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## EFFECT OF SOCIAL SKILLS TRAINING ON SOCIAL PHOBIA AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN MOKWA LOCAL GOVERNMENT AREA OF NIGER STATE, NIGERIA

By

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### Abstract

*This study examined effect of social skills training on social phobia among junior secondary school students in Mokwa Local Government Area of Niger State, Nigeria. Three hypotheses were formulated and tested at 0.05 levels of significance. Quasi experimental design involving pre-test and post-test experimental group design was used for the study. The population of the study comprised 54 junior secondary school (JSS II) students identified with social phobia in sampled school in Paikoro Local Government Area of Niger State. Twenty (20) students with social phobia were selected and used for the study through the use of purposive sampling technique. Social Phobia Observational Checklist (SPOC) was used to identify students with social phobia and Social Phobia Scale (SPS) was used for collection of data for this study. The psychometric property of SPS was 0.81. The data collected were analyzed, frequency counts and percentage were used to presents demographic information of the respondents and t-test statistics was used to test null hypotheses at 0.05 levels of significance. The findings revealed that there is significant effect of social skills training on cognitive symptoms of social phobia among junior secondary school students in Paikoro Local Government Area of Niger State; there is significant effect of social skills training on physiological manifestation of social phobia among junior secondary school students in Paikoro Local Government Area of Niger State; and there is significant effect of social skills training on social interactions avoidance among junior secondary school students in Paikoro Local Government Area of Niger State. Based on the findings of this study, the researchers recommended among others that school guidance counsellors and psychologists, school principals, and teachers*

*should be encouraged to use social skills training in addressing students with social phobia; and school guidance counsellors and educational psychologists should sensitize educators, para-psychologists, social workers and school heads/principals in the use of social skills training in addressing social phobia.*

**Keywords:** *Social, Phobia, Skills, Training and Students.* .

## Introduction

Humans are social beings with a strong need to be liked, valued, and accepted by others. Thus, the usual fear of “being stared at” is common to most of us. The ordinary normal social talk usually involves being under the gaze of strangers, friends, people whom we do not know, and colleagues. These interactions are usually navigated without our conscious thoughts. Most people express their social discomfort while being under public scrutiny (Carbonel, 2014). As a result, people fear the negative evaluation of their fellow humans about themselves. Social phobia is the most common anxiety disorder; it is said to be one of the most common psychiatric disorders among the academic society and student population having education ranging from primary schools to post graduation rendering institutes (Okano, 2018). More specifically, transition to-secondary education marks a time of significant change for adolescents. Not only are they adapting to physical, emotional, and cognitive changes, but they also have to enter a new educational environment (Brouzos et al., 2020).

Social Phobia is the third most common mental health disorder after depression and substance abuse, affecting many people worldwide (American National Institute of Mental Health, 2014). It is a disorder involving intense distress in response to public situations (Matos et al., 2021). Social phobia is a strong fear of being judged by others and of being embarrassed. This fear can be so strong that it gets in the way of going to work, school or doing other everyday activities. People with social phobia are afraid of doing common things in front of other people; for example, they might be afraid to talk in front of people, or they might be afraid to eat or drink in front of other people. Olamiji and Badru (2024), explained that social phobia is a persistent fear of one or more situations in which others expose the person to possible scrutiny and fears that he or she may do something or act in a way that will be humiliating or embarrassing. Social phobia involves overwhelming phobia and excessive self-consciousness in everyday social situations.

According to Clark and Wells (2019), social phobia has three dimensions, which include: cognitive, behavioural and physiological dimensions of social phobia. Cognitive dimension of social phobia are situations that can provoke anxiety include talking in groups, meeting people, going to school or work, going shopping, eating or drinking in public, or public performances such as public speaking. People with social phobia believe that social situations pose a danger. They fear negative evaluation, believing in particular that “(1) they are in danger of behaving in an inept and unacceptable fashion, and, (2) that such behavior will have disastrous consequences in terms of loss of status, loss of worth, and rejection” (Clark & Wells, 2019). Behavioural dimension of social phobia Behaviours are actions which are intended to reduce the risk of negative evaluation. They are problematic because they “prevent unambiguous disconfirmation of their unrealistic beliefs about feared behaviours or the consequences of these behaviours” (Adam & Ammar, 2017). Non-occurrence of the feared catastrophe is attributed to the safety behavior, rather than the socially anxious person concluding that the situation is less dangerous than they had previously believed. Physiological dimension of social phobia, social phobia exhibits the same somatic symptoms during anxiogenic exposure as observed in other anxiety disorders (Vieira & Matos, 2020). Palpitations, sweating, hand tremor, hot flushes. These arousal symptoms stem from exaggerated activity in the sympathetic division of the autonomic nervous system and are characteristic features of the “fight-or-flight” response (Garcia-Lopez 2018). However, facial blushing and somatic symptoms of embarrassment, which are common in social phobia, might not be simply mediated by increased sympathetic activity.

As noted by the American National Institute of Mental Health (2014), occasional anxiety is a normal part of life. A student might feel anxious when faced with a challenge on academic work, like going to another school for a competition, before taking an examination or making an important decision. But Social Phobia involves more than temporary worry or fear, for a person with this disorder the worry and fear do not go away and can get worse over time. The feelings can interfere with daily activities such as job performance, school work, and relationships. Social phobia (SP) represents a mental health problem with disabling characteristics (Aljohani & Mahrus, 2018). The most common is fear of being humiliated or mocked in social situations by having improper attitudes or anxiety symptoms such as tremors, excessive sweating and inattention. Social interaction becomes

more threatening when associated with lack of motor control seen in behaviour such as drinking, eating or writing (Carbonel 2014).

Literature revealed different symptoms and characteristics of social phobia. According to Umar et al., (2021) feelings of shyness or discomfort in certain situations aren't necessarily signs of social phobia disorder, particularly in undergraduate. Comfort levels in social situations vary, depending on personality traits and life experiences. Some people are naturally reserved and others are more outgoing. In contrast to everyday nervousness, social phobia disorder includes fear, anxiety and avoidance that interfere with relationships, daily routines, work, school or other activities. Social phobia disorder typically begins in the early to mid-teens, though it can sometimes start in younger children or in adults. Kande (2023) also observed that the signs and symptoms of social phobia disorder can include constant fear of situations in which you may be judged negatively; worry about embarrassing or humiliating yourself; intense fear of interacting or talking with strangers; fear that others will notice that you look anxious; and fear of physical symptoms that may cause you embarrassment, such as blushing, sweating, trembling or having a shaky voice.

Evidence from literature showed that four factors were identified as causes of social phobia, these factors include: genetic causes, environmental causes, temperamental causes and parental causes. Musa (2020) observed that genetic can play a part in combination with environmental factors. Environmental cause, social phobia is genetically transmitted disorder but some time is course by some environmental factors. The environment in which a student is raised can contribute to the kind of behaviour such a student will put up. For instance, the influences of parents, extended family, care giver, poor school performance, difficult temperament, inflated self-esteem, impulsivity, low verbal intelligence. Peer and neighborhood risk factors may play a significant role in the development of social phobia, Healthy environment will produce healthy students while unhealthy environments will encourage or promote social phobia and other behavioural disorder (Aderka & Hofman, 2021). Temperamental causes; Ahmed (2019) explained temperament as an inborn bias towards certain moods and emotional reaction styles and they depicted two temperamental styles of students called inhibited and uninhibited. Inhibited children are characterized by withdrawal and increased autonomic arousal in situations of uncertainty, in contrast to uninhibited students who tend to react with spontaneity and approach in these situations. Parental causes; Hudson and Rapee (2019) in their study found out that there is a reciprocal relationship between parent and child behaviour. They then claimed that anxious students are more likely to have anxious parents whose behaviour may maintain phobia and avoidance. Also, Hadi (2019), observed that a parent with social phobia disorder is more likely to have anxious offspring, and therefore believed that the risk for social phobia disorders in offspring of anxious parents was 3.5 times that of non-anxious students.

There is no doubt that social phobia has effects in the life of students. Wagner (2022) observed that about half of students diagnosed with social phobia experience significant difficulty functioning at school. It lowers academic performance and productivity, although students with mild levels of social phobia can sometimes overcome it and improve using persistence and hard work. Tardiness, absenteeism, and perfectionism, common with more severe levels of social phobia, can lead to incomplete work, test failure, or possible repetition of a grade. He further stressed out that dropout rates are high among students with high-level of social phobia, but these figures are sometimes attributed to substance abuse and truancy which can mask untreated social phobia. Students with social phobia are adept at avoiding situations that may evoke fear or anxiety. In a study of approach and avoidance goals and plans, MacLeod (2019) found that adolescents with high social phobia were more motivated to generate avoidance goals and plans and were less specific informing approach plans. If socially phobic individuals expect an unpleasant situation or failure, they are more inclined to avoid the situation rather than approach the situation and plan how to deal with it. For example, a student may anticipate failure on an oral presentation assignment or project and, therefore, choose not to attempt it at all or stay away from the school.

Despite the prevalence of social phobia and its impairing effects, students with social phobia can benefit from support and treatment from therapists rather than avoid threatening situations. Therefore, it is critical to identify strategies that intervene effectively with students who have social phobia in schools, otherwise this problem will affect their academic activities. Psychotherapy is the most effective and more permanent treatment for this condition. Since the discovering of social phobia, several researchers have attempted to test the efficacy of different techniques such as reinforcement technique, self-instructional strategies, assertiveness training among others on social phobia, but the effectiveness of these techniques remain questionable as problems of social phobia still persists incidence of social phobia among secondary school students. Based on the above, the

researchers of this study are motivated to examine the efficacy of Social Skills Training (SST) on social phobia among junior secondary school students in Paikoro Local Government Area of Niger State.

Social Skills Training is proved to be an effective on some psycho-social problems like Avoidant personality Disorder (Lawan, 2016), social anxiety (Bolsoni-Silva, & Loureiro 2018), aggressive behaviour and many other social problems. Social skills training technique stems from Bandura's (1986) social cognitive theory. In this theory, Bandura described how individuals vicariously learn behaviours through their belief in their efficacy to observe the modeled behaviours, imitate and maintain them to become part of them as their second nature. It is a treatment technique aimed at assisting individuals with personality disorders better relate with other people and handle social situation effectively (Kopelowics et al., 2016). The technique typically consists of modelling or video footage of typical social behaviours followed by role playing and eventual follow-up sessions to ensure the behaviour is properly acquired and practiced outside the therapy session (Rowa & Antony, 2015). Social skills are the capacities to exhibit certain kinds of behaviour that are useful for both, individuals and other individuals in the community (Schneier, 2016). People tend to interact and carry on interacting with family, friends and close social groups. Having sufficient social skills is necessary for efficient and fruitful interaction during this process. Individuals with a sufficient set of social skills exhibit a certain pattern of behaviour such as expressing themselves, understanding and caring for others, and thereby their behaviour is reinforced by the recognition of other's feedback and communication (Segrin, 2021). Social skills enable people to establish healthy and mutual relationships with the other people around them. They make people accepted in their social surroundings as higher social skills make people get a positive response from other people (Nevid, 2013).

Poor academic achievement is one of the major problems faced by students with the symptoms of social phobia because they tend to avoid any academic activities that required group work or expressing their views in public because of excessive distress or feeling of inadequacy. It is reported that about 19.5 % of secondary students display symptoms of social phobia (Musa, 2020). Social Phobia if left unchecked is a risk factor that leads to serious delinquency such as truancy, school drop-out, drug addiction, unwanted pregnancy and other psychological problems like stress, depression, anxiety and the likes. It is against this background that this study investigates the effect of Social Skills Training on social phobia among junior secondary school students in Mokwa Local Government Area of Niger State, Nigeria.

### **Statement of the Problem**

Secondary school students who are mostly adolescents spend a great deal of their daily life at school, necessitating a considerable amount of social interaction. For the socially phobic students, the school environment presents many potentially stressful situations such as giving an oral presentation, answering questions in the class, making friends, and participating in group activities. The socially phobic student may stop socializing with classmates and friends, may stop attending certain classes, or even refuse to attend school completely, and this may lead to poor academic performance, and eventually drop out of school. Poor academic achievement is one of the major problems faced by students with the symptoms of Social Phobia because they tend to avoid any academic activities that required group work or expressing their views in public because of distress or feeling of inadequacy. Social phobia if left unchecked is a risk factor that can lead to a serious delinquent behaviours such as school drop-out, drug addiction, truancy and other psychological problems. Social phobia is a common psychological problem among students which many researchers had carried out studies on this problem using other counselling techniques such as cognitive restructuring technique, self-management technique, graded exposure counselling technique among others but none of the study has tested efficacy of social skills training on social phobia and none of the researcher have center his/her study on secondary school students in Paikoro Local Government Area of Niger State. Therefore, this study examined the effect of Social Skills Training on social phobia among junior secondary school students in Paikoro Local Government Area of Niger State, Nigeria.

### **Objectives of the Study**

Specifically, the following objectives will guide the study:

- 1.To examine the effect of Social Skills Training on cognitive symptoms of social phobia among secondary school students in Paikoro Local Government Area of Niger State.
- 2.To investigate the effect of Social Skills Training on physiological manifestations of social phobia among secondary school students in Paikoro Local Government Area of Niger State.
- 3.To determine the effect of Social Skills Training on social interactions avoidance among secondary

school students in Paikoro Local Government Area of Niger State.

## Research Hypotheses

The following null hypotheses were tested:

HO1: There is no significant effect of Social Skills Training on cognitive symptoms of social interactions among secondary school students in Paikoro Local Government Area of Niger State.

HO2: There is no significant effect of Social Skills Training on physiological manifestations of social phobia among secondary school students in Paikoro Local Government Area of Niger State.

HO3: There is no significant effect of Social Skills Training on social interactions avoidance among secondary school students in Paikoro Local Government Area of Niger State.

## Methodology

Quasi experimental design involving pre-test and post-test experimental group design was used in this study. According to David and John (2017) quasi-experimental design establishes cause-and-effect relationships. Lambert (2019) indicated that quasi-experimental design involves the manipulation of one or more independent variables but there is no random assignment of participants to conditions. The population of this study comprised fifty-four (54) junior secondary school (JSS II) students who were identified with social phobia in Paikoro Local Government Area of Niger State. The students with social phobia were determined through the use of Social Phobia Observational Checklist (SPOC) by Deidel, Turner, Hamlin and Morris (2000). Twenty (20) students with social phobia were selected and used for the study through the use of purposive sampling technique. Purposive sampling technique was used because the researchers needed to select only students with social phobia. On the basis of this, Abubakar Dada Secondary School, Paiko was selected and used as sampled school. The selection of 20 participants was in line with the opinion of Ezhumalai (2018) who maintained that for counselling sessions to be effective, the group membership need not to be too large. Also, Ray (2000) emphasized that a smaller sample size is recommended most appropriate in counselling interventions. Social Phobia Observational Checklist (SPOC) was used to identify students with social phobia and Social Phobia Scale (SPS) was used for collection of data in this study. Social Phobia Scale (SPS) was adapted from Connor (2000). The SPS was adapted from the original source because of it's a foreign instrument, and validation and reliability process were all carried out outside Nigeria. To ascertain the face and construct validity of the SPS, three were given to three experts from the Department of Counselling Psychology, Faculty of Education and Arts, Ibrahim Badamasi Babangida University, Lapai for vetting. After a rigorous criticism and technical inputs relating to the appropriateness of the items and clarity of the language, the inputs of the experts such as reframed of some items, changing of ambiguous words to simpler words, merging of some items to avoid repetition of statements and so on and these inputs were harmonized to formed the final copy of the instrument that was used in the study. To determine the reliability of the Social Phobia Scale (SPS), pilot testing was carried out at Day Secondary School Kafin Koro. The researchers selected 15 students (8 male & 7 female students) from DSS Kafin Koro and use them for pilot testing. Test re-test method of estimating reliability was used and reliability co-efficient value of 0.81 was observed, which indicated that the instrument is suitable for use in this study. The Social Phobia Observational Checklist (SPOC) was rated and scored as 5,4,3,2 and 1 for Strong Agree, Agree, Neutral, Disagree, and Strongly Disagree respectively. The minimum score was 15 (1x15) and the maximum score was 75 (5x15). According to Deidel, Turner, Hamlin and Morris (2000), when a student scored between 36 to 75 points, he/she is regarded as someone with social phobia. And if a student scored between 21 to 35 and below points, he/she is regarded as someone without characteristics of social phobia. The data collected in this study was analyzed using both descriptive and inferential statistics. Frequent counts and percentage were used to analyze the demographic information of the participants. The inferential statistics of t-test statistics was used to test the null hypotheses 1-3. The SPS version 22 was used, and the decision levels of the hypotheses testing were at 0.05 levels of significance.

## Results

### Demographic Information of the Respondents

**Table 1: Distribution of Participants by Gender**

Variable	Number	Percentage (%)
Male	9	45%
Female	11	55%
<b>Total</b>	<b>20</b>	<b>100%</b>

Table 1 reveals that out of twenty (20) participants that participated in this study, nine (9) (representing 45%) were male students, while eleven (11) (representing 55%) were female students.

### Hypotheses Testing

Three null hypotheses were tested at 0.05 levels of significance.

Hypothesis One: There is no significant effect of Social Skills Training on cognitive symptoms of social interactions among secondary school students in Paikoro Local Government Area of Niger State.

**Table 2: t-test Comparison of the Pre-Test and Post-test Mean Scores of the Participants on Cognitive Symptoms of Social Phobia**

Variable	N	Mean	SD	df	t-value	P-value
Pre-Test	20	114.68	4.76	18	8.46	0.001
Post-Test	20	62.76	6.17			

Significant at 0.05 levels

The result in Table 2 shows the t-test comparison of the means of pre-test and post-test on cognitive symptoms of social phobia among junior secondary school students in Paikoro Local Government Area of Niger State. The means of the participants at pre-test is 114.68 and standard deviation of 4.76, while the means of the participants at post-test is 62.76 and standard deviation of 6.17. The t-test result was  $t = 8.46$ ,  $df = 18$  and  $p = 0.001$ . Since the p-value of 0.001 is less than 0.05 levels of significance, it showed that there is significant effect of social skills training on cognitive symptoms of social phobia among junior secondary school students in Paikoro Local Government Area of Niger State. Thus, the null hypothesis was rejected. This implies that there is significant difference in the mean scores of pre-test and post-test on cognitive symptoms of social phobia among the participants.

Hypothesis Two: There is no significant effect of Social Skills Training on physiological manifestations of social phobia among secondary school students in Paikoro Local Government Area of Niger State.

**Table 3: t-test Comparison of the Pre-Test and Post-test Mean Scores of the Participants on Physiological Manifestations of Social Phobia**

Variable	N	Mean	SD	df	t-value	P-value
Pre-Test	20	109.51	5.12	18	9.71	0.003
Post-Test	20	57.19	6.82			

Significant at 0.05 levels

The result in Table 3 shows the t-test comparison of the means of pre-test and post-test on physiological manifestation of social phobia among junior secondary school students in Paikoro Local Government Area of Niger State. The mean score of the participants at pre-test is 109 and standard deviation of 5.12, while the mean score of the participants at post-test is 57.19 and standard deviation of 6.82. The t-test result was  $t = 9.71$ ,  $df = 18$  and  $p = 0.003$ . Since the p-value of 0.003 is less than 0.05 levels of significance, it showed that there is significant effect of social skills training on physiological manifestation of social phobia among junior secondary school students in Paikoro Local Government Area of Niger State. Thus, the null hypothesis was rejected. This implies that there is significant difference in the mean scores of pre-test and post-test on physiological manifestation of social phobia among the participants.

Hypothesis Three: There is no significant effect of Social Skills Training on social interactions avoidance among secondary school students in Paikoro Local Government Area of Niger State.

**Table 4: t-test Comparison of the Pre-Test and Post-test Mean Scores of the Participants on Social Interactions Avoidance**

Variable	N	Mean	SD	df	t-value	P-value
Pre-Test	20	98.43	4.38	18	10.52	0.000
Post-Test	20	52.85	5.74			

Significant at 0.05 levels

The result in Table 4 showed the t-test comparison of the means of pre-test and post-test on social interactions avoidance among junior secondary school students in Paikoro Local Government Area of Niger State. The mean score of the participants at pre-test is 98 and standard deviation of 4.38, while the mean score of the participants at post-test is 52.85 and standard deviation of 5.74. The t-test result was  $t = 10.52$ ,  $df = 18$  and  $p = 0.000$ . Since the p-value of 0.000 is less than 0.05 levels of significance, it showed that there is significant effect of social skills training on social interactions avoidance among junior secondary school students in Paikoro Local Government Area of Niger State. Thus, the null hypothesis was rejected. This implies that there is significant difference in the mean scores of pre-test and post-test on social interactions avoidance among the participants.

### Discussion of Findings

The finding of hypothesis one revealed that there is significant effect of social skills training on cognitive symptoms of social phobia among junior secondary school students in Paikoro Local Government Area of Niger State. This finding is in line with the finding of Hassan et al. (2021) who investigated effect of social skills training on social phobia among secondary school students in Kaduna Metropolis, Nigeria and reported that Social Skills Training was significantly affect in reducing excessive fear of Social Interactions (cognitive symptoms of social phobia) among secondary school students. This finding also agreed with the finding of Beidel (2014) who examined the impact of Social Skills Training (SST) for the treatment of Social Phobia (SP) and reported that patients treated with SST show significant reduction of Social Phobia. This finding correlates with the finding of Turner et al. (2017) who conducted study on effect of Social Skills Training on Social Anxiety Disorder and reported that SST significantly reduced social anxiety symptoms.

On the contrary, this finding disagreed with the finding of Van-Loon et al. (2023) who investigated school-based SST fails to improve social anxiety in an RCT with 165 Dutch adolescents (~14 years), the social skills program yielded no significant improvements in social skills, social anxiety, or overall mental health compared to controls.

The finding of hypothesis two revealed that there is significant effect of social skills training on physiological manifestation of social phobia among junior secondary school students in Paikoro Local Government Area of Niger State. This finding corroborated with the finding of Odewale (2023) who investigated the effects of Social Skills Training on psycho-social problems of children from Single-Parent Homes in Ibadan, Nigeria and reported that SST significantly reduced depression, anxiety, aggression, and improved self-esteem among the participants. This finding also allied with the finding of Adeyinka et al. (2020) who conducted study on effects of Social Skills Training on Anxiety of Adolescent Students from Father-Absent Families in Lagos State and reported that SST significantly reduced anxiety among the participants. This relates with the finding of Hassan et al. (2021) who investigated effect of social skills training on social phobia among secondary school students in Kaduna Metropolis, Nigeria and reported that Social Skills Training was significantly reduced physiological manifestation of social phobia among secondary school students. The finding of hypothesis three revealed that there is significant effect of social skills training on social interactions avoidance among junior secondary school students in Paikoro Local Government Area of Niger State. This finding supported the finding of Abubakar, Mohammed, Adeniyi and Tukur (2021) who investigated effect of social skills training on social phobia among secondary school students in Kaduna Metropolis, Nigeria and reported that Social Skills Training was significantly affective in reducing social interactions avoidance among secondary school students. This finding also agrees with that of Lawan (2016) who examined the effect of Social Skills Training (SST) counselling Technique on Avoidant Personality Disorder (APD) and observed that SST has effects in the reduction of Avoidant Personality Disorder (APD). This finding also agreed with the finding of Olivares-Olivares et al. (2023) who examined the role of Social Skills Training in Adolescents with Social Anxiety Disorder in Murcia, Spain and revealed that SST significantly reduced the number of feared/avoided social situations compared to the waitlist control group. This finding further agreed with the finding of Ayodele (2024) studied effectiveness Social Skills Training on adolescents' inter and intrapersonal relationship issues among adolescents in secondary school schools in Birnin Kebbi, Kebbi State, Nigeria and observed that SST effectively enhances both inter and intrapersonal relationships among adolescents in secondary school schools.

## Conclusion

On the basis of the findings of this study, the following conclusion was drawn:

1. Social Skills Training is effective in reducing cognitive symptoms of social phobia among junior secondary school students in Paikoro Local Government Area of Niger State.
2. Social Skills Training is effective in reducing physiological manifestation of social phobia among junior secondary school students in Paikoro Local Government Area of Niger State.
3. Social Skills Training is effective in reducing social interactions avoidance among junior secondary school students in Paikoro Local Government Area of Niger State.

## Recommendations

Base on the findings of this study, the following recommendations are made:

1. School guidance counsellors, school psychologists, school principals, and teachers should be encouraged to use social skills training in addressing students with social phobia.
2. School guidance counsellors should collaborate with the other stakeholders in education such as government and non-governmental organizations, school psychologists and teachers and organize seminar, workshop and conferences and enlighten the aforementioned individuals on how to use SST in addressing social phobia among secondary school students.
3. School guidance counsellors and educational psychologists should sensitize educators, para-psychologists, social workers and school heads/principals in the use of social skills training in addressing social phobia.

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