The Impact of the Cognitive Behavioral Therapy on Reducing Irrational Beliefs and the Improvement of Achievement Motivation in a Sample of Bullying Female Students of Primary Schools in Zarqa City

[1]Fatin Mhaidat, [2]Bassam Hilal Minwer Alharbi, [3]Mohammed Hani Abood

[1]Faculty of Educational Sciences, The Hashemite University, Jordan
fatin@hu.edu.jo

[2]Faculty of Educational Sciences, The Hashemite University, Jordan
Drbassam69@yahoo.com

[3]Faculty of Educational Sciences, The Hashemite University, Jordan
Mohammadmo@hu.edu.jo

Abstract

The study aims to identify the impact of a cognitive behavioral program on reducing irrational beliefs and the improvement of achievement motivation in a sample of bullying female students of primary schools in Zarqa city. To achieve itsobjectives, the study adopted the scale of irrational beliefs and another one for achievement motivation. Based on the scores of the bullying students in the two scales, the study sample that comprised (40) students was randomly divided into two groups: experimental with (20) students and control with (20) students. The experimental group was subjected to a cognitive behavioral therapy program that consisted of (10) sessions, while the control counterpart was not subjected to any program. Results of the study revealed that there were differences with statistical significance at level (01) between the experimental and control groups; there were also differences pertaining to irrational beliefs and achievement motivation in post-measurement in favor of the experimental group, compared to the control counterpart.

Keywords: Achievement motivation; Bullying; Cognitive behavioral therapy; Irrational beliefs

Introduction

School bullying is one of the social psychological aspects that constantly spread among students of different academic stages, leaving negative impacts on the bully himself, the victim, the academic environment, or society as a whole. The phenomenon draws an unusual interest from those concerned with education problems. Bullying behavior has become a phenomenon from which many parents and educators complain. Therefore, those concerned with the educational process tried to explore its causes and methods of treatment to avert its dangers. Bullying is, in fact, a major problem that affects students academically; it might lead some to hate school and drop it out for good.

Interest in this phenomenon increased due to people's awareness of the destructive effects it leaves, especially on the victims who might think of committing suicide (Smith, 2004). A survey study conducted by (Hildegunn, F., Dagmar, S., & Erling, R. 2009) on (2088) students in Norway revealed that the students who practiced bullying and their victims got remarkably higher scores on the suicide thought scale.

Bullying affects schooling as it harms the victim, who becomes a non-grata persona, so he might either drop out of classes, take revenge, or even commit suicide. As for the bully, he might be disadvantaged or kicked out of school, which makes it easier for him to engage in criminal activities in the future. The students might be directly or indirectly impacted by bullying, which ends up with health or psychological problems that push them to adopt aggressive social values and bullying culture (Juvonen & Graham, 2001).

(Olweus, 1993) is one of the pioneers who studied bullying in 1978 in Norway. He defined it as "The constant exposure of a child or an individual to negative behavior, which might be somatic, verbal, or psychological, that harms the victim. Thus, it is one form of aggression." He also defined it as "any aggressive behavior that involves negative reaction committed by a child or more against another child who is mostly the victim; in other words, it is an imbalanced use of power where the bully child might be aggressive, older, huger in size, and more fluent (Integra,2014).

Bullying involves the frequent exposure of any person to negative actions from one or more people with the intention of bullying or abuse that might take different forms. It might be a threat, mockery, downgrading, domination, name-calling, verbal or written abuse, activity deliberate exclusion, or physical abuse. The bullies might behave this way to be seen as loved and strong or to draw the attention of others. Their bullying might be stimulated by jealousy or because they were subjected to such acts before (Rooke, 2017).

There are various forms of bullying that depend on the behavior in which the act occurs. Some forms might occur in school or in correction and rehabilitation centers, while others might occur in the workplace.

The forms might be outlined in the following: physical bullying, as seen in battering, tweaking, dragging, or forcing the victim to do something. Verbal bullying might be seen in cursing, threatening, false rumors, giving names to individuals, and ethnic naming. Sexual bullying might be seen in calling others using sexual names, using decent words, touching, or sexual threat. Psychological bullying might be seen in harassment, threat, group emotion, humiliation, and rejection. Social bullying might be seen in excluding some individuals from some activities, rejecting their friendship, or spreading rumors about others. Property bullying might be seen in Tooting things from others and damaging them or dealing with them coercively. Cyberbullying might also be seen in using modern technological methods such as the internet to send messages or emails, mobiles, or spreading rumors on websites and various forms of social media, which provide an additional margin for bullying (Dickerson, 2005). (Gharib, Yusuf, & Suleiman, 2017) reported that bullying behavior might be: individualistic or collective, direct or indirect,which might be expressed via different ways to achieve a selfish goal through using verbal, psychological, aggressive, and somatic methods that reflect violence toward others in social and school situations.

Researchers showed a great interest in bullying to identify its causes and the way to deal with them. Opinions regarding this concern vary; some say that bullying behavior is intrinsic, while others say that the individual acquires it from different social and family environments. The causes might be traced back to psychological factors. The most important factors that lead to bullying among students are:

- Family factors: the child who grows up in a family that practices violence pushes that child to bully the weakest student in school. Bullies mostly belong to families that have problems and carry hatred toward others, so the children imitate their parents in this respect. In addition, nurturing children with exaggerated protection makes them easy victims of bullying.
- School factors: the factors might be a bad environment, the presence of many bad students, bad relations between teachers and students, in addition to the absence of psychologists.
Victim factors: these might be anxiety, stress, fear, and lack of self-confidence,which expose the student to assault by others.
- Bullying factors: these might be the inability to communicate with others, different beliefs, and negative attitudes like the saying "power creates positions." (Adebayo, Niggal & Bolu- steve, 2020).
- Peers factors: there are many students who behave in a bullying manner to be able to join certain peer groups.

Factors based on technology development: This development created new concepts such as juggernaut power, crushing adversaries, and using all means to achieve victory, irrespective of any educational goal. Therefore, the students, who are addicted to such types of games, consider daily life to be extensions of such games, so their behavior in schools and with acquaintances will echo that (Ghuneim, 2020). In interpreting bullying behavior, behaviorists see that bullying is similar to other human behaviors learned through its outcomes. It might be learned through watching the behaviors of others, movies, and media (Qudah, 2013). The social theory of

learning sees that bullying behavior is learned by observation, imitation, and reinforcement by the people controlling a child's life, such as parents, peers, school, and media throughout social upbringing. The theory of disappointment and aggression assumes that the environment creates disappointment in the individual which triggers bullying and violence in him. The theory confirms that any bullying behavior is preceded by disappointing behavior;it occurs whenever the individual feels that he is unable to obtain what he wants and when desire satisfaction is delayed. Thus, the theory believes that bullying starts in childhood, pending upbringing and guidance through that period (Khouli, 2007).

From a cognitive perspective, bullying depends on the way the individual interprets and evaluates situations and the surrounding environmental actions. The individual who practices bullying is the person who is unable to respond to environmental requirements confidently. He is also unable to use propitious cognitive methods to deal with situations. The cognitive component, especially the awareness outcomes, related to the nature of ideas and beliefs the individual holds, like irrational thoughts, is considered an indicator of the person's nature, being adaptable or non-adaptable. There are irrational ideas that the bullies might hold, such as: (might, dominating peers for self-protection and intimidating others). On the other hand, victims of bullying might also hold irrational ideas such as: (avoiding confrontation, giving in to others, and abstaining from telling adults of what is happening). Even the spectators might hold irrational ideas as well, such as: (I can't change the world, and I don't care about what is happening) (Abdul Fattah, 2019) in her study (Frankova, 2010) aimed to explore the aspects of the cognitive behavior of bullying in primary schools in Croatia. In that study, she critically reviewed (68) studies that analyzed the cognitive behavioral aspect of bullying. The study concluded that there were behavioral motives behind bullying. Those correlate with the norms, beliefs, and values of the individual. The study by Abdul Fattah (2019) also concluded that there was a positive impact of the guidance program on limiting and modifying irrational ideas practiced by anyone.

Bullying spreads among children and adolescents. For adults, it is limited mockery among university students. Statistics reveal that (30%) of sixth-grade students to first secondary were subjected to bullying by their peers. Bullying has great negative psychological impacts on the two parties involved: the victim suffers from fear and isolation that lead to class dropout and low academic achievement; the bully suffers from social rejection that ends up with greater behavioral deviations. The problem of bullying lies in secrecy; most of the victims, ages 10-14, do not disclose what happens to them to avoid more harm and parental reaction. Many researchers conducted surveys to count the number of bullying the students from sixth grade to tenth grade encountered. The results were as follows: (13%) have been subjected to physical bullying, (37%) to verbal bullying, and (41%) to social bullying. The studies also revealed that bullying is associated with several age and type factors. Girls are more vulnerable to social bullying, but boys are more vulnerable to physical and verbal bullying. Young students are mostly victims of adult bullying. The phenomenon of bullying was not given enough interest by researchers in the Arab world. Due to the sensitivity of the issue in Arab societies, statistics are limited. In addition, reporting means were not available, and confidence in the concerned authorities was weak (Ansary, 2020). A foreign study conducted in Jordan unveiled that (41%) of students were subjected to bullying, (47%) were involved in brawls, and (38%) were subjected to psychological harm (International Haqiqa, 2014). Fighting was not confined to boys though (30%) admitted that, but (20%) of the girls, one out of every five girls, confessed that they experienced physical fighting.

https://news.gallup.com/poll/10228/teens-bullying-whos-taking-abuse.aspx

School bullying has negative impacts on both victims and bullies. The former suffers from health, physical, emotional, and social problems; they are more vulnerable to fear and social isolation. They show high levels of anxiety, depression, sadness, sleep, and food problems, besides poor psychological and social adjustments. The latter is also vulnerable to low self-esteem, feeling of guilt and blame by others, social withdrawal, and lack of friends (Storey and Salby, 2008). The bullies also suffer from low academic achievement as they frequently drop out of classes. Children who practice bullying get involved in violent and dangerous types of behavior and develop a perverse personality in the future. The study of (   ) found that from (15) cases of shooting in schools, (12) of them were committed by those witha bullying history. (https://www.stopbullying.govbullying/effects)

Bullying behavior might be one of the phenomena of poor psychological and social adjustments in schools that might affect the student's academic achievement, thus, lowering his educational level. In addition, he rebels against bylaws and school regulations. Several studies indicated that poor control level in class is one of the biggest problems that teachers of public schoolsencounter (Al-Ali & Shattnawi, 2018).

Bullying behavior also affects self-esteem, lowers students' motivation, and creates social fear, sadness, and fury that control them (Shukur, 2020). This is what the study by (Romn, Murillo, 2011) pointed out; it found that the achievement motivation of the bullied students became low, and bullying was a serious problem in Latin America. Due to that, the study tackled the issue of bullying as it significantly affects behavior.

Achievement motivation is one of the important factors that reflect the learner's ability for academic achievement. It is associated with work and perseverance,which are important educationally (Heeleh, 2000). It is also one of the factors that interact with students' abilities that affect their school performance. It is the motive behind their work and desire to do school assignments through continuous perseverance, which increases the student's academic achievement and skills (Sharqawi, 1992).

The achievement motivation is one of the important human motivations. Psychologists agree that motivation should exist to stimulate human learning. If the motive doesn't exist, there will be neither behavior nor learning. Most of the basic stage students and adolescents definitely go through a period of psychological stress and consider school to be a boring and undesirable place; therefore, their motive for achievement reduces. In their study (Bahnasawi & Hasan, 2015) found that there was a negative correlation with statistical significance between school bullying and achievement motivation. It also revealed that there were differences with statistical significance in the behavior of those with high motivation achievement and their counterparts with low achievement. In addition, the study concluded that school bullying could be predicted through achievement motivation.

It is apparent, from what preceded, that bullying behavior negatively impacts different aspects of personality, which dictate that teachers, educators, and fathers should constantly supervise students to ensure interaction and to teach them that the bullying behavior is unacceptable. They need to prepare programs on bullying behavior to amend that behavior the way the Norwegian Dan Olweus, 1993) did in his program, which he developed in the 1980s. The program included major principles, among which were: creating ideal environments in school and home, positive participation by adults, and enforcing strict rules on unacceptable behavior. Therefore, adults behave in the capacity of being authoritative and positive models. Those principles could be practiced both in class and at the individual level.

Thus, the program's aim was to fight bullying behavior and to help students enjoy a better life making the school environment to be more positive. The most important section of the program is to encourage witness testimony, er "the concerned majority" of students subjected to bullying but never bullied anyone. The program focuses on awareness and can be implemented in classes and at the individual school level (Rooke, 2017). Many studies, like that of (Rini &Iswara, 2019), which were conducted on the students of (Bander Lampurng State), confirmed the efficacy of guidance programs in limiting the bullying phenomenon. The study found that the guidance procedures taken, such as role-playing, interviews, and observation, helped decrease students' bullying behavior. The way of thinking and the adoption of irrational ideas are the major causes of many diseases and behavioral disorders like bullying. Also, because many factors, the foremost of which is irrational thoughts, create bullying behavior, the current study tackles cognitive behavioral therapy and its impact on irrational thoughts and achievement motivation of bullying female students. The basic hypothesis of cognitive therapy assumes that non-adaptable behavior and mixed feelings stem from spontaneous negative ideas, beliefs, and illogical assumptions. The purpose of cognitive therapy is to detect these cognitive deformities in order to change them through reconstructing cognition (Ellis & Dryden, 2007).

Cognitive behavioral therapy adjusts and refutes the irrational ideas with which the bullying students are obsessed,replacing themwith more rational ideas. It also trains students on thinking skills, in addition to other behavioral skills like self-assurance and rehabilitation.

Moderncognitive-behavioral therapy (CBT) combines cognitive reconstruction and behavioral adjustment by focusing on causal links between ideas, emotions, and behaviors. Believers in (CBT) play an active role in the therapy process, which requires them to control their ideas, feelings, and deeds, doubt the validity of their spontaneous thoughts, practicing relaxation, and involvement in cognitive and behavioral activities that are based on role-playing and guided imagery (Sharf, 2012).

(Ellis & Dryden, 2017) provided a theory on mental therapy and emotional behavior since the (the 50s) of the last century. They developed it in collaboration with students till it came to be known as Cognitive Behavior Therapy (CBT).

Ellis's theory is built on a model known as (ABCDE) which he developed by adding new stages to it. It simply states that our reactions are not results of events but results of our internal ideas and the way we perceive them. The model provided (11) irrational ideas, which from the viewpoint of Ellis, are responsible for the weak adaptation that the individual lives in and causes many diseases and psychological disorders. Mental and emotional therapy uses cognitive, behavioral, and emotional methods to adjust the individual's behavior and reaction to different psychological phenomena.

Statements of the problem and its hypotheses

The study problem emerged from field study observations of the students of psychological guidance trained in schools under the supervision of researchers. The problem unveiled the spread of the bullying phenomenon among some students. It is either physical, verbal, social, or electronic, and the whole world suffers from its impacts. The bullying phenomenon has been given unusual attention by those who are concerned with education problems worldwide because it is an important factor in why so many students fail academically; it might push some to quit school for good. Extreme violence that spread among students was so ferocious that the world gave it a new name, "bullyingphenomenon."Irrational ideas might cause the bullies to hold, which drives them to behave in such a manner. Several studies indicated that adjusting irrational ideas might affect the behavior and emotions of individuals by teaching them the way how to think positively in their daily life so as to maintain an optimistic attitude toward events (Seligman, 2002). Such a thing helps bullying students to refute irrational ideas and reconstruct cognition which will be reflected in aspects of their personalities, such as the academic one that correlates with raising achievement motivation.

Hence, the problem of the study examines the effect of a group guidance program on reducing irrational thoughts to improve achievement motivation in a sample of bullying female students.

Study hypotheses

The current study attempts to verify the following hypotheses:

First hypothesis: There are differences with statistical significance at the function level (a = 0.05) between the mean of the experimental group, which was subjected to a therapy program, and the control one that wasn't subjected, in the post-teston the scale of irrational thoughts.

The second hypothesis: There are differences with statistical significance at the function level (a= 0.05) between the mean of the experimental group that was subjected to a therapy program and the control one, which was not on the scale of achievement motivation.

Significance of the study

Theoretically, the significance of the current study lies in the consensus psychologists, and educators have on the need to develop student'spotential to the extent possible by providing them with studies, information, and theoretical data on students' problems and ways of help to acquire the skills needed for interaction with others. The significance also stems from providing a therapy program to reduce irrational thoughts and improve achievement motivation which might benefit education advisors and the concerned with the educational process regarding how to deal with students' behavioral problems.

Literature review

The researchers outline the relevant literature on school bullying as follows: (Lumber, 1998) applied for a collective guidance program on students of the primary and intermediate levels in Columbia with the purpose of reducing bullying. The University of Carolina supervised the program. It took five sessions, one every week for sixty minutes each, in which a pre-andpost-test was applied to students who were trained on activities, role-playing, and collective discussions to get rid of bullying ideas and behavior. The results showed that the program was effective when comparing the outcomes of the experimental to the control counterpart.

(Daunic et al., 2000) applied an experimental test on 6th, 7th & 8th grades of intermediate schools in the southeast of the U.S. to detect the efficacy of dispute solutions, in addition to school peers' mediation program to reduce bullying. The program included a problem-solving approach, problem-solving skills, and a peer mediation program. The sample of the study ranged between (20-35) male and female students who were selected in accordance with the following standards: low academic achievement level, social status, self-esteem, leadership skills, and confronting behavioral problems. The results revealed that teaching intermediate-level students the skills of problem-solving, communication, and fury control embodied in peers' mediation programshelps them to solve the disputes they face in school eventually. It also increases self-esteem and feeling of independence and reduces practicing destructive behavior in general and aggressive in particular.

The study by Abu Al-Diyar (2010) aimed to examine the efficacy of a selective self-esteem guidance program in reducing bullying behavior in children with disturbances associated with hyperactivity. The sample comprised (30) children to whom the self-esteem program and another for bullying were applied. Results of the study revealed that there were differences with statistical significance between the scores ofself-esteem and those of bullying in favor of the experimental on the post-scale. Still, there were no differences with statistical significance in the scores ofself-esteem and bullying in the post and sequential applications for the experimental group.

The study by(Farmer, et al., 2010) aimed to assess the impact of the early teaching program, which was based on increasing students' and teachers' awareness of peer groups in order to reduce bullying behavior in rural areas. The sample comprised (39) teachers and (466) students, of whom (252) were females and (214) males. Lessons on social dynamics were demonstrated for teachers. The study results revealed that there were no differences between the experimental and control groups pertaining tothe study scale.

The study of (Ghaith & Bani Salameh, 2014) aimed to improve marital compatibility and adjustment of irrational thoughts and improve that adjustment in wives.

The study by (Abu Zaitoun & Sharaa, 2017) aimed to examine the influence of a training program in social skills on reducing bullying behavior and the development of the academic self-concept of students with learning difficulties joining classes on learning difficulties in the city of Zarqa-Jordan. The study sample comprised (35) female students with learning difficulties. They were randomly divided into two groups: experimental with (19) students and control with (16) students. To achieve its objectives, the study used the bullying behavior scale and the scale that measures academic self-concept. The two scales were used for the pre and post-tests. A training program in social skills, which took two monthsto application, was also used. The results of the study indicated that there were differences with statistical significance in favor of the experimental group on the scale of bullying behavior and the academic self-concept as well.

The study by Abdul Fattah, (2019) aimed to examine the impact of a cognitive behavioral program on reducing school bullying and irrational ideas of intermediate-level students. The results revealed that there were differences between the means of the sample study in the pre and post-tests, according to the school bullying scale, in favor of the post-application. There were also differences between the scores of the sample study in the pre and post-test regarding the irrational ideas in general, which was in favor of the post-application as well.

With regard to studies on the impact of collective guidance on improving students' accomplishment motivation, (Karaki, 1996) conducted a study that revealed that there was a positive relation between

achievement, study habits, and achievement motivation. (Ghuneimat and Oleimat, 2011) conducted a study to determine a collective guidance program to train students on suitable study skills and to investigate the program's efficacy in improving achievement motivation, academic achievement, and study skills of freshmen in the College of Princess Rahma. The results revealed that the program was effective in improving the achievement level, academic achievement, and study skills of the experimental group.

Through reviewing the available literature on the topic of the current study and after examining the results of those studies, the researchers realized that they were conducted in different environments on different samples and different academic levels of male and female students. The studies also followed different research and statistical methods; they also used tools like questionnaires, scales, and guidance programs to reduce bullying, in addition to the results the studies came up with. Due to reviewing the aforementioned, in addition to the researcher's knowledge, this research, which discusses the impact of a therapy program on reducing irrational thoughts and the improvement of accomplishment motivation of a sample of bullies in schools, has been a precedent in the field.

Method and procedures

Study methodology and design

The study adopted the Quasi-Experimental Design for two unequal groups: an experimental and a control that were subjected to pre–and–post-tests.

Study sample

The sample comprised (20) female students of eighth, ninth, and tenth graders from primary schools of Zarqa first Directorate of Education.Itwas divided into two groups, experimental,which was selected from one school, and experimental from another one. As for class variables, eighth graders were (6), ninth were (8), and tenth were (6) as well. The sample was purposively selected from students who practiced bullying in school, as the advisor's records and the records of the disciplinary board reveal. The experimental group comprised (10) students, and the control also comprised (10).

Study tools

1-   Testing irrational thoughts associated with bullying

After reviewing the relevant literature on irrational thoughts and different studies such as those of: (Ghamdi, 2011; Ghaith & Bani Salameh, 2014; Muteiri & Abdul Fattah, David, Jay Lynn & Ellis, 2010 & Abdul Fattah, 2019), then designing the scale of irrational thoughts was designed. It was associated with bullying. The thoughts included general improvement, personal perfection, severeself-blame, exaggeration, indifference, extreme anxiety, avoidance of facing problems and responsibilities, defeatism, grief for others, and all or nothing.

The scale was verified by a group of experts in the field of psychological guidance for modifications and suggestions, which were taken into consideration. The internal validity coefficient was (0.93). the test reliability was gotten by applying it to a sample extraneous to the study sample. The test was repeated after two weeks; the reliability coefficient was (0.75).

The test comprised (11) items with four options for each, one is a rational idea, and the other three are irrational ideas. The correct answer is given two points, and the wrong is given one. The highest score for the test is (22), which indicates a low degree of irrational ideas, but the lowest test score (11) indicates a high degree of irrational ideas.

2-   Achievement motivation scale

After reviewing the relevant literature and referring to Qutami and Qutami scale (1996) and the scale of (Dermitazec, Emis & Uyer, 2012), (60) items of the scale were designed. The virtual validity was ensured by

submitting it to (10) specialists in psychology and psychological guidance. The scale is five graded (perfectly applies, mostly applies sometimes, rarely, doesn't apply). The scale degrees range between (60-300); the high degree indicates a high level of achievement motivation, and the low degree indicates a low level of achievement. It is divided into the following dimensions: ambition dimension,which comprises items from (1-12); self-confidence dimension, items (25-36); perseverance dimension, items (37-48); and finally, responsibility shouldering, items (49-60).

Validity and reliability of achievement motivation scale

The scale validity was verified by computing internal consistency between dimensions by using Spearman's coefficient. Table No. (1) shows that.

Table (1): Internal consistency for dimensions of the achievement motivation scale

Dimensions	Ambition	Self-confidence	Future heading	Perseverance	Shouldering responsibility
Total grade	0.82	0.66	0.71	0.73	0.76

As for scale reliability, it was verified by using Cronbach Alpha.

Table (2): Cronbach Alpha Coefficient for the dimensions of the achievement motivation scale

Dimensions	Cronbach Alpha
Ambition	0.88
Self-confidence	0.83
Future heading	0.84
Perseverance	0.82
Shouldering responsibility	0.82
Achievement motivation scale	0.90

3- Therapy program

A therapy guidance program was designed. It comprised (10) sessions, one hour each. The program included:

1- To introduce students to achievement motivation and how to stimulate it.
2- To Benefit from organizing time and correct study skills, besides reinforcing self-assurance for accomplishment.
3- To control the different stimulants, such as students' achievement and accomplishment.
4- To identify the ABC theory/Albert Ellis.
5- To identify irrational thoughts and their impact on behavior and feeling.
6- To restrict irrational thoughts that are associated with bullying and attacking others.
7- To practice relaxation and self-reinforcement for good behavior.
8- To practice positive self-talk and stop the negative counterpart.
9- To practice self-assurance and identify the difference between negative self-assurance and aggressive behavior.

Numerous skills were used in guidance sessions, such as stories, role-playing exercises, 44rbrain storming, loud thinking, showing some meaningful movies, using relaxation exercises, and home assignments.

The program's structure was verified for validity by presenting it to (10) specialized judges whose observations were taken into consideration.

Study questions

The questions are outlined in the following:

1-   Are there differences with statistical significance at the function level (a= 0.05) between the score means of the experimental and control groups in the post-test on the scale of irrational thoughts?

2-   Are there differences with statistical significance at the function level (a = 0.05) between the score means of the experimental and control samples in the post-test on the scale of achievement motivation?

Study results and discussion

First question: Are there differences with statistical significance at the function level (a = 0.05) between the score means of members of the experimental group on whom the therapy program was applied and the score means of the control members who were not subjected to that program in the post-test on the scale of irrational thoughts?

To verify the validity of the hypothesis, the arithmetic mean and standard deviation of the pre-and post-test of the experimental group pertaining to irrational thoughts were calculated.

Table (3): presents the arithmetic means and standard deviations for the performance of members of the experimental group in the pre and post-test of irrational thoughts.

Group	Pre-mean	Deviation	Post-mean	Deviation	(T) value	Function level
Control 20	32.3	4.3	32.4	4.6	7.8	0.01
Experimental 20	32.1	4.1	17.5	3.8		

N= 20

The table shows that there are differences with statistical significance at the function level (a = 0.05) between the experimental and control groups in favor of the former. This result was due to the efficacy of the skills used in the guidance program which reduced irrational thoughts among bullying students, especially those skills on identifying irrational thoughts and their impact on behavior and emotions.

The other influential item was the training on how to refute such thoughts and to substitute them with more logical ones (it is better to be) instead of (it must be), and instead of (people have to love me), (there are people who might love me) or (there are people who might not like me). Instead of saying (I have to get a high score, or better not to study at all), one can say (I have to do my best, irrespective of what the score might be). Add to these the items of self-assurance, logical thinking, and self-reliance to keep oneself happy and reassured.

The stories which were used in the program were very effective with this age group. Home assignments also helped identify how individual thoughts affect him and how to address oneself positively.

The time allotted for each session (60-90) minutes also helped in achieving the objectives of the guidance program as it provided enough time for all to participate in the activities, skills, and training set by researchers for the program. Such a thing consolidated active interaction among members as well. Sessions of the program were presented in a practical way which provided a safe environment to encompass their several needs. Thus, the members were given enough time to discuss their personal issues with the advisor clearly and openly.

The technicians of psychological guidance played a positive role in the collective work whose practitioners encouraged self-awareness, detecting members' trends, objectives, private logic, and present behavior (Coy, 2011).

It is apparent that there were individual differences between the two groups; subjecting the experimental group to training experiments in the guidance program increased awareness of their behavior and methods of communication within and outside the group. Many wrong concepts about bullying were corrected

in the study sample, which eventually improved its performance in the test of irrational thoughts. Moreover, the recreation activities were quite propitious for the age group and could provide them with their physical needs by which they were able to release their somatic energy. The cognitive behavior that the advisor relied on in creating the collective guidance program reinforced the impact of the collective experiment on bullying behavior.

This method encourages group members to form a new philosophy about life and avoid distorted thinking. Whenever they abandon the irrational way of perceiving the bullying behavior, they adopt positive cognitive assessments of the self, the world, and the future. (Funsun, 2017; Rajabi et al., 2016).

This result agrees with those of (Abdul Fattah, 2019)& (Ghaith & Bani Salameh, 2014) with regard to the impact of guidance programs on reducing irrational thoughts. It also agrees with the results of the studies by (Lumber, 1998, Daunic, 2000, Abu Al-Diyar, 2010, Farmer et al., 2010, and Abu Zaitoun & Sharaa, 2017) that ascertained the efficacy of guidance programs in reducing bullying behavior.

Second question:

"Are there differences with statistical significance at the function level (0.05) between the experimental and control groups on the scale of achievement motivation?"

To verify the validity of the hypothesis, arithmetic means, and standard deviations of the performance of the two groups pertaining to the overall degree on the achievement motivation scale were calculated, as shown in Table (4).

Table (4): Arithmetic means and deviations for the performance of the two groups pertaining to the overall score on the achievement motivation scale.

		Mean	**Deviation**	**(T) value**	**Function level**
Pre-	Control	90.71	22.9		0.07
	Experimental	90.42	21.7	3.48	
Post-	Control	90.51	9.96		0.003
	Experimental	142.00	24.86	9.81	

The preceding table reveals that there are differences with statistical significance between the achievement motivation levels of the experimental and control groups in favor of the experimental which was subjected to a guidance program. This might be attributed to the skills the program included that increased self-motivation, control alterations, correct study skills, and some skills of time organizing. Positive self-talk and relaxation also raised achievement motivation in bullies. The differences between the two groups might also be attributed to the success of the collective guidance program in creating a communication bridge between the school and the family, which was echoed in children's achievement motivation. The success of the program might also be traced back to the research group which benefitted from the program and the strategies it contained, besides the methods and strategies which played a great role in passing information the easiest way.

The positive results that the current study came up with regarding achievement motivation of the experimental group members might be attributed to the guidance group with the dynamic factors it has, such as the individual's feeling that he is not the only one who suffers from study problem, and feeling of belonging to the group. The results of this study agree with those of (Karaki (1996); Ghuneimat & Oleimat, (2011),who concluded that guidance programs raise achievement motivation and increase accomplishment.

Conclusion

The preceding discussion shows that therapy programs have greatly impacted inappropriate behaviors like bullying; individuals with such behavior often hold a high level of irrational thoughts such as: might always help and protect our existence, we have to take our rights into our own hands and, finally, the others have to fear

us. The guidance program of the current study, which included exercises and activities, helped in changing these thoughts to ones that are more acceptable and could produce better behavior that help the bullies to interact and deal with others appropriately. In addition, they instigated motivation in them to achieve the best and to procure self-assurance that makes the bully positively think of himself for the achievements he obtained and made his behavior, whether social or academic, more acceptable.

Recommendations

In light of the results of this study, the researchers would like to recommend the following:

-        To conduct a training program to reduce school bullying among secondary school students.
-        To conduct training programs to enlighten secondary school teachers about school bullying and how to deal with it.
-        To motivate the Ministry of Education to circulate students' mediation program and to apply it at a larger scale of all academic levels up to universities.
-        To design guidance and educational programs to help students face the behavioral problems they went through in life.

References

1. Abdul Fattah, Y. (2019). A cognitive-behavioral program to reduce bullying and some irrational thoughts in intermediate-level students. Journal of Faculty of Education, Ein Shams University, 4 (43), 4, 117-168.
2. Abu Al-Diyar, M. (2010). Efficacy of a self-evaluation guidance program in reducing bullying behavior of children with attention deficit hyperactivity disorder. Center for Research and Psychological Studies.
3. Abu Zaytoun, J.& Al-Sharaa, F. (2017). The efficacy of a training program for social skills in reducing bullying behavior and developing self-academic concepts in students with learning difficulties. Studies of Educational Sciences, 4 (44).
4. Adebayo, N.& Bolu-steve. (2020). Relationship between demographic factors and undergraduates' cyberbullying experiences in public universities in Malaysia.
5. https://www.researchgate.net/journal/International JournalofInstruction. 13 (1): 901-914.
6. Al-Haqeeqah Al-Dawliyeh. (2014). A motherly study: 67% of Jordanian children are vulnerable to somatic violence. http://http/facto.com/pages/newsdetails.aspx?id=68654
7. Al-Ali. N& Shattnawi.K.(2018) Bullying in school, health and academic achievement.
8. Ansary, N. S. (2020). Cyberbullying: concepts, theories, and correlates informing evidence-based best practices for prevention: Aggression and violent behavior, 50, Article 101343.
9. https://doi.org/10.1016/j.avb.2019.101343
10. Bahnasawi, A.& Hasan, R. (2015). School Bullying and its Relationship to achievement motivation in students of intermediate level. Journal of Faculty of Education, Port Said University, (17).
11. Coy, J (2011). The role of social skills and life satisfaction in predicting bullying among middle school student, Elementary Education online 9(3)1159-1173.
12. Daunic. A. et al., (2000), School-wide conflict resolution and peer mediation programs: Experiences in three middle Schools.Intervention in School and Clinic. 36 (2)94-100.
13. David, D, Jay, L. S & Ellis, A (2010). Rational and irrational beliefs research, theory and clinical practice. Oxford university press, Inc.
14. Dermitazec, A.Emis,C,Uyer.R. (2012). Cognitive,metacognitive factor relationship between achievement motivation and self-efficiency.Journal of the Hellenic Psychology Society 11(1).58-79.
15. Dickerson, D. (2005). Cyberbullies on campus, 37 U. Tol. L. Rev. 51.
16. https://repository.law.uic.edu/facpubs/643.
17. Ellis, A., & Dryden, W. (2007). The practice of rational emotive behavior therapy (2nd ed.), Springer Publishing Company.

18. Ellis, A., & Dryden, W. (2017): Therapy of rational emotive behavior therapy. Springer Publishing Company.

19. Farmer, T. et al., (2010). Evaluating the impact of a multi-component intervention model on teachers' awareness of social networks at the beginning of middle school in rural communities, School Psychology Quarterly, 25 (2),94-106.

20. Frankova, L. (2010) School bullying from the viewpointof moral cognition overview of selected findings ceskosllovenska. Psychologist. 2: 175-189.

21. Fusun,G.(2017). Peer bullying in schools: A cognitive behavioral intervention program.Child and Adolescent Mental Health.

22. Gaith, S.& Bani Salameh, M. (2014). Efficacy of a collective guidance program based on emotive mental theory in consolidating mental thinking and marital compatibility of wives in Zarqa. Journal of Social Sciences, Kuwait University, 42 (1), 101-143.

23. Ghamdi, G. Rational and irrational thinking and the concept of self for a sample of academically distinguished and normal students in Mecca and Jeddah in Saudi Arabia. Journal of Arabic Studies in Education and Psychology, 5 (1).

24. Gharib, N., Yusuf, M. & Suleiman, S. (2017). The relationship between school bullying of Intermediate-level students and some personal qualities and family relations. Journal of Scientific Research in Education, 18 (4).

25. Ghuneim, K. (2020). The status of school bullying in public schools of Salt from the perspective of education advisors. Journal of Faculty of Education Asyout University, 36 (7), 37-74.

26. Ghuneimat, K & Oleimat, E. (2011). The impact of using a collective training guidance program on academic skills and the improvement of academic achievement level, besides motivation. Journal of Islamic University for Psychological and Educational Studies, 2 (19), 23-51.

27. Heeleh, M. (2000). A causal model of the relationship between achievement objectives, exam anxiety, and academic achievement (Unpublished Master Thesis) Faculty of Education, Bani Sweif University.

28. Hildegunn, F, Dagmar, S. & Erling R.(2009) The Journal of Early Adolescence,29 (6).

29. Integra, (2014). Bullying and learning disabilities. Retrieved October 10, 2014, from Web: www. integra. on.ca.

30. Juvonen& Graham. (2001): Kantilla grade 8, 9, and 10. For reported bullying behavior, Note: For items 2 and 8, moral disengagement would be reflected byp.8.

31. Khouli, M. (2007). School violence. Anglo-Egyptian Bookshop.

32. Karaki, W. (1996). The relationship of study habits, trends, and achievement motivation with academic achievement of Muatah Students. (Unpublished Master Thesis), Muatah University.

33. Limber, S. (1998). The Bullying prevention project. Retrieved October 10, 2014, from http//www. Colorado.edu /cspv.safe.Shcools/bulying.html.

34. Muteiri, A. & Ardi, Z. (2014). Rational and Irrational thinking and its relationship with distinguished students of intermediate level students in Kuwait. Journal of World of Education, 15 (48).

35. Olweus, D. (1993). Bullying at school: What we know and what we can do?Black well publishers.

36. Qutami, N & Qutami, Y. (1996). The impact of Intelligence and achievement motivation on the way of thinking about problem-solving by distinguished adolescent students. Journal of Educational Studies, 23, 3-25.

37. Rajabi. M.et al. (2016), Effectiveness of cognitive-behavioral group therapy on coping strategies and in reducing anxiety, depression, and physical complaints in student victims of bullying. International Journal of High-Risk Behaviors and Addiction: Vol.6, issue 2.

38. Rini M. Iswara, A (2019) Effectiveness of group counseling role-playing, techniques to reduce student bullying behavior. Proceedings of the 2nd International Seminar on Guidance and Counseling 2019 (ISGC 2019)vol.462.

39. Romn, M, Murillo, J.(2011). Latin America: school. bullying and academic achievement. Academic Journal, 10, (4), 37-48.

40. Rooke, J.(2017) How do you prevent bullying, The colossal impact of a new perspective on bullying, New Latitude, Mashing Up Local and Global,

41. www.latitudenews.com/story/the-father-of-antibullying.p.2.
42. Seligman, M. (2002). Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment. Free Press.
43. Sharf, R. (2012). Theories of psychotherapy and counseling: Concepts and cases. Wadsworth.
44. Smith, P. K. (2004). Bullying: Recent developments. Child and Adolescent Mental Health, (9)(3) (98-103.
45. Storey,K,&Slaby,R.(2008) Eye on bullying what can you do? Newton: Education Development Site.
46. https://www.stopbullying.govbullying/effects
47. https://news.gallup.com/poll/10228/teens-bullying-whos-taking-abuse.aspx