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A study on the effectiveness of a training program to reduce irrational thoughts among girls who failed in high school

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Abstract--This study aimed to investigate the effectiveness of a counseling program and the effectiveness of a training program in reducing irrational thoughts among a sample of girls who failed high school. The study sample consisted of (30) high school female students in Karak governorate, and a measure of irrational thoughts were used. They did not undergo the training program. The study's results showed an average level on the scale of irrational beliefs. There were statistically significant differences between the average performance of the examinees on the scale of irrational thoughts in favor of the experimental group due to the training program. In contrast, the results indicated no differences in the scale of irrational beliefs of the experimental group on the follow-up measure. The study recommended an attempt to focus on the positive behavioral and psychological variables associated with positive psychology and assigned to this category specifically so that it contributes to raising their motivation for study and perseverance and the need to provide tools with acceptable or appropriate validity and stability coefficients that take care of this category and pertain to this phenomenon.

Keywords--training program, irrational thoughts, failures in high school.

Introduction

Students, especially high school students and those failing at this stage, face multiple pressures, the most important of which are academic, psychological, family, and social. Students at all levels try to deal with these pressures through different thinking skills to control their emotions and solve their problems to reach the stage of psychological security. Thinking is one of the higher cognitive mental processes underlying. The development of humanity and the discovery of effective solutions by which he overcomes the difficulties and problems he faces in

life. In fact, the way an individual thinks is a latent force that affects all his interactions. In recent years, there has been an increase in interest in programs that help students relieve the emotions that they may suffer from, and contribute to improving their psychological security and emotional health; Assuming that students can be taught how to help themselves navigate life better rather than waiting for a problem to occur and then looking for solutions. The programs that have proven effective in this field are designed to train to modify irrational thoughts and replace them with rational ones. It contains a set of methods that educate the individual and train him on cognitive and behavioral skills to manage the psychological pressures that confront his life, mitigate their occurrence, and achieve an appropriate amount of mental health and access to psychological security and compatibility areas of life.

Moreover, Ellis (Ellis 1994) believes that irrational thinking leads to emotional mismatch and confirmed that individuals have a strong tendency to think and act rationally, and they can think critically about their behavior and correct irrational patterns in their thinking, and judge their thoughts if they are consistent with reality Or not. It prepares the individual to avoid emotional or mental disturbances and unhappiness if he learns or raises his rational thinking to the highest limit and reduces his irrational thinking to the minimum. According to this theory, the individual's belief system consists of two parts, namely, rational and irrational thoughts. Emotional disturbances lead the individual to creativity, positivity, and social interaction with others. They are not fundamental ideas but increase feelings of pleasure and happiness, and achieving goals becomes easier (Al-Zahrani, 2010). The second group of beliefs contrasts its characteristics with the first pattern, as irrational thoughts are responsible for causing disturbances in the personality and not controlling them, as well as controlling his thinking and directing his behavior. They are unrealistic and illogical thoughts (Smits, 2011). Based on the preceding, the current study aims to search for a training program to reduce irrational thoughts among failed secondary school students. They fell at the secondary stage, as it is considered a critical and important stage for them, during which their personality will be directed and prepared and a positive outlook towards the future and the events they are going through so that they are prepared for the emotional, social, behavioral, and mental level.

Study problem

Secondary school students, especially those who fail, are among the groups that should be taken care of and studied due to the intellectual, academic, and social changes that occur to them. A study in which the nature of irrational thoughts was shown in Albert Ellis' rational emotional guidance theory and the statement of the relationship between rational thinking and psychological identity. However, secondary school students, especially female students who failed at public high school - the subject of the current research - need responsible controls and different requirements on the psychological and social level, as they at this stage need psychological safety and guidance to think rationally through different counseling and guidance programs, as at this stage they go through a situation. Bad psychology and their way of thinking are irrational. Attention should be paid to this category because of its prominent importance. Lack of interest in it may lead to a different social and psychological gap. Therefore, the researcher

proposed a study on the effect of a training program in reducing irrational thoughts among a sample of girls who failed in high school he public.

Questions and hypotheses of the study

In light of the study problem, the study questions are as follows:

- What is the level of irrational thoughts among girls who failed in high school?
- Are there statistically significant differences at the level ($\alpha \leq 0.05$) between the performance averages of the experimental group and the average performance of the control group on the scale of irrational thoughts in the post-measurement due to the training program?

The significance of the study

The significance of the current study stems from many theoretical and applied considerations, as follows:

First: Theoretical significance

The current study contributes to providing theoretical knowledge and the Arab library with a theoretical framework for a training program to reduce irrational thoughts, which may benefit researchers and those interested in this field by informing them of the concepts and theories that have attempted to explain these concepts within the framework of psychology and psychological counseling. The importance of the study stems from shedding light on a significant segment of society, namely the girls who failed in high school. The study came as a complement to training programs that take care of the group that suffers from a low level of education and needs programs to help them have a positive outlook towards the future.

Second: Practical Significance

The significance of the study from an applied point of view lies in providing a tool that can be used to measure irrational thoughts. The results of the current study benefit educational officials and decision-makers by standing up to the level of irrational thoughts among girls who failed in high school, redressing the problem, and restoring the confidence of the student in looking at herself and the events she is going through at her inception with similar cases, which helps her in training educational counselors to address these disorders. Therefore, problems and solutions to the extent of this problem.

Study Objectives

The current study aims to investigate the effectiveness of a training program to reduce the irrational thoughts of a sample of girls who failed in high school.

Procedural definition

- **The training program:** It is one of the training methods that is used with a small group of individuals, their numbers range from (8-15,) and they are chosen so that they participate in similar problems, and during the sessions, the individuals receive a set of skills to deal with the difficulties they face (COREY, 2007)
- **Irrational thoughts:** a group of negative thoughts that an individual adopt and negatively affect his ability to face life event and then his ability to adapt, leading to emotional reactions that are not appropriate to the situation or event (Leahy, 2000). It is defined procedurally: the total score obtained by girls who failed in high school on the scale of irrational ideas that the researcher prepared or developed.
- **Girls who failed in high school are all** students who took the high school exam and did not get a passing grade between the years (19-21).

Study limitations

The results of the current study are determined as follows:

- **Human limits:** the study will be limited to a sample of (30) girls who failed high school.
- **Spatial limits:** This study was applied in the Young Women Center in the Southern Mazar District.
- **Time limits:** the study is limited to the Karak governorate during the second semester of the 2021-2022 school year.
- **Objective limits:** The study consisted of a training program to reduce irrational thoughts among girls who failed secondary school.
- **Boundaries of the study:** the results of the survey are founded on what its practical results will come and the accuracy and seriousness of its procedures for the entire sample.

Theoretical framework

Training program

The program is all activities, practices, games, attitudes, visits, and trips through which the individual gradually moves from the circle of the self to the outside world, so these experiences must begin with the knowledge of the self-definition of individuals (Taha, 2004). The training program is the total statement of the types of activity that you decide to take to carry out a specific action or a statement about a situation, identifying psychological problems, determining the desired goals, then inventorying the available materials, and developing a plan of action, through which the program can be implemented, to overcome problems, and achieve goals in the shortest time and with the least possible effort and costs (Al-Azza, 2006).

Training program properties

A good training program is characterized by a set of characteristics, which make it valid for implementation, and suitable for the intended category, which can be mentioned in the following (Lazarus, 1997):

- **Clarity:** It means that all the objectives, techniques, skills, etc. included in the program should be clear in terms of formulation, implementation mechanisms, and desired results.
- **Determination:** It is a determination, which is defining the general objective of the program with precision, procedurally, so that the therapist can measure the success of the interventions, and the determination also includes the expected time period of the program, where the therapist evaluates through the introductory session the period required to obtain positive results with the members of the study group.
- **Clearly and accurately formulating the partial objectives of each session,** with the necessity that the partisan objectives collectively constitute the general objective of the program.

They determine the appropriate therapeutic interventions for the nature of each case (group), explain the mechanisms for their implementation, and document them. It is determining the method used to measure the degree of change expected to occur in the experimental group (the case), with the need for the technique to be convincing and accurate.

Irrational Ideas

Alice believes that the individual acquires these irrational ideas from his childhood when the child is unable to think correctly and clearly and relies on others to plan his life, and what he inherited and learned from the myths and fanatic trends that he acquired directly from the family (Ellis, 2004). Irrational thoughts are defined as a set of objective and logical ideas and beliefs that are consistent with the reality of the individual and adopted by the individual to understand himself and face life issues in the appropriate interaction and feeling of happiness (Baghora, 2014). Ellis (1973) defined irrational thoughts as those negative, irrational, and unrealistic negative thoughts that are characterized by subjectivity and objectivity, are influenced by personal whims and based on false expectations and generalizations, and on a mixture of conjecture, possibility, exaggeration, and exaggeration that are consistent with the individual's realistic chance. The irrational ideas are divided into three groups; the first group includes ideas that relate to the individual, the second group includes what refers to others, and the third group includes what relates to the world and the conditions of life. These groups have been called the three imperatives or imperatives. Irrational thoughts are defined as unrealistic and illogical thoughts, as they hinder the individual's achievement of his goals, and these beliefs are accompanied by abnormal physiological, behavioral, and emotional consequences. Irrational thoughts can be classified as follows.

Symptoms of irrational thoughts

Symptoms of irrational thoughts can be divided into the following (Khalafi, 2016):

- Mood symptoms: unhappy, sad, depressed, low morale and easily agitated, anxiety, loss of joy and pleasure.
- Cognition symptoms: difficulty concentrating, low self-motivation, loss of interest, guilt, poor self-evaluation, hopelessness about the future, suicidal thoughts, and poor psychological evaluation.
- Behavior Symptoms: Social withdrawal, increased or delayed psychomotor reactions, crying, suicide, and dependence.
- Physical symptoms: Decreased or increased appetite, weight gain or loss, sleep disturbances, fatigue, moral disturbances, and physical pain.

Characteristics of irrational thoughts and beliefs

Characteristics of irrational views and opinions Dryden (2002) summarized several characteristics and characteristics of irrational beliefs and some methods of irrational, false thinking:

- It results in grumbling, aggression, resentment, and aggressive behavior from others and the individual himself.
- It is characterized by extremism and rigidity.
- It is not consistent with reality and the truth, is illogical and hinders the individual's achievement of his goals.
- It takes the form of absolute negation and proof and hinders thinking about multiple possibilities.
- Exaggeration: It means exaggerating the realization of things or real experiences and giving exaggerated connotations such as the perception of destruction and danger in them.
- Generalization: Generalization is associated with many pathological patterns.

Literature review

Al-Hayassat's study (2019) aimed to reveal the effectiveness of a group counseling program in light of Ellis's theory in reducing post-traumatic stress disorder symptoms and reducing irrational thoughts among a sample of Syrian refugee students in Jordan. The study sample consisted of (69) male and female students, and the students were selected in the most intentional way possible. The post-traumatic stress disorder symptoms scale and the irrational thoughts scale were applied before and after. The results showed that there were statistically significant differences for the post-traumatic stress disorder symptoms scale due to the collective guidance program in favor of the experimental group. There were statistically significant differences for the rational thoughts scale due to the collective guidance program and in favor of the experimental group.

Al-Sharif's study (2013) aimed to examine the effectiveness of a group counseling program based on Alice's theory of irrational thinking in reducing depression and

improving the level of adaptation among first-year secondary school students in Amman. The study population consisted of all (103) female first-year secondary school students. The study sample consisted of (30) female students who were chosen intentionally. The sample was divided into two experimental and control groups, and the study tool consisted of the Beck's Depression List and the Psychological Adjustment Scale. The results related to depression indicated statistically significant differences between the experimental and control groups. The results also did not show statistically considerable adjustment differences between the experimental and control groups.

Joy, Shulamite, and Amaka 2015 study aimed to know the effect of the cognitive restructuring program for Rational Emotional Behavioral Therapy on the irrational thoughts and behaviors resulting from post-traumatic stress disorder for children in Nigeria. The sample consisted of (26) children who knew that they had PTSD by fulfilling the questionnaire criteria; the study used a control group and a treatment group with experimental thoughts and behaviors. The results showed that gender differences do not determine PTSD for children through the cognitive restructuring program for rational behavior therapy. The emotional, irrational thoughts and behaviors caused by the traumatic experience of the children were significantly reduced in the experimental group compared to the control group, and a significant improvement was also observed in the final intervention of the experimental group. Almgrble study (2010) was about irrational thoughts and psychological security among students in the second cycle of primary education in the schools of the city of Hama, and the study sample consisted of (632) male and female students. The study results show statistically significant differences between the average degrees of males and the average degrees of females and that the beliefs related to (personal perfection, blame, dread, and excessive anxiety) came to medium degrees among the sample members.

Our comments on the literature review

In terms of the objective: Most of the literature reviews aimed to reveal the effectiveness of a program, such as the Hiasat study (2109) and the Sharif study (2013) using the Alice theory and the Al-Qaadani study (2017) and the Khuwaylid study in identifying the level of irrational thoughts and its connection with other variables.

- In terms of the sample: the sample sizes varied in the previous studies. As for the current study, the number of its members reached (30), which differs from the earlier studies.
- In terms of the method: Previous studies varied in the use of the method, some of which used the quasi-experimental method, and some used the survey method.
- Similarity: The current study agreed with most studies using the quasi-experimental approach and the tools used.
- Differences: The current study came using a new category with new variables.

Study Approach

In this study, the quasi-experimental approach will be used, due to its relevance to the problem of the study, by monitoring and analyzing the research problem using the scale of irrational thoughts among girls who failed in high school.

Methodology and experiments

Study population

The study population consisted of all girls who failed high school and their ages (19-20) and who were in the centers for young women during the period (2021-2022).

The study sample

The study sample consisted of (30) girls who failed at the high school stage, who obtained the highest scores on the scale of irrational thoughts, and who had the desire to participate in the training program. And a control group (15) of girls who are not subject to the training program.

Study tools

A scale to measure the irrational thoughts of girls who failed in high school.

Validity of the study tools

The tool was presented to (9) arbitrators with experience and specialization; To know their views on the extent of the scale's consistency, clarity, and comprehensiveness, as this included the paragraphs belonging to the scale as a whole and the amendments agreed upon by the arbitrators were made. In light of this, a number of them were modified and deleted, in addition to reformulating some paragraphs to indicate directly and briefly what the paragraph aims for, which achieved her apparent sincerity.

Stability of the study tools

To ensure the stability of the study tool, the test-retest method was verified by applying the scale, and reapplying it after two weeks on a group outside the study sample consisting of (30). Then the Pearson correlation coefficient was calculated between their estimates both times if it reached (0.82). The stability coefficient was also calculated using the internal consistency method, according to Cronbach's alpha equation, if it reached (0.75), and these values were considered appropriate for the purposes of this study. Statistical Standard (for the Scale of Irrational Thoughts). The binary Likert scale was adopted to correct the study tools, by giving each of its paragraphs one degree out of its five degrees (no, yes), and it was represented digitally (2, 1), respectively. The following scale was adopted to analyze the results:

(From 1.00- 1.33 Low, From 1.34-1.67 medium, From 1.68- 2.00 high)

The scale was calculated by using the following equation:

(The upper limit of the scale (2) - the lower limit of the scale (1)) / The number of required categories (3) = (2-1)/3 =0.33

And then, add the answer (0.33) to the end of each category.

Distribution of the study sample to the examinees according to the program.

Table 1
Distribution of the study sample to the examinees according to the program

Group	Number
control	15
Experimental	15

Equivalence of Group

To verify the equivalence of the groups, the Mann and Whitney test was used to find the significance of the differences in the study sample scores on the scale of irrational thinking in the tribal measurement in the experimental and control groups, and table (2) illustrates this.

Table 2
The results of the "Mann Whitney" test to find the significance of the differences in the performance of the experimental and control groups on the scale of irrational thoughts in the pretest

Themes	Group	Number	Average rank	Total rank	Mean	Mann-Whitney U	Wilcoxon W	z value	Significance level
lovable person	Experimental	15	14.37	215.50	1.43	95.500	215.500	-.727	.467
	Control	15	16.63	249.50	1.52				
The effective and accomplished individual	Experimental	15	16.17	242.50	1.47	102.500	222.500	-.427	.669
	Control	15	14.83	222.50	1.42				
the bad people	Experimental	15	15.00	225.00	1.35	105.000	225.000	-.322	.747
	Control	15	16.00	240.00	1.37				
Things that do not come from what one wishes.	Experimental	15	12.60	189.00	1.32	69.000	189.000	1.864	.062
	Control	15	18.40	276.00	1.48				
Individual misery	Experimental	15	14.30	214.50	1.33	94.500	214.500	-.770	.441
	Control	15	16.70	250.50	1.40				
Frightening or dangerous things	Experimental	15	15.70	235.50	1.42	109.500	229.500	-.128	.898
	Control	15	15.30	229.50	1.40				
Avoid some difficulties and	Experimental	15	16.10	241.50	1.47	103.500	223.500	-.383	.702
	Control	15	14.90	223.50	1.42				

responsibilities rather than face them.									
Dependability	Experimental	15	16.57	248.50	1.40	96.500	216.500	-.687	.492
	Control	15	14.43	216.50	1.30				
Experiences	Experimental	15	15.80	237.00	1.48	108.000	228.000	-.195	.846
	Control	15	15.20	228.00	1.45				
Others' problems	Experimental	15	15.23	228.50	1.47	108.500	228.500	-.171	.864
	Control	15	15.77	236.50	1.50				
perfect solutions	Experimental	15	14.83	222.50	1.35	102.500	222.500	-.441	.660
	Control	15	16.17	242.50	1.38				
Official and serious	Experimental	15	14.80	222.00	1.56	102.000	222.000	-.453	.650
	Control	15	16.20	243.00	1.62				
The scale of irrational thoughts	Experimental	15	15.10	226.50	1.42	106.500	226.500	-.250	.803
	Control	15	15.90	238.50	1.43				

Table (2) shows no statistically significant differences ($\alpha = 0.05$) attributable to the group in all areas and the total score of the tribal irrational thoughts scale. This result indicates the equivalence of the groups.

The first question: What is the level of irrational thoughts among failing female students in high school?

To answer this question, the Means and standard deviations of the level of irrational thoughts among the failing female students in high school were extracted, as shown in table 3.

Table 3
Means and standard deviation of irrational thoughts in descending order of the means

Rank	Number	Field	Means	SD	level
1	12	Others' problems	1.48	.365	Medium
2	1	experiences	1.47	.339	Medium
2	10	An effective and accomplished individual	1.44	.313	Medium
4	9	Avoid some difficulties and responsibilities instead of facing them	1.44	.326	Medium
5	2	Scary or dangerous things	1.41	.338	Medium
5	7	Things that do not come from what the individual desires.	1.40	.305	Medium
7	6	The misery of the individual	1.37	.352	Medium
8	4	Perfect solutions	1.37	.320	Medium
9	5	bad people	1.36	.358	Medium
9	11	dependability	1.35	.305	Medium
11	3	Others' problems	1.43	.285	Medium
12	8	experiences	1.48	.365	Medium

The scale of irrational thinking (pre)	1.47	.339	Medium
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Table (3) shows that the Means ranged between (1.35-1.59), where the official and seriousness ranked first with the highest mean of (1.59) and at an average level, followed by the loved person and the problems of others in the second rank with a mean of (1.48) at an average level, while dependability came in the last rank with a mean of (1.35) at an average level, and the mean of irrational ideas as a whole was (1.43) at an average level. The irrational thoughts came at a medium level with a mean (of 1.43). The researcher attributes this result to the fact that irrational thoughts arise due to early false learning for which the individual is biologically prepared, and this takes place in an environment that encourages this; as Ellis mentioned, man is born and has a willingness to act in both rational and irrational ways. The environment in which the individual lives, including the influences and conditions that make one of them the majority.

Therefore, the students who fail are within various environments, which makes their irrational thoughts intermediate between high and low. The irrational thoughts are formed in the failures through their interaction with the multiple environments they go through in the different upbringing stations. The person learns and acquires education, beliefs, and attitudes from the people around him, especially parents, relatives, teachers, and comrades. However, the family has the largest role in this aspect, as the way parents deal with children, including its negatives, leads to the emergence of irrational ideas, for example, when parents ask the child to reach perfection in his performance and permanent superiority over his peers and continuous success until and if his ability does not allow this, which makes the child feel that he is unable to meet their expectations, especially when they resort to unfavorable comparisons with the successes of other individuals, the child feels that he is not worthy of consideration. The negative impact of this can be deeply observed when this is combined with parental control.

The second question: Are there statistically significant differences at the significance level ($\alpha < 0.05$) between the performance averages of the experimental group and the average performance of the control group in the level of irrational thoughts on the post-measurement due to the indicative program?

To answer this question, the Mann-Whitney test was used to find the significance of the differences in the grades of the failing female students in high school on the scale of irrational thoughts in the pre-measurement in the experimental and control groups as shown in table (4).

Table 4

The results of the "Mann Whitney" test to find the significance of the differences in the performance of the experimental and control groups on the irrational thinking scale

Themes	Group	Number	Average rank	Total rank	Mean	Mann-Whitney U	Wilcoxon W	z value	Significance level
lovable person	Experimental	15	12.03	180.50	1.28	60.500	180.500	-	.025
	Control	15	18.97	284.50	1.53				
The effective and accomplished individual	Experimental	15	12.27	184.00	1.25	64.000	184.000	-	.036
	Control	15	18.73	281.00	1.45				
the bad people	Experimental	15	10.63	159.50	1.17	39.500	159.500	-	.002
	Control	15	20.37	305.50	1.55				
Things that do not come from what one wishes.	Experimental	15	10.37	155.50	1.18	35.500	155.500	-	.001
	Control	15	20.63	309.50	1.50				
Individual misery	Experimental	15	11.57	173.50	1.17	53.500	173.500	-	.011
	Control	15	19.43	291.50	1.42				
Frightening or dangerous things	Experimental	15	11.77	176.50	1.23	56.500	176.500	-	.016
	Control	15	19.23	288.50	1.48				
Avoid some difficulties and responsibilities rather than face them.	Experimental	15	11.40	171.00	1.23	51.000	171.000	-	.009
	Control	15	19.60	294.00	1.53				
Dependability	Experimental	15	11.87	178.00	1.17	58.000	178.000	-	.018
	Control	15	19.13	287.00	1.42				
Experiences	Experimental	15	10.90	163.50	1.33	43.500	163.500	-	.003
	Control	15	20.10	301.50	1.62				
Others' problems	Experimental	15	11.90	178.50	1.28	58.500	178.500	-	.020
	Control	15	19.10	286.50	1.53				
perfect solutions	Experimental	15	11.20	168.00	1.17	48.000	168.000	-	.005
	Control	15	19.80	297.00	1.45				
Official and serious	Experimental	15	11.93	179.00	1.29	59.000	179.000	-	.020
	Control	15	19.07	286.00	1.62				
The scale of irrational thoughts	Experimental	15	9.37	140.50	1.23	20.500	140.500	-	.000
	Control	15	21.63	324.50	1.51				

Table (4) shows statistically significant differences ($\alpha = 0.05$) due to the program's effect in all fields and the total score, and the differences were in favor of the experimental group.

The researcher attributes this result to the program's techniques of modifying cognitive ideas and its ability and effectiveness in influencing this type of wrong and irrational thinking about the self, the future, and the world among the members of the sample subject to it, because of its effective cognitive content and the ability to modify mental perceptions, for example, the sessions talked On how the idea is formed, a model was presented for the sequence of automatic and automatic thoughts, The use of techniques such as (columns) and an attempt (to discover the pattern of thinking), in addition to the sessions that sought to clarify (the relationship of the idea with feelings and behavior) through a specific model, and in the sessions that dealt with presenting Some negative, irrational thoughts The content was about the exaggeration of ideas, and artistic (refutation of arguments and emotional emptying) was used.

Recommendations

According to our findings, we can recommend the following

- Conduct more studies on the class of failures and failures because of their impact on society.
- Implementation of training programs aimed at "refuting irrational thoughts" with other psychological variables so that they lead to the replacement of negative thoughts with positive ones and reduce negative academic phenomena that hinder the educational process.
- Attempting to focus on the positive behavioral and psychological variables associated with positive psychology and designated for this category specifically to increase their motivation to study and persevere.
- The necessity of providing tools with acceptable or appropriate validity and reliability coefficients that concern this category and this phenomenon.

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