Trust Developmental Task Accomplishment And Social Phobia Among Primary School Pupils In Ogoja Education Board Of Cross River State, Nigeria

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Abstract: The purpose of this study was to determine trust developmental task accomplishment and social phobia among primary school pupils in Ogoja Education zone of Cross River State, Nigeria. To achieve the objective of this study, one research questions was raided to direct the study. one null hypotheses was also formulated based on the research questions. Theoretical and empirical literature related to the variables under study was reviewed based on the first statement of hypothesis. A total of 624 primary school pupils were selected from 23 public primary schools in Ogoja Education zone for the study using stratified and simple random sampling technique. A survey research question title: Developmental Task Accomplishment and Social Phobia Questionnaire (DTAASPQ) was used for data collection. The hypothesis was tested at 0.05 level of significance using one-way analysis of variance (ANOVA) and multiple regression statistical technique. The results of the statistical analysis reveals that trust developmental task accomplishments revealed a non-statistically significant influence on pupils' social phobia. It was recommended that, psychologists and government should endeavour to provide quality information to parents, teachers and significant others on the importance of accomplishing these developmental tasks for a successful adaptation.

Keywords: Trust, Developmental, Task, Accomplishment and Social Phobia.

I. INTRODUCTION

Education has been identified as an important instrument for any aspect of development whether economic, political or social. It is a factor that determines the state of prosperity, sustenance of welfare and security of the citizenry Angelos, Marickel, Merel & Tom (2015). Education generally conceived as an instrument is capable of enhancing the development of a nation. It is aimed at equipping the learner with the vital skills techniques, knowledge, values and attitude that can help the individual contribute meaningful to self and the nation. All over the world, there is great emphasis on the provision of educational opportunity to individuals through schooling, not only to reduce illiteracy but to ensure that individuals acquire relevant awareness, knowledge and skills that can facilitate their functionally in the society. The school is not just a place where child learn how to read, write and count figures but also, a place where they independently learn to get along with others through well-developed social-skills, critical for the development of sell-confidence, positive self esteem, relationships building and acceptance into the cultural environment. It is however dishearting to note in schools today that, most learners lack the capacity to enhibit these developmental tasks skills and this makes them to be socially phobia (Rick, 2005).

Social phobia which is also called social anxiety disorder is an irrational, persistent and excessive fear towards events Jennifer (2013). The main fear is that of being negatively evaluated and strong anxiety that something embarrassing will happen. It could mean anxious and withdrawn behavior exhibited by individuals toward social performance. Abdul – Zahra (2012) noted social phobia to be the physical, cognitive

and behavioural manifestations of excessive and irrational fear and anxiety occurring in social situations. Physiologically, phobia individuals exhibit signs such as increased heart rate, sweating and musical tension when exposed to curricular activities like debating, quiz, classroom involvements, peer socialization, sports and teacher learner relationship.

Furthermore, social phobia is described in three dimensions, social anxiety, shame and social competence deficits (Caroline, Katharina, Stefanie, Bright & Uwe 2015). The maladaptive expressions of social anxiety include behavior inhibitions like anxiousness and social withdrawal. These individual experienced social hesitancy and verbal inhibitions. In the dimension of shame, there is an extreme shyness associated with the desire to be alone, self-attack, empathy and with many being easily carried away by slightest criticism.

In dimension of social competence deficits, the behavior is expressive in the form of cognitive triads or a negative representation of oneself, poor social goals, poor languages use and problem solving skills. More so, social competence deficits individuals worned a lot about not meeting social expectations, internalized conversations and tend to give short answers in class and spend much time worrying about unknown circumstances which may result to more social deficiency in the future.

According to Okon, Ukpor and Okon (2017) mood disorder has negative influence in a person's learning outcome in secondary school, like those students that have low anger to self tend to have better learning outcome than those with high anger to self, it therefore means that due to mistrust the students have on their parent or significant person can generate a high anger to one's self, which can relatively lead to social phobia. An attitude such as militates against one's ability to succeed and does not in any way justify the educational aim of helping the individual living a functional life that could be of benefit or self and larges society. The consequences of social phobia are so alarming such that could cripple the functionality of learners. Socially isolated pupils are less adjustable to social circumstances because social phobia hinders them from developing appropriate problem solving skills. It reduces pupil's ability to achieve composite social relations like, persuasion, repelling peer pressure, giving and accepting criticism. According to Rick (2005), deficits in social skills learners have less tolerance for frustration, difficulty, interpreting and inferring the language of others interpersonal relationship. High rate of social phobia behaviour limits pupils' ability to cope with everyday challenges and increased numbers of behavior disorders like social avoidance, mood disorders and significant academic distress.

More so, children with social phobia are at risks of having smaller network of friends with little or no acquaintance (Valante, 2012; Khuwaja, Qureshi. & Azama 2004 & Ahmed, 2012) identified untreated social phobias to have left learners at risks of complications like reduced quality of life, treatment adherence and series of behavior deviance. Social phobia hindered related intellectual activities like debates, quiz, speech presentations, thereby causing more deficits in intellectual growth. Social phobia has bad influence on pupils' academic achievement, career choice and development,

Oluwole (2008) noted that most learners who probably would have done well in academics are often sound isolated due to poor interactions skills. Social phobia causes low self-esteem and inferiority feelings and unhealthy self-esteem constitutes one of the major risk factors for children range of psychological and behavior problem, low-esteem occurs as a result of children lack of social skills like self-management, self-direction and personal responsibility.

The importance of trust developmental position enhancing the individual functionality and preparing them for the task after is pertinent to devising developmental intervention like creating awareness on regular and served socializations so as to determine the individual directions as they process developmentally. Accordingly, Erikson (1973) described each psychological task to providing the developing person with the emotional framework for critical life skills. For instance, trust fosters hope, autonomy fosters "will powers", initiative fosters purpose and industry fosters competence through consistent reinforcement of competence behavior displayed. A concentrated classroom with individual who are not able to accomplish these task may have bad influence on others emotional, social and overall academic wellbeing. And juding from the importance of sequentially controlling each psychological task to become an all round functional being who can contribute meaningful to the society. It follows that age of industry might be one of the period with high effects of social phobia. The study is specifically on primary school pupils with chronological age 6-12 years. This age bracket corresponds with Erikson psychological stages of industry versus interiority. It is the last stage of childhood psychological task when children are believed to have gone through the other stages of childhood and are able to develop a sense of belonging and confidently relate with peers amid fears, suspicious, enough with power and normative orientations for everyday social interaction. And above all, must have consolidated the gains they made during the rapid growth of preschool and when they get prepared for the dramatic changes into adolescence.

This period is characterized with high level of social influence outside the immediate family unit and increased capacity for social interchange, egocentrism, high fantasy, recognition and manipulations of verbal and written symbol and mental maturity. Harvigharst (1976) in agreement with Erikson, provided a descriptive characteristics of the developmental stage of industry to include the individual developing verb and physical skills for everyday game, developing industriousness, achieving personal independence, sense of morality, scale values, learning masculine and feminine social roles, developing attitude and appropriate concepts of self for everyday living. It is however certain that those who are immersed with an environment which fosters their accomplishments of these life skills will meaningfully engage in social interactions and take pride in all round task involvement compared to others of the same age who lack these potentials. Such developmental installment will not only lead to negative self-view but will as well hinder their motivation of create and produce in school. Industry emphasizes competence and competence is central to pupils' social and academic well-being (Gerhard 2003). Competences characterized with increased cognitive abilities, self-

evaluation become more detailed compared to preschool, the problem of social role, and approval seeking from others also intensifies.

This change in cognitive abilities can result to high emotional vulnerabilities such as social phobia. The ability of pupils to gain this competence and overcome their social phobia is judged only based on how much of the childhood psychological developmental tasks they had accomplished. To foster qualities for a successful social adaptation despite risk of social failure, and successful transformation to the next stage of development. Children must develop sense of trust, competence, problem-solving skills, a critical consciousness, autonomy and senses of purpose.

Psychological task of trust attained help the individual to develop a sense of belonging, confidence and desire to complete school related tasks and the virtue is hope. Hope means trustful expectation that something good will come out of social interactions. Although trust is achieved early based on children's physical and emotion satisfactions from social attachments its successful resolution determines the balance between the child's attitudes of trust or mistrust observed in behavior. The present study is to determine the influence of the problem among primary school pupils in Ogoja Education Zone of Cross River State, Nigeria.

II. STATEMENT OF PROBLEM

In recent time, greater emphasis is placed on the provision of educational opportunities to individuals through schooling not only to reduce illiteracy but to ensure that individuals acquire relevant awareness, knowledge and developmental skills than can facilitate their functionality in the society. It was however observed in schools today that most pupil lack the capacity to exhibit these developmental task skills than can facilitate their functionality in the society. It was however observed in schools today that most pupils lack the capacity to exhibit these developmental task skills making them to be socially phobia. Social phobia being a persistent and excessive fears towards social performance, causes social withdrawal and isolation poor interpersonal relationships and internalization of conversations, poor career choice, low intellectual growth, low academic achievements, academic distress, school dropout, truancy, interiority, low self-esteem and overall social incompetence. Many researchers had sought to advance the causes of this behavior disorder among pupils and have identified some of these factors to be responsible; family history of social phobia, family economic standing, negative attitude and mental state of the learner, poor verbal acquisition, teacher-centred approach to instructions, cognitive traits, gender, cultural norms, religious background, learning disability, low self-esteem and other situational factors. Teachers, parents, government, school administrators and non-governmental organizations had over the years tried to alleviate the situation using social activities like inter-school debates, quiz, drama, story-telling, spelling and dictations. Despite efforts to reduce these irrational fears towards social events existing among the pupils. There is still substantial social skills gap among them manifested in the form of social anxiety, share and social competence deficit when

approaching a task, consequently causing the pupils to see themselves as being inadequate. These inadequate felt by pupils in the face of social events could be attributed to developmental task not accomplished. It was assumed in this study that trust developmental task accomplishments influence social phobia among primary school pupils in the research area and has not being study. Based on this assumption, the research want to know how much os these childhoods developmental task is accomplished.

Trust developmental task accomplishment on pupils social phobia is stage one in Erikson developmental stage of development. Children belief and relied on parents and other caregivers for their physical and emotional needs. The level of which these needs are met determines the internalized balance between trust and mistrust (Michael, 2000). Children who were not able to develop an early sense of trust due to socialization styles, feel insecure and anxious in later relationship. Furthermore, children who successfully accomplish early trust will exhibits it based on their social confidence. The task of trust as a developmental task gave rise to virtue of hope that despite occasional disappointment and frustrations, there are good things ahead (Erikson, 1973).

Erikson emphasize the importance of social figures in assisting children developing social hope of these figures is present reasons being that children later social adaptation and social competence depends on what they were able to learn from home. No wonder John Bowlby 1969 and Mary Ainsworth 1970 concluded in their study on child separation anxiety that close emotional bonds between infant and their primary caregiver was a significant prerequisite for the formation of normal social and emotional competence across life. Colonnesi, Draijer, Stams and Noom (2011) authenticated the place of parern in deciding kids conduct. The goal was to investigate the hypothesized presumption that youngsters' connection instability acts a noteworthy part in the improvement of trusts in the duration of their life expectancy. To assess the experimental design for the relationship between sharly connection and nervousness from early youth to puberty a meta-examination of 46 studies, from 1982 to 2010, 8,907 children were used for the study.

Discoveries from the effects of information dissected showed connection was decently identified with social practices. Mediators investigations assigned that ambivalent connection gave the flexible relationship with nervousness. Besides, the connection was more grounded amid pre-adulthood, when connection and uneasiness were measured through polls using kids, although, the connection was measured as inner working model in cross-sectional reviews. The researcher concluded by positing that securely attached children perceive themselves as being able to elicit proximity and care in case of need; they viewed social figures and the world as protective and predictable, have faith in people and are always free in exploring their world on the other hand, insecure avoidant children perceive themselves as unworthy and incapable to produce propinquity when upset, whereas social figures are perceived as insensitive and unresponsive, the world is viewed as unsafe., Because of lack of enough attachments, children of these classifications do not demonstrate trouble, there are disengaged and limit connection

conducts bearing in mind the end goal to manage a conceivable negative response of a dismissing guardian.

According to Stalin Abengo (2012) on factors influencing trust and mistrust among individuals. The aim was to investigate the effects of parent-child relationships and associated behavior outcomes among students in Kikuyu, Kenya, using structural equation muddling theoretical model, it was found that parent-child relationship and children engagement in interactions determine if the relationships is to gain trust or mistrust. Participants were 469 (44.4% males, 55.6% females) 6th to 8th grade students were randomly selected from classroom of 11 middle schools in central Kenya. Structural equation models of the hypothesis effects demonstrated adequate fit to the data. Effects of parental relationship on children behavior outcomes like mutes, anxiety, fear, social avoidance and persistent academic decline mediate the relationship between parent-child interactions and its resultant effects.

However, at 0.05 and r-value of the correlation was .27 and P< .05. This means that there was a direct significant relationship between parent-child and behavior outcome of trust or mistrust. Analyzing social factors influencing trust versus mistrust among children, Bracik, Krzyszlof and zaezek (2012) observed that the following percentage of respondents in groups gave the some answers and met the criteria for symptoms of social phobia. 30.6% in the group are not raised by both parents. 25.8% of subjects were raised in a secured responsive and complete family. At least 38% of individuals sometimes experienced unrealistic high standard and 21.3% hardly ever experience them. 34.7% of interviewers, caregivers were at least sometimes abusive, while 20% are without such experience. When assessing parental social support, the percentage was 30.4%. 20.4% were found to have counted on lack of parental social support. This is supported by James and Williams (1988) report that relative panic patients (4=471), normal (N=46), and social phobia (N=76) were compared on family histories of emotional disorders. Social phobias was more significantly relative with model social environments, with panic attack relative having (6.6% v 0.4% P< .001). There was a drift for social phobia retrieves to be more than normal in the identifies (6.6% vs 2.2% P = 0.1).

In another study by Blount, & Cohen (2012), Philippe Aurier and Grilles N'Goala (2010) on parent-child interaction effects of social anxiety disorder in youth and trust and relationship commitment, it was revealed that both relationship commitment enhance retention and that trust influences service and performance, why in Blonnt et al (2012) revealed that trust was a substantial association between parent-child models of social anxiety disorder at 0.05 level of significant.

Jian, Henriette, and Wim (2011) examined the influence of college education on social trust of the individual level. The level of social trust of college graduates exceeds that of non-college graduates by 7.5%. This implied that college education increase the possibility of trusting generalized others by 16% of its standard deviation. While a hypothetical mechanisms in the caused interest using life experience sources versus college education promoting social trusts fails to find support while individual perceptions of cultural and social structures explained up to 77% of the causal effect.

RESEARCH QUESTION

✓ To what extent do accomplishments of trust developmental task influence social phobia among primary school pupils?

STATEMENT OF HYPOTHESIS

✓ There is no significant influence of trust developmental task accomplishment on social phobia among primary school pupils.

III. RESEARCH METHODOLOGY

A descriptive survey design using the expost-facto type was used for the study to obtain empirical information on the research problem. Kdinger and Lee (2000) submitted that research design enables the researcher to validly, objectively, accurately and economically provide answer to research problem under study. This therefore means that it allowed for the retrospective examination of the independent variables to determine their possible relationship with the dependent variables.

DATA ANALYSIS

Data generated from the questionnaires were subjected to statistical analysis using one-way analysis of variance (ANOVA)

IV. RESULT AND DISCUSSION OF FINDINGS

Social phobia	Trust	N	Mean	Std Dev.
	Low	247	14.5668	2.27629
	Moderate	199	14.1508	2.43655
Social anxiety	High	126	14.3810	2.63471
	Total	572	14.3811	2.41743
Shame	Low	248	13.2460	2.39094
	Moderate	199	12.8442	2.57236
	High	126	12.7937	2.59636
	Total	573	13.0070	2.50523
Social competence deficit	Low	248	13.8266	2.51114
	Moderate	199	13.6432	2.92988
	High	126	14.5238	2.58833
	Total	573	13.9162	2.69614

Social phobia	Source of variance	SS	Df	MS	F	Sig.
Social anxiety	Between groups	19.077	2	9.538	1.636	.196
	Within groups	3317.839	569	5.831		
	Total	3336.916	571	12.585		
Shame	Between groups	25.170	2	12.585	2.012	.135
	Within groups	3564.802	570	6.254		
	Total	3589.972	572			
Social competence deficit	Between groups	63.338	2	31.669	4.409	.013
	Within groups	4094.641	570	7.184		
	Total	4157.979	572			

Table 1: One-way analysis of variance (ANOVA) result on the influence of trust on social phobia among pupils

Social phobia	Trust	High (n=248)	Moderate (n=199)	Low (n=126)
Social competence deficit	High	14.52a	0.88b	0.70
	Moderate	2.13*c	13.64c	-0.18
	Low	3.71*	1.13	13.82

*Significant t-values
a. = group means along the principal diagonal
b. = group mean difference above the principal diagonal
c. = critical t-values below the principal diagonal

Table 2: Fisher LDS post hoc analysis of the influence of trust on social phobia

The result showed that the mean value (x=13.84) of pupils with high level of autonomy is higher than the mean value (x=14.77) of those with moderate level of autonomy and the mean value (x=13.84) of those with low level of autonomy. This implies that autonomy influences social anxiety among pupils. More so, the mean value (x=12.76) of pupils with low level of autonomy is lower than the means value (x=14.17) of those with moderate level of autonomy and the mean value (x=14.35) of those with high level of autonomy. A careful look at the means shows that pupils' level of autonomy does influence their shame. The result also showed that the mean value of pupils with high level of autonomy (x=14.35) is greater than the mean value (x=14.17) of those with moderate level of autonomy and the mean value (x=13.50) of those with low level of autonomy. This implies that pupils who socially competent are those with high level of autonomy.

When the mean differences were compared using one-way analysis of variance, the result showed that for autonomy and social anxiety (F=11.56 p < .05). for autonomy and social competence deficit (f = 5.4 74, p < .05) therefore since p (.000) for autonomy and social anxiety, p (.002) for autonomy and shame as well as autonomy and shame as well as autonomy and social competence deficit p. (.004) is greater than P (.05) the null hypothesis rejected for social anxiety shame and social competence deficit. A post HOC analysis was carried out using fishers least significant differences (LSD) to compare the differences in the result, table one shows that pupils who have high level of autonomy differs from pupils who are moderate and low in terms of their level of social anxiety, shame and deficit in social competence.

Trust developmental task accomplishment and pupils' social phobia in this study showed that the null hypothesis which state that there is no significant influence of trust developmental task accomplishment on social phobia among primary school pupils was retained. The results of this finding is similar to the finding of Diane Benoit (2004) position that parental attachments accounted developing trust or mistrust across social interactions. This implies that the possibility of all the categories of pupils exhibiting social phobia is not determine by the level of trust. Or that trust do not account for the internalizations of conversation prevalence among high risk social phobia in classroom.

Learners look up to teachers, peers and significant social others as being able to provide needed attention and this served a basis for confidence and desire for task achievements. The result was in line with the findings of Colonnesi, Draiyer, Stams and Noon (2011) assertion that social relationship type between the children and parents is fundamental to the development of early trust and that child social relationships in later years depend on level of trust gained.

It therefore signify that for any meaningful attainment of pupils social goals, socialization must be warning and directed towards building confidence capable of enhancing their daily functioning. Conversely, where this relationship is not consistent and secure, it result to pupils' display of mistrusted behaviour such as being anxious, anticipated fear of humiliation and failure in social situation. Therefore the present result should that trust do not influence social phobia rather mistrust causes social incompetent for pupils.

The result of this study on trust on social phobia tendency disagreed with the finding of Stalin Abengo (2012) who observed parent/child relationship and engagement in interactions mediate children behaviour outcomes, with secured (trusted) relationship having the strongest relationship. Statistically, trust developmental task accomplishment in this study might not have had influence on social phobia, but it remain pertinent fact that pupils levels of trust across performance situations increases their chances of social competence. The author also emphasizes the likehood of lack of trust causing empathic tendencies, confident attack and shyness among children in performance. Based on this finding, it was reasoned that pupils lack of self-confidence and confidence on the audience might be responsible for their getting off track at the peak of social performance. In the same vein Gary, Hannah and James (2009) whose result on personal confidence showed a non significant influence on respondent's social engagement. Meaning statistically pupils trust does not mediate to their level of social relationships.

V. CONCLUSION

Following the result, it was recommends that every child has one or two social behaviour displayed. The level at which these behaviour manifests is traceable to the nature of developmental tasks accomplishments. There is significant influence of trust developmental tasks accomplishments on social phobia among primary school pupils in Ogoja Education Zone. While statistically, the finding on trust development task showed a non significant influence on social phobia among the research sampled population. Nurturance, teachers' attachments and social trends all interact to determine pupil's social personality. To help pupils develop appropriate social skills or personality for optimum functioning as expected by the society and free of fears, a more natural form of interactions must be practice and follow by role play involvement.

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