

Effectiveness of Behavior Therapy in Improving the Social Efficiency and Decrease of Generalized Anxiety amongst Students of Secondary Stage in Jordan

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ABSTRACT

This study aims at investigating the effectiveness of behavior therapy in improving the social efficiency and decrease of generalized anxiety amongst students of the secondary stage. The sample of study had consisted of (60) male and female students, where they were divided into four groups: both experimental groups were subjected to the group counseling program to improvement of the social efficiency and decrease of generalized anxiety, meanwhile both controlling groups were not subjected to any program. Both instruments of study, scale of social efficiency and scale of generalized anxiety at the beginning and in the end of the study were applied on all individuals. Results indicated improvement of social efficiency and decrease of generalized anxiety level amongst both experimental groups and did not show up any impact of sex variable.

Keywords: Behavior Therapy, Social Efficiency, Generalized Anxiety. Students. Secondary Stage.

Introduction

In the secondary stage the student is already in the adolescence stage. Usually this stage is described with instability due to quick variables in several growth stages, and occurrence of what is called social, sentimental, psychological and bodily instability, and this stage is one of the most stages in which the individual faces conflicts and disorders.

Perhaps from the most conflicts and disorders to which students of the secondary stage are exposed is generalized anxiety, and in spite of anxiety significance as an incentive of student's studying obtainment, but it is considered from the psychological disorders, with which the student feels as a response to certain incidents. So, are to be excessive feelings at the student, unreal and overlap with his life and his social relations (Beesdo, Knqppe & Pine, 2009). The social efficiency is one of the most significant social concordance constituents and ability to meet the needs of reception and social acceptance (Radwan, 2007). And due to existence of these problems amongst students of the secondary stage, the behavior Therapy had been chosen, because it is, as (Linhan, 2015) a trend that combines between the technicalities of the behavior Therapy and the Dialectic Philosophy, and it is an effective technique in dealing with behavior disorders, and the personal problems.

Problem of Study

The behavioral problems amongst school students in the different stages of education are from difficulties that face teachers, researchers and counselors, for the school records at the educational counselling departments in educational directorates in Jordan are full of students' behavioral problems. This is what had been assured by a study done by the National Center for Human Resources Development (2016), about the extent of behavioral problems spread amongst school students. Results showed that the most abundant spreading problems are problems of violence, aggression, anxiety, efficiency weakness, social skills, sneaking, and smoking. Therefore, came this study to recognize the effectiveness of behavior therapy in improving the social efficiency and decrease of generalized anxiety amongst students of the secondary stage.

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Significance of study

Firstly: The theoretical significance:

The significance of study refers to that it is treating the social efficiency and the generalized anxiety amongst students of the secondary stage at a new technique in therapy, and it is the behavior therapy.

Secondly: The applied significance:

The study submits a feedback about the extent of impact of remedial programs on the social efficiency and generalized anxiety.

Hypothesis of Study

The first hypothesis:

There are no differences with statistical significance at the level of significance ($\alpha \leq 0.05$) in improving the social efficiency among students exposed to the group remedial program, and students who were not exposed to the program.

The second hypothesis:

There are no differences with statistical significance at the level of significance ($\alpha \leq 0.05$) in improving the social efficiency among students who had been exposed to the group remedial program, and students who had never been exposed to the remedial program ascribed to the variable of sex.

The third hypothesis:

There are no differences with statistical significance at the level of significance ($\alpha \leq 0.05$) in decreasing the level of generalized anxiety among students who had been exposed to the group remedial program and students who had never been exposed to the program.

The fourth hypothesis:

There are no differences with statistical significance at the level of significance ($\alpha \leq 0.05$) in the level of generalized anxiety amongst students who had been exposed to the group remedial program, and students who had never been exposed to the remedial program ascribed to the variable of sex.

Conceptual and procedural definition of study terms

Behavior Therapy:

It is a curriculum combines between the technicalities of behavioral cognitive therapy to treat those caught with personal disorders, its effectiveness was proved in treating disorders of hurting oneself, personal problems, and weakness of domination on emotions (Linhang, 2015).

Social efficiency:

Indicates to availability of factors of cooperation, assurance, self-control, sympathy, concern and respect of others' feelings and their point of view (Gresham & Ellint, 2013). Procedurally known at the degree obtained by the individual on the scale of social efficiency employed at this school.

Generalized anxiety:

It is a disorder characterized with excessive anxiety difficult to be controlled being not learning on certain incidents. From its symptoms feeling fatigue and difficulty in concentration and difficulty in completing functions of the daily life (Colman, 2011). And it is procedurally known of the degree obtained by the individual on the scale of generalized anxiety employed at this school.

Limits and determinants of the study:

The possibility of generalizing results of the present study are determined by characteristics of study individuals from students of the secondary stage, and with quality of designing the study by two experimental groups and two

controlling groups, beginning and ending scales and characteristic traits of employed instruments in the study.

The theoretical framework:

When students in the secondary stage were in the adolescence stage they were exposed to bodily, emotional, social and behavioral changes, and were also exposed to many of pressures inside and outside the school. For students in the secondary stage practice many of negative behavior, such as destruction of school furniture, obstinacy and withdrawal, also problems may appear in the form of fears, anxiety and shyness or problems related with social interaction with companions and others (As-Saber, 2004). Persons who suffer from anxiety disorders have excessive feelings and unreal, overlapping with their life and their private and social relations, and their performance at work, their different life activities, such as social and recreative activities (Beesdo, Knappe & Pine, 2009). (Colman, 2001) defines (Generalized Anxiety) that it is a disorder characterized with excessive anxiety impossible to controlled being not leaning on certain incidents but relates with the incidents of daily life. It is distinguished with a group of symptoms, of them feeling with fatigue, unrest, difficulty in concentration, muscle – tension, sleep disorder and difficulty in completion of daily life functions. The generalized anxiety disorder is diagnosed in accordance with the statistical evidence and the diagnosing one, the fifth (DSMV,2013) through the availability of anxiety standard and the increasing preoccupation (expectation of turbidity, or evil) talks about a number of incidents or activities (such as performance at work, or at school), and occurs at most of the days for a period not less than six months. The rate of generalized anxiety disorder among adolescents amounts to about (1.7% - 5.9%) and among adults amounts between (3% - 5%), and the rate of generalized anxiety disorder spread rises from (11.1% - 16%), and the rate of generalized anxiety disorder amounts to 25% of psychiatric clinics patients. Also the possibility of females' exposure to the generalized anxiety disorder is the weakness of possibility of males' exposure. There are numerous theories that explain the disorder of generalized anxiety, for the theory of psychological analysis views that the source of generalized anxiety refers to the suppressed instincts control, attempt of expressing them, and breaking the barrier of suppression. Frued classifies anxiety that it is an objective anxiety, neurotic, or ethical one (Corey, 2009). Meanwhile, the behavioral theory views that anxiety is a taught behavior, or a conditional fear response, and can be excited by a neutral incentive, and anxiety emerges at the child through acquiring from the parents, but the humanitarian theory views that anxiety is fear from the future, for it is a part of the individual's personality and a permanent daily experience all along his life. And the cognitive theory views that anxiety is the starting point of the psychological and mental disorders, for the irrational beliefs are the basis in appearance of anxiety, meanwhile the biologic theory indicates that anxiety can be a cause of heredity; it appears through bodily reactions, and that there are abundant factors lead to appearance of anxiety, such as age stage, the pressing stands of life, and thinking in the future and feeling guilty (Hijazi, 2013).

Most of behavioral problems of secondary stage students refer to lack of many of them to techniques of social concordance that considers the social efficiency one of its most important constituents, and ability of social acceptance, and (Matson, 2009) defines the social efficiency as a response of the individual effectively in the social stands, and covers a variety group of positive attributes and traits, such as: assurance and the vision of the social ego, the interaction, social and cognitive skills and popular with the mates. The social skills assist as cooperation with colleagues, and initiation by establishing relations efficiently with others to avoid socially non-acceptable reactions issued from others (Khatatbeh, 2015).

The social efficiency leads to social success, good adaptation and indicates concordance, and considered a standard of individuals' psychological health (Kawasah & As-Sayyed, 2011). It is useful in prevention from social and psychological problems in the secondary stage; where (Spalding, 2007) study indicated to the individual's lack to social efficiency connected with disorder, behavioral or emotional problems. So, the behavior therapy is one of the best techniques to deal with weakness of the social efficiency and disorder of generalized anxiety, for it had been designed to treat the counseled people at all levels of disorders sharpness. It aims at concentrating on stability of the counseled person, achieving the behavioral domination, decrease forms of behavior that threaten life increase the effective behavioral skills, and decrease the

dangerous behavioral patterns, and there are four basic methods for treatment, they are:

1. Groups of training on skills.
2. Individual therapy.
3. Group therapy.
4. Consultation on the telephone and in the external clinics.

The aim of the treater is encouraging individuals to recognize their behavior through training, increase of skills development, improving patterns of the thinking, laying a method to solve problems aiming at increasing thinking and adaptive behavior, and decrease of thinking and different behavior (Ashamaylah, 2016). The psychological therapy sessions, performed on the behavior therapy, concentrate on improving the incentive of the counseled person to obtain a life deserves living, and training is being done, aiming at generalizing it on the individual's life, for the behavior can be used together with cases of attempting to commit suicide at adolescents, greed and disordered behavior.

From skills upon which they are trained because they assist the council person:

1. Meditation skill (alertness skill): it is from the most important skills upon will it trains, because it assists the counseled person on acceptance and bearing his feelings at cases of pain and distress. Alertness is defined as a case of balanced awareness that makes the individual avoid contradiction in his behavior.
2. Recognition skill and emotion organization: Therapy views that emotions come first where emotions change results from the individual's exposure to a great amount of emotion, and his inability to organize these emotions.
3. Skill of dealing with others: deals with patterns of personality extremely similar to that submitted to individuals and groups to solve problems, and covers effective strategies demand from the individual saying no, and dealing with the conflict among individuals. It concentrates on cases in which the aim is to change a certain thing.
4. Skill of keeping the relationship: assists the individual is keeping the relations, either they were with friends, colleagues, or members of the family to use them in conversations, they are: kindness, concern, making sure, and simple performance (Linhan, 2004).

Previous Studies

- (Tomlison, 2015) study to recognize the impact of the behavior therapy on anxiety, anger and enmity, against others. The sample of study consisted of (34) adolescents, of those who have aggressive behavior and obtained high degrees on anxiety and anger list, and they have a group of temper – disorder behavior. The sample was distributed between two groups; experimental group, with 917) members a behavior program applied on them by using skills of dealing with others and organizing the emotion, and tolerance. The controlling group, with (17) members, did not receive any treatment. The results showed the effectiveness of the behavior therapy in decreasing anxiety, anger and enmity on others at the controlling group in the ending scale and results did not indicate to differences between both sexes at the level of generalized anxiety between males and females.

- (Bostick and Anderson, 2009) did a study aimed at developing a group counseling program for training on the social skills for adolescents who suffer from solitude and social anxiety. The sample consisted of two groups; males and females, where a group counseling program was applied. It consists of (10) ten group counseling sessions. The sessions concentrate on verbal and non-verbal communication skills, emotional organization, dealing skills, playing the role, modelling and automatic activities. The sample of study had been distributed into two groups; group counseling from males and females. Scale of social unsatisfactory and scale of social anxiety. Statistical analyzing results of comparison between both scales the beginning and the ending between the two groups; the experimental and the controlling, indicated to the existence of differences, statistically significant on the scales of study for the interest of the ending scale for the experimental group.

- And in a study done by (Linden, 2009), aimed at recognizing the extent of the behavior therapy effectiveness in treating the generalized anxiety disorder. The sample of study consisted of (72) patients diagnosed of anxiety disorder. They had been divided into two groups: experimental, received behavior therapy and the controlling group,

did not receive any therapy. Hamilton scale for anxiety was used as a beginning and ending scale. The results showed that there is an improvement with statistical significance for the interest of the experimental group compared with the controlling one. Also the results indicated to continuation of improvement in the period of following up, that lasted eight months, also the results indicated to existence of difference with statistical significance in the level of generalized anxiety among males and females for the interest of males.

- And Adadda (2008) did a study aimed at the extent of effectiveness of proposed program to increase the social efficiency for shy students in the stage of the basic education. Thirty students, their ages amount to (15-16) years had been chosen, then students were divided into two groups; an experimental group, upon which the scale of shyness symptoms and the counseling program were applied, their number is (15) students. The researcher employed the scale of shyness with its four dimensions: extreme shyness, tension of shyness and its aspects, the social seclusion, and the silent and shy personality. The group counseling program consisted of (14) sessions, in which acting techniques, playing roles, drawing and emotional evacuation, physical and recreational sports anthems and narration of stories. The results indicated to the existence of significant differences in the level of shyness in the ending scale between the controlling group and the experimental group.

- (Nelson, 2006) study aimed at recognizing the extent of effectiveness of a behavior program for training on the social skills of adolescents who have symptoms of straying stubbornness. The sample consisted of (62) adolescents have standards of the straying stubbornness disorder, divided into two groups, one experimental (32) and controlling (30). Precariousnesses were taken before and after therapy of measuring behavior before and after, then the program was applied on the experimental group by training them on skills of the behavior therapy as an alertness skill, dealing with others, and tolerance. The results showed effectiveness of the program, not only in decreasing the negative behavior, but increasing the positive behavior.

Commentary on the previous studies

The location of the present study is distinguished among the previous studies in building a behavior program, learned on the behavioral theory; for the present study is considered modern, because it attempted employing the technique connected with the theory of existentialism and mixing it with the behavioral techniques. Therefore, this study came to recognize the extent of effectiveness of a behavior remedial program in improving the social efficiency and decreasing the generalized anxiety amongst students of the secondary stage.

Method and procedures

Community of Study and its Sample

The community of study consisted of the secondary stage students, their number amounting to (125) students; (70) male students and (55) female students. The sample of study had been chosen by the accessible intentional sample, and the sample of study had been randomly chosen after applying the scale of generalized anxiety on all the study individuals. When degrees of the generalized anxiety scale were amounting between (30-60) degrees, the individuals who obtained the degree (33) and over were considered suffering a high level of generalized anxiety. The scale of social efficiency had been applied on all individuals of study. And when degrees of the social efficiency scale were amounting between (33-165) degrees, the individuals who obtained the degree (85) and below were considered suffering from a low level in the social efficiency. The sample of study amounted (60) students were randomly divided into (30) males and (30) females, and had been distributed on four groups as follows:

The first experimental group: consisted of (15) males, received a group remedial therapy program to amend the social efficiency and decrease the level of generalized anxiety, and the researcher met them at an average of one session weekly, for ten weeks, each session lasts to one hour.

The second experimental group: consisted of (15) females received a group remedial program to amend the social efficiency and decrease the level of generalized anxiety, and the researcher met them at an average of one session

weekly, for ten weeks, each one lasts for one hour.

The first and second controlling groups: consisted of (30) students; (15) males and (15) females, they did not receive a group remedial program to amend the self-efficiency and decrease the level of generalized anxiety, and the researcher did not meet them, but they were put on the waiting list. The anterior scale of both instruments of study was applied on individuals of both groups, the experimental and the controlling. Table No. (1) Illustrates distributing the sample of study individuals according to the type of the group and the variable of sex and the anterior and posterior scale.

Table No. (1)
Distribution of the study sample individuals according to the type of the group and the variable of sex and the anterior and posterior scale

Type of Group Variable of Sex		Social Anterior	Efficiency Posterior	Generalized Anxiety	
				Anterior	Posterior
1 st Experimental	Males	15	15	15	15
2 nd Experimental	Females	15	15	15	15
1 st Controlling	Males	15	15	15	15
2 nd Controlling	Females	15	15	15	15
Total	60	60	60	60	60

Instruments of Study

Firstly: Scale of Social Efficiency

The scale of social efficiency which was prepped by both researchers, where the scale consisted of (33) items, divided into four dimensions, they are:

1. Self – trust dimension.
2. Emotional dimension.
3. Assurance and self – control.
4. Cognitive dimension.

The answer about the scale is within five replacements as follows: (1-5) degrees, extremely agreed, agreed, neutral, objective, extremely objective, for the degree (5) means is a higher level than the social efficiency. For the purposes of the present study, the logical truth of the scale was extracted, that is through showing it on (10) of specialized arbitrators in the psychological counseling in the Jordanian universities; and to make sure of the evidence of items and their appropriateness, most notices assured to keep the scale on its present shape. And for the purposes of this study the reliability – quotient had been counted at the method of internal consistency by using Cronbach – Alpha equation on a sample consisted of (30) individuals of males and females from outside the sample of study, as the value of reliability amounted to (0.87).

Secondly: Scale of generalized anxiety

The researcher in this study prepared the scale of generalized anxiety, and the scale had consisted of (30) items measuring the generalized anxiety. For the purposes of this study, The researcher did show the scale to a group of specialists in the domain of the psychological counseling in some Jordanian Universities, where most of the arbitrators did indicate to the appropriateness of the scale for using in its current shape. And due to the internal consistency quotient of the scale by the method of Cronbach Alpha, as amounted (0.86), and the reliability significances attained were considered satisfactory and appropriate to accredit the scale in the present study. And when the total grade of the scale was amounting between (30-60) degrees and for the purposes of this study, the average answers of the sample had been confirmed on this test amounting to (33) as a separating point between the student with most anxiety and the least anxiety, for the student who obtained the degree of (33) and above was considered of students with most anxiety.

And the student who obtained the degree of (33) and below was considered from students with the least anxiety.

Thirdly: the remedial program

The employed program in the present study in its preparation leaned on the behavior therapy by using the technique of group counseling. Both researchers did prepare the program through reviewing the theoretical literature related with the behavioral theory, the social efficiency, and the generalized anxiety. And due to that a program had been built, consisted of (10) sessions each lasts for one hour. Both researchers did the logical truth of the program through showing it to a group of specialists in the domain of psychological counseling in the Jordanian Universities to be aware of their views in the extent of appropriateness of the program content for the objectives and used skills in training, and the extent of applying the program, and the opinions of arbitrators had been taken.

Procedures of the study

Procedures of the study were represented in specifying the sample of study in one of the private schools, and developing a behavior group remedial program to improve the level of the social efficiency and decrease the generalized anxiety. And also the scales of study had been specified, and extraction significances of validity and reliability and application. Then the remedial program had been applied on the first experimental group of males and on the second experimental group of females, where both experimental groups (males & females) were exposed to the procedures themselves of applying the program. But the two controlling groups had been put on the waiting list, and the researcher did not meet them both. Then after termination of the determined meetings, the researcher applied the scales of study on the four groups as a posterior scale.

Statistical processing

The researcher in the present study confirmed the semi – experimental design, for the anterior scale had been applied on the individuals of the first experimental group, males and females. After finishing application of the program, one of The researcher did apply the posterior scale on the individuals of study as a whole again. So the design used in this study is as follows:

	Sex	Experimental Group	Controlling Group
Scale of the Social Efficiency	Males	Rm 01 x 02	Rm 01 02
	Females	Rr 01 x 02	Rr 01 02
Scale of Generalized Anxiety	Males	Rm 05 x 06	Rm 05 06
	Females	Rr 05 x 06	Rr 05 06

Results of Study

The study aimed at identifying the extent of effectiveness of the behavior therapy in improving the social efficiency and decreasing the level of the generalized anxiety amongst the students in the secondary stage, their results will be shown due to hypotheses of study.

It is evident from table (2) the existence of differences between the two groups; the experimental and the controlling in both scales anterior and posterior at their degrees on the scale of study (social efficiency and generalized anxiety), and to recognize even if these superficial differences were statistically significant, (MANCOVA) analysis of multiple variance was done, in the following a show of these results.

Table (2)

Arithmetic means and standard deviations of students' degrees on scales of social efficiency & generalized anxiety in the anterior and posterior scale in accordance with both variables of the group & sex variable

	Group	Sex variable	No.	Anterior Scale		Posterior Scale	
				Arithmetic	Standard	Arithmetic	Standard
				Mean	Deviation	Mean	Deviation
Social Efficiency	Controlling	Male	15	102.72	18.99	109.13	17.20
		Female	15	105.94	23.35	111.13	23.10
		Whole	30	104.31	20.98	110.13	20.4
	Experimental	Male	15	89.21	10.04	122.01	10.18
		Female	15	88.66	20.04	114.87	15.81
		Whole	30	88.92	15.57	118.42	13.56
Generalized Anxiety	Controlling	Male	15	44.49	6.84	45.27	6.43
		Female	15	42.61	3.85	43.86	3.87
		Whole	30	43.52	5.54	43.35	0.61
	Experimental	Male	15	48.26	5.46	27.00	3.78
		Female	15	44.07	5.70	28.33	3.44
		Whole	30	46.17	5.88	27.67	3.61

Table (3)

Results of analysis of multiple – variance (MANCOVA) for the impact of the group variable (controlling & experimental) and interaction between the group, sex variable, and the level of the social efficiency amongst students

The Variable	Lamda	F	Freedom Degree	Significance Level
The Group	0.140	104.51	3	* 0.000
Group * Sex Variable	0.825	1.719	6	0.124

* Statistically significant at the level of significance ($0.05 \geq \alpha$)

It is evident from table No. (3) non – existence of an impact of interaction between the variable of the group and the variable of sex on variables of (the social efficiency and the generalized anxiety), the thing that indicates to that there are no differences between the effectiveness of the program between males and females. It is also evident from the table the existence of differences statistically significant ascribed to the variable of the group, where the value of Lamda was (0.825). And to recognize any of the two variables (the social efficiency and the generalized anxiety), these differences were founded and ANCOVA analysis of multiple variance was done. In the following is a show of these results in accordance with the organization of their hypotheses:

The first hypothesis:

There are no differences with statistical significance at the level of significance ($0.05 \geq \alpha$) among averages of degrees of both groups' individuals; the experimental and the controlling in the social efficiency ascribed to the counseling program.

It is evident from the table No. (4) the existence of differences statistically significant between the two groups, the experimental and controlling group in the social efficiency, where the value of (F) is (5.73), it is statistically significant at the level of significance ($0.05 \geq \alpha$), and the differences among the modified arithmetic means for the interest of the experimental group (that was exposed to the remedial program), where the modified posterior arithmetic mean was for the experimental group (119.97), meanwhile the modified arithmetic mean was for the controlling group (108.59). Also it is evident from the table No. (4), that means the remedial program to which the experimental group subdued shared in improving the level of the social efficiency amongst students.

Table No. (4)

Results of dual analysis of variance for differences significance in students' degrees on the scale of social efficiency between classes of both variables of the group and sex and interaction between them

Source of Variance	Total of Squares	Degrees of Freedom	Average of Squares	F.	Level of Significance
Anterior	789.46	1	789.46	2.75	0.103
Group	1646.12	1	1646.12	5.73	* 0.02
Group * Sex variable	383.98	2	191.99	0.67	0.516
Error	15777.74	55	286.87		
Total (Whole)	18012.18	59			

* Statistically significant at the level of significance ($0.05 \geq \alpha$)

The second hypothesis

There are no differences with statistical significance at the level of significance ($0.05 \geq \alpha$) in the social efficiency amongst students ascribed to the variable of sex.

Table No. (5)

Modified posterior arithmetic mean for students' degrees scale of the social efficiency in accordance with both variables, the group and the variable of sex

The group	Variable of Sex	Average	Standard Error
Experimental	Male	123.49	4.46
	Female	116.46	4.48
	Whole	119.97	3.23
Controlling	Male	107.91	4.43
	Female	109.27	4.51
	Whole	108.59	3.23

It is evident from table No. (5) non-existence of impact with significance among students, the thing that indicates non-existence of differences in effectiveness of the program in modifying the social efficiency between males and females, and this result agrees with results of the previous (MANCOVA) analysis of multiple co-variance in table No. (4).

The third hypothesis

There are no differences with statistically significance at the level of significance ($0.05 \geq \alpha$) between averages of the experimental group individuals' degrees and the controlling degrees in the generalized anxiety ascribed to the remedial program.

It is evident from table No. (6) existence of differences statistically significant between the two groups the experimental and the controlling in degrees of the individuals on the scale of generalized anxiety, where the (F) value was (320.98) and it is statistically significant at the level of significance ($0.05 \geq \alpha$). The level of generalized anxiety was less at the experimental group (which was exposed to the remedial program), and the modified posterior arithmetic mean of the experimental group (27.07) meanwhile the modified arithmetic mean of the controlling group was (45.17), as it is evident from the table No. (6), the thing that indicates that the training program to which the experimental group subdued shared in littling the level of generalized anxiety amongst students.

Table No. (6)

Results of dual analysis of co-variance (ANCOVA) for the significance differences in students' degrees on the scale of generalized anxiety among classes of both variables of the group and sex and interaction in between them both

Source of Anterior Variance	Total of Squares	Degrees of Freedom	Average of Squares	F.	Level of Significance
	359.67	1	359.67	24.90	0.000
Group	4635.67	1	4635.67	320.98	* 0.000
Group * Variable of Sex	76.55	2	38.28	2.65	0.080
Error	794.33	55	14.44		
Whole	5466.18	59			

* Statistically significant at the level of significance ($0.05 \geq \alpha$)

The fourth hypothesis

There are no differences with statistically significance at the significance level ($0.05 \geq \alpha$) in the generalized anxiety at students ascribed to the variable of sex.

It is evident from table No. (7) the existence of impact with significance between the group and the variable of sex on the generalized anxiety at students, the thing that indicates to existence of difference in the effectiveness of the program in littling the level of the generalized anxiety between males and females. This result agrees with results of the previous multiple analysis of variance in table No. (6).

Table No. (7)

The modified posterior arithmetic means of students' degrees the scale of social efficiency in accordance with both variables of the group and sex

The group	Sex variable	Average	Error Standard
Experimental	Male	25.44	1.03
	Female	28.69	0.98
	Whole	27.07	0.70
Controlling	Male	45.44	0.98
	Female	44.89	1.00
	Whole	45.17	0.70

Discussion and Recommendations

The study aimed at recognizing the effectiveness of the behavior therapy in improving the social efficiency and decreasing the level of generalized anxiety at students of secondary stage.

But what relates with results of the first hypothesis. The dual analysis of co-variance in the differences between both groups had shown; the first experimental and the second. The controlling group amounted to the level of statistical significance. The individuals of both experimental groups, the first males and the second female's improvement in the level of social efficiency between the anterior and posterior scale compared with the controlling group.

That can be ascribed to that the program of the behavior therapy concentrated on various techniques, such as the techniques of the mistaken behavioral dealing and the technique of improvement. The individuals from both sexes, males and females had been trained through the sessions of the program on the how of dealing with the mistaken behavior with others, and patterns of the multiple social interaction, and techniques of alertness efficiency through playing the role and modelling and the impact of that in the individual's interaction with others, where employment of trainings had been done through methodological programs of the group therapy, distinguished with characteristics give

the participants in the counseling sessions an opportunity of interaction, discussion and dialogue. The program of the group therapy leaning on the behavior therapy led to improving level of the social efficiency amongst the members of the experimental group from males and females, due to what the program included of multiple sessions, duration of each session is (60) minutes, with intensified and continuous trainings, in addition to providing members of both groups; the experimental from males and females during the counseling sessions with theoretical information assisted not only in the how of specifying the behavior, but working on modifying them.

This result agrees with (Nelson's Study, 2006) that its results indicated to existence of differences with statistical significance between the experimental group and the controlling group on students' responses in effectiveness of the behavior program in decreasing the negative behavior and increasing the positive behavior. And also agrees with results of study by (Bostick et al., 2009) that its results indicated that training on the remedial program led to improving the social skills at individuals.

And what relates with results of the second hypothesis, the analysis of multiple co-variance (MANCOVA) had shown that differences in the averages between both experimental groups; the first males and the second females, and the controlling group did not amount to the level of statistical significance, and this result can be ascribed to trainings, for it had given members of both experimental groups from males and females equally, for the same procedures had been applied on both experimental groups. This study does not agree with Adada's study, 2008 which results indicated to existence of differences statistically significant in the level of social efficiency between both groups of students from males and females.

But what relates with results of the third hypothesis, the dual analysis co-variance had shown that differences in the averages between members of the experimental group and the controlling group amounted to the level of statistical significance. And members of both experimental groups had shown a decrease in the level of the generalized anxiety between the level of generalized anxiety between the anterior scale and the posterior scale, compared with the controlling group. This result is ascribed to the variety of trainings to how train the individuals on the concept of dialectic and the skill of alertness, and also modelling the techniques of types of anxiety and the technique of solving problems inside the counseling sessions, and applying them through performing the role and opposite of it, in addition to duties demanded from the individuals to apply them in the period that interpenetrates the counseling sessions, where the remedial program concentrated on giving information through the sessions about the relationship between the tasks and the negative stands and how to deal with them, also train the individuals how to employ the technique of 'improve' through using the strategy of representation, relaxation and dealing with one stand simultaneously, and stirring discussion and dialogue among individuals of the experimental group. The program had concentrated on techniques of alertness skill and showing them one after the other, and individuals had been trained on every type of their types, and how the individual can control his behavior in the different stands. And they had been trained on mental relaxation, through performing the role and modelling. And agreed with results of (Linden's study, 2009), which its results indicated to decrease of the level of anxiety amongst individuals, who were exposed to the remedial therapy. Also to existence of difference with statistical significance in the decrease of generalized anxiety level amongst the individuals who were exposed to the behavior therapy program of the experimental group. And agreed with (Tomlinson's study, 2015) that indicated to the existence of differences with statistical significance among members of the experimental group who were exposed to the remedial program together with members of the controlling group in decreasing the social anxiety.

But what relates with the third and fourth hypotheses results, the analysis of multiple co-variance (MANCOVA) that differences in the averages between both experimental groups; the first males and the second females and the controlling group did not amount to the level of statistical significance, and this result can be ascribed to that members of the group are in the same age stage, so in this stage the individuals are from males and females are similar to a certain extent in the emotional, social and psychological characteristics, and this result agreed with (Tomlinson's study, 2015) that its results indicated to non-existence of differences with statistical significance between the variable of sex

and the generalized anxiety and disagreed with results of (Linden, study, 2009) that its results indicated to existence of differences with statistical significance between the male students and the female students in explaining causes of generalized anxiety and in light of the results deduced by the study, The researcher recommend to do studies research in various variables, such as depression and shyness and do studies determine singular or group counseling techniques and deal with different age classes.

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فاعلية العلاج السلوكي في تحسين الكفاءة الاجتماعية وخفض القلق المعمم لدى طلبة المرحلة الثانوية في الأردن

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ملخص

هدفت الدراسة التعرف إلى فاعلية العلاج السلوكي في تحسين الكفاءة الاجتماعية، وخفض القلق المعمم لدى طلبة المرحلة الثانوية، وقد تألفت عينة الدراسة من (60) طالباً من الذكور والإناث؛ إذ تم تقسيمهم إلى أربع مجموعات، وخضعت المجموعتان التجريبيتان لبرنامج إرشادي جمعي لتحسين الكفاءة الاجتماعية، وخفض القلق المعمم، فيما لم تخضع المجموعتان الضابطتان إلى أي برنامج، وقد طبقت على أفراد الدراسة جميعهم أدوات الدراسة، وهما: مقياس الكفاءة الاجتماعية، ومقياس القلق المعمم قياس قبلي وبعدي. وأشارت النتائج إلى تحسن الكفاءة وانخفاض مستوى القلق المعمم لدى المجموعتين التجريبيتين، ولم يظهر أي أثر لمتغير الجنس.

الكلمات الدالة: العلاج السلوكي، الكفاءة الاجتماعية، القلق المعمم، الطلبة، المرحلة الثانوية.

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