



ACNE, ROSACEA, AND RELATED DISORDERS (INCLUDING HIDRADENITIS SUPPURATIVA)

KNOWLEDGE, PERCEPTIONS AND IMPACTS OF PUBERTY ON THE HAIR AND SKIN IN MALES: A GLOBAL SURVEY

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Background: Puberty coincides with many physical and emotional changes occurring at different rates in males within this transition period. There is a paucity of research examining the understanding of skin and hair changes in adolescent males.

Objective: To investigate the knowledge and personal perceptions about pubertal development on skin and facial hair growth in adolescent males including knowledge about shaving and impacts associated with these changes.

Materials and Methods: A voluntary online multinational survey collected data on knowledge, perceptions, emotional impact of puberty on skin and hair among males aged 16–21 years and captured data on shaving habits.

Results: 3738 males completed the survey from eight countries. Deepening of voice (28%) aged 12–15 years and growth of pubic hair (20%) aged 11–14 years were the most common first physical signs of puberty experienced; acne was mostly first noticed aged 12–14 years. The majority of subjects first noticed facial hair growth aged 13–16 years, and started shaving between 14 and 17 years, peaking at age 16. Subjects reported feeling abnormal during puberty, concerned that they were different to their peers and too embarrassed to speak to anyone about the changes they were experiencing. For most subject's, school education was the primary source of knowledge about puberty; this was their preferred information source followed by the internet and social media. Over half of respondents wanted more information about managing spots and pimples, and how to shave particularly in the context of acne.

Conclusions: The findings show globally, a large proportion of males didn't feel armed with adequate information about areas of pubertal development affecting hair and skin, including acne, facial hair growth and shaving. There is opportunity to enhance knowledge through school education and to utilise social media and on-line education to reach and support these individuals.

