



Faculty of Education  
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# **The Impact of Flooding and Systematic Desensitization Therapy on Reducing Social Anxiety Disorder among Student Teachers**

Dissertation Submitted for the Master Degree in Education

(Mental Health)

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## **Summary of the Study**

### **First: Introduction:**

Anxiety has become the characteristic feature of this age, experienced by all individuals of different ages with their various backgrounds and cultures. Besides, social anxiety disorder accounts for 5-8% of anxiety disorders and represents the third most common psychiatric disorder after depression and alcoholism. Most people complain a lot of unpleasant symptoms, which may be severe and disruptive of the individual personal relations, which affects his practical and social life as well as his career, in addition to many psychological impacts.

Moreover, this disorder mainly involves the fear of individuals to be negatively evaluated by others during their performance or interaction in different social situations, which motivates them to avoid those situations, thinking that this avoidance is a solution to their problem; but it is getting worse and widening the circle of their social disturbing situations.

This is more difficult for student teachers because of the new social and educational situation that differs from the educational situations that the student teacher has used to express himself and his reflections in front of the students, thus he feels supervised, observed, and evaluated by others. Consequently, this requires therapeutic intervention to reduce the negative impacts of this disorder in the study sample. Therefore, this study attempted to provide two treatment programs, the Flooding Therapy Program and the Systematic Desensitization Program to reduce the social anxiety disorder among student teachers students.

### **Second: Problem of the Study:**

The study problem is summarized in the following questions:

- 1- What is the impact of Flooding Therapy on reducing social anxiety disorder in a sample of student teachers?
- 2- What is the impact of Systemic Desensitization therapy on reducing social anxiety disorder in a sample of student teachers?
- 3- What is the extent of the impact of the Flooding therapy program on reducing social anxiety disorder in the study sample after the follow-up period?
- 4-What is the extent of the impact of the program of systematic Desensitization therapy continue to reduce social anxiety disorder in the study sample after the follow-up period?
- 5- Which methods of treatment (Flooding therapy, Systematic Desensitization) are more effective in reducing social anxiety disorder in the study sample?

**Third: Objectives of the Study:** The study aimed at:

- 1- Determining the impact of the use of Flooding therapy on reducing social anxiety disorder in a sample of student teachers.
- 2- Determining the impact of the use of Systemic Desensitization therapy on reducing social anxiety disorder in a sample of student teachers.
- 3- Tracking the continuity of the Flooding therapy on reducing social anxiety disorder in the study sample after the follow-up period.
- 4- Following up the continuity of the impact of the program of Systematic Desensitization on reducing the social anxiety disorder in the study sample after the follow-up period.
- 5- Determining which treatments are most effective on reducing social anxiety disorder in the study sample.

**Fourth: Importance of the Study:**

The importance of the study in its theoretical and practical aspects is as follows:

### **Theoretical Importance:**

This study can be useful in:

1-Addressing one of the most important concepts that occupies a prominent position in the psychology diseases, a disorder of social anxiety; as the nucleus in the neurosis of anxiety and the core problem of all neurosis, and the third most common psychological disorders, which occupies (5-8%) of anxiety disorders.

2- Targeting a very important category of student teachers and attempting to address the problems that they faced and the problems they are subjected to so that they can employ all their potentials and capabilities.

3- Providing objective foundations to evaluate some methods and practices in the treatment of social anxiety among student teachers.

### **Practical Importance:**

1- Preparing two treatment programs (Flooding Therapy Program), (Systemic Desensitization Therapy Program) to reduce the social anxiety disorder of the student teachers, according to a set of procedures in light of the therapeutic techniques used in individual and group therapy sessions.

2- Educating student teachers about the characteristics of social anxiety disorder and its coping methods in order to be more aware of the characteristics of students suffering from this disorder while practicing the teaching profession.

4- Helping individuals to understand the processes and physiological changes that occur within their bodies when they feel anxious and relax, and thus be able to control their emotions.

5- Spreading the culture of relaxation as a way of life in order to use it in reducing the concerns that individuals may face in the future.

### **Fifth: Terminology of the Study:**

This study included several terms: Flooding Therapy, Systematic Desensitization, Social Anxiety Disorder, Student Teachers.

### **Sixth: Limits of the Study:**

A. The objective limits include:

**Methodology of the Study:** The experimental approach was used to study the impact of the independent variable represented in the two treatment programs (Flooding Therapy) and (Systematic Desensitization Therapy) on the dependent variable (Social Anxiety Disorder) in the study sample. This was carried out through an experimental design included three groups; two experimental groups, and one control group.

### **Tools of the Study:**

-Social anxiety scale for adolescents and young people. Prepared by / *Hwaida Hanafi Mahmoud* 2013.

-Social and economic level scale. Prepared by / *Abdulaziz Al-Shakhs* 2013.

-Flooding Therapy Program. Prepared by / the researcher.

-Systematic Desensitization program. Prepared by / the researcher.

### **3- Statistical Methods:**

- Percentages, averages and standard deviations to describe averages.

-Alpha coefficient to calculate the stability of the study tools.

- Percy's linear correlation coefficient.

-T-test

-Kruskal Wallis-test to calculate the homogeneity between the experimental groups and the control group.

- Man Whitney - test to test the significance of differences between independent groups.

-Wilcoxon-test to test the significance of differences between the associated groups.

- **The Sample of the Study:** it consisted of (333) of the student teachers in the Faculty of Education colleges (General / Basic) and the Specialized Education. The sample of the experimental study consisted of (15) students suffering from social anxiety disorder. Their ages ranged between (21.27) and their standard deviations valued by (0.458) and divided into three groups; two experimental groups; and a control group.

**Seventh: Hypotheses of the Study:**

1- There are statistically significant differences between the average scores of the first experimental group grades (Flooding Therapy) and the control group in the post-measurement on the social anxiety scale and its sub-dimensions in favor of the experimental group.

2- There are statistically significant differences between the average scores of the members of the first experimental group (Flooding Therapy) in the pre and post measures on the social anxiety scale and its sub-dimensions in favor of the postmeasurement.

3- There are no statistically significant differences between the average scores of the first experimental group (Flooding Therapy) in the post- and sequential measures on the social anxiety scale and its sub-dimensions.

4- There are statistically significant differences between the average scores of the second experimental group (Systematic Desensitization Therapy) and the control group in the post-measurement on the social anxiety scale and its sub-dimensions in favor of the experimental group.

5- There are statistically significant differences between the average scores of the second experimental group (Systematic Desensitization Therapy) in the pre and post measures on the social anxiety scale and its sub-dimensions in favor of the post measurement.

6- There were no statistically significant differences between the average scores of the second experimental group (Systematic Desensitization Therapy) in the post- and sequential measurements on the social anxiety scale and its sub-dimensions.

7- There are no statistically significant differences between the average scores of the first experimental group (Flooding Therapy) and the second experimental group (Systematic Desensitization Therapy) in the post-measurement on the scale of social anxiety and its sub-dimensions.

8- There were no statistically significant differences between the average scores of the first experimental group (Flooding Therapy) and the second experimental group (Systematic Desensitization Therapy) in the sequential measurement of the social anxiety scale and its sub-dimensions.

### **Eighth: Procedures of the Study:**

1- Determining the problem of the study and its dimensions.

2- Preparing the theoretical framework of the study.

3- Conducting a survey of previous researches and studies that dealt with the variables of the study (social anxiety disorder, Flooding Therapy, and Systemic Desensitization Therapy).

4- Applying the social anxiety scale on the sample of the exploratory study to verify its psychometric characteristics and its relevance to the sample of the study.

5- Re-standardizing the social anxiety scale, preparing and arbitrating the two programs.

6- Applying the standard after standardizing it on the basic sample members in order to determine the sample of the experimental study.

7- Selecting the experimental sample members randomly and studying their homogeneity in terms of chronological

age, economic and social level, and degree of social anxiety.

8- Distributing the sample members on experimental and control groups randomly.

9- Pre-applying the measure of social concern on the members of the experimental groups and the control one.

10- Applying the Flooding Therapy Program to the members of the first experimental group as well as the application of the program of Systematic Desensitization Therapy on the members of the second experimental group.

11- Post-application of the measure of social anxiety one members of experimental and control groups.

12- Sequential application of the measure of social concern on the members of the experimental groups.

13- Writing and scheduling data according to the study variables.

14- Statistical processing of data through using appropriate statistical methods.

15- Extracting conclusions, discussing and interpreting them.

16- Providing a set of educational recommendations and proposed researches.

### **Ninth: Results of the Study:**

The results of the current study resulted in:

1- There are statistically significant differences between the average scores of the first experimental group (Flooding Therapy) and the control group in the post-measurement on the scale of social anxiety and its sub-dimensions in favor of the experimental group. The differences were a function at level 0.05 as a total score and dimensions, except for the third dimension, there were differences but did not reach the degree of significance, thus achieving the first hypothesis except the third dimension.



2- There are statistically significant differences between the average of the grades of the members of the first experimental group (Flooding Therapy), in the pre and post measurements on the measure of social anxiety and its dimensions in favor of the post measurement. The differences were significant at 0.05.

3- There were statistically significant differences between the average scores of the first experimental group (Flooding Therapy) in the post-measurement and sequential measures on the social anxiety scale as a total score in favor of sequential measurement. The differences were a function at level 0.05; the sub dimensions of the scale did not reach the statistical significance. This partially fulfills the third hypothesis.

4- There are statistically significant differences between the average scores of the second experimental group (Systematic Desensitization Therapy) and the control group in the post-measurement on the social anxiety scale and its sub-dimensions in favor of the experimental group. The differences were a function at level 0.05 as a total score and dimensions, except for the third dimension. The differences were a function at level 0.01, thus achieving the third hypothesis.

5- There are statistically significant differences between the average scores of the second experimental group (Systematic Desensitization Therapy) in the pre and post measures on the measure of social anxiety and its secondary dimensions in favor of the post measure. The differences were a function at level 0.05 as a total score and dimensions, thus achieving the fifth hypothesis.

6- There were statistically significant differences between the average scores of the second experimental group (Systematic Desensitization Therapy) in the post-measurement and sequential measures on the social anxiety scale as a total score and dimensions in favor of the

sequential measurement except the third dimension. Thus, the sixth hypothesis was fulfilled, with the exception of the third dimension.

7- There were no statistically significant differences between the average scores of the first experimental group (Flooding Therapy) and the second experimental group (the Systematic Desensitization Therapy) in the post-measurement on the scale of social anxiety and its sub-dimensions and thus fulfilled the seventh hypothesis.

8- There were no statistically significant differences between the average scores of the first experimental group (Flooding Therapy) and the second experimental group (Systematic Desensitization Therapy) in the sequential measurement of the social anxiety scale and its sub-dimensions. This fulfills the eighth hypothesis.