



Article

The Effect of Rational Therapy on Modifying Irrational Thoughts Among University Students

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Abstract: The current research aims to identify the effect of rational treatment in modifying irrational thoughts among university students, College of Physical Education and Sports Sciences/Al-Qasim Green University. The researcher has dealt with a theoretical framework that includes all the variables of the research, and to achieve the goals, a measure of irrational thoughts was built, using a large statistical analysis sample. It numbered (200) male and female students, and after verifying its validity and reliability, the number of items in this scale reached (24) items distributed on scale areas. To test the research hypotheses, the researcher chose a sample of (16) male students only, who were intentionally selected from those who obtained the highest scores on the scale. Irrational thoughts. They were divided into two groups (experimental and control) with (8) students for each group, after equality had been achieved for the two groups. As well as building the therapeutic program according to the problems presented in the scale according to the method (the rational-emotive treatment method), one session of the therapeutic program was taken, and after completing the application of the therapeutic program using the group treatment method on the research sample, the results showed that the program was effective in reducing irrational thoughts among the students. the university.

Keywords: rational emotive therapy, irrational thoughts, university students.

1. Research problem

Unrealistic thoughts are one of the main factors in causing most psychological disorders in some individuals who feel depressed and sad and make them unhappy.

Those working in the psychological field believe that a person acquires these ideas and beliefs from milk, and since the DNA of a person changes control, this should include his appreciation, feelings, and thoughts. Ideas are what push the individual to action.

To follow up on the beginning stage of the adventure in Maine, where individuals occupy a prominent position in, as the final stage represents the immortality of individuals who will grow into the labor market and production. Understanding human energy, through its righteousness, its preparation for this, and its direction of optimal guidance, a renaissance will be achieved in various social, scientific, and visual fields. On the contrary, the neglect of these people The absence of psychological guidance and educational guidance leads to the destruction of themselves, their families, and their society.

The researcher contributed to the emergence of university students from psychological colleges as a result of their non-organic thoughts regarding them while practicing their teaching profession at the university and the problem of the increase among students due

to the difficulty of early detection of it and its causes. This is due to the lack of necessary standards, and there is no one to undertake psychological counseling and educational guidance in many Iraqi donors. Therefore, the problem of the current research is evident in the following question: What is the method of rational-emotive therapy in solving irrational thoughts among university students

research importance:

Statistics indicate that (50%) of young people and adolescents suffer from various psychological disorders (Abdel Fattah, 1998: 23).

Ellis confirmed that there is a group of irrational thoughts and beliefs among some individuals that are responsible for most psychological disorders that lead them to feelings of repression, anxiety, depression, sadness, guilt, and introversion, making them unhappy and thus affecting their compatibility with themselves and with others, and their behavior becomes unsatisfactory. Irrational (Ellis, 1976, 169)

The importance of the study comes from the fact that it deals with university students, the youth group who are the leaders of society, and that the future of the nation lies in caring for these young people, qualifying them, and identifying their problems and psychological disorders from which they suffer, with the aim of helping them overcome their effects so that they are able to deal with the requirements of life and society.

Psychoanalysts say that most irrational thoughts are broadcast by parents during early childhood and the child clings to them because of his attachment to his parents, and such ideas are also broadcast by the general culture of the individual (Al-Faisal, 1992: 6).

This is what Lazarus (1975, 1975) confirmed that a person acquires these ideas and beliefs from the people he deals with, especially his parents (Lazarus, 1975: 13).

From the above, the importance of the study can become clear through the following justifications:

- 1- Revealing the irrational thoughts of university students and helping them refute them and replace them with more rational thoughts that help them confront different situations.
- 2- The lack of research that addressed irrational thoughts, especially at the university level
- 3- Providing students with skills to deal with irrational thoughts
- 4- Informing the authorities responsible for educating young people about their problems and the irrational ideas they hold.

2.Objectives

- 1- Measuring irrational thoughts among university students.
- 2- Building a therapeutic counseling program based on the emotive-behavioral therapy method of the scientist Albert Ellis.
- 3- Knowing the effect of rational emotive behavioral therapy in modifying irrational thoughts among university students.

research assumes:

- 1- There are no statistically significant differences between the scores of the experimental group and the control group on the irrational thoughts scale for the pre-measurement at a significance level of (0.05).
- 2- There are no statistically significant differences in the pre- and post-tests between the grades of the experimental group and the control group on the irrational thoughts scale at a significance level of (0.05).
- 3- There are no statistically significant differences in the post-test between the grades of the experimental and control group on the irrational thoughts scale for the pre-test at a significance level of (0.05).

search limits:

The current research is limited to students of the fourth stage of the College of Physical Education and Sports Sciences for the academic year 2023/2024.

Definition of terms:

1- Effect: Defined by (Al-Hafni, 1991): It is the amount of change that occurs in the dependent variable after it is exposed to the influence of the independent variable. (Al-Hafni, 1991: 253).

2- Rational-Emotive Therapy: Defined by Albert Ellis (1980), it is a process that aims to provide the counselor with skills that help him identify his irrational thoughts, confront them, and replace those thoughts with rational and logical ones using mental processes. The person has the ability to avoid emotional disturbances and get rid of them by learning logical thinking. (Patterson, 1981: 185).

3- Irrational thoughts: Defined by Ellis (1975), they are ideas that include irrational aspects and that the individual adopts as unrealistic and impossible goals, and are often related to perfection, and their origins are due to the learning that the child receives from his children and from the cultural environment in which he lives (Ellis 1975))

4- Operational definition

It is the total score that the respondent obtains on the irrational thoughts scale prepared for the purposes of this research.

Chapter II

First. Rational Emotional Behavioral Therapy

Rational emotive behavioral therapy, which was founded by Albert Ellis, is one of the most common methods of cognitive behavioral therapy. Ellis was based on a main assumption, which is (that psychological disorders are the result of irrational thinking that a person adopts). (Al-Khatib, 1995: 254).

The main goal of the rational-emotive-behavioral method lies in its focus on refuting false ideas and returning the guided person to the ability to analyze those ideas and replace them with logical ideas that are compatible with the environment in which he lives.

The rational-emotive treatment method focuses on studying thoughts, feelings, and beliefs as causes of behavior, and the basic principle upon which the cognitive behavior modification approach is based is that attention to analyzing human thinking patterns is a basic condition for developing effective therapeutic programs (Al-Khatib, 1995: 248-249).

Ellis confirms the effectiveness of this method because it deals with the components of personality (emotion, behavior, and perception). Therefore, counseling and rational-emotive-behavioral therapy seek to convince the counselor that most of the problems he suffers from are due to false beliefs and philosophical mental perceptions that are not based on objective facts. Feelings of tension, anxiety, intolerance, and depression are only symptoms of the main problem represented by the ideas that people have about the nature of the situations they face (Ellis & Bernard, 1992: p. 155).

Ellis' guidance and treatment are based on refuting illogical, false ideas. There are three steps to the process of refuting false ideas, which are:

- Discovery: Here the guided learns how to discover false and illogical ideas.
- Dialogue: It is the process of dialogue with oneself in order to refute these wrong ideas and replace them with logical ideas.

Discrimination: This is the process of distinguishing between wrong ideas and wrong ideas in thinking in order to avoid them in the future.

Second. Irrational thoughts

Thinking means careful consideration of things, topics, or phenomena in order to arrive at a sound, conclusive judgment, and it has multiple forms that differ according to the purpose to which the thinker seeks. Change is a mental process that distinguishes man from all other living creatures, as it makes him capable of creation, innovation, and creativity - (Muhammad / 1984: 210). Ellis believes that a human being is a being endowed with the ability to think rationally in some situations, which leads to a feeling

of competence and happiness. However, people sometimes think irrationally, which leads to feelings of inferiority and discomfort (Arabiyat, 2001: 34).

Hence, every lineage must be aware of his existing rational thoughts, reconsider them, and try to get rid of them in the light of rational, logical thinking. Irrational thoughts are a method associated with the famous saying (your life is created by your thoughts), which means that the causes of disorder such as distress, depression, and anxiety are due to the individual's way of life. There are irrational thoughts that lead to distress and misery.

The idea that dominates our thinking generates emotion, feelings that push us to behavior that is appropriate for this idea and these feelings (Sufyan 2002: 181). Ellis believes that an individual's thoughts and beliefs are formed through his interaction with the environment in which he lives. The individual learns and acquires his values, beliefs, and attitudes. Of the people he deals with, especially parents, siblings, friends, and teachers. (Hejaz, 199) mentions that the scientist (Alice 2, 19) revealed the existence of (12) irrational thoughts that are common in Arab societies and that they are the cause of their turmoil. (Al-Rihani's study 1987) produced results that support the (Alice) theory in terms of the spread of irrational thoughts. It is accepted not only in foreign civilizations, but it is present and common to a high degree among members of Arab society (Al-Rihani 1987).

Third. The theory that explained irrational thoughts

Rational therapy, which was founded by Albert Ellis, is one of the most common methods of cognitive behavioral therapy. Ellis was based on a main assumption, which is (that psychological disorders are the result of irrational thinking that a person adopts) (Al-Khatib, Quo: 254)

Ellis emphasized that irrational and neurotic behavior learned early continues to appear even if it is not reinforced, because individuals continue to reinforce themselves through persuasion and resistance to treatment, which is why he taught his patients how to change their thinking to agree with the rational approach to solving problems. He emphasized that there are two types of logical organization of the individual's complexities:

1. Rational, realistic beliefs: which relate to a person's desire for happiness, preserving his life, and achieving self-respect in front of himself and in front of others.
2. Irrational beliefs, such as feeling rejected by others, which affects his behavior and makes him have bad habits or bad thinking, and therefore he is considered guided.

A neurotic is an unhappy person who has problems that affect his compatibility with the society in which he lives and who exhibits behavior in one of the following forms:

A - A person's distance from rational, realistic thinking, which keeps him away from happiness and leads him to emotional turmoil.

B - Poor regulation of perception, thinking in an irrational way, and talking to oneself in an irrational way of thinking, leads to negative thoughts and then emotions controlling the individual and causing him to suffer from emotional disturbance (Abu Aita, 1988: 89).

Chapter III

1. Research Methodology

The researcher used the experimental method by using an experimental group and a control group for the purpose of identifying the effect of rational-emotive therapy in modifying irrational thoughts among university students.

First - the research community:

The research community includes students from the College of Physical Education and Sports Sciences/Al-Qasim Green University.

Second: The research sample includes:

1-Sample search tool construction:

The sample of the research tools included fourth-year students, numbering 200 male and female students, (130) male and (70) female students.

2- Sample application of the indicative treatment program:

The researcher relied on a sample of (16) male students only who obtained the highest scores on the irrational thoughts scale. They were selected intentionally and were divided randomly into two groups, the first experimental and included (8) students to whom the therapeutic counseling program was applied, and the second group. The control group (8) were students to whom the therapeutic counseling program was not applied after the researcher conducted an equivalence test between the members of the two groups.

3. Search tools

Achieving the goals requires research:

Preparing a scale to detect irrational thoughts - Preparing a treatment program to modify irrational thoughts. As for the irrational thoughts scale, it went through the following steps:

1 - Defining the scope of the scale, after the researcher reviewed a number of scales and previous studies prepared to identify irrational thoughts (Al-Rihani 1085), (Al-Rihani - 1987 - b), (Muhammad, 1992) and extensive studies of Albert Ellis's theory, it became clear that this world has (12) An irrational idea. These ideas have been prepared as areas for measurement, which are as follows:

Do you assume that this world has (12) irrational ideas, and these ideas have been prepared as areas for measurement, which are as follows:

First idea:

(It is necessary for a person to be accepted and loved by everyone around him).

Second idea:

(The individual must be competent, competitive, and accomplished in a way that is characterized by perfection in order to have value.)

Third idea:

(Some people's actions are bad, evil, or destructive, so people who engage in these actions must be punished severely.)

Fourth idea

(It is a great disaster when things do not go as one wishes)

Fifth idea

(Unhappiness and misery are caused by external circumstances that a person cannot control or control)

Sixth idea

(It is natural for a person to feel fear and confusion when exposed to dangerous or frightening events, but such events must always be expected)

Seventh idea

(It is better for a person to avoid life's difficulties and responsibilities than to face them)

Eighth idea:

(It is necessary for a person to depend on others and trust that there is someone stronger than him to depend on)

Ninth idea:

(A person cannot get rid of the influences of the past, as past experiences and events determine the behavior of the present)

Tenth idea

(A person must feel very sad when a problem or disaster befalls others)

Eleventh idea:

(There is only one perfect and correct complete solution to every problem, which must be obtained, otherwise it is a disaster.)

Twelfth idea

(The ideas adopted by society and issued by the social authoritarian parties in the country must be correct, and their validity cannot be questioned.)

(Hajjar, 1993, 25-33)

2- Drafting paragraphs:

For the purpose of obtaining items on the scale that cover its fields, the researcher analyzed the components of the twelve irrational thoughts and then formulated (24) covering the twelve ideas. Each idea includes (2) paragraphs, including an irrational negative paragraph and a rational positive paragraph. The researcher derived the number of paragraphs from them. Two paragraphs for each idea.

3- Validity of paragraphs:

The validity of the item is one of the requirements of the scale, as the degree of validity and honesty of the item can be evaluated through a consensus between the arbitrators' estimates (Odeh, 1985, 157).

For this purpose, the scale was presented to (12) experts from psychology and psychiatry professors to express their opinions about the validity of each item of the scale. In light of the opinions they expressed, some of the items were modified, and thus the number of items in the scale became (24), and the percentage was calculated. Agreement (80%) or more is valid for keeping the paragraph in the scale and excluding paragraphs that did not obtain the required percentage of agreement, while making minor adjustments to some words in the wording of the paragraphs, so the irrational thoughts scale became composed of (24) items that were classified into (12) items. Non-rational and (12) rational paragraphs.

After collecting the opinions of the arbitrators and transcribing their answers, all items of the Irrational Thoughts Scale achieved the required percentage of agreement, and two items of the scale were modified.

Exploratory experience:

For the purpose of knowing the clarity of the instructions, the answer method, the clarity of the paragraphs, and knowing the time taken to answer the scale, the scale was applied to a sample of students, numbering (30 male and female students) from the fourth stage. It was found that the scale's instructions and paragraphs were clear and the time taken ranged from (10-15) .) minute.

Scale correction:

The scale is corrected by assigning the appropriate score to each item, based on the respondent's answer, as the scores are distributed to the alternatives according to the direction of the item. If it is a wave, it is answered (yes or no) in ascending order (1, 2), but if the answer is negative, it is answered in descending order (yes or no). (2,1)

Statistical analysis of items: Statistical analysis of scale items

Statistical analysis of the test items means that the scale items must be analyzed statistically for the purpose of selecting (items) that serve the research and excluding inappropriate items by finding their discriminatory power, which helps increase the scale's validity and stability (Anastasi & Urbina, 1997, p: 19).

The discriminatory power of the items and their validity coefficients are the most important standard characteristics that should be included in the items of a personality scale (Al-Kubaisi, 1995: 5). Therefore, the researcher decided to verify the discriminatory power of the items and the correlation coefficients of the score of the items with the total score of the scale, in order to extract the validity of the scale and after applying it to Sample statistical analysis of paragraphs.

The researcher used the two extreme sampling method in the process of analyzing paragraphs according to the following steps:

1. Applying the scale to a sample of (200) students.
2. Arranging the total grades obtained by the group members in descending order from the highest grade to the lowest grade.
3. I identified (27%) of the questionnaires with the highest scores and (27%) of the questionnaires with the lowest scores (Abu Libdeh, 1982: 249).

In light of this percentage, the number of questionnaires in each group was (54) questionnaires, thus the total number of questionnaires in the two groups was (108) questionnaires.

4. Using the t-test for two independent samples, the discriminatory power of each paragraph was extracted by comparing it with the tabulated value equal to (1.98) at a

significance level (0.05) and with a degree of freedom (106), as it appeared that all paragraphs were significant at this level.

Indicators of validity and reliability of the scale:

First: The validity of the scale:

Specialists in psychological measurement and evaluation agree that validity and reliability are the two most important psychometric properties of psychological measurement. These procedures should provide a measure that measures what it is prepared to measure, meaning that it should be honest. These procedures should also provide a measure that measures with a degree of accuracy and with the least possible error, meaning To be stable (Odeh, 2002: 335).

The researcher verified the psychometric properties as follows:

a. Virtual validity:

Apparent validity is defined as the general appearance of the scale in terms of the type of items, how they are formulated, the clarity and accuracy of the scale's instructions, and their objectivity (Al-Gharib, 1970: 67).

This type of validity was provided in the irrational thoughts scale by presenting it to a group of experts specialized in psychology and psychiatry.

B. Construct validity:

Construct validity is called construct validity, and it constitutes the theoretical framework for tests. It means the extent to which the psychological test measures the formation of a particular hypothesis or concept through the various aspects of this concept (Rabie, 2008: 118).

Therefore, it was verified that the item score was related to the total score of the scale and the item score to the domain score, as follows:

A - The relationship of the item score to the total scale score: Correlation coefficients were calculated between the score of each item and the total scale score using the Pearson correlation coefficient. It turned out that all correlation coefficients were statistically significant and with a degree of freedom (106).

B - The relationship of the degree of correlation of the items of the scale's domains with the total score: The correlation coefficient was calculated between the score of the items of each domain of the scale with the total score of the scale using the Pearson correlation coefficient, as all correlation coefficients were statistically significant when compared to the tabular T-value and with a degree of freedom (106).

Second: Scale Reliability indicators

The concept of reliability is one of the basic concepts and must be present in the scale in order for it to be valid for use (Al-Imam et al., 1989, 143). The reliability of the Irrational Thoughts Scale was calculated in two ways, namely:

A - Testing and re-testing: The scale was applied for the first time to a sample of (30) students from the College of Physical Education and Sports Sciences. The scale was re-applied to the same sample two weeks after the first test, and the correlation coefficient between the two tests was calculated, reaching (0.84).). This result indicates good stability of the scale.

B - Internal consistency method, analysis of variance: Using the Cronbach equation, this method was used to extract reliability on a sample of (20) students. It was found that the reliability reached (0.81), which represents the reliability of the entire tool.

The final scale:

After the procedures achieved in the previous steps, the scale became in its final form, consisting of (24) items, distributed over (12) irrational ideas. Each idea represents one of the areas of the scale, and each idea includes two items, one negative and the other positive. As for the answer hierarchy, it consists of two levels, which are: Order (yes, no) The response scores ranged between (24-48), and thus the maximum score of the scale was (48) degrees and the minimum score of the scale was (24) degrees, with a theoretical average of (36) degrees. Thus, the scale became ready to be applied to the sample of the current study.

Equality of individuals in the experimental group and the control group:

The process of achieving parity between groups in experimental research is important, so the researcher was keen to ensure the parity of members of the two groups (experimental and control) in variables that could have an impact on the results of the research. Parity was achieved in the following variables:

1. The scores of members of both groups on the irrational thoughts scale.
2. Age.
3. Parents' educational attainment.

1- The scores of the two groups (experimental and control) on the irrational thoughts scale.

It was found that the average score of the experimental group was (31.41) degrees, and that of the control group was (41.8) degrees. When using the Mann-Whitney test for small-sized samples to determine the significance of the differences between the scores of the two groups on this variable, it was found that the calculated (u) value was (24), The tabular (u) value is (8), and statistically significant (0.05). Thus, the calculated (u) value is not statistically significant (Abu El-Nil, (107, 1987). Thus, no statistically significant difference appeared between the scores of the members of the two groups on this variable, which indicates The two groups are equivalent in their answers to the scale items.

2- Age variable

To determine the significance of the difference in the average age of the members of the two groups (experimental and control), the researcher used the (Chi-square) test and found that the calculated value is equal to (0.27), which is less than the tabulated value (3.84) at the significance level (0.05), which indicates that the two groups are equivalent in terms of Age variable.

2- The father's educational level:

The researcher used the chi-square to determine the significance of the difference between the sample members regarding this variable. It was found that the calculated value (0.27) is less than the tabulated value of (3.84) at the significance level of (0.05). Thus, no statistically significant difference appeared between the two groups on this variable, which indicates that The two groups are homogeneous in educational level.

3- The mother's educational level

To find out the significance of the difference between the mother's level of achievement, use chi-square and follow the procedures The precedent is the same for the father, and it turns out that the calculated value (0.27) is less than the tabulated value (3.84) at the significance level (0.05). This means that there are no statistically significant differences, and that the two groups are equivalent on this variable.

The treatment program (will be presented in detail in Chapter Four)

Statistical methods:

1- Chi-square test: to determine the significance of the difference for parity in the average age and educational attainment of the parents.

2- The t-test equation for two independent samples: to determine the significance of the difference between the upper group and the lower group and to extract the discriminatory power of the scale items (Runyon & Hober, 1980: p: 240).

2- Pearson correlation coefficient: It was used to calculate the reliability coefficient of the scale and to find the relationship between the score of each item and the total score, the relationship between the score of each field and the total score of the scale, and the relationship between the score of each field to the other fields of the same scale and its two forms for construction purposes (Firkson, 1991, 145).

3- Al-Facronbach equation: to extract stability.

4- One-sample t-test: to arrange the scale in descending order. (Al-Kindi, 1985, 104-105)

5- Wilcoxon test: It was used to determine the significance of the differences for the control group in the ranks of the irrational thoughts scale scores and for the first and second experimental groups for the post-test (Tawfiq, 1985, 106).

5- Mann-Whitney test: It was used to determine the significance of the differences in the two groups (experimental and control after applying the program) (Abdul Rahman, 1983, 129).

Chapter IV

Therapeutic programme

Building the treatment program

In constructing the treatment program, the researcher adopted the following procedures:

1. Adopting the theory of rational emotive behavioral therapy by the scientist Albert Alliss.
2. Review the literature on the foundations of building therapeutic programs, their methods and models.
3. Results of the irrational thoughts scale that was applied to the sample.
4. Review previous treatment programs, including:
 - a. The effect of two counseling methods - the wrong concept and rational-emotive therapy on developing tolerance among female students of teacher training institutes.
 - B. The effect of a counseling program in modifying irrational thoughts among fourth-year students.
5. Presenting the treatment program to a number of experts specialized in psychology and psychiatry, to ensure the suitability of the needs, goals, procedures used, the time required to achieve those goals, therapeutic techniques, and any other modifications.

The researcher followed several steps to build the therapeutic program and agencies:

1. Setting priorities:

Priorities were determined according to the areas of the scale and the items of the irrational thoughts scale through the opinions of the experts in the above-mentioned step regarding priorities for work in the therapeutic program and taking into account their comments on the title of each session.

2. Setting goals:

It is considered one of the important steps in planning and implementing therapeutic counseling programs, as it explains the methods that must be used to solve the problem. It also helps in revealing the basic line of the problem and verifying the success that can be achieved by those in charge of the therapeutic counseling process in bringing about the required changes (Abdul Hadi, 2001). : 21)

The objectives of the treatment program can be clarified through the following:

A - General goal: The program generally aims to reduce the behavior of irrational thoughts among university students.

B- Special goals: It includes a set of special goals that are determined in accordance with the nature of the person and the type of problem, based on theoretical concepts in the theory of rational emotive therapy by the scientist Ellis.

2. Number and date of sessions:

The number of treatment sessions was (14), at a rate of two sessions per week, starting on Monday, February 3, 2024, and the duration of the session was (45) minutes. Until Monday, 4/7/2024.

The opening session was given to clarify the objectives of the therapeutic program, in addition to (12) therapeutic sessions, after which the closing session of the therapeutic program was held, with a post-test conducted to determine the impact of the therapeutic program on the experimental and control groups.

3. The apparent validity of the therapeutic program:

After designing the therapeutic program in its initial form, the researcher presented it to a group of experts and specialists in the field of mental health, psychological counseling, and psychiatry, and to determine the suitability of the methods, procedures, and techniques used in the program to achieve the goals and the proposed time period for each session, and to suggest appropriate amendments and additions to bring the therapeutic program to the level Required.

4. Techniques used in the therapeutic program.

Activities were chosen that are compatible with the program and its objectives:

1- Discussing the topic:

Allow group members to discuss the topic of the session after providing information on the topic of the session, in order to hear their opinions and beliefs about the topic.

2- Self-dialogue:

This is done by allowing group members to describe or live moments in situations related to the topic of the therapeutic session, and then they describe these situations to us, or each of them dialogues with himself about the topic of the session, and then after that he shows us his thoughts and beliefs, and through them, his irrational thoughts are identified (Block & Dobson, 1988:178).

3- Rational imagination:

Scientist Ellis believes that whenever a person practices rational imagination in his life several times a week, he will reach a state of psychological and social harmony that will enable him to overcome the uncomfortable events and situations that he may encounter.

- Identifying irrational thoughts:

After allowing the group members to discuss the topic and express their opinions on the topic of the session, the irrational ideas that the students have regarding the topic of the program sessions are identified.

- Role playing:

Role playing in the rational therapy method is primarily based on helping the counselors change the wrong, irrational thoughts that are causing their problems.

- Refute irrational thoughts:

After the irrational thoughts of the group members are identified by the researcher, she then criticizes them and shows their negatives and their impact on their behavior, and thus the irrational thoughts can be confronted (Abu Aita, 1997: 133).

- Replace irrational thoughts:

After refuting and criticizing irrational ideas about the topic of the session, the researcher presents logical ideas, as Ellis points out that many of the guided people learn how to abandon their irrational beliefs and change their undesirable behaviors (Al-Azza, 1999: 95).

- Social reinforcement:

It is an organized method that works to strengthen a specific response, and identifying appropriate reinforcers leads to obtaining desired behavioral responses (Black, 1983:130).

Reinforcers are divided into two types:

1-Physical reinforcements: such as juice or candy.

2- Moral reinforcers: such as a smile, encouragement (Al-Rashidi and Al-Sahl, 2000: 467).

Evaluation: It is done at the end of each session to determine the extent of students' understanding of what was discussed in the session, conduct a summary of the session's topics, and identify the most important positive and negative points of the session.

Home training:

It means applying the skills and ideas that were trained on in the training sessions (Black, 1983:136).

The exercises also include mental aspects such as identifying and writing down illogical thoughts. (Block & Dobson, 1988:178)

Here, the researcher asks the group members to submit reports in the subsequent session explaining their feelings and describing the difficulties they faced (Corey, 1991:466).

6- Implementing the treatment program:

To achieve the research objectives, the researcher followed the following procedures:

1. (16) students were intentionally selected who obtained the highest scores on the irrational thoughts scale, and they were divided into two groups:

- a. The experimental group consists of (8) students.

- B. The control group consists of (8) students.

2. The scores obtained by the two groups (experimental and control) on the irrational thoughts scale, before starting to implement the treatment program, were based on the results of the pre-test.

7. The final treatment program.

First session

Session topic/opening

the topic Editorial

Needs . - For students to get to know each other.

- Determine the place and time allocated for presenting the treatment program.
- Students should know the number of sessions of the therapeutic program and its end time.

Mutual acquaintance between students

Technologies used Group discussion, social reinforcement

Objectives

The group members should be able to:

- Accept the contents of the treatment program and interact with it.
- Developing positive relationships based on mutual respect.
- Knowing the goals of the treatment program.
- Exchanging trust through acquaintance between the researcher and members of the treatment group.

Spreading a spirit of fun and happiness among members of the therapeutic group.

Activities provided - A group meeting aimed at getting to know each other between the researcher and the students on the one hand, and between the students on the other hand.

- Discussing with students the timing of the sessions and its suitability for them.

The researcher explains the importance of rational emotive behavioral therapy to the scientist Alice

Calendar Ask the students a question if one of them does not want to attend the sessions, and what are the difficulties they face

Managing the first session:

- It includes a group meeting for the purpose of getting to know each other between the researcher and the students on the one hand, and between the students with each other on the other hand.
- The researcher introduces herself to the students.
- Students introduce themselves and provide their names.
- The researcher explains the importance of rational-emotive-behavioral therapy to the scientist Alice.
- Discussing with students the timing of the therapeutic program sessions and its suitability for them.
- Asking a question if someone does not want to attend the sessions.
- The researcher asks each student to write down his impression of the therapeutic session.
- Determine the time and place of the next treatment session.
- Training members of the therapeutic group on how to fill out forms related to daily activity.
- The researcher submits a form to evaluate the therapeutic session to members of the therapeutic group.

Third session

Session time: 45 minutes

Session title: Speech etiquette

the topic Speech etiquette

Needs related to the topic - The importance of adhering to public etiquette when speaking.

Developing students' ability to avoid offensive words and profanity when speaking with students.

Technologies used Discussion and interpretation - modeling - social reinforcement.

Overall goal Students know the meaning of speech etiquette.

Own goals - That students know the importance of adhering to public morals when speaking.

- That students be able to avoid offensive words and profanity when speaking with their colleagues.

Activities used - Follow up on the home training and provide thanks and praise to the students who completed the home training.

The researcher explains the importance of adhering to proper speech etiquette and avoiding profanity and hurtful words when speaking with others.

- Identifying irrational thoughts and replacing them with rational ones while discussing the topic.

- Refute irrational thoughts and replace them with rational ones.

Using social reinforcement with students.

Formative calendar - Summary of what happened in the therapeutic session.

- The researcher submits a session evaluation form to members of the treatment group.

Determine the pros and cons.

Home training Write two situations in which students explain how to adhere to general speech etiquette when speaking with others.

Session management:

- Follow up on the home training and provide thanks and praise to the students who completed the home training.

- I ask the students the following question: If your colleague used some hurtful words against you, what would be your reaction to him?

- Give students five minutes for self-dialogue before answering the question, then allow room to discuss the topic, listen to their answers, identify irrational ideas during the discussion, and then criticize these ideas constructively.

- Asking two students from the group to use the (modeling) technique in which one of them calls the others obscene words, then apologizes for those words, then asking two other students to play the role of the situation in which one of them uses hurtful words and profanity against the other and does not apologize to a colleague. .

- I ask the students a question: If any of you is wrong against others, then your behavior will be like any of the two models you saw.

- Write the following phrase on the board: I use words that comply with the rules of public etiquette with my colleagues with whom I disagree.

Discussing with the students their answers and explaining to them the importance of adhering to the general rules of etiquette when speaking with others, and that an individual who adheres to the etiquette of speech is able to establish successful relationships with others.

- Correcting irrational thoughts with rational ones.

- Summarizing the most important topics of the session and discussing what was discussed in it.

- Diagnosing the negatives and positives.

- Using social reinforcement with students.

- Write two situations in which each student explains the extent to which he has benefited from the day's session in daily life situations by adhering to public morals when speaking with others.

Closing session (end of the treatment program)

Session objectives:

- Identify the extent of improvement that occurred among members of the treatment group.

- The members of the therapeutic group learn to apply the information they obtained during the sessions to public life.

procedures:

- Discuss daily activity.

- General discussion and review of previous sessions.

- The researcher gives a lecture that includes clarifying the importance of rational-emotive therapy in terms of irrational thoughts and internal dialogue in the occurrence of many negative behavioral practices in general and the behavior of irrational thoughts in particular.

- Discussion with members of the therapeutic group about the sessions.

The researcher asks the members of the treatment group to adhere to what they learned in the previous sessions, and urges them to cooperate and have good Islamic morals that emphasize mutual respect, the spirit of cooperation, empathy, and love.

- The researcher submits a form to evaluate the therapeutic program to members of the therapeutic group.

- Agreeing on a date for conducting the post-test.

- The researcher thanks the members of the therapeutic group for their commitment to the therapeutic program sessions, and the researcher asks them to pay attention to applying the techniques that we learned in the therapeutic program.

Chapter V

First - display the results

The research results were presented according to the following research hypotheses:

The first hypothesis: There are no statistically significant differences between the scores of the experimental group and the control group on the irrational thoughts scale for the pre-measurement.

In order to test the validity of this hypothesis, the researcher used the Mann-Whitney test for two independent samples to determine the significance of the difference between the two groups (experimental and control) for the pre-test. It was found that the calculated value of the statistic (U), which equals (24), is not statistically significant when compared to the tabulated value of the statistic (U). U) which is equal to (8) at the level of significance (0.05), then the null hypothesis is accepted, that is, there are no statistically significant differences between the grades of the experimental and control group in the (pre-test) on the items of the irrational thoughts scale (Abu El-Nil, 1987: 107).

The second hypothesis

There are no statistically significant differences between the scores of the pre-measurement and the post-measurement of the experimental group on the irrational thoughts scale.

To achieve the second hypothesis, the researcher used the Wilcoxon test for two correlated samples. It was found that the difference was statistically significant at the level of significance (0.05), as the calculated value reached (zero), which is smaller than the tabulated value of (2) (Abu El-Nil, 1987: 103), so The null hypothesis is rejected, and the alternative hypothesis is accepted, which indicates that the scores of the experimental group members on the irrational thoughts scale after applying the therapeutic program are better than their scores before its application.

The third hypothesis

There are no statistically significant differences between the scores of the experimental group and the control group on the irrational thoughts scale for the post-measurement, after applying the therapeutic program.

To achieve the third hypothesis, the researcher used the Mann-Whitney test for small samples, and the results showed that the differences were statistically significant in favor of the experimental group members, as the results showed that the tabular value of the statistician (U) for the posttest, which amounted to (12), is greater than the calculated value of the statistician (U) of (0) at the level of significance (0.05), (Abu El-Nil, 1987: 107). Accordingly, the null hypothesis is rejected, and the alternative hypothesis is accepted, which indicates that the grade ranks of the individuals in the experimental group express a decrease in the behavior of irrational thoughts compared to the grade ranks of the individuals. The control group on the irrational thoughts scale after applying the therapeutic program.

Second: Discussing and interpreting the results

By presenting the results of the research, it appeared that:

1- There are statistically significant differences between the control group and the experimental group after applying the program, as the experimental group received treatment according to the rational-emotive treatment method, while the control group did not receive any treatment. Therefore, differences appeared in the experimental group,

while these differences did not appear in the control group. This indicates the positive result of the effect of the experimental group's rational treatment method in reducing students' irrational thoughts.

2- Following group therapy in applying the therapeutic program has a positive impact on acquiring acceptable social skills that they lack, and on reducing the behavior of irrational thoughts in them.

3- The approved therapeutic method pays attention to the cognitive aspect, as the information was explained to the students. This method helped the students to identify irrational thoughts and work to correct those ideas that negatively affect the way of interacting and dealing with others, as the behavioral and cognitive aspects are organized among themselves and represent beliefs. The general individual, if these irrational beliefs and thoughts are rearranged, will result in a change in the individual's beliefs and attitudes. The reason is that the system of beliefs is characterized by interaction and functional connection between its parts, and this is what the results of the current research indicate in reducing irrational thoughts among students.

4- The researcher's use of many strategies in the therapeutic sessions provided the students in the research sample with the opportunity to interact and cooperate among themselves, through the students' participation in the process of discussing the topics raised in the therapeutic sessions, and through the researcher's encouragement of them to adopt the method of purposeful dialogue to discuss these topics, which had an impact on achieving the results shown by the results. The current study.

Therefore, the therapeutic program applied in the current research can be considered an appropriate therapeutic measure in reducing irrational thoughts among university students. The researcher believes that working collectively and using various methods (cognitive-behavioral) had a major role in the positive result reached by the current research.

Third: Conclusions

In light of the results obtained, the following conclusions can be drawn:

- 1- The therapeutic program prepared by the researcher was an effective method in reducing the behavior of irrational thoughts among university students.
- 2- The group therapy method that was applied in this study has proven to be an effective method in reducing the behavior of irrational thoughts among university students.
- 3- The effectiveness of the therapeutic techniques used in the current study.

Fourth: Recommendations:

In light of the results and conclusions of the current research, the researcher recommends the following:

- 1- Using the irrational thoughts scale prepared by the researcher to measure irrational thoughts among university students.
- 2- Using the therapeutic program prepared by the researcher to treat irrational thoughts among university students.
- 3- It is necessary for the Ministry of Higher Education and Scientific Research to implement such remedial programs on students who have irrational thoughts at the university.
- 4- Diagnosing students who are affected by a high level of irrational thought behavior by applying the scale that was built in the current research.
- 5- The necessity of applying the remedial program by university guidance officials to students in general, and to those who indicate they have irrational thoughts in particular.

Fifth: Proposals:

To complement the results of the current research, the researcher proposes the following:

- 1- Conduct a study to determine the extent of the spread of irrational thought behavior among university students in other Iraqi governorates, such as Karbala Governorate, Najaf Governorate, and Al-Qadisiyah Governorate, and make a comparison with the results of those studies and the current study.
- 2- Conduct a study to measure irrational thoughts among students in other academic levels and make comparisons between the results of that study and the current study.
- 3- Using the counseling program to reduce negative behaviors among university students.

Prepare silver nanoparticle by using *Lantana camara* leaf extract, and characterization by Uv-Spectro photometer and confirmed by FTIR and nanoparticle size softwar

This study used leaf extract *Lantana camara*, analytical grade chemicals, solvents, water and media purchased from Hi Media (Iraq).

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