

Effect of Systematic-Desensitization-Counselling Technique on Social Anxiety among Secondary School Students in Nassarawa Zonal Education Directorate, Kano State, Nigeria

SAI'DU, Hajara Tabawa¹

Email: hajratea@gmail.com

Tel: 07035997289

MUSTAPHA, Ibrahim Abdullahi¹

mustaphaia@yahoo.com

08036475574

YUSUF, Musa Kibiya¹

yusufkibiya@gmail.com

08035818755

¹Department of Educational Foundations, Northwest University, Kano

Abstract

The study investigated the effect of systematic desensitization counselling techniques on social anxiety among secondary school students of Nassarawa Zonal Education Directorate, Kano State, Nigeria. Three hypotheses focusing on cognitive, behavioral and physiological dimensions of social anxiety were tested at 0.05 level of significance. The study adopted quasi-experimental research design in form of pre-test and post-test design only. The target population consist of 2,737 secondary school students identified with social anxiety out of which 30 students were sampled to participate in the study through purposive sampling technique. Two data collection instruments were used for the study: Social Anxiety Identification Checklist (SAIC) with the reliability of stability coefficient of $r = .832$ was established. Student Social Anxiety Inventory (SSAI) was the instrument used to quantify the severity of the Social Anxiety. The participants were assigned to treatment using Systematic Desensitization technique. Statistical analysis using paired sample t -test was used. Results obtained from the study indicated significant effect of on social anxiety among secondary school students with $t = 4.750, p=0.001$, $t = -28.957, p=0.001$ and $t = -20.003, p=0.001$. The results equally showed that there is significant effect of Systematic Desensitization Technique on the three dimensions of social anxiety among secondary school students with $t = -3.117, p=0.004$, $t = -3.772, p=0.001$ and $t = -7.910, p=0.001$. In conclusion, Systematic Desensitization techniques was effective in treating social anxiety among Secondary School Students. Based on the findings, it was recommended among others, that Schools' Counsellors should make good use of systematic desensitization techniques in counselling students with social anxiety.

Keywords: Social anxiety, Systematic desensitization technique, Counselling interventions

Introduction

One of the most extensive research areas in recent decades has been anxiety and its related fields. Social anxiety is one of the most common psychological problems experienced in the present time. Due to its prevalence, many studies have investigated it as one of the most crucial emotional problems causing several psychological and behavioral problems. People with social anxiety experience fear and uneasiness in social performance and interactional situations, which have a significant negative impact on the various aspects of their life. Social anxiety is considered as one of the most psychological problems related to secondary school students. It manifested by face flushing, sweating, tremor, and speech struggling to a degree observed by the surrounding. Individuals who suffer from social anxiety usually fear meeting people or speaking to them. Cavalho (2017) reported that social anxiety among secondary school students has forced many schools to introduce various activities to inspire students to make their stay in school a pleasurable event. Students with Social Anxiety are likely to avoid participation in school events, such as being reluctant to contribute to class discussions and shunning opportunities for academic advancement as well as extra-curricular events. Social anxiety among secondary school students decreases performance in the class, make them alcohol dependent, avoid verbal presentations, and result in poor performance in class test. Although many efforts made by various stakeholders like parents, teachers, religious leaders and school counsellors seem to have helped in one way or the other in ameliorating the plight of social anxious students, the problem still persists. Social anxiety is prevalent psychological challenges among secondary school students, affecting their academic performance, social interactions and overall well-being.

DOI: <https://doi.org/10.64348/zije.202545>

Effect of Systematic-Desensitization-Counselling Technique on ... Sai'du, H. T., Et. al. (2025)
Social anxiety is a pervasive concern among adolescents particularly in secondary schools where social interactions and performance expectations are constant. It manifests through fear of negative evaluation, social avoidance and distress and physiological symptoms of anxiety. When left untreated, social anxiety can significantly impact students' confidence, participation and academic success.

Social anxiety can be classified in to three dimensions namely cognitive dimension, behavioural dimension and physiological dimensions (Emslie, 2018). Cognitive social anxiety occurs when people with social anxiety often engage in negative self-evaluation, perceiving themselves as inadequate or fearing they will be judged harshly by others. According to Clark and Wells' cognitive model of social anxiety individuals with social anxiety tend to have distorted beliefs about themselves, others, and the social situation, which fuel their anxiety. Anticipatory anxiety is another cognitive component where individuals experience intense worry and fear leading up to a social event. They may ruminate about potential negative outcomes and overestimate the likelihood of social mishaps, as proposed by (Hofmann, 2017). Cognitive dimension of social anxiety manifests in students' negative thoughts and self-perceptions such as fear of failure or rejection, excessive self-consciousness and overestimation of others' judgement. According to cognitive models of social anxiety, people who have social anxiety's worry about how other people will see them (Leibowitz, 2019). After the action, they could pay close attention to themselves, feel extremely self-conscious, or hold themselves to a high level of performance. The social Counselling hypothesis of self-presentation states that a person with this problem makes an effort to act politely toward others but feels incapable of doing so. Oftentimes, before the social event that could cause anxiety, sufferers would consciously go over what could go wrong and how to handle each unforeseen situation. They might think that their performance wasn't up to standard after the occasion. They will therefore go over everything that might have been unusual. These ideas could linger for weeks or longer rather than ending abruptly after the interaction.

The behavioural component of social anxiety involves observable actions, reactions, or avoidance behaviours that individuals with social anxiety engage in response to social situations. Individuals with social anxiety often experience intense fear in social situations, and these emotions can drive specific behaviours aimed at minimizing or avoiding perceived negative outcomes. Individuals with social anxiety frequently exhibit avoidance behaviours as a means of managing their anxiety. They may actively avoid social situations or endure them with significant distress. According to the cognitive-behavioural model proposed by Clark and Wells (1995), avoidance is a central feature of social anxiety, perpetuating and exacerbating the individual's fear. This model suggests that avoidance behaviours serve as safety behaviours, providing a temporary reduction in anxiety but ultimately maintaining and reinforcing social anxiety over time. Behavioural social anxiety can be seen among students, behavioural manifestations of social anxiety include avoiding social situations or using safety behaviours (rehearsing conversations in advance, avoiding eye contact) to mitigate anxiety. These behaviours are aimed at reducing the perceived threat of social situations but can perpetuate the problems. Behavioural dimension of social anxiety also manifests in students' avoidance of social interactions, public speaking and participation in group activities. Physiological component of social anxiety often elicits heightened physiological arousal, such as increased heart rate, sweating, and muscle tension. Some individuals with social anxiety may experience noticeable physiological dimensions, such as blushing or trembling, which can be a source of embarrassment and further increase anxiety (Schulz, 2016). The physiological component of social anxiety involves the autonomic nervous system's response to social situations, leading to observable physiological reactions. Individuals with social anxiety often experience heightened physiological arousal, marked by changes in heart rate, sweating, and other bodily functions, in response to perceived social threats. Physiological dimension of social anxiety includes physical symptoms such as excessive sweating, rapid heartbeat, trembling and nausea when facing social situations.

Social anxiety is treated by using many counselling techniques like cognitive restructuring, social skills training, life skills training, differential reinforcement technique, miscellaneous behavior change, self-instructional strategies, systematic desensitization, assertiveness training among others which many researches show their effectiveness in the treatments of social anxiety. Despite the increasing awareness of social anxiety problems many affected students in Nigerian secondary schools lack access to effective psychological interventions. Among these intervention approaches are cognitive restructuring (CR) and systematic desensitization (SD) which are two widely recognized approaches in cognitive-behavioural theory (CBT) for anxiety problems (Hofmann, 2012). Systematic desensitization employs gradual exposure to anxiety-provoking situations combined with relaxation techniques (Leitenberg, 2019). Systematic desensitization is also type of behavioural techniques based on the principle of classical conditioning. This approach aims to remove the fear response of anxiety and substitute a relaxation response to the conditional stimulus gradually using counter conditioning. Systematic desensitization is a technique procedure

DOI: <https://doi.org/10.64348/zije.202545>

Effect of Systematic-Desensitization-Counselling Technique on ... Sai'du, H. T., Et. al. (2025) based on social learning principles for the treatment of maladaptive fears. The client is taught to relax and then imagine a graded sequence of scenes that are progressively more fear-provoking. By experiencing the stimuli during a relaxed state that is incompatible with fear, the emotional reaction to the stimuli is gradually weakened. Systematic desensitization technique has been found to significantly reduce behavioural avoidance and physiological symptoms of social anxiety among students. It is against this background that this study investigated the effects of cognitive restructuring and systematic desensitization counselling techniques on social anxiety among secondary school students of Nassarawa Zonal Education Directorate, Kano State, Nigeria.

Many students in Nassarawa Zonal secondary schools Kano State, are frequently preoccupied with negative view of themselves, feel rejected, act foolishly and scared that others may laugh at them when performing a task in the class. As an experienced teacher, students found themselves in a situation arising from their inability to interact appropriately, build and maintain interpersonal relationship with their peers and other adolescents in the school and around them. Most of them are found to be keeping to themselves all the time, when they are in the midst of their peers, they prefer being quiet, keep to themselves or doing thing on their own. They rarely interact, ask or answer questions in the class or outside the class and most time they look lonely, isolated and sad; at time, some of them become aggressive when forced by their peers to interact. These Students, at different times are likely to fall victim of bullying, victimization and neglect by their peers, noticing and uncaring teachers and other adult. The lack of interpersonal relationship skills has really denied them of the care and support, love, trust and encouragement they deserve from both within and outside the school. Observations made by the researcher that, as an experienced teacher have shown that, social anxiety appears to be on the increase among secondary students in Nassarawa zonal education directorate and may become a threat to effective teaching and learning if not checked. Students who are victims of social anxiety report fear of going to school, physical dimensions of illness, some level of depression, nervousness, progressive lower level of self-esteem and diminished ability to learn in the school. School authority as well as school counsellors have been adopting the routine conventional counselling, and through educational, vocational and persona-social counselling to tackle the situation. But the orientation programmes fail to remove the effect of social anxiety, despite all these efforts, social anxiety still exists in many students especially those that do not have a chance and ready to socialised which may reflect in their performance. These meas ures have not solved the problem of social anxiety among the students.

Counsellors have come up with various counselling techniques among which is systematic desensitization technique. This technique was used as an approach to the treatment of behaviour problems that try to help individuals behave more adaptively by modifying their thoughts. The emphasis is on the effect of thought on behaviour and behaviour change technique. The technique strives to change misconceptions, strengthen coping skills, increase self-control and encourage self-reflection. As such the present study investigated 'The effect of Systematic Desensitization counselling techniques on Social anxiety among Secondary School Students of Nassarawa Zonal Education Directorate, Kano State.'

Objectives of the Study

Specifically, the objectives of the study are to determine:

1. The effect of Systematic Desensitization technique on Cognitive dimension of social anxiety among Secondary School Students of Nassarawa Zonal Education Directorate, Kano;
2. The effect of Systematic Desensitization technique on Behavioural dimension of social anxiety among Secondary School Students of Nassarawa Zonal Education Directorate, Kano;
3. The effect of Systematic Desensitization technique on Physiological dimension of social anxiety among Secondary School Students of Nassarawa Zonal Education Directorate, Kano.

Research Questions

The following research questions were raised:

1. What is the effect of Systematic Desensitization technique on Cognitive dimension of social anxiety among Secondary School Students of Nassarawa Zonal Education Directorate, Kano?
2. What is the effect of Systematic Desensitization technique on Behavioural dimension of social anxiety among Secondary School Students of Nassarawa Zonal Education Directorate, Kano?
3. What is the effect of Systematic Desensitization technique on Psychological dimension of social anxiety among Secondary School Students of Nassarawa Zonal Education Directorate, Kano?

Research Hypotheses

The following null hypotheses were tested at the 0.05 level of significance.

- H01:** There is no significant effect of Systematic Desensitization on Cognitive dimension of social anxiety among Secondary School Students of Nassarawa Zonal Education Directorate, Kano.
- H02:** There is no significant effect of Systematic Desensitization on Behavioural dimension of social anxiety among Secondary School Students of Nassarawa Zonal Education Directorate, Kano.
- H03:** There is no significant effect of Systematic Desensitization on Psychological dimension of social anxiety among Secondary School Students of Nassarawa Zonal Education Directorate, Kano.

Methodology

The research design adopted for this study is Quasi-Experimental Design involving the pre-test post-test design only. This design involves a pre-test of the subjects before the introduction of the treatment followed by a post-test of the subjects after the treatment. According to Kothari (2013), in such a design a single test group or area is selected and the dependent variable is measured before the introduction of the treatment. Hence, the design was relevant for this study because of its advantage of testing the results obtained from pre-test and post-test in order to analysed the effect or otherwise. The population of this study comprises of 333 Senior Secondary Students identified with social anxiety in Nassarawa ZED 2024/2025 academic session using the adapted Students Social Anxiety Checklist (SSAC). The Students Social Anxiety Inventory (SSAI) was used for the pretest and posttest to measure cognitive, philological and behavioural dimensions of social anxiety. Both instruments were validated and found reliable through pilot tasting, with co-relation co-efficient of $r = .832$ was established.). For overall data collection involved administering the adopted Social Anxiety Identification Checklist (SAIC) to identify students with social anxiety followed by Students Social Anxiety Inventory (SSAI) during the pretest. After 10 weeks of Systematic Desensitization Counselling technique intervention, a posttest was administered. For the data analyses techniques, paired sample t-test was used.

Presentation of Results

The data for this study were analysed and presented based on the three (3) null hypotheses. Null hypotheses 1-3 were tested using paired sample t-test at alpha 0.05 level of significance. The results were presented in tables below.

- H01:** There is no significant effect of Systematic Desensitization on cognitive dimension of social anxiety among Secondary School Students of Nassarawa Zonal Education Directorate, Kano State.

Table 1: Paired Sample t-test on the Effect of Systematic Desensitization Counselling Technique on Cognitive Dimension of Social Anxiety among Secondary School Students of Nassarawa Zonal Education Directorate, Kano State

Variable	Group	N	Mean	SD	Df	t-Cal	p-Value
Cognitive Dimension of Social Anxiety	Pre-Test	15	10.26	3.685	29	-3.117	0.004
	Post-Test	15	13.60	4.694			

* *Significant at $p < 0.05$*

The results in Table 4.5 showed that $t(29) = -3.117$, while $p = 0.004$. Since the probability value ($p=0.004$) is less than the alpha level of significance ($\alpha = 0.05$), the null hypothesis which is states that there is no significant effect of Systematic Desensitization counselling technique on cognitive dimension of social anxiety among Secondary School Students of Nassarawa Zonal Education Directorate, Kano State is rejected. These findings indicate that the systematic desensitization technique had a significant positive effect on the cognitive dimension of social anxiety. This implies that using systematic desensitization counselling technique is effective on cognitive dimension of social anxiety among secondary school students.

- H02:** There is no significant effect of Systematic Desensitization on Behavioral dimension of social anxiety among Secondary School Students of Nassarawa Zonal Education Directorate, Kano State.

DOI: <https://doi.org/10.64348/zije.202545>

Effect of Systematic-Desensitization-Counselling Technique on ... Sai'du, H. T., Et. al. (2025)

Table 2: Paired Sample t-test on the Effect of Systematic Desensitization Counselling Technique on Behavioral Dimension of Social Anxiety among Secondary School Students of Nassarawa Zonal Education Directorate, Kano State

Variable	Group	N	Mean	SD	Df	t-Cal	p-Value
Behavioral Dimension of Social Anxiety	Pre-Test	15	15.06	4.798	29	-3.772	0.001
	Post-Test	15	21.46	8.080			

* *Significant at $p < 0.05$*

The results indicated that $t(29) = -3.772$, and $p = 0.001$. Given that the p -value (0.001) is less than $<$ the alpha level of significance ($\alpha = 0.05$), the null hypothesis which states that there is no significant Effect of Cognitive Restructuring on Physiological Dimension of Social Anxiety among Secondary School Students of Nassarawa Zonal Education Directorate, Kano is rejected. This demonstrates that the systematic desensitization technique had a significant effect on the behavioural dimension of social anxiety among secondary school students.

H0₃: There is no significant effect of Systematic Desensitization on Physiological dimension of social anxiety among Secondary School Students of Nassarawa Zonal Education Directorate, Kano State.

Table 3: Paired Sample t-test on Effect of Systematic Desensitization Counselling Technique on Physiological Dimension of Social Anxiety among Secondary School Students of Nassarawa Zonal Education Directorate, Kano State

Variable	Group	N	Mean	SD	Df	t-Cal	p-Value
Physiological Dimension of Social Anxiety	Pre-Test	15	8.13	3.224	29	-7.910	0.001
	Post-Test	15	15.26	3.657			

* *Significant at $p < 0.05$*

Table 4.7 revealed that $t(29) = -7.910$, $p < .001$. Since the probability value ($p=0.001$) is less than the alpha level of significance ($\alpha = 0.05$), the null hypothesis which is states that there is no significant effect of Systematic Desensitization counselling technique on cognitive dimension of social anxiety among Secondary School Students of Nassarawa Zonal Education Directorate, Kano State is rejected. This implies that systematic desensitization counselling technique had a significant effect on the physiological dimension of social anxiety among secondary school students.

Discussion of Findings

Results from hypothesis 1 the finding showed that there was significant effect of Systematic Desensitization Technique (SDT) on cognitive dimension of social anxiety among secondary school students of Nassarawa Zonal Education Directorate, Kano State ($t = -3.117$, $p=0.004$). This means that systematic desensitization counselling technique had a positive and significant effect on reducing of all aspects of social anxiety among secondary school students of Nassarawa Zonal Education Directorate, Kano State. Theoretically, this finding coincides with Behavioral Theory (Classical Conditioning) which explains how individuals associate specific stimuli with anxiety responses. Systematic Desensitization Technique applies this theory by gradually exposing individuals to anxiety-inducing stimuli while teaching relaxation techniques, breaking the anxiety-stimulus link. According to Nwobodo (2022) systematic desensitization technique is based on learning and behavioral change principles. Through repeated exposures and relaxation techniques, individuals learn to identify anxiety-provoking events with relaxation rather than terror, leading to a positive shift in behavior and emotional reaction. Empirically, the finding is in consonance with findings of Abdullahi (2022) who revealed that there is significant effect of Systematic Desensitization (SD) counselling technique on cognitive dimension of social anxiety among primary School pupils in Nassarawa Orphanage home Kano, Kano State. Ventas, Higbee and Murdock (2001) investigated the effectiveness of systematic desensitization for fear reduction, trembling and avoidance behaviour using humorous hierarchy scenes without relaxation and found that a systematic desensitization is effective in reducing fear, trembling and avoidance behavior among students in America. Similarly, Yusuf (2019) conducted a study on the effect of Systematic Desensitization on social anxiety among junior secondary school students in Zaria metropolis and the results revealed that the application of systematic desensitization had a significant impact on separation anxiety ($t=4.486$, $p=.000$). It also corresponds with finding of Powers (2020) who found that exposure-based therapies, including systematic desensitization, were effective in reducing cognitive dimensions of social anxiety.

DOI: <https://doi.org/10.64348/zije.202545>

Effect of Systematic-Desensitization-Counselling Technique on ... Sai'du, H. T., Et. al. (2025)

Hypothesis 2; revealed that there is significant effect of Systematic Desensitization Technique (SDT) on behavioural dimension of social anxiety among secondary school students of Nassarawa Zonal Education Directorate, Kano State ($t = -3.772$, $p=0.001$). This shows that Systematic Desensitization Technique (SDT) had the effect of reducing behavioural dimension of social anxiety among students. Theoretically, this finding supported Pavlov's postulations of Classical Conditioning Theory which featured that through the use of therapeutic skill, the behaviour can be changed, especially the undesirable behaviours, and that most of the things that happen to us like fear and anxiety are due to conditioning, so for any psychological problem you want to handle you first get the sequence of the problem. Empirically, this finding is in line with that Muhammad (2014) investigated the effectiveness of the Cognitive Restructuring and Systematic Desensitization techniques in the Control of Social Anxiety among Final Year Secondary School Students in Kaduna Metropolis and the results confirmed that systematic desensitization was very effective in controlling social anxiety and emotionality of the students respectively. Also, Prayetno (2020) conducted a study on the effect of systematic desensitization on anxiety in individual with specific social anxiety in Indonesia and found out that systematic desensitization helps people with particular anxiety feel less anxious. It also in line with findings of Nwobodo et al (2022) who found that adult learners exposed to systematic desensitization had significant reduction in their social anxiety than those not exposed. Similarly, Regina and Lezorgia (2017) found out that systematic desensitization technique is effective in the management of metho anxiety among secondary school students in Khana Local Government Area of Rivers State, Nigeria.

Hypothesis 3; this study found a significant effect of Systematic Desensitization Technique (SDT) on physiological dimension of social anxiety among secondary school students of Nassarawa Zonal Education Directorate, Kano State ($t = -7.910$, $p=0.001$). This implies that systematic desensitization counselling technique had a significant positive effect on the physiological dimension of social anxiety among secondary school students. Therefore, it is clear to conclude that Systematic Desensitization Technique (SDT) was found to significantly reduce physiological dimension of social anxiety among students. Similarly, the interventions in this study resulted in improved classroom participation and reduced self-imposed social isolation among students. This emphasizes the importance of using evidence-based techniques to foster positive behavioral changes. Theoretically, this finding gain support from Behavioral Theory (Classical Conditioning) which explains how individuals associate specific stimuli with anxiety responses. Systematic Desensitization Technique applies this theory by gradually exposing individuals to anxiety-inducing stimuli while teaching relaxation techniques, breaking the anxiety-stimulus link. Empirically, the finding is in agreement with the research conducted by Paul (2016) who studied how systematic desensitization is used to reduce public speaking anxiety and reported that Systematic Desensitization Technique is highly effective in improving students' confidence in public speaking and participation in social interactions. Also, the finding of this study is in conformity with the findings of Chisara (2017) who found that Systematic Desensitization was effective in reducing generalized anxiety in secondary school adolescents. Otta and Ogazie (2014) and Ifeanyi (2015) further emphasize the efficacy of SDT in mitigating physiological distortions associated with social anxiety, such as negative self-perceptions and irrational fears. Consistent with their findings, this study demonstrates a significant effect in reducing physiological symptoms among students, thereby increased social confidence and reduced feelings of inadequacy.

Conclusions

Emanating from the findings of this study, the following conclusions are drawn:

The study found a significant effect of the Systematic Desensitization Technique in reducing students' social anxiety. Students with social anxiety can gradually overcome their fears when they confront them in a safe environment while practicing relaxation techniques. It was therefore concluded that systematic desensitization technique significantly impacts all dimensions of social anxiety among senior secondary school students in Nassarawa Zonal Education Directorate of Kano State.

Summary of Findings

From the analysis of data, the following were emanated as the findings of the study:

- 1) There is significant effect of Systematic Desensitisation Technique (SDT) on cognitive dimension of social anxiety among secondary school students of Nassarawa Zonal Education Directorate, Kano State (-3.117 , $p=0.004$).
- 2) There is significant effect of Systematic Desensitisation Technique (SDT) on behavioural dimension of social anxiety among secondary school students of Nassarawa Zonal Education Directorate, Kano State (-3.772 , $p=0.001$).
- 3) There is significant effect of Systematic Desensitisation Technique (SDT) on physiological dimension of social anxiety among secondary school students of Nassarawa Zonal Education Directorate, Kano State (-7.910 , $p=0.001$).

Recommendations

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

1. Since Systematic Desensitization Technique had the significant effect on social anxiety among Secondary School Students of Nassarawa Zonal Education Directorate, it was recommended that its application should be utilized by school counsellors, teachers and school administrators for the treatment of social anxiety in school settings.
2. School authorities should consider systematic desensitization technique to help students manage anxiety in all its dimensions and improve their overall well-being.
3. Education stakeholders should train school counselors on the application of evidence-based techniques like Systematic Desensitization Technique to promote behaviour modification, helping students build confidence and reduce anxiety in social interactions.

References

- Ahmed, A. (2016). *Effects of Cognitive Restructuring and Graded Exposure Counselling Technique on School Anxiety among Secondary School Students in Daura Zonal Inspectorate of Education of Katsina State*. Unpublished Masters Theses, Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria.
- Abdullahi, S. A. (2022). *Effect of Systematic Desensitization and Social Skills Training on Social Anxiety among Primary School pupils in Nassarawa Orphanage Home, Kano state, Nigeria*. Unpublished Ph. D Dissertation submitted to department of Educational psychology and Counselling, Ahmadu Bello University, Zaria.
- Bala, A. M. (2019). *Comparative Effectiveness of Cognitive Restructuring and Systematic Desensitization in Reducing Social Anxiety among Students in Kaduna State*. Unpublished Doctors Thesis Submitted to the School of Postgraduate Studies Department of Educational Psychology and Counselling, Ahmadu Bello University Zaria, Nigeria.
- Beidel, D., C., (2014). The impact of social skills training for social anxiety problems: A randomized controlled trial. *Journal of Anxiety Problems* 2 (8) 908–918.
- Bolsoni-Silva, A., T., & Loureiro S., R. (2021). The Role of Social Skills in Social Anxiety of University Students *Paidéia* 24 (58) 223-232.
- Carvalho A.F., McIntyre R.S. (2017). *Mental problems in primary care: A guide to their evaluation and management*. Oxford University Press.
- Chisara (2017) Effects of Systematic Desensitization and Self Instruction Techniques on Generalized Anxiety among Adolescents in Enugu State. Unpublished Ph.D Dissertation In Counselling Psychology Submitted To The Department Of Guidance And Counselling Faculty of Education Nnamdi Azikiwe University, Awka Enugu State.
- Emslie, G. J. (2018). Pediatric anxiety: Under-recognized and undertreated. *The New England Journal of Medicine*, 3 (5) 9 - 35.
- Hofmann, S. G. et al (2012). Cognitive-Behavioural Therapy for anxiety problems. *Clinical Psychology Review*, 32(5), 329-341.
- Muhammad, H.B. (2014). *Effects of Cognitive Systematic Desensitization on Test Anxiety among Senior Secondary School Students III (SSS 3) in Kaduna Metropolis; Kaduna State Nigeria*. (Unpublished Doctoral Thesis). ABU Zaria-Nigeria.
- Muhammad, M. S. (2019). *Effects of Cognitive Restructuring and Self-Management Counselling Techniques in Reducing Test Anxiety among Students of Staff Secondary Schools in Kano State, Nigeria*. Unpublished PhD Thesis submitted to the School of Postgraduate Studies, Department of Education, Bayero University Kano.
- Muhammad, U. G., Yusuf, N. A. & Abdullahi, M. I (2021) Effect of Cognitive Restructuring Technique on Social Anxiety among Senior Secondary School Students in Suleja Education Zone, Niger State, Nigeria. *Prestige Journal of Counselling Psychology* 4 (2) 11-22
- Nwobodo, P., Onwuasoanya, N. P., Chigbu, F. E., Chukwu, P. N & Omeje, J. C (2022). Effects of Systematic Desensitization on Test Anxiety of Adult Learners in Enugu State Nigeria. *Journal of Education*, 6 (4), 130-142.
- Paul, N. E. (2016). Effects of Systematic Desensitization (SD) therapy on the reduction of test anxiety among adolescents in Nigerian schools: *Journal of Instructional Psychology*, 32 (4).345 -369
- Lezorgia, R. (2017). Effect of Cognitive Restructuring and Systematic Desensitization in the Management of Mathoanxiety among Secondary School Students in Khana L.G.A of Rivers State, Nigeria. *American Journal of Educational Research* (5) 11

DOI: <https://doi.org/10.64348/zije.202545>

- Effect of Systematic-Desensitization-Counselling Technique on ... Sai'du, H. T., Et. al. (2025)
- Russell, G., & Topham, P. (2012). Impact of social anxiety on student learning and well-being in higher education. *Journal of Mental Health, 21* (4) 375-385.
- Ventis, W.L., Higbee, G & Murdock, S.A (2011). Using humor in systematic desensitization to reduce fear. *The Journal of General Psychology, 12* (2), 241-253.
- Wolpe, J. (1958). *Psychotherapy by reciprocal inhibition*. Stanford University Press.
- Yasser, A (2019). The effect of cognitive restructuring counselling technique on reducing students' social media usage intensity. *Jurnal Psikologi Pendidikan & Konseling: Jurnal Kajian Psikologi Pendidikan dan Bimbingan Konseling 5* (2) 76-83 DOI: <https://doi.org/10.26858/jppk.v5i2.9639>