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THE INFLUENCE OF AGE AND CLASS ON SOCIAL ANXIETY AMONG INSTITUTIONALIZED ADOLESCENTS IN LAGOS, NIGERIA

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ABSTRACT

Social anxiety is a prevalent mental health condition common among adolescents who worry about being negatively scrutinized in social situations, exacerbating a more devastating influence on institutionalized adolescents who grapple to balance social acceptance, childhood trauma and relational adaptation. This study examined the influence of age and class levels on social anxiety among institutionalized adolescents in Lagos, Nigeria. A cross-sectional survey design was adopted. Data was collected with a 17-item Social Phobia Inventory (SPIN), Cronbach's alpha reliability of 0.82, from a total of 275 adolescents (162 males and 113 females) in 5 LGAs selected via a 2-Cluster Stage and simple random sampling method. Data analysis was performed using mean and standard deviation, one-way analysis of variance (ANOVA), post hoc, Tukey, and Two-Way ANOVA. Results: The findings revealed that age significantly affected social anxiety, $F(3,271) = 2.72, p < .05$, but only age 17-18 years; class level significantly influenced social anxiety, ($F = 3.95$) $p < 0.01$ such that adolescents in higher class level reported less social anxiety than those in lower classes, and age does not depend on class to influence social anxiety $F(6, 262) = .49, p = .81, \eta^2 = .01$. Conclusion: Institutionalized adolescents' age and class level have strong association with social anxiety, but reduced in progression. The results underscore that developmental maturity and academic progression serve as protective factors against social anxiety in institutionalized setting, which has implications for intervention and policy. It is also recommended that caregivers pay greater attention to the younger ones who are new in the settings and in lower classes.

Keywords: Social Anxiety, Institutionalized centers, Adolescent, Class level, Age

INTRODUCTION

Social anxiety is one of the most common anxiety disorders among adolescents (Weiß et al., 2024; Bandelow & Michaelis, 2015; Nakie et al., 2022), which manifest as worry or fear of negative evaluation and avoidance of social situations enacting physiological symptoms that maintain the cycle (Ernst et al., 2023). Social anxiety is a debilitating psychological problem with an onset in early adolescent; it affects one's life in all ramifications – personal, mental, social, emotional, behavioural, occupational, and physiological aspects (Bitsko et al., 2022). As social being, humans are expected to live and relate effectively with everything in one's environment, understanding the modalities, etiquette and norms of engagement (Mekuria et al., 2017). There are, however, some people who find it difficult to interact and participate in free exchanges in their environment. These persons develop assumptions that others will scrutinize them negatively, believe they lack the ability to perform successfully which evokes panic exacerbating physiological symptoms in them that confirm their helplessness or self-fulfilling prophecy of failure (Omoyemiju & Oluwatosin, 2020). Inability to function adequately in one's circle creates psychological disequilibrium in cognition, emotion, social, behavioural and environmental adaptation.

Suffice it to say that one's level of normative cognitive maturity could influence one's perception of others' actions towards them. In line with the fast-changing world of technology that helps children and adolescents hide behind the screens, it could be possible that being over-sensitive about meeting and interacting with people, especially for adolescents who have experienced adverse life events, may be challenging and avoided by all means. Meanwhile, adolescence remains a "tender" phase to be navigated with care if one is to have a healthy adulthood. It could be very stressful to adapt to the sensitive demands of hormonal changes, grapple with physiological changes and identify with peers, whose opinions and evaluations are given much importance and value at this stage. Failure at this stage to perform in social situations exacerbates assumptions of negative evaluation and anticipation of performing abysmally, even if one tries, and peer acceptance and validation impacts psychological well-being even into adulthood.

While the adolescent grapples with identifying with peers, those who have experienced childhood trauma and loss of family support and have nobody to take care of them are taken into care in institutionalized centers (Jaffer et al., 2023). Institutional settings come in varying forms, such as orphanages where both orphaned and non-orphaned children who have nobody to care for are taken in by government or non-governmental organizations; Correctional centers where adolescents who may have issues with the law are kept for rehabilitation or those who need safety from adult family members who abuse them. Whatever the reason, living in an institutionalized setting is not the norm; it may be the reason to buffer a problem, but it is not the norm. Most importantly, it could be most challenging, for adolescents who are more conscious of their self-concept and peer acceptance. Under the Psychosocial Development Theory, the well-being of adolescents, especially those institutionalized cannot be overstated.

Age and school class level are demographic factors of interest that may affect social anxiety among adolescents within institutional settings. Age is a crucial factor that influences social anxiety. Through Social Learning theory, one models according to available ability and surrounding circumstances. Researchers, through the years, have argued that the age of self-consciousness to feel embarrassed and other self-conscious emotions due to how others perceive us or their judgment is from age 3 years, others said age 8 years and even age 5 years (Banerjee, 2002; Lewis, 2000). Regardless of what age one begins to feel self-conscious emotions, it can be argued that childhood trauma or adverse life events could affect adolescents who may be oblivious to the social expectations and behaviours in institutional settings until they are educated and enlightened by their caregivers. Where such teaching holds, adolescents who have stayed longer in the setting may have an advantage over newcomers in relating with others in social situations. Class level is another demographic characteristic that could affect the mental well-being of institutionalized adolescents. Adolescents new to a school environment, even within an institutionalized setting, might face a great deal of psychological distress, adjusting to the new environment and the people. Also, getting introduced to new rules and regulations, subjects and information could increase fear and uneasiness exacerbating social anxiety in those who could not meet the challenges in classes and with their age mates or peers. Such pressure to perform in classrooms, according to the person-environment-fit theory, make students learn that achievement determines their social status, thus, an individual's experience becomes subjective perception of the congruence between personal and situational factors leading to the development of positive outcomes, such as satisfaction and academic success (Bohndick et al., 2018; Sicard et al., 2022; Becker & Börnert-Ringleb, 2025). How adolescents living in institutionalized centers handle such a situation is a gap to be filled. This study, therefore, examined the influence of age and class levels on social anxiety among institutionalized adolescents in Lagos State, which is the most populous commercial center in Nigeria (Ikebude & Agunbiade, 2014), with commensurate social ills that breed orphans, destitute children, unwanted pregnancies and delinquent behaviours among adolescents etc. These adolescents are taken in either by law or for care into institutionalized centers.

Literature Review

Various studies have examined social anxiety among adolescents in different settings, mostly the school environment, and very few have studied orphans and vulnerable persons and have implicated some factors.

Recently, in Nigeria, Muhammed and Omidire (2026) explored the incidence of social anxiety among students in Ilorin, Nigeria. Their focus was on age and gender. Employing the Incidence of Social Anxiety Questionnaire (ISAQ), they surveyed 400 participants selected through stratified and simple random sampling. They found that age had no significant effect on social anxiety, but female students reported higher social anxiety levels than males.

Still in Nigeria, Omoyemiju and Oluwatosin, (2020) examined the level of social anxiety across demographic characteristics of tertiary students in Osun State, Nigeria, using Leibowitz Social Anxiety Scale to collect data from 1,600 participants. The demographic characteristics of interest they examined were sex, age bracket, institution ownership, academic level, religious

affiliation and place of residence. They found that social anxiety was more prevalent among females than male corroborating the findings of Muhammed and Omidire (2026). In terms of age, social anxiety was severe among those within the age bracket of 20 to 24-years old compared to those younger. This finding showed a slight correlation with some studies conducted elsewhere (National Institute of Mental Health, 2017; Roy *et al.*, 2018) that reported social anxiety disorder usually reduces with age. From the foregoing, there is an inconsistency in age factor among researchers, which strengthens the need to still interrogate age among institutionalized adolescents. The variations observed might be due to sample size differences, variation in study setting, scales used to assess symptoms, and sociocultural distinctions. Meanwhile, there was a significant association between social anxiety and academics level in this study. This finding corroborates the results of Reta *et al.* (2020). They explained that social anxiety is relatively more prevalent among first-year and year four students, which can be attributed to either because of issues related to adjustment to a new academic environment, which is different from where they were coming from or fear of graduating with a low class of degree or having extra years after the normal duration.

More so, research on social anxiety among adolescents is to be considered from the role of developmental factors of age, temperament, and institutional context from childhood as seen in Buss's body of work which provides a strong theoretical foundation for understanding the development of anxiety risk. Her studies on behavioral inhibition and fearful temperament demonstrated that younger children are at heightened risk for developing social anxiety, particularly in evaluative settings such as classrooms of institutionalized homes (Buss, 2011; Buss & Kiel, 2013). She further argued that institutional environments can either exacerbate anxiety through peer scrutiny or mitigate it through supportive structures (Buss *et al.*, 2018). While Buss's work underscores the importance of age and school context, it does not explicitly address the influence of class level within educational systems.

Ayeni *et al.* (2012)'s work extended this framework by examining adolescents in institutionalized school settings in Lagos. Their findings reveal that younger adolescents (12–15 years) reported significantly higher social anxiety compared to older peers (16–19 years). Moreover, class level emerged as a critical factor: junior secondary students exhibited greater anxiety than those in senior secondary classes. This implies that school levels intensify the developmental vulnerabilities identified by Buss, which is a dimension of the age-related risk. Similarly, Oni and Soji-Oni (2022) investigated the interaction between social anxiety and peer acceptance among Nigerian secondary school students. Their study found that social anxiety negatively impacted social adjustment, with the effect being more pronounced among younger students and those in lower class levels. Peer acceptance acted as a moderating variable, highlighting the importance of social dynamics within institutional settings. Therefore, class level and age group structures strongly shape adolescent experiences and act as a buffer to navigate social situations at school and in their centers. While Buss's developmental theory and the other studies allude that age is a universal predictor of social anxiety risk, the Nigerian researchers' evidence introduced class level and peer acceptance as additional factors associated with anxiety in institutionalized settings. This work thus demonstrates that while age effects are consistent across contexts, in Nigeria, class levels uniquely influence social anxiety among adolescents.

Statement of Problem

Social anxiety has a debilitating impact on adolescents who are fearful of negative scrutiny in social situations where others judge their performances resulting in avoidance behaviour and heightened physiological symptoms. Every human person thrives and reaches their potential in a perceived favourable environment devoid of negative judgment. Living in an institutionalized center is not the norm, and factors that warrant such placements are traumatic and have long-lasting negative impacts on mental well-being. Removing a child or an adolescent from the

family at a tender age to an institutionalized setting disrupts attachment, impacts performance in academics, peer relationships and acceptance, and exacerbates social anxiety. Literature showed researchers have examined social anxiety and different factors among adolescents in school settings (Nwufo et al., 2023; Nzeakah et al., 2022; Oni & Soji-Oni, 2022; Muhammed & Omidire, 2026), but studies among institutionalized adolescents are sparse in Lagos, Nigeria. The age an adolescent was removed from home and have been in an institutionalized settings matters a great deal in the developmental trajectory of how they cope with school activities, academic work and social acceptance dynamics. Within school setting, much importance is placed in peer acceptance and conformity as well as sensitivity to academic achievements. High premium is placed on the expectations and judgment of classmates cum schoolmates, which are highly stressful.

The impact of age and class level factors on social anxiety among institutionalized adolescents will provide a clear direction and advance appropriate intervention to ameliorate this problem by improving the psychological well-being of institutionalized adolescents. Understanding how age and class level influence social anxiety in these contexts is critical for designing effective interventions.

Purpose of the Study

The purpose of this study was to examine age and school class differences in social anxiety among institutionalized adolescents in Lagos.

Research Questions

- 1: Are there differences in the level of social anxiety among adolescents in special settings in Lagos, Nigeria, based on age groups?
2. Are there differences in the level of social anxiety among adolescents in special settings in Lagos, Nigeria, based on class levels?
3. Is there a relationship between age and class level with social anxiety among adolescents in institutionalized settings in Lagos, Nigeria?

Hypotheses

Hypothesis 1: There will be a significant difference in social anxiety levels across age groups of institutionalized adolescents in Lagos, Nigeria.

Hypothesis 2: There will be a significant difference in social anxiety levels across class levels among institutionalized adolescents in Lagos, Nigeria.

Hypothesis 3. There is a significant interaction effect between age group and class level on social anxiety levels, with older adolescents in higher classes expected to report lowest levels of social anxiety.

METHOD

Research Design

A cross-sectional survey design with quantitative analysis was adopted in this study. Demographic variables of age and class level are the independent variables in the study, while the dependent variable is Social anxiety.

Population: The targeted population for the study comprises adolescents aged 11–18 years living in institutionalized settings in Lagos State, a 2-stage cluster and purposive sampling method was used to select 275 adolescents across 5 Local Government Areas (LGA).

Instrument

A Standardized social anxiety scale, 17-item structured questionnaire, Social Phobia Inventory (SPIN), developed by Connor et al. (2000), that assesses three domains (fear, avoidance and physiological arousal) was used for data collection. It has been validated in Nigeria and is rated on a five-point Likert format with responses to the items ranging from 1 = not at all to 5 = extremely. Each item is rated from 0-4, with a total probable score of 0-68 over one week. The author and other researchers reported high internal consistency (Cronbach α = 0.87- 0.94). This study reported a Cronbach's alpha of 0.82. There are 2 sections: Section A is on demographic variables that include age and school class of the respondents, and Section B comprise the social anxiety 17 items scale.

RESULTS

Research question 1: Are there differences in the level of social anxiety among adolescents in special settings in Lagos, Nigeria, based on age groups?

Table 1. Showing Mean and Standard Deviation of Age Differences on Social Anxiety among Institutionalized Adolescents

Age Range	N	Mean	SD
11-12 Years	26	28.50	11.24
13-14 Years	59	28.71	12.11
15-16 Years	92	30.04	13.07
17-18 Years	98	25.01	12.67

Table 1 above shows the mean age difference on social anxiety among adolescents in institutional settings in Lagos. The results indicate that adolescents aged 11-12 years had a mean score of 28.50, those aged 13-14 years scored 28.71, those aged of 15-16 years scored 30.04, and those aged 17-18 years score a mean of 25.01. From this result, those aged 15-16 years reported the highest level of social anxiety and those aged 17-18 years reported the lowest level of social anxiety as shown in Fig 1.

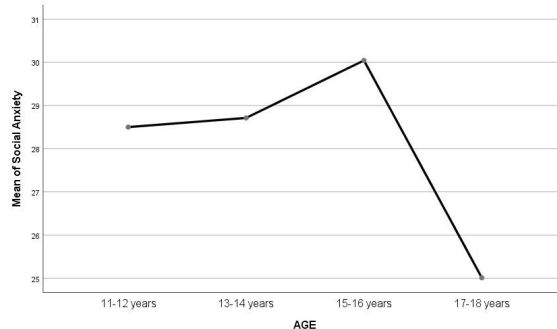


Fig 1. Showing graph of Age Group on Social Anxiety

Research Question 2. Are there differences in the level of social anxiety among adolescents in special settings in Lagos, Nigeria, based on class levels?

Table 2. Showing the Mean and Standard Deviation in Class Levels on Social Anxiety among Institutionalized Adolescents.

Class	N	Mean	SD
Pry 1-6	65	30.89	11.71
JS1-3	100	28.17	13.92
SS1-3	91	26.85	11.77
Higher Level	19	20.11	10.47

Table 2 above shows that the mean score of those in Pry 1-6 was 30.89 (SD = 11.71). Those in JS 1-3 had a mean score of 28.17 (SD =13.9), those in SS 1-3 had a mean score of 26.85 (SD =11.77), and those in Higher Level had a mean score of 20.11 (SD =10.47). This implies that those in Pry 1-6 have the highest Mean score, followed by those in Js1-3, SS1-3, and the lowest Mean score is from those in the higher level. This means that those in higher levels have the lowest level of social anxiety compared to those in Pry1-6 as shown in Fig 2.

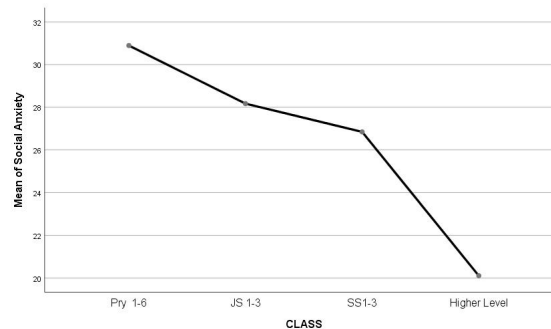


Fig 2. Showing a graph of Class levels on Social anxiety

Research Hypotheses

Hypothesis 1: There will be a significant difference in social anxiety levels across age groups of institutionalized adolescents in Lagos, Nigeria.

Table 3. Summary on One-way Analysis of Variance (ANOVA) on Social Anxiety among institutionalized Adolescents

Source	SS	df	MS	F	Sig	Eta-squared
Between Groups	1287.493	3	429.16	2.72	.045	0.029
Within Groups	42739.42	271	157.71			
Total	44026.99	274				

A one-way ANOVA examined differences in social anxiety across age groups, results showed a significant effect of age group on social anxiety, $F(3,271) = 2.72, p < .05, \eta^2 = .03$. Post hoc comparisons using Tukey's HSD revealed that adolescents ages 15-16 years ($M = 30.04, SD = 13.07$) reported significantly higher social anxiety than adolescents aged 17-18 years ($M = 25.01, SD = 12.67$). No other group differences were significant.

Table 4. Tukey Post Hoc Multiple Comparisons of Social Anxiety across Ages

Age (I)	Age (J)	Mean Diff (I-J)	p-value (Sig)	Remarks
11-12 Years	13-14 years	-.21	.94	Not Significant
11-12 Years	15-16 years	-1.54	.58	Not Significant
11-12 Years	17-18 years	3.49	.21	Not Significant
13-14 years	15-16 years	-1.33	.53	Not Significant
13-14 years	17-18 years	3.70	.08	Not Significant

15-16 years 17-18 years 5.03* .01 Significant

Table 4. shows the post hoc multiple comparison of social anxiety across age groups. There is a significant difference on social anxiety for those aged 17-18 years, no other age group was significant.

Hypothesis 2. There will be a significant difference in social anxiety levels across class levels among institutionalized adolescents in Lagos, Nigeria.

Table 5. Summary of Analysis of Variance (ANOVA) on Social Anxiety among institutionalized Adolescents

Source	Sum of Squares	df	Mean Square	F	Sig	Eta-Squared
Between Groups	1842.92	3	614.31	3.95	.01	.042
Within Groups	42183.99	271	155.66			
Total	44026.91	274				

Table 5 shows that a one-way ANOVA was conducted to examine differences in social anxiety across class levels, results showed a significant effect of class levels on social anxiety, $F(3,271) = 3.95, p < .05, \eta^2 = .04$. Post hoc comparisons using Tukey's HSD revealed that the class level Pry1-6 ($M = 30.89, SD = 11.71$) reported significantly higher social anxiety than adolescents in Higher level ($M = 20.11, SD = 10.47$). No other group differences were significant

Table 6. shows the post hoc multiple comparison of social anxiety across class levels. There is a significant difference on social anxiety for those in Pry 1-6 and Higher level, no other class level was significant.

Table 6. Post Hoc Multiple Comparisons of Social Anxiety across Classes

Class (I)	Class (J)	Mean Diff (I-J)	p-value (Sig)	Remarks
Pry 1-6	JS 1-3	2.72	.17	Not Significant
Pry 1-6	SS 1-3	4.05	.19	Not Significant
Pry 1-6	Higher	10.79*	.01	Significant
JS 1-3	SS 1-3	1.32	.88	Not Significant
JS 1-3	Higher	8.07	.05	Significant
SS 1-3	Higher	6.74	.14	Not Significant

* The mean difference is significant at the 0.05 level

Hypothesis 3. Hypothesis 3. There will be a significant interaction effect between age group and class level on social anxiety levels, with older adolescents in higher classes expected to report lowest levels of social anxiety.

Table 7. Summary of Two-Way ANOVA on Social Anxiety among institutionalized Adolescents

Source	Type III Sum of Squares	df	MS	F	Sig	Partial Eta Squared
Corrected Model	2814.51	12	234.54	1.49	.13	.064
Intercept	48971.46	1	48971.46	311.33	.00	.54
Age	364.27	3	121.42	.772	.51	.01
Class	723.09	3	241.03	1.53	.21	.02
Age*Class	465.42	6	77.57	.49	.81	.01
Error	41212.39	262	157.29			

Total	256836.00	275
Corrected Total	44026.91	274

a. R Squared = .064 (Adjusted R Squared = .021)

Table 7 shows that a two-way ANOVA was conducted to examine the effects of age group and class level on social anxiety among adolescents in institutionalized centers in Lagos, Nigeria. Results indicated a non-significant main effect of age group on social anxiety, $F(3, 262) = .772$, $p = .13$, $\eta^2 = .07$, thus, adolescents of different ages do not differ in social anxiety levels. There was also a non-significant main effect of class level, $F(3, 262) = 1.53$, $p = .21$, $\eta^2 = .02$, meaning that adolescents in different class levels do not differ in reporting social anxiety. The interaction between age group and class level was not significant, $F(6, 262) = .49$, $p = .81$, $\eta^2 = .01$, suggesting that the effect of age on social anxiety does not vary depending on class level. Post hoc comparisons, however, revealed that older adolescents in higher classes reported the lowest levels of social anxiety.

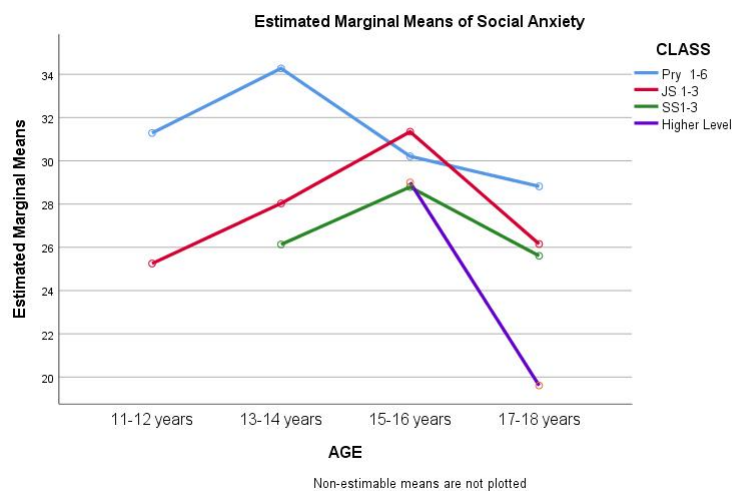


Fig 3. Showing a graph of interaction between age and class level

DISCUSSION

This study examined the influence of age and class on social anxiety among institutionalized adolescents in Lagos, Nigeria, and its findings are consistent and inconsistent with previous studies. The first hypothesis focused on age differences with older adolescents exhibiting lower social anxiety compared to younger adolescents. This is consistent with many research findings that social anxiety reduces with age and age was a predictive factors of students' social anxiety (Omoyemiju & Oluwatosin, 2020; NIMH, 2017; Asher *et al.*, 2017; Roy *et al.*, 2018). They explained that older adolescents may have developed coping mechanisms and social confidence through repeated exposure to evaluative situations. This also aligns with developmental theories suggesting that social fears peak in early adolescence and decline with maturity (Blöte *et al.*, 2023). On the contrary, Jefferies and Ungar (2020) found in their study of seven countries that age was significant, but participants aged 18-24 years scored higher in social anxiety than those aged 16-17 years. This also aligns with Yuvaraj *et al.*, (2018) community-based secondary school cross-sectional study among 1018 adolescents that found higher age was a determinant of social phobia. In this study, although social anxiety remained high among the age groups, surprisingly, adolescents aged 15-16 years showed the highest level of social anxiety before it declined among those aged 17-18 years. This implies that in

institutionalized setting, adolescents within the age of 15-16 years, the identity crisis stage of development, are very sensitive of others' opinion about them. Being also in an institutionalized setting could cast a shadow of shame, stigma and embarrassment on the institutionalized adolescent if peers in the school know they are being cared for in special homes due to unfavourable family issues. This could justify engaging in avoidance behaviours among this age bracket.

Similarly, the second hypothesis examined the association of class level with social anxiety to understand the impact social anxiety severity has on institutionalized adolescents depending on their class levels. The finding align with studies that found level of education predicted social anxiety among students (Omoyemiju & Oluwatosin, 2020; Reta *et al.*, 2020). The researchers reported that social anxiety level reduced in upper classes. They explained that the decline in social anxiety in higher level could be due to increased autonomy, exposure, and social competence gained as one related and collaborated with peers in varying classes. Higher class levels provides opportunities for leadership, peer collaboration, and academic resilience, which reduce social anxiety (Muhammed & Omidire, 2025). Jefferies and Ungar (2020) reported that higher levels of social anxiety are associated with lower levels of education, but could not explain causal link. Thus, in institutionalized settings, where adolescents often face restricted autonomy and limited family support, age and class progression appear to buffer against social anxiety.

The third hypothesis held that there will be an interaction of class and age on social anxiety in institutionalized adolescents, and this was supported by the findings of Omoyemiju and Oluwatosin, (2020) that found social anxiety was more pronounced in the younger age in lower classes than older adolescents in higher classes. Just as has been said, being older and in higher class implies that one has been around for a while and has acquainted self with both people and the dynamics of the institution, thus what used to create anxiety and panic has reduced and replaced by free association and less fear of judgment. This reflected Becker and Bornert-Ringled (2025) explanation of classrooms with a high subjective perception of achievement, where students reported lower levels of school-related stress and achievement anxiety. According to them, students in high-achieving classes experience more enjoyment and satisfaction related to learning, they have more positive general classroom climate which helps them fulfill academic demands and teachers' expectations, and therefore put themselves under less pressure. This highlights the importance of structured psychosocial interventions targeting younger adolescents and those in lower classes. In like manner, Smith *et al.* (2020) study of neural imaging and social anxiety, revealed relations among age, social anxiety severity, and neural response during distinct types of social experiences. They opined that younger participants with higher social anxiety also exhibited enhanced neural responses to predictably positive social feedback. This implies that younger adolescents with social anxiety react more strongly to negative feedbacks. Even Mendoza *et al.* (2024) in their study of Health, psychosocial and cognitive factors associated with anxiety symptoms with 548 participants, though adults, age from 18 to 73 years found age, sex, physical and mental health were significant predictors of anxiety scores. Overall, the mental wellbeing of young adolescents and those in lower class need booster engagements to alleviate emotional distress that accompany adolescence and social formation.

Conclusion

The age an adolescent in institutionalized settings was removed from the family and placed in a structured center has a lasting impact on their psychological well-being. While adolescents grapple with the new life in an institution – school or center, the interaction and relationships in class is another phase to deal with, which often heightened fear and anxiety. This study has shown that age and class level significantly influence social anxiety among institutionalized adolescents in Lagos, Nigeria. Meaning that older adolescents, who were fearful of their social

environment had adjusted as they mature and those in higher classes demonstrated lower anxiety underscoring the protective role of developmental maturity and academic progression. Therefore, early interventions should focus on younger adolescents and lower-class students to mitigate vulnerability.

Recommendation

Following the findings in this study, the following recommendations are therefore proposed: Clinicians should tailor early intervention to this group and class levels being cognizance of the developmental trajectories of puberty and adolescence identity formation especially in mid-adolescence. Also, provide early intervention training in cognitive and behavioural skills needed in social situations to the adolescents. Psycho-education can be given to adolescents in institutionalized settings to help them gain insight into social anxiety; Teachers and caregivers be trained to identifying early signs of social anxiety and pay more attention to the younger ones in their settings who are in lower classes. Policymaker inculcate these in structured curricular for institutionalized settings.

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