

EFFECT OF SELF-MANAGEMENT COUNSELLING TECHNIQUE ON SOCIAL PHOBIA AMONG UNDERGRADUATES STUDENTS OF NORTHWEST UNIVERSITY, KANO

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ABSTRACT

The study examined the effect of self-management counselling technique on social phobia among undergraduates of Northwest University Kano. one (1) objectives guided the outcome of the study, and one (1) null hypotheses was tested at 0.05 level of significance. Quasi-experimental design involving pre-test post-test experimental group design was adopted for this study. Population of this study comprised of two hundred and forty-five (245) male and female undergraduates identified with the symptoms of Social Phobia (SP). A sample of twenty (20) undergraduates with higher symptom were selected using purposive sampling technique. Two instrument were used for data collection, social phobia check list scale was used for the identification of the respondents while Social Phobia Rating Scale (SPRS) was used for the collection of pre-test post-test data for this study. Hypothesis was tested using paired sample t-test. Results indicated that there is significant effect of Self-Management (SM) counselling technique on Physiological dimension of social phobia among undergraduates of Northwest University Kano ($P < .05$) and ($t = 9.927$). On the basis of this findings, it was concluded that Self-management counselling technique was effective on physiological, dimensions of social phobia and It was recommended that Counsellors and educational psychologists should employ self-management counselling techniques in addressing social phobia among undergraduates.

Key Word ,self management, Counseling Technique, Social Phobia

Introduction

Social phobia is “the set of psychological responses that accompany concern about possible negative consequences. Physiological dimension of social phobia exhibit basically the same somatic symptoms during or in anticipation of anxiogenic exposure as observed in social phobia problems like palpitations, sweating, a tremor, hot flushes. The causes of social phobia involves genetic, environmental factors, life events, experiences and so on. For instance, if undergraduates are born with a cautious nature have stressful experience, it can make them more cautious and shy. Feelings of pressure to interact in ways they are not ready for, feelings of being criticized or humiliated, or having fears and worries can make it more likely for a shy or fearful person to develop social phobia. Students who constantly receive critical or disapproving reactions may grow to expect that others will judge them negatively. Being teased or bullied will make undergraduates who are already shy to likely retreat into their shells. They will be scared to make a mistake or disappointing someone. The symptoms of social phobia is sweating, blushing, and fear of public speaking, are also more common in social phobia but have greater problems, (Chapell, Blanding, Takahashi, Silverstein, Newman, Gubi, & McCann, 2015). Crozier (as cited in Sola, 2014)

Self-Management technique emerged as an effective approach for improving behaviour. Its strategies can be separated into measures based on the principle of contingency management such as self-reward, self-recording, and self-talk. Self-management may also refer to the ability of undergraduates to regulate his/her emotions and resulting behaviours in ways that society consider acceptable. This includes how the undergraduates cope with unmet wants or needs, perseveres when faced with obstacles and set goals for himself/herself (Bandy & Moore 2016).

Problems Statement

Undergraduates are more often associated with social phobia that may result them to thought confusion and loss of personal and social functioning. Undergraduates with such problem may have reduced quality of life, disturbed social interactions, excessive worries, poor daily functioning, difficulty of speaking in front of a group of people and fail or drop out of school due to fear. Consequently, their attention to social interaction may be distracted by an excessive focus on anxiety. Therefore social phobia is a physiological condition and social problem that has given consequences on a great number of students in the university, The ugly phenomena ‘‘Social Phobia’’ has posed much of great concern to students hence it requires urgent attention for the advancement of education in the university and country. Social phobia is an observable fact many students usually encounter in the university. it is considered to be one of the most common and spread emotions, with a large number of the student’s population suffering from its negative effect. its excessive and overbearing level. Stressful emotions can inhibit a student’s ability to absorb, retain and recall information. Social phobia creates a kind of "noise" or "mental static" in the brain that blocks persons’ ability to retrieve what is stored in memory and also greatly impairs their ability to comprehend and reason. It can interfere with one’s studying and may have difficulty in learning. social phobia can cause a host of problems in students. Although, each person experiences a different collection of symptoms with differing degrees of intensity, social phobia can be managed, if what causes it is understood. High level of emotional distress correlation to reduce academic performance and higher overall students drop-out rates. Social Phobia can have a broader consequences ,negatively affecting a students social , emotional and behavioral development ,as well as their low anxiety peers ,some phobia is normal and often helpful to stay mentally and physically alert . Lack of attention to counselling techniques especially self-management is a key gap in the literature given that social phobia is the most prevalent social problem among undergraduates students. Self-management counselling technique is the first step toward addressing undergraduates with social phobia.

Based on the above , The problems of social phobia which often lead to social problems has become worrisome and unsatisfactory to students, researchers, teachers, university administrators, parents of students and the larger society. Hence , this motivated the researcher to use self-management counselling techniques on social phobia among undergraduate students of Northwest University. Kano.

Objectives

Effect of self-management counselling technique on Physiological dimension of Social Phobia among Undergraduates of Northwest University, Kano.

Hypotheses

The following hypothesis was tested at 0.05 level of significance

H01. There is no significant effect of self-management counselling technique on Physiological Dimension of Social Phobia among Undergraduates of Northwest University, Kano

The term Social phobia was first defined by Greek philosopher Wolpe (1958), who described it as the excessive fear, and apprehension that children and other people experience in their social interactions. This can cause considerable discomfort and embarrassment and often affect the person’s ability to act naturally or perform a task in front of people. Olamiji and Badru (2014).

Physiological Dimension of Social Phobia; Physiological dimension of social phobia exhibit the same somatic symptoms during anxious exposure as observed in other anxiety problems (Vieira & Matos, 2015). Sweating, hand tremor, hot flushes. These arousal symptoms stem from exaggerated activity in the sympathetic division of the autonomic nervous system, and its characteristic features of the ‘‘fight-or-flight’’ response (Garcia- Lopez 2016).

Types of Social Phobia

1. **Generalized Social Phobia:** Generalized Social Phobia, its normal to feel anxious from time to time, especially if student’s life is stressful. However, excessive ongoing social phobia and worry that interfere with daily activities may be a sign of generalized social phobia. It is possible for university students to develop generalized social phobia. Mitchel (2019), pointed out, that the tendency of having difficulty in the learning and teaching process and difficulty in organizing thoughts, restlessness, among others.
2. **Specific Social Phobia:** Students with specific social phobia may experience phobia only in a few situations. The term "specific social phobia" may also refer to specific forms of non-clinical social situation that can cause anxiety. The most common specific social phobia are glossophobia (the fear of public speaking) and stage fright (the fear of performance situation).

3. Agoraphobia; According to Anastasi (2015). Agoraphobia is a type of social phobia in which students fear and avoid places or situations that might cause them to panic and make students feel computable, helpless. Agoraphobia is fear of an actual or anticipated situation, such as using public transportation, being in open or enclosed spaces, standing in line, or being in a crowd. This type of social phobia is caused by fear that there's no easy way to escape or get help if the social phobia intensifies.

Olorunfemi-Olabisi and Akomolafe (2016) Study effects of Self-Management Technique on Social Phobia Among Undergraduate Students of Imo State University Owerri . The study adopted a quasi- experimental design. Four null hypotheses were generated and tested at 0.05 level of significance. Forty students identified with high social phobia level were selected for the study. The selected samples were grouped into experimental and control groups. A social phobia Scale developed by the researcher and validated was used for the study. The questionnaire was administered to identify students' level of social phobia before and after the treatment. The experimental group was taken through eight weeks of sixteen sessions of problem-solving technique. Data collected were analyzed using mean, standard deviation and t-test. The results revealed there was significant difference in the social phobia between groups. Also there was improvement on students who received the treatment. Based on these findings, it was concluded that self management technique is effective in reducing social phobia levels among students.

Gurnd, Kayes, Hardaciotto, and Newman (2012) Examined the Effect of Self-management and cognitive restructuring on social phobia among undergraduates of Lagos State University. the design of the study was quasi experimental research design using pre- test -post test, method .Three research question three hypotheses were formulated and tested at 0.05 level of significant. In a sample of 30 Students with social phobia who received self management techniques (MT). A therapy coding system was used to rate students positive and negative views of self-expression in the first ten sessions of a 52- weeks treatment. Ratings of negative (reverse scored) and positive view of self were summed to create a composite score for each session. Self-management was calculated as the standard deviation of self-esteem scores across sessions.

Chika (2013) Assessed the effect of self-Management intervention strategies among Undergraduates of the Institute of Continue Education of B.U.K . The design of the study was quasi-experimental design using pre-test - post-test with a sample of fifty (50) undergraduates of 18- to 20-year-olds and chi-squire was used to analyzed the data students primarily who met the criteria of anxious behaviour and generalized Social Phobia (SP) were assigned to treatment. The treatment was of 12 weeks' duration. Nearly all Students had a Social phobia such as depression, oppositional defiant disorder, or specific phobia.

Mose (2016) Conducted a study on the Effect of Self-Management technique on social phobia among undergraduate students of Nassarawa State University, Keffi. The study adopted the used of pre test – and post test design of forty (40) undergraduate students , aged 17–22 years. Students with physiological symptoms of social phobia were randomly assigned to Self Management plus teachers involvement. four hypotheses were tested at 0.05 level of significant using multiple regression analyses.

Methodology

This study adopted quasi experimental research. The selection of this design is based on the fact that, the study took an account of a pre-test and post-test design. Quasi-experimental design utilized two or more groups and this is considered appropriate. the experimental group was exposed to self-management counselling technique

The target population of this study comprised all undergraduates students of Northwest University, Kano. who exhibited the high symptoms of social phobia that were identified using social phobia screening scale (SPSS). There were two hundred and forty five (245), undergraduates identified with symptoms of social phobia. Two instruments was used for the study, the first instrument

for data collection was social phobia screening scale (SPSS) which was used to identify undergraduates with the symptoms of social phobia. The items of the instrument were adopted from the social phobia screening scale developed by Sonial (2008). The instrument has 16 items on four likert scale. The higher the very much true of me (VMTM) of the respondents the higher the social phobia and vice versa.

The second instrument titled Social Phobia Rating Scale (SPRS) adopted from the work of Gabriel (2014). This scale was used to obtain pre-test and post-test score of the respondents. The instrument was divided in to two section section A demographic profile of the participant and section B consist of thirty eight items (38), in accordance with the three dimensions as Physiological , Behavioural, and Cognitive and was also on five likert scale

The two instruments Social phobia screening scale and social phobia rating scale (SPRS) were scored on five liker scale as (NTM, STM, MTM,VTM, VMTM,). The soring procedure is, Not Truth of Me (NTM) = 1, Slightly Truth of Me (STM) =2, Moderately True of Me (MTM)=3 Very Truth of Me (VTM)=4, Very Much Truth of Me (VMTM) = 5, The number of a points in each of the columns was added together to get the total point scored range from 38 -190.

The data obtained was subjected to statistical analysis using Statistical Package for Social Sciences (SPSS 23th edition) descriptive statistics, was used to answer demographic profile of the respondents and inferential statistics such as t-test for independent sample to test the hypothesis at 0.05 level of significance. The use of t-test for independent sample was based on the fact that it is the appropriate statistical tool for determining the significance difference between means scores of two groups.

In order to ensure that, the social phobia rating scale (SPRS) and social phobia check list scale (SPCS) are valid for the study, three copies of the instruments were submitted to the three experts who checked and ascertained its face, content, and construct validity in relation to the research objective.

The reliability of the two instruments were established using test re-test method with interval of two weeks. The correlation between successive measurement with the same test were analyzed using Person Product Moment Correlation Coefficient. This yielded 0.96 and Cronbach Alpha of 0.90 for Social Phobia Rating Scale (SPRS) and 0.95 and 0.90 for social Phobia Checklist Scale (SPCS). The reliability index of two instruments were adequate and consistent with Creswell (2002), recommendation of .70 and above, the more the index is closer to one (1) the better the result.

Treatment Procedures

The procedures used for the treatment were divided into three phases' that is pre-treatment phase, treatment phase and post treatment phase.

Pretreatment Phase

This is the first stage of the treatment procedure, is the stage where base line data was collected. One week before the commencement of the treatment the researcher administered the instrument to the respondents in order to insure the accuracy of the sample selected. The base line data collected was scored and kept to serve as pre- test and later used to compare with the post test score for inference to be drawn on the effect of the treatment on students.

Treatment Phase

This is the second phase of the treatment which involved the use of self-management counselling on the two treatment groups. Students were exposed to the treatment. There were ten (10) sessions for treatment group which was conducted for a period of 30-45 minutes every Tuesday.

Post Treatment Phase

Post treatment phase is the third in the treatment procedure in this phase data collected by re-administering the instrument after ten weeks of the treatment. The data collected for the second administration (Post test) was compared with that of the pre test in order to determine the effect of the treatment techniques (Self Management) on social phobia.

Result and Discussion

Hypothesis : There is no significant effect of self-management counselling technique on Physiological dimension of Social Phobia among undergraduate students of Northwest University Kano Nigeria.

Table; Paired Samples t-test on the Effect of Self-Management Counselling Technique on Physiological dimension of Social Phobia among Undergraduates of Northwest University Kano Nigeria.

Treatment	Variables	N	Mean	SD	Df	T	P
SMT	Pre test	10	50.400	6.34	9	9.927	.000
	Post test	10	21.100	5.25			

Significant at $P < .05$

Table; Shows that, the pre- test mean score of 50.400 and standard deviation of 6.34. after the treatment the post test mean score reduced to 21.100 and the standard deviation of 5.25 with degree of freedom and t value of 9 and 9.927 respectively. From the table the p-value of 0.000 was found to be lesser than the 0.05 alpha level of significance. This implies that there is significant effect of self management counselling technique on physiological dimension of social phobia. Therefore the null hypothesis that stated there is no significant effect of self-management counselling technique on Physiological dimension of Social Phobia among undergraduate students of Northwest University Kano Nigeria. was rejected.

Discussion

The findings of this study revealed that Self-Management (SM) counselling technique had significant effect on physiological dimension of social phobia among undergraduates students of Northwest University Kano Nigeria. This means that, there was a significant reduction of undergraduates physiological dimension of social phobia after

exposure to the training of self management technique. This findings agreed with that of Olorunfemi-Olabisi and Akomolafe (2016) Study effects of Self-Management Technique on Social Phobia Among Undergraduate Students of Imo State University Owerri .. That self-management was effective on physiological dimension of social phobia among undergraduates. It is also corresponds with the findings of Gurnd, Kayes, Hardaciotto, and Newman (2012) Examined the Effect of Self-management and cognitive restructuring on social phobia among undergraduates of Lagos State University. That self management was effective on social phobia among undergraduates .The similarities of these findings may be linked to the fact that all studies used the same technique (Self-Management) and the studies adopted quasi experimental research design.

Chika (2013) Assessed the effect of self-Management intervention strategies among Undergraduates of the Institute of Continue Education of B.U.K . This findings was found to be effective on social phobia. The findings also agreed with the findings of Mose (2016) Conducted a study on the Effect of Self Management technique on social phobia among undergraduate students of Nassarawa State University, Keffi. Person-Centered Theory was based on the idea that, undergraduates' can make important decisions, know his potentialities, control his behaviour, and also think rationally. The theory (person centered theory) was based on the assumption that, The person centered theory can be considered as an ideal theory, as it helps an undergraduates to make important decisions and It facilities self-reliance, thereby reducing over reliance on parents, teachers and elders for counselling.

Conclusion

Based on the findings of this study it was concluded that the use of Self-management (SM) counselling technique was effective on physiological dimensions of social phobia among undergraduates of Northwest University Kano Nigeria.

Recommendations

On the basis of this findings and conclusion of the study the following recommendations were made;

1. Counsellors and educational psychologists should employ self management counselling technique in addressing social phobia among undergraduates
2. Counsellors and educational psychologists should endeavor to use systematic desensitization counselling technique in addressing social phobia among undergraduates.
3. Counsellors and educational psychologists should employ both self management and systematic desensitization counselling techniques in re-addressing social phobia among undergraduates

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