SCHOOL OF POSTGRADUATE STUDIES
UNIVERSITY OF LAGOS

CERTIFICATION

This is to certify that the Thesis:

"ASSESSMENT AND MANAGEMENT OF SOCIAL ANXIETY AMONG ADOLESCENTS IN LAGOS METROPOLIS".

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Is a record of original research carried out

By

AYENI, ESTHER ADUKE
In the Department of Psychology

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CANDIDATE'S NAME	**SIGNATURE**	**DATE**
……..……..	……..……	..……..
1ST SUPERVISOR'S NAME	**SIGNATURE**	**DATE**
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DEDICATION

This work is dedicated to God - my Help, Sustainer, Strength and Victory. And also to my beloved husband Prof. Olubodun O. Ayeni and children – Tayo, Kunle, Dupe & Ben, Tumi & Dipo, Segun & Stephaine as well as my Princesses Aliyah MoyinOluwa and Toluwani IyanuOluwa.

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ABSTRACT

The main objective of this study was to develop, standardize and validate an instrument that is both global and specific in assessing Social Anxiety Disorder (SAD) among adolescents and to investigate the prevalence of these disorders. The study also aimed at establishing the effectiveness of Cognitive-Behavioural Therapy (CBT) using Social Skill Training techniques in the treatment of social anxiety in adolescents. To realize these objectives,

the scores of the participants in the newly developed Social Anxiety Scale (SAS) was computed using Statistical Parkage for Social Scientists (SPSS) to establish its Cronbach Alpha Internal Consistency and Odd-even and Split-half reliability while its concurrent and construct validity was established by correlating SAS with Fear of Negative Evaluation (FNE). The following hypotheses were also formulated and tested: (1) Female participants will have significantly higher scores in measures of SAS than male participants. (2) There will be significant trend in the progression of social anxiety from the younger adolescents to the older age categories. (3) Participants with low educational attainment will report significantly higher levels of social anxiety than those with high educational attainment.

(4) Participants who are managed with Social Skills Training will manifest less social anxiety than those who are not managed (control group).

The study was carried out in three phases: Phase I focussed on the development, standardization and validation of Social Anxiety Scale (SAS), using 464 participants from three high schools and 100 level university students. Fear of Negative Evaluation (FNE) was used to validate SAS. The second Phase was devoted to the assessment of social anxiety among 364 adolescent participants. Participants were drawn from three high schools and 100 level university students. The newly developed Social Anxiety Scale with its seven components was used to collect data. Phase three was solely concerned with the

management of social anxiety using Cognitive-Behavioural Therapy and specifically Social Skills Training. Thirty four (34) participants with high social anxiety were used (17 for experimental and 17 for control groups).

Six major findings resulted from the study. First, is the emergence of 35-items Social Anxiety Scale with seven components and good reliability and validity coefficients. Second, a prevalence of 27.47% social anxiety was found among the adolescent participants. Third, female participants significantly exhibited higher levels of social anxiety than male participants. Fourth, there was a decrease in social anxiety level as age increased from 12 to 17 years with an upward surge from age 17-21 revealing a curve-linear trend. The study also showed that low educational status does not necessarily predict high level of social anxiety. Sixth, Cognitive-Behavioural Therapy specifically Social Skills Training techniques was found to be effective in reducing or/and eliminating social anxiety among the adolescent participants.

This study confirmed the conceptual hypothetical model developed by the researcher. It also established the existence of social anxiety among Nigerian adolescents. Recommendations based on these findings were made to government, educators, parents and future researchers. Some of these recommendations include: a longitudinal research that will elucidate the etiological findings of social anxiety; formulating a policy for preventive and intervention strategies for early diagnosis and treatment of social anxiety; educating teachers about social anxiety and further studies with particular attentions on those aged 16 and 17 and female adolescents.