

Effects of Systematic Desensitization and Modelling Counselling Techniques on Social anxiety among Undergraduate National Certificate in Education Students in Kano State Nigeria

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Abstract

This study investigates the effects of Systematic Desensitisation and Modelling Counselling Techniques on social anxiety among students of NCE awarding Institutions in Kano State Nigeria. The objectives of the study are to find out the effects of Systematic Desensitisation and Modelling counselling techniques on the physiological, cognitive and behavioural dimensions of social anxiety. Six null hypotheses were raised and tested at 0.05 level of significance. The study adopted a quasi-experimental design in the form of pretest and posttest design. The population consists of all NCE II students of Federal College of Education Kano and Federal College of Education (Technical) Bichi identified with social anxiety, there are 3,913 NCE 2 students in both schools out of which 196 students were identified with social anxiety. 60 students were sampled from the identified students who participated in the study. Two data collection instruments were used for the study; Validated Students Social Anxiety Checklist (SSAC) with reliability index of 0.861 was used for identification, while validated Social Anxiety Inventory (SAI) with reliability index of 0.936 was used for pretest and posttest. Paired sampled t-test was used to test the hypotheses at 0.05 level of significance. The result revealed that both Systematic Desensitisation and Modelling Counselling Techniques are effective in reducing social anxiety across the three dimensions. The study recommends that schools and counsellors should adopt both Counselling techniques in helping students manage social anxiety.

Keywords: Social Anxiety, Systematic Desensitisation, NCE awarding Institutions

Introduction

Anxiety has become one of the most common mental health issues faced by adults today. Several researches have been carried out in recent times on anxiety and its related field including social anxiety. Humans are social beings and often in emotional need for social communication and interactions, however, people who has social anxiety feel dread that does not match to the states that they confront. Factors such as lack of self-confidence, fear of rejection, criticism and past negative experiences cause people to feel anxious in social situations, this situation is referred to as social anxiety. During this time social anxiety is frequently related with mutism and these problems may lead to severe destruction in social, academic and occupational functioning. Social anxiety imposes negative effects on different aspects of an individual's life, including educational, social, family and interpersonal relationships (Ahmad, et al., 2017). This condition causes a persistent fear of social situations in which a person may be embarrassed when exposed to unfamiliar people or under observation of others. Therefore, people with social anxiety may avoid such situations or experience a lot of tension. It is a common type of anxiety whereby a person feels symptoms of anxiety or fear in situations where they may be scrutinised, evaluated, or judged by others, such as speaking in public, meeting new people, dating, being on a job interview, answering a question in class, or having to talk to a cashier in a store. Other situations may include doing everyday things such as eating or drinking in front of others or using a public restroom, also may cause anxiety or fear due to concerns about being humiliated, judged, and rejected (Kedia& Kumar, 2025) and this situation can lead to fear of social rejection, personal distress and impairment of interpersonal and occupational functioning. Adolescents around age 18–24 may be most at risk of being affected with social anxiety, this is because social anxiety is seen as a common phenomenon among teens and adolescents, usually the individual began experiencing some related symptoms when they were only around 13 years old (Aune, et al., 2022). People may experience more than one symptom of social anxiety at the same time. Many studies showed that



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symptoms often begin during childhood or adolescence and continue into adulthood. According to the World Health Organization (2001) social anxiety typically begins in children or adolescents and can be caused by a combination of factors such as genetics and negative experiences. An individual who as a child experienced bullying, teasing, rejection, ridicule or humiliation is most likely to develop social anxiety in the future life situations. However, an individual can develop social anxiety through the gene, therefore, shy children are also likely to become socially anxious adults as well as children with over-bearing parents. Common social situations include starting and maintaining conversations, playing and cooperating with others, expressing affection, and negotiating solutions to problems among others while common performance situations are presentations, tests, recitals, games, athletic demonstrations and so on.

The physiological components are the physical symptoms such as increased heart rate, trembling, and blushing among others. The cognitive components include negative thoughts and beliefs about one and social situations. The behavioural components are the avoidance of social situations and safety behaviours. However in schools social anxiety is a situation of concern because socializing is a determinant of interaction with others within the school environment. Observation by the researcher has shown that students with this challenge cannot effectively interact with others and cannot express themselves in the classroom, they find it difficult to ask or answer questions in the classroom even when they know the answers, they sometimes do not concentrate in school, they are more comfortable in isolation, they are easily frustrated and most times tend to withdraw from their fellow students as well as their teachers. However, a sustained social anxiety without prior identification and treatment may lead to poor quality of life in future as the condition can prevent individuals to maximise opportunities that can enhance their careers particularly students of National Certificate in Education (NCE) awarding institutions who are being trained to become future teachers, hence the need for counselling. However, in order to address the challenges of social anxiety among the students of NCE awarding institutions in Kano State, this study has adopted two counselling techniques; Systematic Desensitisation and Modelling counselling techniques. Systematic Desensitisation counselling technique is a counselling technique intervention used to treat anxieties and disorders such as obsessive-compulsive disorder (OCD), and post-traumatic stress disorder (PTSD). It is predicated on the idea that the client has learned a conditioned aversive response (usually fear or disgust) to a specific stimulus and that this association can be treated by counter-conditioning (Impey, et al., 2020). Systematic desensitization uses counter-conditioning to teach a client a new response to the stimulus using relaxation techniques during graded exposure to the stimulus. In this way, the original fight-or-flight response of the sympathetic nervous system is replaced by the relaxation response of the parasympathetic nervous system (Thomas et al, 2017). The technique is called Systematic Desensitisation, as the counter-conditioning graded exposure proceeds systematically through three phases. First, the client learns relaxation techniques that will counter-condition their response to the aversive stimulus. Then the counsellor and the client collaborate to produce a hierarchy of the client's intensity of response to the stimulus at different levels of exposure to the stimulus. Lastly, the client is desensitised to the stimulus through systematically graded exposure to the stimulus and practices relaxation techniques to counter their aversive fight-or-flight response during the exposure. These three phases are practiced over several sessions and homework may also be given to maintain the counter conditioning between sessions. Several research studies have demonstrated the efficacy of Systematic Desensitisation counselling technique in the treatment of anxieties; however, there is a paucity of information on its efficacy in treating social anxiety.

The second Counselling Technique to be examined in this study is the Modelling counselling technique. The most significant problem of people with social anxiety is fear of social interactions, Modelling is a term which is also called observational Learning or imitation. It is a behaviorally based procedure that involves the use of live or Symbolic models to demonstrate a particular behaviour, thought, or attitude that a client may want to acquire or change (Eagly, 2013). Modelling Counselling technique is a counselling intervention in which an observer views a model engaged in adaptive behaviour. This technique is aimed at helping people to participate and learn adaptive behavior and also to reproduce more frequently and appropriately. It is a counselling technique in which a teacher the counsellor or the model performs an activity that the student or client has previously found difficult to perform and encourages it to be copied (Bandura, 1969). Most human behaviours are learned observationally through the process of Modelling. In Modelling, one person, while observing another person's behaviour, forms an idea of how the particular behaviour is performed, codes the information in his or her memory and later uses this coded information as a guide in his or her attempt to perform the behaviour like



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the observed model. This phenomenon involves four element processes according to Bandura (1969). This includes Attention, Retention, Motor Reproduction and motivational processes. The main goal of the technique is to allow an individual to learn new information and behaviour by watching other people, which is known as observational learning or Modelling.

Statement of the Problem

Students of NCE awarding institutions in Kano State are faced with issues of social anxiety for one reason or another and such students usually experience academic challenges such as the inability to ask or answer questions during lectures even when they know the answers, fear of making presentations in an academic environment and most especially during the teaching practice exercise which eventually will be their primary assignment as trained teachers. These challenges can cause students to avoid participating in academic activities or general teaching and learning activities in school especially ones that involve interactions. This may lead such students into depression which is likely to lead to other behavioural disorders. Consequently, these institutions are likely to produce incompetent teachers as the condition may prevent them from carrying out their duties effectively as teachers when they eventually become one. Social anxiety among students of NCE awarding institutions is highly prevalent as studies have shown that many adults experience social anxiety, particularly most of them are afraid of speaking in the public which is the most common fear factor in social anxiety. In colleges of education, this calls for a great concern because a student-teacher is expected to interact with other students and also participate in academic activities more than before. Despite researches carried out and measures provided through the curriculum in order to overcome this problem, the situation remained persistent, majority of subjects that include presentations, debates, including the teaching practice exercise that were introduced in the curriculum in order to enhance students' competence and confidence are not strictly adhered to in schools; most students will shy away from these activities while some of the tutors remain indifferent. Lastly is the non functionality of guidance and counselling services in schools today; they are either available but under utilised by students or not available at all; the availability of counselling services would help in early detection and intervention for such problems. To fill this void, this research examines the effects of systematic desensitization and Modelling counselling techniques on social anxiety among students of NCE awarding institutions in Kano State. Social anxiety among students can be treated with systematic desensitization and Modelling counselling techniques by identifying and addressing the causes behind the anxiety with the help of a professional counsellor. The systematic desensitization technique desensitizes the triggers that cause an individual to become anxious while the Modelling counselling technique employs the use of a model to demonstrate target behaviour to effect change in an unwanted behaviour through observation.

Objectives of the Problem

The objectives of this study are to determine:

1. The effect of Systematic Desensitisation counselling technique on physiological, cognitive and behavioural dimensions of Social Anxiety among students of NCE awarding institutions in Kano State, Nigeria.
2. The effect of Modelling counselling technique on physiological, cognitive and behavioural dimensions of Social Anxiety among students of NCE awarding institutions in Kano State, Nigeria.

Research Hypotheses

The following hypotheses were raised and tested in the research:

1. There is no significant effect of Systematic Desensitisation counselling technique on the physiological dimension of Social Anxiety among students of NCE awarding institutions in Kano State.
2. There is no significant effect of Systematic Desensitisation counselling technique on the cognitive dimension of Social Anxiety among students of NCE awarding institutions in Kano State.
3. There is no significant effect of Systematic Desensitisation counselling technique on the behavioural dimension of Social Anxiety among students of NCE awarding institutions in Kano State.
4. There is no significant effect of Modelling counselling technique on the physiological dimension of Social Anxiety among students of NCE awarding institutions in Kano State.
5. There is no significant effect of Modelling counselling technique on the cognitive dimension of social anxiety among students of NCE awarding institutions in Kano State.



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6. There is no significant effect of Modelling counselling technique on the behavioural dimension of Social Anxiety among students of NCE awarding institutions in Kano State.

Methodology

The study adopted a Quasi-Experimental design in form of Pre-test-Post-test only to examine the effects of Systematic Desensitisation and Modelling counselling techniques on social anxiety among students of NCE awarding institutions in Kano State, Nigeria. The population consists of all students of Federal College of Education, Kano and Federal College of Education (Technical) Bichi identified with social anxiety using the adapted Students' Social Anxiety Checklist (SSAC) and the Social Anxiety Inventory (SAI) was used for pretest and posttest to measure physiological, cognitive, and behavioural dimensions of social anxiety. 60 students were sampled from the identified students to participate in the study. The instruments were validated and reliability was ascertained through pilot testing, with reliability index of 0.861 for adapted SSAC and 0.936 for SAI. Data collection involved administering the adapted SSAC in order to identify students with social anxiety, then, administering the SAI during pretest, 10 weeks of Systematic Desensitisation counselling techniques intervention, then administering the SAI after treatment for posttest. The data analyses employed were paired sample t-test to test the hypotheses at 0.05 level of significance.

Presentation of Results

The null hypotheses formulated to guide the study were tested below in tabular form at 0.05 level of significance:

H₀₁: There is no significant effect of Systematic Desensitisation counselling technique on the physiological dimension of Social Anxiety among students of NCE awarding institutions in Kano State

Table 1: Paired t-test for pre-test and post-test physiological dimension of social anxiety mean scores.

Variables	N	Mean	S.D	t-cal	Df	P-Value (2-tailed)
Pre-test SD. Phy	30	25.53	1.22	25.189	29	.000
Post-test SD. phy	30	17.93	1.59			

Source: Field Data, 2025

Table 1 above shows the analysis for pre-test and post-test of physiological dimension of social anxiety mean scores of NCE awarding institutions students exposed to Systematic Desensitisation Counselling Technique treatment. The analysis shows that the t value is 25.189 with 29 as degree of freedom, P-value is 0.000 at 0.05 level of significance, and this indicates that the P-value is less than the level of significance. This shows that, the null hypothesis which states that there is no significant effect of Systematic Desensitisation Counselling Technique on physiological dimension of social anxiety among Students of NCE awarding institutions in Kano State is rejected and maintained that, there is significant effect of Systematic Desensitisation Counselling Technique on physiological dimension of social anxiety among students of NCE awarding institutions in Kano State.

H₀₂: There is no significant effect of Systematic Desensitisation counselling technique on the cognitive dimension of Social Anxiety among students of NCE awarding institutions in Kano State.

Table 2: paired t-test for pre-test and post-test cognitive dimension of social anxiety mean scores

Variables	N	Mean	S.D	t-cal	df	P-Value (2-tailed)
Pre-test SD.Cog	30	31.20	1.93	20.013	29	.000



Post-test SD.Cog 30 21.33 1.72

Source: *Field Data, 2025*

Table 2 above shows the analysis for pre-test and post-test of cognitive dimension of social anxiety mean of NCE awarding institutions' students exposed to Systematic Desensitisation Counselling Technique treatment. The analysis shows that the t value is 20.013 with 29 as degree of freedom, P-value is 0.000 at 0.05 level of significance, and this revealed that the P-value is less than the level of significance. Therefore, the null hypothesis which states that there is no significant effect of Systematic Desensitisation Counselling Technique on the cognitive dimension of social anxiety among Students of NCE awarding institutions in Kano State is rejected and maintained that, there is significant effect of Systematic Desensitisation Counselling Technique on cognitive dimension of social anxiety among students of NCE awarding institutions in Kano State.

Ho3: There is no significant effect of Systematic Desensitisation counselling technique on the behavioural dimension of Social Anxiety among students of NCE awarding institutions in Kano State.

Table 3 paired t-test for pre-test and post-test behavioural dimension of social anxiety mean scores

Variables	N	Mean	S.D	t-cal	df	P-Value (2-tailed)
Pre-test SD.Behav	30	31.13	2.02	19.644	29	.000
Post-test SD.Behav	30	21.46	1.43			

Source: *Field Data, 2025*

Table 3 above shows the analysis for pre-test and post-test of behavioural dimension of social anxiety mean scores of students of NCE awarding institutions exposed to Systematic Desensitisation Counselling Technique treatment. The analysis shows that the t value is 19.644 with 29 as degree of freedom, P-value is 0.000 at 0.05 level of significance, and this revealed that the P-value is less than the level of significance. Therefore, the null hypothesis which states that there is no significant effect of Systematic Desensitisation Counselling Technique on the behavioural dimension of social anxiety among Students of NCE awarding institutions in Kano State is rejected and maintained that, there is significant effect of Systematic Desensitisation Counselling Technique on behavioural dimension of social anxiety among students of NCE awarding institutions in Kano State.

Ho4: There is no significant effect of Modelling counselling technique on the physiological dimension of Social Anxiety among students of NCE awarding institutions in Kano State.

Table 4: paired t-test for pre-test and post-test of physiological dimension of social anxiety mean scores

Variables	N	Mean	S.D	t-cal	df	P-Value (2-tailed)
Pre-test MOD Phy	30	29.93	1.01	20.429	29	.000
PosttestMODPhy	30	19.66	1.21			

Source: *Field Data, 2025*

Table 4 above shows the analysis for pre-test and post-test of physiological dimension of social anxiety mean scores of students of NCE awarding institutions exposed to Modelling Counselling Technique treatment. The analysis shows that the t value is 20.429 with 29 as degree of freedom, P-value is 0.000 at 0.05 level of significance, the P-value is less than



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the level of significance. Therefore, the null hypothesis which states that there is no significant effect of Modelling Counselling Technique on the cognitive dimension of social anxiety among Students of NCE awarding institutions in Kano State is rejected and maintained that, there is significant effect of Modelling Counselling Technique on physiological dimension of social anxiety among students of NCE awarding institutions in Kano State.

HO₅ There is no significant effect of systematic Modelling counselling technique on the cognitive dimension of social anxiety among students of NCE awarding institutions in Kano State.

Table 5: Paired t-test analysis for pre-test and post-test of cognitive dimension of social anxiety mean scores

Variables	N	Mean	S.D	t-cal	df	P-Value (2-tailed)
Pre-test MOD Cog	30	32.13	2.82	24.744	29	.000
Posttest MOD Cog	30	20.53	1.33			

Source: Field Data, 2025

Table 5 above shows the analysis for pre-test and post-test of cognitive dimension of social anxiety mean scores of students of NCE awarding institutions exposed to Modelling Counselling Technique treatment. The analysis shows that the t value is 24.744 with 29 as degree of freedom; the P-value is 0.000 at 0.05 level of significance, the P-value therefore less than the level of significance. The null hypothesis which states that there is no significant effect of Modelling Counselling Technique on the cognitive dimension of social anxiety among Students of NCE awarding institutions in Kano State is rejected and maintained that, there is significant effect of Modelling Counselling Technique on cognitive dimension of social anxiety among students of NCE awarding institutions in Kano State.

HO₆ There is no significant effect of Modelling counselling technique on the behavioural dimension of Social Anxiety among students of NCE awarding institutions in Kano State

Table 6: Paired t-test analysis for pre-test and post-test of behavioural dimension of social anxiety mean scores

Variables	N	Mean	S.D	t-cal	df	P-Value (2-tailed)
Pre-test MOD Beh	30	31.73	2.71	19.395	29	.000
Posttest MOD beh	30	20.13	1.47			

Source: Field Data, 2025

Table 6 above shows the analysis for pre-test and post-test of behavioural dimension of social anxiety mean scores of students of NCE awarding institutions exposed to Modelling Counselling Technique treatment. The analysis shows that the t value is 19.395 with 29 as degree of freedom, P-value is 0.000 at 0.05 level of significance, the P-value is less than the level of significance. Therefore, the null hypothesis which states that there is no significant effect of Modelling Counselling Technique on the behavioural dimension of social anxiety among Students of NCE awarding institutions in Kano State is rejected and maintained that, there is significant effect of Modelling Counselling Technique on behavioural dimension of social anxiety among students of NCE awarding institutions in Kano State.

Summary of Findings

The major findings of this study are as follows:

1. There is significant effect of Systematic Desensitisation and Modelling counselling techniques on physiological, cognitive and behavioural dimensions of social anxiety among students of NCE awarding institutions in Kano State.
2. There is significant effect of Systematic Desensitisation and Modelling counselling techniques on physiological, cognitive and behavioural dimensions of social anxiety among students of NCE awarding institutions in Kano State.



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3. There is nodifferential effect of Systematic Desensitisation and Modelling counselling techniques on behavioural dimensions of social anxiety among students of NCE awarding institutions in Kano State.

Discussion of Findings

This study was designed to determine the effects of Systematic Desensitisation and Modelling Counselling Techniques on the three Dimensions of Social Anxiety and equally to determine the differential effects of both techniques in dealing with overall Social Anxiety. The first finding of this study revealed that there is significant effect of Systematic Desensitisation on physiological dimension of social anxiety among students of NCE awarding institutions in Kano State. The mean scores decreased from 25.53 before the treatment to 17.93 after the treatment, indicating a substantial reduction of 7.6. This effect was statistically significant ($p=.000$), leading to rejection of the hypothesis. This significant reduction in the physiological dimension of social anxiety after systematic desensitization treatment aligns with Madoni et al., (2018), who examined the effectiveness of group counselling, Systematic Desensitisation technique and emotional freedom technique in reducing students' public speaking anxiety. The result showed that the group counselling with Systematic Desensitisation technique and emotional freedom technique (EFT) were all effective in reducing the public speaking anxiety of students. Similarly, Adin et al., (2017) conducted a study on the effect of Speech Training with Systematic Desnsitisation on Enhancing Students' Speaking Competence and found that the mean score of Speech Training with Systematic Desnsitisation Technique was 67.36 for pretest and 79.80 for posttest. This indicated that the students' speaking competence got improved because the increase of Desensitisation Technique increases the students' speaking competence. This aligns with physiological dimension of social anxiety, as the students' increased in their speaking competence, the physiological dimension of social anxiety decreases.

The second finding revealed that there is significant effect of Systematic Desensitisation on cognitive dimension of social anxiety among students of NCE awarding institutions in Kano State. The mean scores decreased from 31.20 before the treatment to 21.33 after the treatment, indicating a substantial reduction of 9.8. This effect was statistically significant ($p =.000$) leading to rejection of the hypothesis. This significant reduction in the cognitive dimension after Systematic Desensitisation is in agreement with the study conducted by Obi and Oguzie, (2019), who conducted a study on the effect of Systematic Desnsitisation Technique on generalized anxiety among secondary school adolescents in Enugu East Local Government of Enugu state and found that Systematic Desnsitisation was very effective in reducing generalized anxiety of secondary school adolescents. This finding is similar to cognitive dimension of social anxiety as they both involve catastrophic thinking (imagining worst case scenario). Furthermore, the finding of this study concurred with Caparons et al., (2008), who conducted a study applying Systematic Desensitization in the treatment of fear of flying aid and concluded that the technique is effective on reducing fear of flying. This finding supports the cognitive dimension of social anxiety because it is an excessive fear, worry and also could reinforce and maintain fear.

The third finding of this study revealed that there is significant effect of Systematic Desensitisation on behavioural dimension of social anxiety among students of NCE awarding institutions in Kano State. The mean scores decreased from 31.13 before the treatment to 21.46 after the treatment, indicating a substantial reduction of 9.67 this effect was statistically significant ($p =.000$) leading to rejection of the hypothesis. This significant reduction in the behavoiural dimension of social anxiety after Systematic Desensitisation treatment aligns with Umar et al., (2023) who conducted a study on the assessment of Systematic Desensitisation counselling technique on social Phobia among Nigerian undergraduate students and suggested that counsellors and teachers should be encouraged to use Systematic Desensitisation counselling Technique in addressing social phobia behaviour among Nigerian undergraduate students. Also, a study aimed to find out the effectiveness of Rational Emotive Behavior counseling with systematic desnsitisation technique in reducing 8th-grade students' anxiety test in SMPN 3 Ungaran by Sulistiyoningrum and Mulawarman (2019) has shown that the use of both techniques has effectively reduced students' anxiety during tests. Students usually demonstrate test anxiety behaviour whenever they are to sit for tests, therefore making the findings of Sulistiyoningrum and Mulawarman support the behavioural dimension of the present study.



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The fourth finding of this study revealed that there is significant effect of Modelling counselling technique on physiological dimension of social anxiety among students of NCE awarding institutions in Kano State. The mean score result shows decrease from 25.93 prior to the intervention to 19.66, with a mean difference of 6.27. The result indicates a significant reduction in the physiological dimension of social anxiety. This effect is statistically significant ($p = .000$ leading to rejection of the hypothesis). The finding is relevant to the study of Ukamaka and Fidelis (2013) who conducted a study on the Effect of Modelling counselling technique on social anxiety among students of Imo State College of Education Uboma and the finding revealed that Modelling was effective on social anxiety reduction and improvement in the students' interaction, results also showed that a cognitive factor contributes more in social anxiety than physiological factors. The finding is also in line with another research conducted by Maduka, (2019) on the effects of Modelling and Self Instruction Technique on social anxiety among secondary school adolescents in Enugu East Local Government of Enugu State, the result revealed that Modelling was effective in reducing the social anxiety of secondary school adolescent students irrespective of the dimensions of social anxiety as the interaction of the students increased after the treatment.

The fifth finding of this study revealed that there is significant effect of Modelling counselling technique on cognitive dimension of social anxiety among students of NCE awarding institutions in Kano State. The mean score result shows decrease from 32.13 prior to the intervention to 20.53, with a mean difference of 11.6, this result indicates a significant reduction in the cognitive dimension of social anxiety. This effect is statistically significant ($p = .000$ leading to rejection of the hypothesis). However, this finding is in agreement with Bisri et al (2018) on the effectiveness of group counselling with Modelling Counselling Technique to improve Self-Efficacy in Senior High School Students Decision making in Continuation and the result revealed that students decision making was improved after the group counselling with Modelling counselling technique. Also, Hukulati et al (2022) investigated the effectiveness of group counselling with live modeling techniques to improve academic self-efficacy of guidance and counseling students where the result revealed that the live modeling technique in group counseling was effective in increasing the academic self-efficacy of the Guidance and Counseling students. These findings are in line with the cognitive dimension of social anxiety because self-efficacy is the belief in one's ability to accomplish certain task including self- confidence.

The sixth finding of this study revealed that there is significant effect of Modelling counselling technique on behavioural dimension of social anxiety among students of NCE awarding institutions in Kano State. The mean scores decreased from 31.73 to 20.13, the mean difference is 11.6 after the treatment which indicates a substantial reduction in the behavioural dimension of social anxiety. This effect is statistically significant ($p = .000$), leading to rejection of the hypothesis. This significant reduction in the behavioural dimension of social anxiety after Modelling treatment aligns with the finding of Nnodum (2010) who conducted an investigation on the Relative Effectiveness of Assertive Training (AT), Modelling (M) and a combination of Assertive Training and Modelling (AT&M) techniques in improving the social skills of primary school isolates and found out that the techniques were effective by improving the social skills and reducing isolate behaviour of the primary school students. The finding is also in agreement with Eghe and Nwanko (2019) in investigating the effects of Modelling technique on shyness among junior secondary school students in Benin Metropolis of Edo State, the finding revealed that Modelling technique was effective in reducing shyness among junior secondary school students. Also, Siyasiya et al (2022) revealed in the effect of Modelling counselling technique on shy behaviour among senior secondary school students in Gwale Zonal Education Directorate of Kano State that Modelling counselling technique is effective in changing shy behaviour among secondary school students. Lastly, the finding is in agreement with the study carried out by Nnadi et al., (2019) who examined the effect of Modelling technique on impulsivity among junior secondary school students in Anambra state. The results obtained from the study showed that Modelling technique was significantly effective in reducing impulsivity among the junior secondary school students who participated in the experiment. Impulsivity denotes tendency to act without thinking.

Conclusion

Based on the outcomes of this study, the following conclusions were drawn:

1. Systematic desensitisation counselling technique is significantly effective in reducing physiological, cognitive and behavioural dimensions of social anxiety.



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2. Modelling counselling technique is significantly effective in reducing physiological, cognitive and behavioural dimensions of social anxiety.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. The finding of this study revealed that systematic desensitisation counselling technique is significantly effective in the treatment of the physiological dimension of social anxiety, schools and school counsellors should include the technique into counselling programs to help students overcome physiological challenges of social anxiety.
2. Findings from this study also revealed that systematic desensitisation counselling technique is significantly effective in the treatment of the cognitive dimension of social anxiety, counsellors should therefore use systematic desensitisation to address illogical thinking associated with the challenges of cognition in students such as low self-esteem and feeling of unworthiness by including sessions that will boost emotional confidence of the students.
3. Since the finding of this study discovered that Systematic Desensitisation Counselling Technique is significantly effective in dealing with the behavioural dimension of social anxiety, institutions should organize workshops to encourage counsellors to use this technique during counselling sessions on social anxiety, by this, counsellors would be able to assist students to overcome avoidant and safety behaviours as a result of social anxiety.
4. Since the finding from this study revealed that modelling counselling technique is significantly effective in the treatment of the physiological dimension of social anxiety, schools should organise modelling related programs from time to time in order to help students model acceptable social behaviours by mentors such as maintaining self confidence in social situations.
5. Finding from this study showed that modelling counselling technique is significantly effective in the treatment of the cognitive dimension of social anxiety, counsellors should be trained to provide emotional support and encouragement to students, helping them build confidence in themselves and encourage them to practice as such.
6. Finding from this study showed that modelling counselling technique is significantly effective in the treatment of the behavioural dimension of social anxiety, counsellors should be trained by the government to provide support and encouragement to students, by organizing programs such as presentations, debates, quiz competitions as well as emphasizing on the importance of feeling confident in oneself, this will help to improve better and reduce the behavioural challenges of social anxiety.

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