

Correlates of Social Phobia among Undergraduate Students in Universities in Rivers State

¹Benson, Blessing Owere, ²Prof. Kemjika, Obi. Greg

^{1&2}Department of Educational Psychology, Guidance and Counselling, Faculty of Education,
University of Port Harcourt, Nigeria

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ABSTRACT: *The prevailing level of social anxiety especially in Rivers State is on the increase and this has led to a number of issues including low self-esteem, poor emotional intelligence, poor communication, low performance in oral examination, quizzes and debates. Again, the lack of awareness on the part of the parents resulting in poor parental support not only heightens social anxiety among students but makes the problem complex. Hence, the current study focused on correlates of social phobia among undergraduates in Universities in Rivers State. Correlational research design was used in the study. The population consisted of 84,000 undergraduates in three Universities in Rivers State. A sample of 509 respondents drawn using multi-stage sampling procedure used in the study. Four instruments including Emotional Intelligence Scale (EIS) Students Self-concept Questionnaire (SSCQ) as the Social Anxiety Scale (SAS) were used for the study. The reliability coefficient values were 0.81, 0.70, 0.71, and 0.79 respectively. Simple regression was used to analyze the data collected. Result showed that EI ($p=0.034<0.05$), self-concept ($p=0.039<0.05$) and self-efficacy ($p=0.043<0.05$) all had significant relationship with social phobia. Based on this, it was recommended among others that counselors, parent and teachers should help build good emotions skills in the students. They should not make them to be afraid neither should they make them to be timid as this to a great extent has significant influence on the extent which they can create social relationship.*

KEYWORDS: emotional intelligence, self-concept, depression, social phobia.

INTRODUCTION

A phobia is an anxiety disorder defined by a persistent and excessive fear of an object or situation. The American Psychiatric Association (2013) noted that phobias typically result

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in a rapid onset of fear and are usually present for more than six months. Those affected go to great lengths to avoid the situation or object, to a degree greater than the actual danger posed. If the object or situation cannot be avoided, they experience significant distress. Other symptoms can include fainting, which may occur in blood or injury phobia, and panic attacks, often found in agoraphobia and around 75% of those with phobias have multiple phobias emetophobia (American Psychiatric Association, 2013). Phobias can be divided into specific phobias, social anxiety disorder, and agoraphobia. Hamm (2009) further observed that specific phobias are further divided to include certain animals, natural environment, blood or injury, and particular situations. The most common are fear of spiders, fear of snakes, and fear of heights. Specific phobias may be caused by a negative experience with the object or situation in early childhood.

Social Phobia (SP) otherwise known as Social Anxiety Disorder (SAD) is a disorder which is characterized by sentiments of fear and anxiety in nearly all social situations, causing enormous distress and impaired ability to function in at least some aspects of daily life. It is when a person fears a situation due to worries about others judging them. Melkam, Segon and Nakie (2003) defined social phobia as the fear of social situations, incorporating situations that involve contact with strangers. People highly fear embarrassing themselves which includes situations like social gatherings, oral presentations, and meeting new people. People with social phobia have nonspecific fears of practicing vague or, performing specific tasks like eating or speaking in front of others. In people with social anxiety disorder, worry can arise from both the circumstance itself and embarrassment from others, for students, social phobia is an overwhelming fear of speaking in front of others or giving presentations in class. These fears can be triggered by perceived or actual scrutiny from others.

Social phobia as a serious and disabling mental health problem begins before or during adolescence. It is associated with significant impairment in social functioning and work as well as reduced quality of life. Mäki (2015) observed that in Universities, social phobia symptoms manifest in a great number of students. During this period, students go into making effort of having themselves accepted by others as a self-governing person and proving themselves (Akçakoyun, 2018). Performing or giving a talk in front of an audience is always the most commonly expressed signs of social phobia which is associated with impaired quality of life. Stein et'al (2017) reported that globally, the lifetime and current prevalence of social phobia is estimated at 4% and 1.3%, respectively. Its onset started in late childhood and associated with new demands for social interaction, younger age, female sex, lower educational status, lower income, and performing in public (Dell'Osso, 2014). Social phobia however, is always manifest in social gatherings, fear of public speaking, meeting new people, and avoidance of social situations. To this, Vitasaria (2011) observed that often people with social phobia normally make bad images of their performance in social situations. Again, Al-Qahtani (2012) maintained that social phobia is associated with

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problems within the siblings and the family and most times, the most common prevalence of social fear among the people is public speaking, and which was found to be associated more with female gender, low educational performance, and absence of social support which led to low self-esteem, more distorted body image, and difficulty to interact with a social environment. The impact of social phobia among students decreased educational performance, dependence to take alcohol, avoid oral presentations, weak performance at clinical examinations, and develop depressive symptoms (Ahmad, 2017).

Reta, Ayalew, Yeneabat and Bedaso (2019) maintained that the circumstances where social phobia might occur include restaurants, cafeterias, dining halls, seminars, meetings, and other places where the person feels observed by others. The individual will experience anxiety symptoms that make it uncomfortable and shameful. Frequently, a variety of somatic and cognitive signs and symptoms occur because of being embarrassed or judged pessimistically by others, which is typically characterized by autonomic excitement, including symptoms like increased sweating, apnea, tremors, tachycardia, and nausea. Students with a social phobia may become functionally disabled in different areas of their life, such as poorer educational achievement,⁹ unstable employment, absenteeism from work and decreased productivity which leads to being dependent on family, community, and country. Social phobia is one of the most prevalent anxiety disorders among adolescents and youths, and that may hinder the individual's performance if left untreated. According to Mustafa (2014), it is also the third most common mental disorder following depression and alcohol use disorder. Epidemiological studies report that the lifetime prevalence of social phobia ranges from 3 to 13 percent.

Desalegn, Getinet and Tadie (2019) observed that different factors may increase the probability of having social phobia; for instance, females are more dominantly affected by social phobia than males, on the other hand, clinical samples showed males are more vulnerable to social phobia. Its onset may occur as early as age 5, but it is most common in the mid-teens and uncommon above 30 years of age. Poor social support, a field of study and academic year were the other factors that may lead to social phobia. Social phobia is associated with significant impairment in educational achievement, occupational performance, social interaction, relationships, and quality of life that leads to decrease achievement, lower-income and reduce individuals' quality of life. Medical and health science students are often confronted with various stressors and the need to become accustomed suitably to achieve academic and professional success elucidates the importance of having good mental health. Therefore, understanding the level of social phobia is crucial to reveal facts which can significantly influence a students' mental health and prevent other related problems. Apart from the already empirically proven factors that may influence the resurgence of social phobia, some psychological and social factors like emotional intelligence, self-concept, depression, self-efficacy, social support network, gender, age, income level of parents as well as year of study may be responsible for this.

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Intelligence is reasoning ability involved in answering questions correctly or solving problems in the environment. Intelligence is general mental capability that among other things involve the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience (Gottfredson, 1997). Intelligence therefore could be said to be the ability to perceive information and retain it as knowledge to be applied towards adaptive behaviours within an environment. This being the case, emotional intelligence (EI) refers to one's understanding of his emotions, that of others and being able to use it to reach or have positive results. It involves having the ability to recognize or perceive, understand, handle your emotions and that of others. Emotions can drive our behaviours as human beings and these behaviours could be negative or positive, which can affect not just the individual but also those around. It involves the ability to understand ones' emotions and those of other people and to behave appropriately in different situations. Going by this definition, it means that the inability of one to understand, control his/her feelings, actions, desires, make decisions or even relate well with others could be traced to a disconnect in emotion and intelligence. To Goleman, (2008) this will involve ones capacity to identify their own, and other people's emotions, to discriminate between different feelings and label them accordingly, and to use information supplied emotionally to guide thinking and behaviour. Going further, emotional intelligence consists of interactions between emotions and cognition that lead to adaptive functioning, adaptive functioning increases mental and psychological flourishing (Salvoey & Grewal, 2005). Since emotion is a state of feeling that results in physical and psychological changes that influence our behaviours, using it wisely will lead to effective communication and a reinforcing interpersonal relationship. Contributing to the usefulness of emotional intelligence, Mathew, Zeinder and Robert (2002) mentioned that levels of emotional intelligence may have implications for mental disorder. Mood and anxiety disorders are examples of disorder that have maladaptive emotional state as core symptom. According to them the better perception, understanding, and management of emotion of those with higher emotional intelligence may prevent development of maladaptive emotional state associated with anxiety disorder. Another psychologist Coleman (2008) put emotional intelligence as the ability to identify and manage your own emotions and the emotions of others. According to him emotional intelligence includes 3 skills which are: emotional awareness, ability to harness emotions and apply them to tasks like thinking and problem solving, and the ability to manage emotions, including the ability to regulate your own emotions, and the ability to cheer up or calm down another person. Since 1995 when Daniel Goleman came up with his book titled, "Emotional Intelligence", why it can matter more than intelligence quotient. Several other psychologist and writers have come up with different models of emotional intelligence and how it has significant influence over ones conducts and behaviour. From these premise, one could begin to wonder the impact of emotional intelligence on the social ability or adjustment or even the social problems of individuals. Such is what the study also hope to consider.

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In a study carried out by Cejudo, Rodrigo-Ruiz, López-Delgado, and Losada (2018) using explanatory and cross-sectional study, the results obtained support the existence of a positive relationship between trait emotional intelligence and subjective well-being. Likewise, the existence of a negative association between emotional intelligence and stress, and emotional intelligence and social anxiety, is confirmed. Summerfeldt, Kloosterman, Antony and James (2006) carried out a study on Social Anxiety, Emotional Intelligence, and Interpersonal Adjustment with a sample of three independent cohorts of first year undergraduate students, successively recruited during the years 2000 (Cohort 1), 2001 (Cohort 2), and 2002 (Cohort 3) from a Canadian university. The findings showed that emotional intelligence was found to be highly related to social interaction anxiety, but not performance anxiety.

Self-concept is an overarching idea we have about who we are: physically, emotionally, socially, spiritually, and in terms of any other aspects that make up who we are (Neill, 2005). We form our self-concept as we grow, based on the knowledge we have about ourselves. It is multidimensional, and can be broken down into these individual aspects; for example, you may have a very different idea of who you are in terms of your physical body and who you are in terms of your spirit or soul. Self-concept has three components namely: self-image, self-esteem and ideal self (Nwankwo, 2010). This is just the ways an individual would describe himself or herself, or the kind of person an individual thinks he or she is (Nwankwo, 2010). Smith and Markie (2007) defined it by saying “the self-concept is what we think about the self. It could be the positive or negative evaluation of the self, as in how we feel about it. McIned (2008) saw ideal self as what and how one would like to be.

The self-concept of individual has been argued to influence the entire behaviour of the individual especially their interactive aspect. According to Friezt (2010) self-concept has a significant influence on the attitude of an individual”. It determines how they talk, walk or relate to each other. If self-concept is classified as high or low, an individual with a high self-concept will always see himself or herself as being able to carry out any task. He will always regard himself as the best person for any type of activity. On the contrary, those with low self-concept are characterized by poor self-assessment, intimidation, self-defence, lower self-esteem and poor social relationship. Based on this fact, it could be that individuals with high or positive self-concept may tend to socialize more with people and overcome their phobia, than those with a negative or lower self-concept which may find it difficult to create such a relationship. It is also observed that adolescents who often display aggression in term of bullying, fighting, quarrels in school always feel a sense of egocentrism which depicts a typical example of those with self-concept issues. According to Mohammad (2014), the relationship between self-concept and social adjustments was examined. The result of the study indicates a significant relationship between self-concept

Publication of the European Centre for Research Training and Development-UK and social adjustment. In general, the results indicated that the better social adjustment people have, the more ability they will make progress in their life.

Izgiç, Akyüz, Akyüz, Doğan, and Kuğu (2004) studied social Phobia Among University Students and Its Relation to Self-Esteem and Body Image. Subjects were selected from among students enrolled in university programs on the Cumhuriyet University campus. Self-concept was lower ($P < 0.05$) among those with social phobia than among those without social phobia. Students with social phobia had lower scores on the MBSRQ than did those without social phobia ($P < 0.000$). Jones et. Al (2014) also studied social anxiety and self-concept in children with epilepsy: A pilot intervention study". Fifteen children with epilepsy and a primary anxiety disorder participated in a CBT intervention for 12 weeks plus a 3-onth follow-up visit. Results are interpreted in light of cognitive conceptions of social anxiety and its role in decoding nonverbal communication. Stopa and Bryant (2004) who studied Memory perspective and self-concept in social anxiety: showed that the high socially anxious group scored significantly higher than low socially anxious group on public self-conscious. Karthika and Thomas (2020) study also showed that there is a significant relationship between self-concept and social anxiety among adolescents. There is a negative correlation between self-concept and social anxiety among adolescents.

Depression is a common mental problems encountered in day to day stress filled life. It describes a wide range of emotional laws, from mere sadness to a pathological suicidal state. It is a state of intense sadness or despair that has progressed to a level that is troublesome to an individual's social functioning and the basic activities of daily living. The sufferer continues to be in a prolonged state of sadness and withdrawn from personal, social, and occupational activities. Common feelings of depression may include an irritability, fatigue, apathy, and sadness. Depression is a mood disorder that involves a constant feeling of sadness or fluctuations in mood and this could be as a result of a triggering event for example physical assault, war, loss of interest etc. According to Lalchanchuahi (2020), it is a state of intense sadness or despair that has progressed to a level that is troublesome to an individual's social functioning and the basic activities of daily living. Wathen, (2013 as cited in Okite, 2021) also conducted a research in Gulu Central in Uganda and He reported that "Children who are victims or witnesses of domestic violence may develop physical, psychological and behavioral problems as a result of physical, verbal, psychological and other forms of violence which can in turn affect their participation in school as they may go to school when too scared to learn and a good number of them may lag behind in class as well as in life due to exposure to domestic violence and this is a symptom of depression. Depression is not only hard to endure but it can birth other serious health issues like heart disease and dementia and it can even lead to death as a result of suicide. According to Edebor (2016), depression is a mental state,

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which may keep one sad and feel that nothing can be enjoyed because of the situation is so difficult and unpleasant.

Presently in the world, depression is seen as the most common cause of social and relationship issues among young men between the ages of 25 and 34 (Smith & Blackwood, 2004). This proportion is presently increasing in Nigeria also, with the recent news lots of families have been affected of which one of the major determinants or cause of suicide is depression. Individuals exhibit an array of emotions when it comes to coping or social events and one of such emotions is depression. These emotions included sadness, anxiety, and fear (Terra 2017). Accordingly, in the parent-child relationship, the parent's role is to provide protection. When parents are unable to protect themselves, this causes distress for the parent-child relationship, and strains the attachment. Edebor (2016) asserts that, depression could also attach to childhood trauma which will in turn affect a child from childhood to adulthood.

Ratnani, Vala, Panchal, Tiwari, Karambelkar, Sojitra and Nagori (2017) studied the Association of social anxiety disorder with depression and quality of life among medical undergraduate students. Results show that participants staying away from their family are more likely to experience social anxiety in comparison to their peers ($P=0.01$). In a study carried out by Ohayon and Schatzberg (2009) on social phobia and depression: prevalence and comorbidity Affiliations: To estimate the co-occurrence of social phobia with major depressive disorder (MDD) and to analyze their interaction. Subjects were 18,980 individuals, aged 15 years or older, representative of the general population of the United Kingdom, Germany, Italy, Spain and Portugal, who were interviewed by telephone. Findings had also suggested significant relationship between depression and social phobia. Stein, Fuetsch, Müller, et al (2001) also revealed important cognitive factors that accompany embarrassment in SIs and that connect social experience and clinical symptoms. Targeting these putative dysfunctions could be an important strategy in therapy. The differential patterns in SP and MDD are discussed.

It is noticed that in the tertiary institutions, the prevailing level of social anxiety especially in Rivers State is on the increase and it has birth low self-esteem and low emotional intelligence but also difficulties in speaking in the public, poor communication, low performance in oral examination, quizzes and debates. Lack of awareness on the part of the parents, resulting in poor parental support not only heightens social anxiety among students but makes the problem complex. The effect of social phobia is alarming. The fear and anxiety lead to avoidance that can disrupt one's life. The researcher observed that many students have missed good opportunity as a result of social isolation that have becloud their psyche. There are also observed emotional problems like mistrust as well as low self-concept or self-esteem of the individual. Again, issues of functional impairment like limitation in the day to day running of life coupled with reduced quality of life of individuals are also problems arising from social phobia.

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There are also effects on one's relationships, daily routines, work, school or other activities. Many students who would have been excellent in their respective field of study have been discouraged to drop out due to the wrongly perceived inability to perform. This however has had a negative effect on the economy. It has showed that productive ability of the society and reduce the human capital development index of Nigeria. With this and many more, it is the interest of the researcher to find out correlates of social phobia among undergraduate students in Universities in Rivers State.

Aim and Objectives of the Study

The aim of the study was to investigate correlates of social phobia among undergraduate students in Universities in Rivers State. In specific terms, the researcher intends to;

1. Find out the extent to which emotional intelligence relates with social phobia among undergraduate students in Universities in Rivers State.
2. Investigate if self-concept relates with social phobia among undergraduate students in Universities in Rivers State.
3. Find out the relationship between depression and social phobia among undergraduate students in Universities in Rivers State.

Research Questions

The following research questions were asked in the course of the study.

1. To what extent does emotional intelligence relates with social phobia among undergraduate students in Universities in Rivers State?
2. To what extent does self-concept relates with social phobia among undergraduate students in Universities in Rivers State?
3. What is the extent of relationship between depression and social phobia among undergraduate students in Universities in Rivers State?

The following hypotheses were also formulated to guide the researcher in the course of the study.

1. There is no significant relationship between emotional intelligence and social phobia among undergraduate students in Universities in Rivers State.
2. Self-concept has no significant relationship with social phobia among undergraduate students in Universities in Rivers State.
3. There is no significant relationship between depression and social phobia among undergraduate students in Universities in Rivers State.

METHODOLOGY

Design: Correlational and descriptive research design was used in the study. correlational design was used in establishing the relationship between emotional intelligence, self-concept and depression and social phobia among students. Descriptive research on the other hand is adopted as the researcher drew individuals from various gender, age groups,

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parental income levels as well as various academic levels and analyzing their opinion on social phobia without manipulating any variable.

Population: The population of the study consisted of 89,000 undergraduate from University of Port Harcourt (UNIPORT), Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUOE). The population had ability to provide adequate response that guided the researcher to complete the study.

Sample and Sampling Technique: The sample of the study consisted of 509 students who were identified as having social phobia after the administration a diagnostic instrument to them. The sample was drawn using multi-stage sampling technique.

Instruments: Four instruments including Emotional Intelligence Scale (EIS), The Students Self-concept Questionnaire (SSCQ), The Students Depression Inventory (SDI) adapted from the works of Beck (1961) as well as Social Anxiety Scale (SAS) adapted from the works of Lincolnd (2001) were used in the study.

Validity: Face validity of the instrument was determined using factor analysis. Factorial validity coefficient was determined under the condition that component correlational matrix loading was ($\geq .40$) and the Eigen values (>1) for each of the instruments. In all the questionnaires, the researcher carefully selected 10 items only from each of the questionnaire who met the 0.40 eiging value criteria.

Reliability: Cronbach Alpha method was used by the researcher for the determination of the reliability of the instrument. Same thirty (30) copies of the instruments that were administered to the pilot group were collated and subjected to Cronbach Alpha using SPSS. The process yielded a reliability coefficient values of 0.81, 0.70, 0.71 and 0.79 respectively for Emotional Intelligence Scale (EIS), The Students Self-concept Questionnaire (SSCQ), Students Depression Inventory (SDI) as well as the Social Anxiety Scale (SAS).

Data Collection: Data collection was done face to face with the help of two research assistants. They were properly trained in the researcher process. The researcher ensured that they are well grounded in the procedure and processes.

Data Analysis: Simple regressions, multiple regression, t-test as well as ANOVA were used to analyze the data collected in the process.

RESULT

Research Question One: To what extent does emotional intelligence relates with social phobia among undergraduate students in Universities in Rivers State?

Hypothesis One: There is no significant relationship between emotional intelligence and social phobia among undergraduate students in Universities in Rivers State.

Table 1: Simple regression analysis of relationship between emotional intelligence and social phobia

Model	R	R Square	Adjusted R Square			
1	.094	.009	.007			
Model	Sum of Sq.	Df	Mean Sq.	F	Sig.	Result
Regression	526.385	1	526.385	4.528	.034	Significant
Residual	58938.330	507	116.249			
Total	59464.715	508				

The analysis in table 1 showed that calculated R is 0.096 R squared is 0.009 while the adjusted R squared value is 0.007. From the R squared value, it is indicated that the emotional intelligence account for 0.9% variations of social phobia among undergraduates in universities in Rivers State. Calculated F value was 4.52 while sig value is 0.034. Since the sig value ($0.034 < 0.05$) is less than the P value of 0.05, the null hypothesis is rejected meaning that there is a significant relationship between emotional intelligence and social phobia among undergraduate students in Universities in Rivers State.

Research Question Two: To what extent does self-concept relates with social phobia among undergraduate students in Universities in Rivers State?

Hypothesis Two: Self-concept has no significant relationship with social phobia among undergraduate students in Universities in Rivers State.

Table 2: Simple regression analysis of relationship between self-concept with social phobia

Model	R	R Square	Adjusted R Square			
1	.092	.008	.006			
Model	Sum of Sq.	Df	Mean Sq.	F	Sig.	Result
Regression	499.793	1	499.793	4.297	.039	Significant
Residual	58964.922	507	116.302			
Total	59464.715	508				

The analysis in table 2 showed that calculated R is 0.092 R squared is 0.008 while the adjusted R squared value is 0.006. The R squared value indicates that the self-concept account for 0.8% variations of social phobia among undergraduates in universities in Rivers State. Calculated F value was 4.29 while sig value is 0.039 Since the sig value ($0.039 < 0.05$) is less than the P value of 0.05, the null hypothesis is rejected meaning that there is a significant relationship between self-concept and social phobia among undergraduate students in Universities in Rivers State

Research Question Three: What is the extent of relationship between depression and social phobia among undergraduate students in Universities in Rivers State?

Hypothesis Three: There is no significant relationship between depression and social phobia among undergraduate students in Universities in Rivers State.

Table 3: Simple regression analysis of relationship between depression and social phobia.

Model	R	R Square	Adjusted R Square			
	.019	.000	.002			
Model	Sum of Sq.	Df.	Mean Sq.	F	Sig.	Result
Regression	21.800	1	21.800	.186	.667	Insignificant
Residual	59442.915	507	117.244			
Total	59464.715	508				

The analysis in table 3 showed that calculated R is 0.019. R squared is 0.000 while the adjusted R squared value is 0.002. The R squared value indicates that depression account for 0.% variations of social phobia among undergraduates in Universities in Rivers State. Calculated F value was 0.189 while sig value is 0.667. Since the sig value ($0.667 > 0.05$) is greater than the P value of 0.05, the null hypothesis is retained meaning that there is no significant relationship between depression and social phobia among undergraduate students in Universities in Rivers State.

DISCUSSION OF FINDINGS

From the findings in table 1, it is revealed that emotional intelligence has a significant relationship with social phobia among undergraduate's students in the Universities in Rivers State. This finding means that the ability of student to develop self-awareness, emotional awareness and being able to understand emotions of others is significantly related to the extent the which they will be afraid of socializing. This finding also indicate a negative correlation meaning that the extent to which undergraduates develop emotionally intelligence will certainly influence the way in which they experience difficulties in socializing. In other words, it is likely that they will be experiencing social phobia. This finding may come because majority of undergraduates are aware of the important role of emotional intelligence in social relationships. The finding of the study is not surprising to the researcher because she is aware that individuals with high emotional intelligence are not afraid to socialize and are always eager to create social relationships. The findings of the study is in line with that reported by Cejudo, Rodrigo-Ruiz (2018), Jacobs et 'al (2008) and Summerfelt et' al (2006) who reported that there is a significant

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relationship between component of emotional intelligence and school adjustment of students.

Research findings two, revealed that there is significant relationship between self-concept and social phobia among undergraduate students in Universities in Rivers State. This finding means that the overall perception of individuals about themselves do influence to the extent to which they experience social phobia. This means that if individuals have positive self-concept about themselves, they may likely develop less social phobia than those who have a negative self-concept. In other words, individuals with low self-concepts maybe afraid to interact with others and create social relationships while those with a good or positive self-concept may have no problem interacting with others. The findings of the study is not surprising to the researcher because she is quite aware that the extent to which individuals develop their self-concept with determine the extent to which there will be afraid to socializes. This means that individuals who sees themselves as capable will have no issue creating and maintaining social relationship compared to those who see themselves incapable of doing so who may be likely not be able to maintain social relationship. The findings of the study is very much expected as that reported earlier by Izgic et'al (2004), Karthika and Thomas (2020), Lee, Dean and Jung (2008) who all reported similar findings that there's significant relationship between self-concepts and social phobia amongst students.

From findings three, it is reported that depression does not have any significant relationship with social phobia among undergraduates' students in Universities in Rivers State. This finding means that with or without depression, this does not influence social phobia among individuals. It also means that experiencing social phobia it's not relative function of depression meaning that even individuals that are highly motivated and enthusiastic may experience social phobia at some point in time. Similarly, individuals that are depressed may not also score high in social phobia. The findings of the study here Ratnanit et'al (2017), Ohayon and Schtzberg (2009) as well as Stein, Fuetsch and Miller (2001) who all reported that depression is insignificantly related to social phobia among students.

CONCLUSION

Social phobia has been one of the recurring phenomenon among young adult in recent years. This has caused many students the inability to communicate effectively with others as well as hampering their level of social interaction and consequentially, overall performance. This ugly trend is caused by many factors which among them include the level of emotional intelligence of the students as well as their self-concept. However, despites its interference with social and academic life of undergraduates, proper

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management of these by teachers, parents, and more especially counselors can go a long way in minimizing its effect on the life of the undergraduates.

Recommendations

The following recommendations are made;

1. Counselors, parent and teachers should help build good emotions skills in the students. They should not make them to be afraid neither should they make them to be timid as this to a great extent has significant influence on the extent which they can create social relationship.
2. Counselors and parents should help their children to develop positive self-concept of themselves by giving them orientations and engaging them in activities that would boost their self-confident.
3. Though depression was not related to social phobia, it is yet recommend that counselors should work to assist undergraduates who experience depression as the researcher still believe that in one way or the other, this may affect their social relationship.

Contributions to Knowledge

The study has brought to limelight a less obvious social problem lie social phobia which may not have been given much attention. Hence, it has served as appropriate reference when carrying out similar studies. Also, the instrument developed in the course of the study has added to existing knowledge asset for others to use.

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