

THE EFFECT OF A PROGRAM BASED ON COGNITIVE BEHAVIORAL THERAPY (CBT)-BASED PROGRAM TO REDUCE OBSESSIVE-COMPULSIVE PERSONALITY DISORDER (OCPD) SYMPTOMS: AN APPLIED STUDY

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Research Summary

The research aimed to build an application based totally at the techniques of cognitive behavioral remedy (CBT) in lowering the symptoms of obsessive-compulsive persona (OCPD) among college students of the University of Mosul, and also objectives to understand the effect of cognitive behavioral therapy strategies in decreasing the signs of obsessive-compulsive character amongst college students of the University of Mosul, and for the purpose of achieving the goals, twelve zero hypotheses were formulated, the experimental method was used in the research procedures, and the research community was determined from the students of the University of Mosul / the second stage. The basic research sample consisted of (65) male and female students, distributed to two experimental and control groups, and the equivalence of the two groups was verified statistically in variables: (the degree they obtained in the pre-application of the scale, chronological age in months, educational level of parents, gender, birth sequence), and a treatment program was built based on cognitive behavioral therapy techniques consisting of 20 sessions, as well as building a measure of obsessive-compulsive personality consisting of 46)(paragraph distributed on eight criteria according to DSM-5)), and the results showed that there are statistically significant differences in favor of the post-test, i.e. a decrease in students' scores in the post-test, and there is no statistically significant difference between the eight criteria: (preoccupation with details, organization and arrangement – perfectionism – excessive dedication to work – conscience and inflexible morals – hoarding – self-way of working – stinginess in spending – hardness and stubbornness), in the post-test of the experimental group on the obsessive personality scale.

Abstract

The present study aimed to develop a program based on Cognitive Behavioural Therapy (CBT) techniques to reduce symptoms of Obsessive-Compulsive Personality Disorder (OCPD) among students at the University of Mosul. It also sought to examine the effectiveness of CBT techniques in alleviating OCPD symptoms in this population. To achieve these objectives, twelve null hypotheses were formulated. The study employed an experimental methodology, targeting second-year students at the University of Mosul. The main sample consisted of 65 students, who were randomly assigned to either an experimental or control group. Statistical equivalence between the groups was confirmed based on the following variables: pre-test scores, chronological age in months, parental education level, gender, and birth order. A therapeutic program based on CBT techniques was developed, comprising 20 sessions. Additionally, an OCPD scale was constructed, consisting of 46 items distributed across eight criteria in accordance with the DSM-5. The results revealed statistically significant differences in favour of the post-test, indicating a reduction in students' scores on the OCPD scale following the intervention. Furthermore, no statistically significant differences were found among the eight criteria— (preoccupation with details, order, and organization; perfectionism; excessive devotion to work; inflexible morality and ethics; hoarding; self-directed work style; miserliness; and rigidity and stubbornness)—in the post-test scores of the experimental group.

Keywords: (obsessive-compulsive personality – personality – cognitive behavioral therapy – university students).

FIRST: RESEARCH PROBLEM

Obsessive personality is a personality type characterized by prominent traits such as extreme concern for cleanliness, organization, precision, and preoccupation with details or laws. People with this style are characterized by perfection, excessive dedication to work, and they are conscientious. According to the Fourth Diagnostic and Statistical Manual of Mental Illness (DSM-4), the American Psychiatric Association has indicated that this personality type is recorded at high rates in mental health clinics (APA, 2000, p. 232).

Personality disorders are common problems among many members of society, with most sufferers suffering from one or more disorders without realizing their condition, which reduces the likelihood of seeking treatment. The prevalence of personality disorders in the general community was largely unknown until the early nineties, when studies and statistics began to reveal this. In 2008, the results of six major studies indicated that the average prevalence of personality disorders was approximately one in ten people. (Lenzenweger, 2008, p. 395).

It is clear from the foregoing the negative repercussions of the symptoms of obsessive-compulsive personality, on individuals who suffer from these symptoms, these setbacks and effects make the need to study this personality urgent, as well as the study of the symptoms of obsessive-compulsive personality among university students has a great impact, because they are the vanguard of the youth of society, its elite, its elite and the pillar of its renaissance, and they qualify to occupy leadership positions in various sectors of society, and various fields of work in order to achieve the tasks of developing society and sustaining its movement forward. (Jaf and Ali, 2012: 662).

From the above, the research problem can be formulated with the following question:

What is the impact of a CBT-based program on reducing obsessive-compulsive personality disorder (OCPD) among Mosul University students?

This research represents a distinguished scientific contribution in the field of educational psychology, by building a program based on cognitive behavioral therapy techniques and applying it experimentally to a segment of students of the University of Mosul who suffer from symptoms of obsessive-compulsive personality disorder (OCPD). This contribution is important in light of the scarcity of Arab and Iraqi experimental studies that deal with this type of mental disorder in particular, which treats it through systematic programs based on modern scientific foundations. The research also provides a special measurement tool in the local context (the Obsessive-Compulsive Personality Scale), which enhances the suitability of diagnosis and treatment to the Iraqi environment, and contributes to enriching the Arab psychological literature with original content that can be applied and developed in higher education institutions.

SECOND: THE IMPORTANCE OF RESEARCH

Taking care of the mental health of individuals, providing them with cognitive-behavioral therapy and working on the integration of their personalities has become the focus of attention of psychotherapists, due to the complexity of life in modern society, and the struggle for living requires more care in the field of mental health, especially as we live in the era of speed and technology, which made researchers call this era "the age of anxiety" and economic, political and social factors in society are among the reasons for increasing anxiety and these factors help the spread of personality disorders (Emirate and Helou, 2022 : 23).

Albert Ellis (1994) himself pointed out in a 1994 article in the journal Human Sciences Press the importance of cognitive-behavioral therapy in helping people with personality disorders, especially obsessive personality disorders, as he considered that their problem lies in that they seek absolute perfection in almost everything, such as exaggerating hygiene and taking precautions and measures in order to control an environment characterized by consistency and organization. People with these symptoms have cognitive, emotional, behavioral impairment (Ellis, 1994, p. 121).

Cognitive-behavioral therapy is a treatment that depends on the combination of cognitive therapy and behavioral therapy based on a set of modern theories in this field, the most important of which is the cognitive-behavioral therapy program of Kendall, and according to his treatment program, he deals with various disorders, including personality disorders (Al-Ghamdi, 2010: 21).

Research consistently shows that CBT is most effective in treating personality disorders, working better than psychotherapies, psychoanalytic therapy, hypnosis, and all other methods that have been used to treat personality disorders over the years (Mackay et al., 2022: 9).

THIRD: RESEARCH OBJECTIVES:

The current research aims to identify:

The effect of a program based on cognitive behavioral therapy techniques (CBT) in reducing the symptoms of obsessive-compulsive personality (OCPD) among students of the University of Mosul.

FOURTH: RESEARCH HYPOTHESES:

In light of the objectives of the research, the following hypotheses were formulated:

- **The first main hypothesis:** There are no statistically significant differences at the level of (0.05) in the degrees of obsessive-compulsive personality in the post-test between the two research groups (experimental - control).
- **The second main hypothesis:** There are no statistically significant differences at the level of (0.05) in the scores of obsessive-compulsive personality in the two pre-post tests of the experimental group according to the scores of each criterion separately and the total score.

FIFTH: RESEARCH LIMITS

Current research is limited to:

- 1- **Time limits:** Academic year (2023-2025) morning study.
- 2- **Spatial boundaries:** including the University of Mosul.
- 3- **Human limits:** including students of the University of Mosul.
- 4- **Objective and cognitive limits:** include the cognitive-behavioral program and obsessive-compulsive personality.

SIXTH: DEFINING TERMS:

First: Therapy Program

Kearney (1968) defined it as: "the set of experiences provided to the student under the supervision of the educational institution" (Kearney, 1968, p. 352).

2- Al-Barzanji (2018) defined it as: "It is a set of lessons and activities independent of the curriculum prepared by the researcher according to a specific theory for the purpose of achieving a predetermined goal during a specific period of time" (Al-Barzanji, 2018: 18).

The researcher defines the program theoretically as:

"The sum of planned and organized activities and procedures aimed at achieving specific objectives by providing scientific content according to a well-studied methodology, as it is based on theoretical foundations that ensure the achievement of the desired benefit."

The researcher defines the program procedurally as

"The total sessions based on CBT techniques, which were applied to a sample of university students who showed symptoms of obsessive-compulsive personality disorder, which included cognitive behavioral therapy techniques, examples, exercises, discussion, and each lesson has an evaluation sheet in addition to homework"

Second: Possessive Compulsive Personality Disorders:

DSM-5 (2013) defined it as "a prevalent pattern of busyness, regularity, perfectionism and mental control at the expense of flexibility, openness and competence, beginning in early adulthood" (APA, 2013, p. 678).

ICD-11 defined it as: "An excessive preoccupation with perfection and strict adherence to standards of right and wrong, with the need to control the behavior of oneself and others, and to seek order and discipline to ensure compliance with these standards" (Al-Hammadi, 2021: 999).

The researcher defines obsessive personality theoretically as:

The researcher adopts the definition of the Diagnostic and Statistical Manual of Mental Disorders DSM-5 (2013).

The researcher defines obsessive personality procedurally as:

"The total score obtained by the student after answering in the obsessive-compulsive personality scale prepared by the researcher."

Third: Cognitive Behavioral Therapy:

Meichenbaum (2008) defined it as: "a cognitive therapeutic trend with behavioral modification, integrating cognitive therapy and behavioral therapy techniques, dealing with disorders through three dimensions: cognitive, emotional, behavioral, based on a constructive therapeutic relationship, and aims to build personal responsibility in the individual and help him acquire appropriate skills to deal with stressful situations" (Meichenbaum, 2008, p. 529).).

FredrikeBannik (2022) defined it as: "Cognitive-behavioral therapy is a reliable therapeutic method in dealing with psychological problems, and it is a therapeutic category in itself. It is based on modifying non-adaptive thinking patterns and behaviors associated with them in order to improve mental health and cope with life stresses" (Frederick Panik, translated by Al-Arjan and Abdul Razzaq, 2022: 19).

The researcher defines cognitive-behavioral therapy theoretically as:

" is a psychotherapeutic technique that focuses on the interrelationship between thoughts, feelings and behaviors. This therapy aims to help individuals identify and modify negative or irrational thought patterns that lead to unhealthy feelings and unwanted behaviors. through cognitive and behavioral techniques"

The researcher defines cognitive behavioral therapy procedurally as: "The therapeutic program prepared by the researcher, consisting of twenty sessions, and was applied to a sample of students who show symptoms of obsessive-compulsive personality, with the aim of measuring its effectiveness in reducing the degrees of symptoms in a sample of students based on cognitive and behavioral therapeutic techniques."

Theoretical framework and previous studies:

– **Obsessive-compulsive personality (OCPD)**

Personality disorders have received a great deal of attention since they were placed on a special focus in the Diagnostic and Statistical Classification of Mental Diseases and Disorders issued by the American Psychiatric Association (APA), research and studies on personality have increased, as well as the publication of a scientific journal specialized in personality disorders (Mohammed, 2000: 353).

Diagnostic criteria for obsessive-compulsive personality disorder:

According to the Fifth Diagnostic and Statistical Manual of Mental Disorders (DSM-5), the diagnostic criteria for obsessive-compulsive personality disorder were as follows:

- 1- Preoccupation with details, organization, arrangement or schedules, and preoccupation with details and laws, which leads to the loss of the main subject of work.
- 2- Perfectionism, they have high perfectionism that interferes with the completion of their duties.
- 3- Excessive dedication to work, they have an excess of sincerity at work and productivity to the point of giving up leisure time and friendships.
- 4- Vigilance of conscience, they have a vigilance of conscience to the point of exaggeration, skepticism and rigidity regarding moral questions, ideals and values.
5. Hoarding, they cannot abandon old, dilapidated and worthless things, even if those things do not carry emotional value for them.
- 6- Insisting on the subjective way of working, and an unreasonable insistence that others lack accuracy in business and therefore perform the work themselves.
- 7- Miserliness in spending, money in their eyes is something that should be accumulated for the future, so they are stingy in spending on themselves and others.
8. Stiffness and stubbornness show a pattern of rigidity and stubbornness (Finberg., et al 2014, p. 543).

First: Theories that dealt with obsessive-compulsive personality disorder:

– **Behavioral theory**

Behaviorists believe that obsessive-compulsive personality disorder is formed as a result of a continuous learning process through life experiences that an individual goes through. Being exposed to painful or frightening situations creates feelings of anxiety and stress about certain things. Over time, the individual learns that doing a certain behavior can help him or her alleviate this anxiety, which leads to the repetition of this behavior continuously until it becomes a fixed and entrenched habit, contributing to the emergence of the obsessive-compulsive pattern.

This is especially true for children who grow up in an environment characterized by extreme criticism, excessive pursuit of perfectionism, and the imposition of strict standards by parents, especially if one or both of them overemphasize these expectations. In these circumstances, the child begins to adopt these qualities, not only out of self-motivation, but also as an attempt to please his parents and avoid criticism. In addition, he discovers that engaging in ritual behavioral patterns, such as careful arrangement or frequent examination, gives him a temporary sense of relief from anxiety. As these behaviors are repeated, they become self-reinforced, as reducing anxiety promotes their persistence, increasing the likelihood of them recurring whenever the individual encounters stressful situations.

According to this perspective, the behavioral school interprets obsessive-compulsive personality disorder as resulting from learning from the environment, not from unconscious conflicts as the psychoanalytic school assumes. Obsessive behaviors persist through a negative reinforcement mechanism, where the disappearance of anxiety when the behavior is carried out reinforces it, making it more persistent over time. (Malika, 2017:54-55)

– **Cognitive theory**

Cognitive theory explains obsessive-compulsive personality disorder through a set of assumptions that relate to an individual's innate potential, as well as interactions that occur during socialization and culture. This theory asserts that an individual's thinking pattern, sensitivity to stress, perception of situations and events, as well as exposure to unwanted intrusive thoughts all play a key role in determining the likelihood of developing the disorder.

Cognitive theorists offer several explanations for the causes of obsessive-compulsive personality disorder, as some believe that it is associated with a disorder in cognitive processes, as the individual suffers from unwanted intrusive thoughts that lead to a feeling of discomfort, which makes him have difficulty getting rid of them. People with this disorder also find it difficult to make decisions, which is one of its hallmarks, as hesitation and inability to decide leads to increased obsessions, anxiety and constant doubt.

In an attempt to understand this disorder more deeply, some researchers have proposed a cognitive model that shows that intrusive thoughts, images and compulsions cause disruption of mental processes, which leads to the individual automatically reluctant to negative thoughts, so he feels uncomfortable because of them, and begins to blame himself and search for justifications for the compulsions he performs. According to this model, people with Obsessive-compulsive personality disorder They have difficulties with certain cognitive factors, such as misinterpretation of events, excessive guilt, hesitation in making decisions, constant doubt, negative interpretation, and a tendency to overestimate situations. As a result, they resort to compulsions that give them a temporary sense of comfort, which strengthens their attachment to these behaviors, and makes them rely on them to relieve the feelings of anxiety and stress that result from their obsessive thoughts. (Al-Qahtani, 2010: 29-32).

It is clear from the presentation of the previous theories that they differ in their interpretation of the causes and origins of obsessive-compulsive personality disorder, according to the theoretical framework of each. While behavioral theory links the disorder to the learning process and life experiences, it emphasizes the role of social learning and the influence of the environment in shaping behavior, in addition to the role of modeling by observing the behavior of others, and parental influences that promote perfectionist tendencies. As for cognitive theory, it holds that the disorder arises from a defect in cognitive processes, where the individual suffers from intrusive thoughts, and undesirable lead to him adopting negative and wrong interpretations of the events around him.

Second: Previous studies of the obsessive-compulsive personality

1- Study of the prostration of Wajih Nimrawi (2021) (Compulsive hoarding and obsessive personality disorder among Yarmouk University students)

The study aimed to detect the level of compulsive hoarding and obsessive personality disorder among university students. The sample size was (908) male and female students who were selected in the available way. At Yarmouk University in Jordan.

Tools used: Compulsive Compactness Scale prepared by Frost , Steketee, & Grisham (2004) translated by Graun and Jabour and consisting of (23) items. And the Obsessive-Compulsive Personality Scale prepared by Miqdadi (2019) and consisting of (21) items.

The results of the study said that the level of compulsive hoarding among students came to a low degree, and that there are statistically significant differences in the dimensions of compulsive hoarding according to the gender variable and in favor of males, and the results indicated a statistically significant positive relationship between compulsive hoarding and obsessive-compulsive personality disorder.

Second: Cognitive-behavioral therapy (CBT)

Previous studies of CBT:

1- Study of Muwaffaq Talib Al-Ibrahim and Abdullah Al-Zeitawi (2019) (The effect of a collective cognitive-behavioral counseling program in reducing the level of social phobia disorder among students of the Faculty of Educational Sciences at Jadara University)

The study aims to investigate the effect of a collective cognitive-behavioral counseling program in reducing the level of social phobia among a sample of students of the Faculty of Educational Sciences at Jadara University. The study sample consisted of 22 male and female students from the Faculty of Educational Sciences at Jadara University.

Tools used, preparation of a collective cognitive-behavioral counseling program, and social phobia scale (prepared by Matic and Clark 1998)

The results of the study, the existence of statistically significant differences in favor of the experimental group, and this means that the collective counseling program was actually in reducing the level of social phobia among the study members in the dimensional measurement and follow-up.

Research Methodology and Procedures

It consists of a description of the approaches accompanied by way of the researcher so that you can gain the goals of the research and verify its hypotheses, and the subsequent is an explanation of those strategies:

First: Research Methodology: The researchers used the experimental technique to obtain the studies objective, which goals to design a software primarily based on cognitive behavioral therapy techniques in lowering the symptoms of obsessive-compulsive persona amongst students of the University of Mosul.

Population of ResearchSecond: Research Community

Society is the set of elements with common characteristics that can be observed and measured, and that the research seeks to generalize the results related to the problem, (Mohammed, 2011: 47).

The current research community consists of (44,333) students of the University of Mosul, distributed over (24) colleges and according to gender, by (22,180) male and (22,152) female students for morning study.

Third: Research Samples: Samples of the Research

The research sample is defined as "a part of the community on which the study is conducted and selected by the researcher according to special rules to represent the community correctly." (Al-Azzawi, 2008:161)

The research sample consisted of (65) male and female students, divided equally into an experimental group and a control group, who were randomly selected from the students of the University of Mosul, and the researcher has identified the foundations and criteria for accepting students within the members of the research sample, namely: that the students are non-failing and the same age stage, and parity has been made between the members of the two groups in both the educational achievement of the parents, sex and birth sequence.

Fourth: Experimental Design : Experimental Design

The experimental layout with experimental and control organizations (equivalent) with pre- and post-measurement was followed, and here an experimental group is used, and a control group, and the experimental group is exposed to the independent variable and the control group is left away from its effect, and at the end of the experiment the results of the experimental and control group are measured for the phenomenon called the dependent variable (Campbell & Stanley, 1963, p.5-6),

Fifth: Research Tools

- Obsessive-Compulsive Personality Scale OCPD

Since there is no scale to measure obsessive-compulsive personality among students of the faculties of the University of Mosul, the researchers were required to build this scale, the researchers reviewed a number of studies, literature and measures related to obsessive-compulsive personality, including a study (Al-Tom, 2006), a study (Al-Shalash, 2012) and a study (Cain et al., 2015), as tests and measures are built "when the tests published in references and specialized scientific journals are not suitable for the local environment, or when there is a need to develop the available means of measurement, and work to devise new means and tools to benefit from them in the local environment" (Radwan, 2006 : 461).

After reviewing a set of studies and theoretical frameworks, the scale was built according to the following steps:

First: Defining the concept of obsessive-compulsive personality symptoms and its fields:

The researcher defined the concept of obsessive-compulsive personality symptoms as (a fixed pattern of experience and behavior that deviates significantly from the expectations of the culture to which the individual belongs and is characterized by comprehensiveness and inflexibility and begins in adolescence or adulthood and leads to anguish or psychological weakness). The researcher adopted the standards of the Diagnostic Manual of Mental Disorders and Diseases in 2013, which stipulates eight criteria: (preoccupation with details and laws, striving for perfection, excessive dedication to work, conscience / inflexible morals, retention of old things, insistence on the self-way of working, stinginess in spending, rigidity and stubbornness).

After the researcher built a scale of symptoms of obsessive-compulsive personality in its initial form amounted to (64) paragraphs distributed eight standards by (8) paragraphs for each criterion and the alternatives to the scale to answer the paragraphs: (always apply to me, apply to me often, apply to me sometimes, apply to me rarely, never apply to me). These paragraphs are formulated to be clear, coherent, simple, sound and easy to understand by students.

Second: Exploratory experience of the tool:

It reveals the mysterious and difficult aspects of the scale paragraphs (Al-Zobaie et al., 1981: 73).

The purpose of this procedure is to ensure that the instructions for answering the paragraphs of the scale are clear, the paragraphs of the scale are clear, and that they are free from any expressive, typographical or verbal defect by providing the opportunity to inquire about the difficulties facing students in the paragraphs of the scale and its instructions and to know the time required to answer the paragraphs of the scale.

After applying the scale, it was found that all paragraphs of the scale were clear and understandable by the sample and the extent of the response time of all members of the sample ranged between (40-50) minutes with an arithmetic average of (45) minutes.

Psychometric characteristics of the obsessive-compulsive personality scale

Believe the measure of obsessive-compulsive personality

First: Validity:

Honesty is the appropriateness and usefulness of the researcher's inference from the scale's scores and the importance of using them for the purpose for which the scale was set (Murad Amin, 2005: 240), and is defined as much as the tool to measure what it was actually prepared to measure (Frag, 1997: 110), and the overall meaning of the concept of honesty is "that the test actually measures the trait that he wants to measure and measure only, as well as the truthfulness of the interpretation of the degree obtained by individuals, and the extent of inferences from this degree." Honesty is useful in revealing the type and degree of the different qualities that Measured by the test, it identifies the main components of each of the tests that we use in our various scientific research and applications (Shehata, 2013: 146-147), and the most important types of honesty used by the researcher are:

- Content Validity:

This type of honesty aims at self-examination of the paragraphs of the scale and there are two types of content truthfulness (apparent truthfulness - logical truthfulness) (Al-Dulaimi and Adnan, 2005: 118).

- Virtual Honesty or Expert Validity:

It means that the tool is honest if its appearance indicates that in terms of the relevance of its paragraphs to the measured behavior, and if the contents of the tool and its paragraphs match the attribute that measures it, it is more honest.

This is done by presenting the tool to a number of arbitrators of specialists and experts in the field measured by the tool If they unanimously agree that this tool measures the behavior that was developed to measure, the researcher can rely on their judgment (Abbas et al., 2007: 262-264), So it's been offered on the size in its preliminary shape inclusive of (64) paragraph Appendix (3) on (33) professionals specialised in schooling, psychology, size and assessment as in Appendix (2) to suggest their opinion on the validity of the dimensions And its areas and paragraphs, has adopted the proportion of agreement (80%) or more as a percent of the validity or delete or amend the paragraph, also adopted the box chi to ensure the validity of the paragraphs, and depending on the opinion of the arbitrators as in Appendix (3) the researcher deleted (8) paragraph and amend (34) paragraph, and accordingly the number of paragraphs scale (56) paragraph. The value of the chi-square tabular (3.84) at the level of significance (0.05) and degree of freedom (1)

- Construct Validity:

It is sometimes called Construct Validity because it is based on identifying the concepts and constituent structures of the measured phenomenon, and then verifying them empirically (Al-Zahir et al., 1999: 135), And it's also referred to as the veracity of hypothetical formation and it way "the volume to which we say that the check measures a theoretical structure or a specific trait" wherein this form of honesty calls for a sluggish collection of facts from various resources, i.E. Statistics that sheds light on the character of the trait in question with the influencing conditions and their manifestations and represents the suitable proof for this honesty (Shehata, 2013:187).

Based on this, structural validity was verified through the detection of discrimination coefficients as well as internal correlations to reveal the internal consistency of the scale, a procedure that would produce an honest and homogeneous standard tool as follows:

❖ Discrimination Power of Items:

The discriminatory electricity of the paragraphs is one of the important psychometric traits that may be relied upon in evaluating the efficiency of the paragraphs in measuring the trait to be measured because it distinguishes among folks that attain excessive scores within the measured trait (higher organization) from people who gain low scores (decrease institution) (Al-Shennawi, 1994: 216), and for the purpose of calculating the strength of discrimination of paragraphs for the degree of obsessive-compulsive personality symptoms amongst undergraduate college students, the subsequent steps have been followed:

- 1- A simple random sample of (400) male and girl students was drawn from the university students.

After applying the scale to the discrimination pattern, then correcting the paperwork and calculating the full score for each shape, then arranging the grades in descending order from the very best degree to the bottom degree, and the two severe businesses had been determined within the overall degree with the aid of (27%) of the very best rankings and (27%) of the bottom rankings, as a result the wide variety of paperwork concern to analysis reached (216) form (108) representing the upper organization and (108) representing the lowest organization. The T-check turned into applied to 2 impartial samples inside the statistical software (SPSS) for the purpose of trying out the significance of the difference between the higher and lower organization and all paragraphs have been able to distinguish, noting that the tabular T fee is identical to (1.96) at the level of importance (zero.05) and the degree of freedom (214) male and woman college students and it become discovered that each one paragraphs are distinct except (10) paragraphs had been deleted due to the fact the calculated T price is much less than the tabular T value (1.96) at the extent of importance (zero.05).

**Table (1) The discriminating power of the Obsessive-Compulsive Personality Symptoms Scale according to the (T) Test
For two independent samples.**

| t | Dunya Group 108 | | Supreme Group 108 | | Paragraphs |
|--------|--------------------|-----------------------------|--------------------|-----------------------------|------------|
| | Standard deviation | In the middle of my account | Standard deviation | In the middle of my account | |
| 8.261 | 1.51215 | 2.7778 | 0.98636 | 4.2130 | 1 |
| 8.803 | 1.31517 | 2.9074 | 0.92329 | 4.2685 | 2 |
| 6.075 | 1.25590 | 2.5463 | 1.27548 | 3.5926 | 3 |
| 8.913 | 1.01273 | 2.2407 | 1.20774 | 3.5926 | 4 |
| 8.159 | 1.48172 | 3.1944 | 0.89998 | 4.5556 | 5 |
| 7.549 | 1.32081 | 3.1111 | 1.02153 | 4.3241 | 6 |
| 2.847 | 1.36717 | 2.6667 | 0.93447 | 3.1204 | 7 |
| 8.169 | 1.43378 | 3.0185 | 1.03253 | 4.4074 | 8 |
| 8.835 | 1.56510 | 2.7870 | 1.02963 | 4.3796 | 9 |
| 10.065 | 1.42955 | 2.5556 | 1.05753 | 4.2778 | 10 |
| 7.424 | 1.18386 | 2.0185 | 0.69712 | 3.0000 | 11 |
| 7.944 | 1.36296 | 2.5463 | 1.12690 | 3.8981 | 12 |
| 7.261 | 1.28208 | 2.1019 | 1.24791 | 3.3519 | 13 |
| 3.629 | 1.35917 | 2.3889 | 0.71960 | 2.9259 | 14 |
| 8.746 | 1.28858 | 2.2778 | 1.27857 | 3.8056 | 15 |
| 7.866 | 1.48125 | 2.5463 | 1.24176 | 4.0093 | 16 |
| 0.638 | 1.35659 | 2.5278 | 0.95303 | 2.6296 | 17 |
| 4.703 | 1.50377 | 2.9815 | 1.29498 | 3.8796 | 18 |
| 6.969 | 1.23337 | 2.5463 | 1.18762 | 3.6944 | 19 |
| 6.884 | 1.35225 | 2.6759 | 1.17177 | 3.8611 | 20 |
| 0.385 | 1.38215 | 2.5741 | 1.07180 | 2.6389 | 21 |
| 3.931 | 1.26987 | 2.4352 | 0.78538 | 3.0000 | 22 |
| 1.047 | 1.36346 | 3.0278 | 1.09168 | 3.2037 | 23 |
| 0.914 | 1.46825 | 2.8889 | 0.94880 | 3.0426 | 24 |
| 3.630 | 1.33489 | 2.4444 | 0.86468 | 3.0000 | 25 |
| 3.349 | 1.25590 | 2.5463 | 0.91083 | 3.0463 | 26 |
| 6.265 | 1.21773 | 2.5556 | 1.32170 | 3.6389 | 27 |
| 2.370 | 1.26280 | 2.6481 | 0.88603 | 3.0000 | 28 |
| 3.909 | 1.38441 | 3.0926 | 1.25868 | 3.7963 | 29 |
| 3.094 | 1.24791 | 2.6481 | 1.25920 | 3.1759 | 30 |
| 1.751 | 1.38328 | 2.7407 | 0.79125 | 3.0093 | 31 |
| 5.710 | 1.31002 | 2.8519 | 1.23925 | 3.8426 | 32 |
| t | Dunya Group 108 | | Supreme Group 108 | | Paragraphs |
| | Standard deviation | In the middle | Standard deviation | In the middle | |

| | | of my account | | of my account | |
|--------|---------|------------------|---------|------------------|----|
| 0.004 | 1.24593 | 2.2130 | 1.29528 | 2.2137 | 33 |
| 4.291 | 1.45749 | 2.6852 | 0.96709 | 3.4074 | 34 |
| 3.834 | 1.27548 | 2.4074 | 1.35023 | 3.0926 | 35 |
| 5.795 | 1.23393 | 2.1944 | 0.90051 | 3.0463 | 36 |
| 8.011 | 1.34274 | 3.0278 | 1.01234 | 4.3241 | 37 |
| 4.659 | 1.50653 | 2.5370 | 1.32039 | 3.4352 | 38 |
| 4.116 | 1.34869 | 2.6481 | 1.29581 | 3.3889 | 39 |
| 1.476 | 1.41087 | 3.4907 | 1.05344 | 3.7407 | 40 |
| 2.302 | 1.42479 | 2.7315 | 0.87477 | 3.1019 | 41 |
| 7.220 | 1.07792 | 2.1574 | 0.99371 | 3.1759 | 42 |
| 0.877 | 1.44317 | 2.4630 | 1.41091 | 2.6333 | 43 |
| 6.824 | 1.35560 | 2.6481 | 1.01273 | 3.7593 | 44 |
| 5.532 | 1.39508 | 2.7500 | 1.33489 | 3.7778 | 45 |
| 3.953 | 1.34969 | 2.5278 | 0.95860 | 3.1574 | 46 |
| 0.254 | 1.21773 | 3.1111 | 0.90497 | 3.1481 | 47 |
| 3.419 | 1.32196 | 2.9907 | 1.22379 | 3.5833 | 48 |
| 3.678 | 1.23337 | 2.4537 | 0.68882 | 2.9537 | 49 |
| 5.894 | 1.29488 | 2.9259 | 1.14824 | 3.9074 | 50 |
| 3.517 | 1.35369 | 2.4074 | 0.65745 | 2.9167 | 51 |
| 13.176 | 1.17118 | 2.5463 | 0.90898 | 4.4259 | 52 |
| 10.584 | 1.31803 | 2.8981 | 0.89109 | 4.5185 | 53 |
| 2.075 | 1.18177 | 3.1204 | 1.04366 | 3.4352 | 54 |
| 0.767 | 1.24874 | 2.4630 | 0.83949 | 2.5741 | 55 |
| 2.824 | 1.37626 | 3.2222 | 1.27233 | 3.7315 | 56 |

Second: Reliability:

Stability is an important psychometric characteristic of psychological scales, as it refers to the consistency of scores in measuring what should be measured in an orderly manner (Maloney & Word, 1980). P:60).

The stability became calculated by using applying the size to (one hundred) male and woman college students, and the dimensions became returned to them after two weeks, and for the cause of verifying the stableness of the degree of signs and symptoms of obsessive-compulsive persona by way of the technique of re-testing, the researcher carried out the scale to a pattern of (a hundred) male and female college students and that they have been randomly selected from the students of the College of Education for Human Sciences after which the software become re-applied after weeks of the first utility and after using the Pearson correlation coefficient between the scholars' grades in the applications, where the steadiness coefficient (zero.89) that is excessive stability (Bloom, 1983: 126).

Second: Program

The researcher built an educational program in order to alleviate the symptoms of obsessive-compulsive personality among undergraduate students as one of the objectives of this study, and for this purpose the researcher reviewed the educational literature and previous studies that dealt with building an educational program for the purpose of benefiting from them, and found that all the programs that she saw, despite their differences, but they all agree on the steps of building the program.

Apparent honesty of the therapeutic program :

After preparing the therapeutic program in its initial form, the researcher presented it to a group of experts and specialists in the field of educational and psychological sciences, and to find out the appropriateness of the methods, procedures and techniques used in the program to achieve the objectives and the proposed time period for each session, and to propose appropriate amendments and additions, or deletion, the researcher has taken the proposals and amendments referred to by the experts, to bring the program to the required level.

Techniques of CBT

(Cognitive reconstruction - identifying negative automated thoughts and working to correct them - replacing negative thoughts with positive thoughts - stopping thoughts - self-monitoring - distracting attention - self-dialogue - filling the void - time management - problem solving - relaxation - exposure to reality - exposure by imagination - preventing relapse - homework - role play)

Presentation and discussion of results

View Results

The results will be presented and discussed in light of the previously defined objectives and in the following format:

Current research objective: **To identify the effect of the cognitive-behavioral program in reducing the symptoms of obsessive-compulsive personality among students of the University of Mosul.**

This goal was achieved by making comparisons between post-test and pre-test according to the research hypotheses.

In order to achieve this goal, the following hypotheses have been developed:

1- The first hypothesis: There are no statistically significant differences at the level of (0.05) in the degrees of obsessive-compulsive personality in the post-test between the two research groups (experimental - control).

Table (2)
Table of differences between the experimental group and the control group between the pre- and post-tests

| Significance | T-value | | Standard deviation | Arithmetic mean | Number | The Collection |
|---|--------------------|------------|--------------------|-----------------|--------|----------------|
| | Tabular | Calculated | | | | |
| There is a difference D in favor of empirical | 1.999 63(0.05)) | 14.871 | 19.06356 | 117.0000 | 32 | Experimental |
| | | | 13.62324 | 177.9697 | 33 | Adjuster |

It is clear from the table that the arithmetic mean of the experimental group decreased while the arithmetic mean remained at a high level because the experimental group was affected by the program, and this means that the program, including its contents (examples, stories, situations, relaxation exercises, videos, role play, homework) helped students to reduce their level on the obsessive-compulsive personality scale, and this result was consistent with the study (**study of Muwaffaq Talib Al-Ibrahim and Abdullah Al-Zeitawi 2019**) Which found statistically massive differences in favor of the experimental institution, and this means that the collective counseling software became surely in reducing the level of social phobia a few of the take a look at contributors inside the dimensional measurement and follow-up.

With this result, the first hypothesis is rejected (there are no statistically significant differences at the level of (0.05) in the degrees of obsessive-compulsive personality in the post-test between the two research groups (experimental - control), and accepts the alternative hypothesis.

2- The second hypothesis: There are no statistically significant differences at the level of (0.05) in the degrees of obsessive-compulsive personality in the two pre-post tests of the experimental group according to the grades of each criterion separately and the total score.

Table (3)
The difference between the pre- and post-tests of the experimental group according to the criteria andin general

| Significance | T-value | | Deviation Normative | Average Arithmetic | Numb er | audition | Standards |
|---|---------------------|------------|---------------------|--------------------|---------|----------|--|
| | Tabular | Calculated | | | | | |
| There is a difference D in favor of the dimension | 2.039 (0.05)(31) | 11.234 | 2.70286 | 29.2813 | 32 | Tribal | Preoccupation with details, organization and arrangement |
| | | | 5.63963 | 17.4688 | | Post | |
| There is a difference D in favor of the dimension | 2.039 (0.05)(31) | 11.175 | 3.62549 | 28.2188 | 32 | Tribal | Perfectionism |
| | | | 3.95934 | 17.4688 | | Post | |
| There is a difference D | 2.039 (0.05)(31) | 8.275 | 2.62567 | 19.5938 | 32 | Tribal | Excessive dedication to work |
| | | | 3.29329 | 12.8438 | | Post | |

| | | | | | | | |
|---|------------------|--------|---------|---------|----|--------|---|
| in favor of the dimension | | | | | | | |
| There is a difference D in favor of the dimension | 2.039 (0.05)(31) | 12.936 | 2.19971 | 19.5000 | 32 | Tribal | Vigilance of conscience/inflexible morality |
| | | | 2.72810 | 12.9063 | | Post | |
| There is a difference D in favor of the dimension | 2.039 (0.05)(31) | 10.680 | 2.80391 | 19.5938 | 32 | Tribal | Compactness |
| | | | 3.26254 | 12.4688 | | Post | |

| Significance | T-value | | Deviation Normative | Average Arithmetic | Number | audition | Standards |
|---|------------------|------------|---------------------|--------------------|--------|-------------|----------------------------|
| | Tabular | Calculated | | | | | |
| There is a difference D in favor of the dimension | 2.039 (0.05)(31) | 11.132 | 2.77009 | 23.0625 | 32 | Tribal | Self-method At work |
| | | | 3.21147 | 15.4063 | | Post | |
| There is a difference D in favor of the dimension | 2.039 (0.05)(31) | 10.609 | 2.24484 | 20.1563 | 32 | Tribal | Care in Spending |
| | | | 3.13136 | 12.4688 | | Post | |
| There is a difference D in favor of the dimension | 2.039 (0.05)(31) | 13.052 | 2.45524 | 23.1875 | 32 | Tribal | Toughness and stubbornness |
| | | | 3.13651 | 15.9688 | | Post | |
| There is a difference D in favor of the dimension | 2.039 (0.05)(31) | 15.759 | 14.28931 | 182.5938 | 32 | Tribal | Total |
| | | | 19.06356 | 117.0000 | | Post | |

It appears through Table 3) that the differences are statistically significant between the pre- and post-tests of the experimental group and these differences were a function in all eight criteria, and this indicates something, it indicates that the experimental group is affected by the program, which led to a decrease in the arithmetic means of all standards in the post-test and this result indicates the impact of the cognitive-behavioral program in the experimental group, meaning that students benefited from the program and were affected by its content, and this result came with a study (Qutb Abdo Khalil Hanour 2004), which reached (the effectiveness of the cognitive-behavioral program in alleviating insomnia among university students) and according to these results, it can be said that the second null hypothesis was rejected (there are no statistically significant differences at the level of (0.05) in the degrees of obsessive-compulsive personality in the two pre-dimensional tests of the experimental group according to the scores of each criterion separately and the total degree) and accept the alternative hypothesis.

Determinants of the research:

Despite the positive results of the research, there are a number of determinants that should be taken into account when interpreting the results, most notably: 1. Limiting the sample to second-stage students at the University of Mosul, which may limit the generalization of the results to the rest of the student groups or to other universities.2. The use of the experimental approach with specific variables may not reflect all the factors affecting the symptoms of obsessive-compulsive personality disorder.3. The research relied on a scale built from The researcher was accepted and not subject to comprehensive national regulation, which warrants caution when used outside the current context.4. The duration of the treatment program was relatively short (20 sessions over specific weeks), which may affect the long-term sustainability of the results.

CONCLUSIONS, RECOMMENDATIONS AND PROPOSALS

First: Conclusions

From the results we conclude:

- 1- There is a level of obsessive-compulsive personality symptoms among university students higher than the hypothetical average of the scale.
- 2- The techniques of cognitive behavioral therapy had an impact on reducing the level of symptoms of obsessive-compulsive personality among students.
- 3- We also conclude that the program has an impact on reducing the symptoms of obsessive-compulsive personality in the experimental group statistically.

Second: Recommendations

- 1- Adopting cognitive behavioral therapy as a preventive and curative measure in university counseling units to reduce the symptoms of obsessive-compulsive personality disorder among students.
- 2- Training psychologists in universities on the techniques of cognitive behavioral therapy, especially in dealing with personality disorders, especially obsessive-compulsive personality.
- 3- Activating periodic psychological examination programs in universities for the early detection of students with symptoms of personality disorders, and providing them with appropriate psychological support.

Third: Proposals

In light of the results of the study, the researcher proposes to conduct the following studies:

- 1- Designing cognitive-behavioral treatment programs for females to reduce the symptoms of obsessive-compulsive personality.
- 2- Studying the impact of integrating cognitive-behavioral methods with other therapeutic methods (such as dialectical behavioral therapy or acceptance and commitment therapy) to enhance the effectiveness of the intervention.

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