socially withdrawn student showed that majority of the parents of male socially withdrawn student were viewed that ancestry dynamics, individual dynamics and abhorrence from others were the main reasons of social inhibition of shied of male student whereas the majority of the parents of female socially withdrawn student expressed that communal dynamics, traditional dynamics & didactic ether dynamics, were the major reasons of female social inhibition of shied at adolescent level.

Analysis of Interviews of Tutors of Socially withdrawn student

Table 2 represents the responses of tutors of socially withdrawn student regarding the reasons of social inhibition of shied. It showed that majority of the respondents expressed that subservience composite, domestic ether, intimidation by associates, destitute of paternal warmth and paranoia were the major reasons of social inhibition of shied.

Table 1 represents the overall comparison of dynamics involving in social inhibition of shied as perceived by socially withdrawn student, parents of socially withdrawn student and tutors of socially withdrawn student. It showed that majority of the respondents stated that communal, ancestry dynamics and didactic ether dynamics were main dynamics for social inhibition of shied. Whereas subservience-composite, domestic ether, dearth of discrete courtesy & destitute of paternal warmth were the main reasons of social inhibition of shied of student.

DISCUSSION

Major reasons for social inhibition of shied as perceived by socially withdrawn student were abhorrence from others, sexual discriminations, subservience composite, domestic ether, destitute of paternal warmth & intimidation from associates were the major reasons of social inhibition of shied . (Table: 2)

Major reasons of social inhibition of shied of male student as perceived by male socially withdrawn student were subservience composite & intimidation by associates whereas the major reasons for female social inhibition of shied were domestic ether, destitute of paternal warmth and sexual discrimination (Table: 2).

Communal dynamics, traditional dynamics and didactic ether as perceived by

socially withdrawn student were the main dynamics which were involved in social inhibition of shied of male and female student at adolescent level. (Table:1)

Major reason for social inhibition of shied as perceived by parents of male student was subservience composite and for female socially withdrawn student was domestic ether. (Table: 2)

Individual dynamics, communal dynamics, traditional dynamics & didactic ether dynamics as perceived by parents of socially withdrawn student were the main dynamics which were involved in social inhibition of shied of male and female student at adolescent level. (Table:1)

Overall major reasons of social inhibition of shied as perceived by respondents of adolescent aged student were: subservience composite, domestic ether, dearth of discrete courtesy, destitute of paternal warmth, sexual discrimination, abhorrence from others, dearth of indebtedness at didactic institute, parent's bereavement, corporeal chastisement, paranoia and intimidation by associates. (Table:1)

Overall major dynamics of social inhibition of shied as perceived by respondents were: individual dynamics, ancestry dynamics, communal dynamics, traditional dynamics & didactic ether dynamics. (Table:2)

Major reasons for social inhibition of shied as perceived by parents of male student were subservience composite and for female socially withdrawn student was domestic ether. Individual dynamics, communal dynamics, traditional dynamics & didactic ether dynamics as perceived by parents of socially withdrawn student were the main dynamics which were involved in social inhibition of shied of male and female student at adolescent level.

Overall major reasons of social inhibition of shied as perceived by respondents of adolescent aged student were: subservience composite, domestic ether, dearth of discrete courtesy, destitute of paternal warmth, sexual discrimination, abhorrence from others, dearth of indebtedness at didactic institute, parent's bereavement, corporeal chastisement, paranoia and intimidation by associates. Overall major dynamics of social inhibition of shied as perceived by respondents were: individual dynamics, ancestry dynamics, communal dynamics, traditional dynamics & didactic ether dynamics. Major reasons for social inhibition of shied as perceived by socially withdrawn student were abhorrence from others, sexual discriminations, subservience composite, domestic ether, destitute of paternal warmth & intimidation from associates were the major reasons of social inhibition of shied .

Major reasons of social inhibition of shied of male student as perceived by male socially withdrawn student were subservience composite & intimidation by associates whereas the major reasons for female social inhibition of shied were domestic ether, destitute of paternal warmth and sexual discrimination (table: 2). Communal dynamics, traditional dynamics and didactic ether as perceived by socially withdrawn student were the main dynamics which were involved in social inhibition of shied of male and female student at adolescent level.

RECOMMENDATIONS

1. Friendly didactic ether along with co-curricular participation of each and every student can increase self-reliance and diminish social inhibition of shied in student.
2. Tutor's indebtedness and parent's warmth can reduce social inhibition of shied in student.
3. Subservience composite is the main cause of social inhibition of shied in male student while sexual discrimination is major cause of social inhibition of shied in female student.
4. Traditional dynamics, communal dynamics, ancestry dynamics and didactic ether dynamics should be improved restructured to remove social inhibition of shied of student.
5. Major reasons of social inhibition of shied such as subservience composite, intimidation by associates, domestic ether, destitute of paternal warmth, sexual discrimination and paranoia should be improved to enhanced self-reliance and remove social inhibition of shied in student.

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