

The Ability of the Emotional and Rational Counseling Program to Reduce Psychological Tension and Irrational Thoughts and Improve Life Satisfaction for the Hearing Impaired

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The Ability of the Emotional and Rational Counseling Program to Reduce Psychological Tension and Irrational Thoughts and Improve Life Satisfaction for the Hearing Impaired

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Abstract:

The study aims to increase students with hearing impairments' level of life satisfaction by lowering psychological stress and unreasonable ideas. Utilized was the experimental approach. On a scale measuring psychological stress and irrational thinking, 30 hearing-impaired people were chosen as a sample because they scored highly on these measures. Two equal groups—one a control group and the other an experimental group—were formed from them. The researcher used the following instruments: a counselling a program created by the researcher, a measure of psychological stress created by the researcher, a measure of life satisfaction created by (Desouki, 2000), a measure of rational thought created by (Al-Rihani 1985), and a measure of life satisfaction created by the researcher. 90) Min. The findings revealed statistically significant differences between the mean counselling group scores before and after the counselling program was implemented. Additionally, it showed that before and after applying the program, the counselling group experienced an increase in psychological stress and unreasonable thinking. Between the two tribal metrics, there were statistically significant variations as well. There were no statistically significant differences between the post- and follow-up measurements in the counselling group between the pre- and post-measurement in favor of the post-measurement. The report suggested extending the initiative to other.

Keywords: *Irrational ideas; psychological stress; rational emotive treatment - degree of happiness in life.*

Introduction

Due to the rapid changes that have happened in many facets of life, stress has become one of the characteristics of modern existence and has earned the moniker "age of stress" as a result.

There is no question that an individual under pressure is different from other in normal circumstances, and that stressful situations have a negative impact on his or her psychological and physical health. According to statistics from around the world, psychological stress is responsible for 80% of modern diseases, 50% of the issues that patients in hospitals face, and 25% of society's members experience some form of psychological stress (Proctor, 2009; Antaramian, 2017; Jiang, 2019, Pp., 2298).

Herein lies the role of psychological counselling, particularly rational, emotional, and behavioral counselling, which is dependent on the use of reason and logic in counselling. Reason and logic are among the most crucial understanding tools with young people, up until they reach a sound knowledge structure that qualifies them to be compatible with life and its continual and successive events (Turner, 2016; Stephenson, 2017, Pp. 812).

Psychological counseling for individuals with hearing disabilities aims to develop their personalities, and to have confidence in the environment in which they live, by satisfying their basic needs of security and reassurance, self-reliance, and obtaining admiration and appreciation from others in order for them to feel competent. Satisfying these needs for people with hearing disabilities requires Interventions and counseling or therapeutic because group psychological counseling leads to many positive results for people with hearing disabilities and modifying their negative attitudes, in addition to the ability to be independent and competitive in the environment in which they live.

Numerous psychological studies have demonstrated the prevalence of irrational beliefs among the hearing impaired, and not ignoring the detrimental effects of irrational beliefs that may result in the individual experiencing psychological and mental disorder because of these beliefs that form the individual's cognitive structure (David, 2017, Pp. 312; Di Giuseppe, 2018, Pp. 50; V[^]ısla, 2016, Pp. 12; Yusuf, 2019, Pp. 135).

In order to improve life satisfaction for a sample of hearing impaired, the study is interested in reducing psychological pressures and irrational

ideates utilizing rational and emotional counselling strategies.

Study issues:

Study issues stemmed from the fact that the hearing impaired frequently experience psychological disorders and are unable to manage the pressures of life events, such as pressures from their families, their academic obligations, their personal lives, and the social relationships they are a part of. All they can do is manage their emotions, discover practical and successful strategies for doing so, and hope that doing so would help them lessen or prevent the unpleasant effects of those feelings. If those illogical beliefs adopted by young people and believed to be true are adjusted to more acceptable forms, they become inappropriate, succumb to the pressure of life events, cause them to experience numerous emotional disorders and psychological issues, and as a result to this, the study intended to provide a response to the following:

What impact does a program for rational emotional counselling have on lowering illogical ideas, easing psychological pressure, and enhancing the quality of life for a group of the hearing impaired?

The primary query was divided into many punctuations:

- How do the test group's scores on the stressful living situations scale compare before and after the counselling program was implemented?
- How do the test group's life satisfaction levels compare before and after applying the counselling program?
- How do the test group's scores on the irrational thought scale compare before and after the counselling program was implemented?
- After implementing the counselling program, how did the two groups (tested and control) compare on the Stressful Life Situations Scale scores?
- After implementing the counselling program, how did the two groups (tested and control) compare on the life satisfaction scale?
- After implementing the counselling program, how did the two groups (tested and control) compare on the illogical thought scale?

- What variations were found in the tested group's scores on the stressful life situations scale before and after the counselling program was implemented?
- After implementing the counselling program and after some time, how did the test group's life satisfaction scale scores differ?
- What variations exist between the test groups illogical thought scores before and after implementing the counselling program?

The study's overarching objective was to determine whether the counselling program, which used techniques from rational emotive therapy, was successful in accomplishing the following goals:

- Changing the illogical beliefs of a sample of the hearing impaired who experience psychological pressure, hold irrational beliefs, and are dissatisfied with their lives.
- Acknowledging how the program has helped participants develop coping mechanisms for psychological pressures brought on by life events after identifying the stressors, confronting them, and finding ways to overcome them, as well as educating them about other options that can help them deal with their many issues and find the best solutions.

Concepts for Study:

• The program for rational-emotive counselling:

The researchers as a form of psychotherapy developed by (Ellis, A., 2008) and other psychotherapists discussed the rational counselling program. The theory was based on the theory that people share two basic goals: the preservation of life and a sense of relative happiness and freedom from pain. Rationality is thinking in ways that help people achieve these two goals while irrationality includes thinking in ways that hinder people from achieving these goals. When people try to accomplish some of their goals but run into roadblocks, it causes them distress. The person may hold unfavorable beliefs and thoughts; this arises from unfavorable ideas and unreasonable thoughts, attitudes, and actions that hinder the achievement of these objectives. This suggests that certain steps which the researcher adheres to in her program and which are based on both rational and emotional guidance include:

1. Verbal persuasion which seeks to persuade the hearing impaired using the rational therapy's rationale. Refutation and induction are techniques used to encourage people to give up

- illogical beliefs and counteract negative, self-destructive feelings.
2. Simplifying the insult's Impact which is a technique used in both emotional and cognitive counselling. It encourages young people to embrace others positively and teaches them not to take offence to others' remarks too personally.
3. Venting and expressing emotions, especially the many kinds of rage, which reduces and diminishes these feelings and aids in the development of self-control and anger control in young people.
4. Teaching the hearing impaired how to make self-directed, beneficial behavioral changes. By controlling desire and will, rational treatment helps patients learn how to choose socially acceptable conduct.
5. Teaching self-control to the hearing impaired by having them apply a healthy dose of cognitive self-control for self-control and management.
6. Gaining the ability to deal with sources of threat and employ confrontational techniques to interact with people more effectively, which results in a shift in behavior. Instead of using force to direct people, the researcher uses self-affirming strategies.
7. Teaching the hearing impaired how to redirect their attention by spreading out their thoughts about the things that make them feel under pressure psychologically.
8. Arming the hearing impaired with information that enables them to identify the things they did to irritate themselves and try to better understand who they are and how they behave through suitable cognitive and behavioral techniques that may help to lessen their emotional disturbances.
9. Lessening the hearing impaired ' susceptibility to being inspired by others' proposals and increasing their capacity to be influenced by their thinking based on actual abstractions and less by others' suggestions.
10. Teaching the hearing impaired to cease imitating harmful behavioral models and to choose and adopt constructive behavioral models.
11. Teaching problem-solving skills to the hearing impaired which aids in the elimination of the emotional disturbances caused by feelings of inferiority and the erroneous notions that reinforce those feelings.
12. Teaching role-playing to the hearing impaired in order to restore their knowledge and lower

the prevalence of illogical views about certain social positions.

13. Behavioral homework in the form of an active, positive guidance program that involves thinking, visualizing, repeating some information, and solving some exercises with the goal of replacing irrational responses that made the hearing-impaired feel under pressure and unsatisfied with life with rational ones.
14. It is the researcher's responsibility to use techniques from rational emotional counselling, such as psychodrama, lectures, group discussions, and self-dialogue, to assist the hearing impaired in recognizing the irrational thoughts that underlie their distressing emotions while replacing them with sensible concepts to help them change how they

feel psychological pressure and their abilities for unwinding and schoolwork.

The current study examines the procedural idea of the rational and emotional counselling program as a planned and organized program that includes a set of specific experiences and activities linked to a specific schedule with the goal of lowering psychological pressures and unmeant ideas and enhancing life satisfaction among the hearing impaired.

Irrational thoughts: According to Turner (Abdullah, 2019, Pp., 536, Cherry, 2020, Pp., 17, Kilani, 2021, Pp., 315, Ng, 2018, Pp., 22), there are traits of both rational and irrational ideas, and our existence is tied to our capacity for cognition.

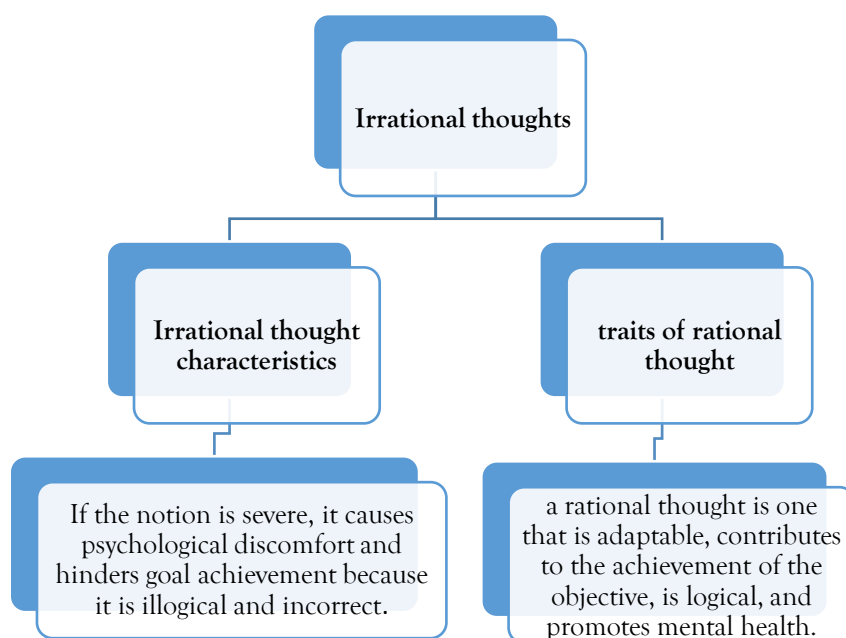


Figure (1): irrational thoughts

The current study focused on the idea of irrational ideas as a collection of false and illogical beliefs that are subjective in nature. Examples of these beliefs include the desire for comprehensive, innovative, and absolute ideal solutions to problems, reliability versus independence, the pursuit of absolute perfection of oneself, and negative conclusions that result in acceptance and complete satisfaction from everyone.

Research on psychological stress includes (Bedewy, 2015, Pp.,6, Jiang, 2019, Pp., 2305, Yusuf, 2019, Pp., 136). Despite the multiplicity and diversity of the scientific research movement's paths in the area of psychological stress and life satisfaction, Arab and foreign studies and research in this field are not proportionate to the scope of this

phenomenon. These studies and researches dealt with psychological stress and its effects on the individual in the low level of life satisfaction and his feeling of anxiety, tension, and anger. In addition, it dealt with the psychology for the hearing impaired.

In order to prevent physical illnesses and psychological or behavioral disorders that would later have a negative impact on their professional or familial lives, the study focused on teaching a sample of the hearing impaired how to deal with life pressures effectively as well as developing methods of confronting and managing stress.

- **Life satisfaction:** According to Proctor (2009), the term "life satisfaction" is one of the most widely used and was regularly utilized in our daily lives. It refers to the following:

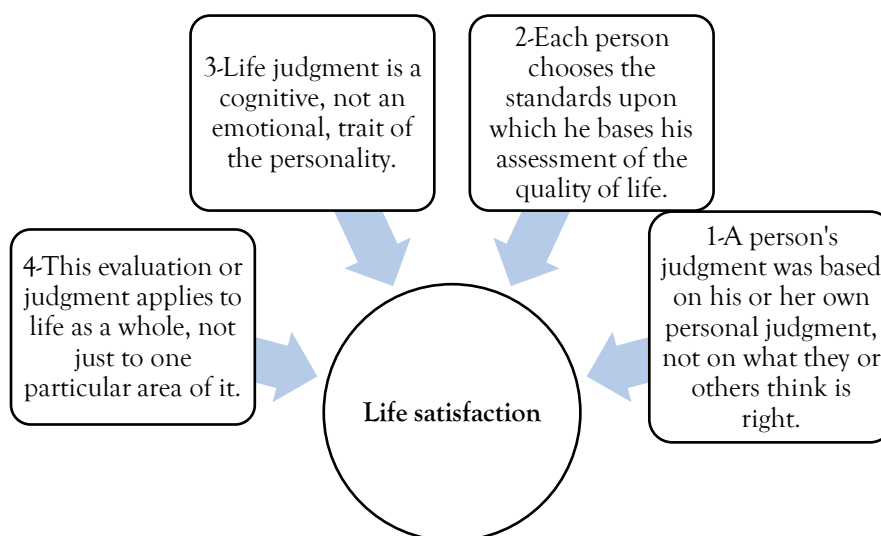


Figure (2): Life satisfaction

The concept of life satisfaction was therefore examined as an internal state of the person that manifests in his behaviors and responses and is symbolized by happiness, calm, social stability, social appreciation, happiness, and contentment.

The following is how the assumptions are expressed:

- There are no differences between the pre and post-measurements in the stressful life circumstances of the hearing impaired experimental group
- There are no differences in life satisfaction between the pre and post-measurements among the hearing impaired experimental group.
- There are no differences between the pre-test and the post-measurement in the illogical ideas of the experimental group of the hearing impaired.
- There are no changes in stressful life circumstances between the hearing impaired in the experimental group and in the control group at the post-measurement.
- In the post-measurement, there are no variations in life satisfaction between the hearing impaired in the experimental group and the control group.
- There are no differences between the hearing impaired in the experimental group, the control group, or the dimensional assessment of irrational thinking.
- There are no changes between the experimental group's difficult living circumstances in the post measurement and the experimental group's stressful life situations in the follow-up measurement.
- The experimental group in the post measurement and the experimental group in the follow-up measurement did not differ in terms of life satisfaction among the hearing impaired.
- There are no variations between the experimental group's illogical ideas in the post measurement or the follow-up measurement among the hearing impaired.

Methodologies

Method:

The experimental strategy was chosen since it suited the nature of the study. The conceptual and philosophical underpinnings of the research variables in the recent literature on schooling were examined.

Participants:

The sample was chosen intentionally from the School of Auditory Education, 6th of October, in Giza Governorate, the Arab Republic of Egypt. The

researcher obtained written consent from the students' guardian to approve the student's participation in the experiment. Their ages ranged between (14-17) years.

The researcher used three samples, namely:

- A preliminary sample of (50) hearing impaired whose ages in the academic year varied from (14-17), was utilized to assess the accuracy and

reliability of the tools employed in the study (2021-2022).

- Based on the results of applying the psychological stress, irrational thoughts, and life satisfaction scales, the experimental sample was selected. The exploratory sample of the hearing impaired at the Audio Education School, 6th of October
- An experimental sample where (30) students were chosen, and they have the highest psychological stress and irrational thought scores, as well as the lowest life satisfaction scores.

Instruments:

The following psychological instruments and assessments were employed in this study:

1. Scale for Stressful Life Situations:

It consists of (106) Items and include seven subscales as follows: (family pressures, economic pressures, environmental and cultural pressures, social pressures, emotional pressures, health pressures, and personal pressures). The validity of the scale was verified in three ways as follows:

A. Internal consistency: On a sample of (50) students, the correlation coefficients between each of the scale's items and its overall score were obtained ($P \leq 0.01$).

B. The internal consistency of the dimensions: The researcher calculated the correlation coefficients between each dimension of the scale and the scale's overall score as well as between each dimension and the other dimensions of the scale to ensure the consistency between the dimensions.

Table (1) shows this:

Table (1): The correlation coefficients between each scale dimension and the scale's overall degree.

	personal stress	health stress	emotional stress	social stress	environmental and family stress	economic stress	family stress	Stressful life situations scale
family stress							1	0.735
economic stress						1	0.491	0.553
environmental and family stress					1	0.235	0.409	0.706
social stress				1	0.383	0.346	0.503	0.729
emotional stress			1	0.520	0.511	0.274	0.431	0.779
health stress		1	0.774	0.559	0.632	0.356	0.562	0.880
personal stress	1	0.584	0.513	0.496	0.402	0.312	0.385	0.730

The correlation coefficients between the dimensions and the scale's overall degree are statistically significant at the level of significance $P \leq 0.01$ (Table 1), and that the correlation coefficients between each dimension and the other dimensions of the scale are statistically significant. Therefore, the scale is a high degree of validity.

C. The reliability of the stressful life conditions scale in peripheral comparisons: in order to determine the differences between high and low scores on the stressful living conditions scale, the researcher determined the value of "T.test," as shown in table (2):

Table (2): Results of sidle comparison between the highest and lowest scores on the stressful life conditions scale

Stress measurement	N	X	SD	T.test	Significance level
highest marks	25	37.66	8.17	20.76	($P \leq 0.01$)
lowest score	25	99.60	11.85		

SD, standard deviation. X, mean. N, number

The results of sidle comparison between the highest and lowest scores on the stressful life conditions scale (T.test) are presented in Table 2, the obtained results showed that statistically significant

at the level ($P \leq 0.01$), indicating that the scale's validity in identifying the high and low degrees between the two groups is valid.

The current study's stressful life scenario scale was stable:

The researcher applied the following techniques to check the scale's stability:

A. The Alpha Cronbach's method: On a sample of 50 students, the alpha value was (0.930), a high value that denotes the scale has a high level of stability.

B. Half-segmentation technique: The correlation coefficient between the total of the scale's paired items was determined. The reliability coefficient, which was calculated using the Spearman-Brown method, came out at 0.787, indicating that the scale has a high degree of stability.

2. Life Satisfaction Scale:

Prepared by Desouki (2000), the scale consists of (30) items. The scale included six dimensions

(happiness, social, tranquility, psychological stability, social appreciation, and contentment). The validity of the scale was verified in three ways as follows:

A. Internal coherence: On a sample of (90) female students, the correlation coefficients between each of the scale's items and its overall score were determined. It is statistically significant at the level ($P \leq 0.01$)

B. The dimensions' intrinsic coherence: The correlation coefficients between each scale dimension and the overall scale score were calculated by the researcher. To confirm that the dimensions of the scale were consistent with one another, the researcher also evaluated the correlation coefficient between each dimension and the other dimensions of the scale. Table (3) shows this:

Table (3): The correlation coefficients between each scale dimension and the overall scale score.

	Contentment	Social Appreciation	Psychological Stability	Tranquility	Scale Social	Happiness	Life Satisfaction
Happiness						1	0.873
Scale Social					1	0.391	0.505
Tranquility				1	0.265	0.693	0.847
Psychological Stability			1	0.645	0.283	0.543	0.691
Social Appreciation		1	0.471	0.584	0.396	0.505	0.764
Contentment	1	0.473	0.565	0.478	0.249	0.598	0.721

Table (3) showed the correlation coefficients between the dimensions and the scale's overall degree which statistically significant ($P \leq 0.01$), also the correlation coefficients between each dimension and the other dimensions of the scale was statistically significant.

Table (4): Results of sidle comparison between the highest and lowest scores on the life satisfaction scale scores.

Life Satisfaction	N	X	SD	T.test	Significance level
highest marks	25	64.304	9.831	12.409	($P \leq 0.01$)
lowest score	25	95.522	6.993		

SD, standerd deviation. X, mean. N, number

Table (4) showed the results of sidle comparison between the highest and lowest scores on the life satisfaction scale scores. Results cleared that the value (T.test) on the life satisfaction scale is statistically significant ($P \leq 0.01$), indicating the validity of the scale on the actual differentiation between the high and low degrees between the two groups.

The current study's stability of the life satisfaction scale:

C. The life satisfaction scale's peripheral comparison's validity: To determine the disparities between high and low scores on the life satisfaction scale, the researcher estimated the value of "t," as shown in Table (4):

The researcher applied the following techniques to check the scale's stability:

A. Using the Alpha Cronbach's approach, it was shown that a sample of 50 students had an alpha value of (0.899), a high value that denotes the scale's high degree of stability.

B. The split-half approach: On a sample of 50 students, the correlation coefficient was determined between all of the items on the paired scale. The reliability coefficient, which

was calculated using the Spearman-Brown method, came out to be (0.860), indicating that the scale has a high degree of stability.

3. The degree of irrationality:

The scale was created by Al-Rihani (1985), and it has 52 components. This scale consists of thirteen sub-ideas, each of which has four questions. Half of the questions are positive and support the idea, and the other half are negative and defy it. The numbers and substance of each sub-thought were shown in the following table: What you are measuring?

Table (5): Measurement items and the idea's content

N	Idea content	The items you measure
1	It is necessary for a person to be loved by everyone around him (asking for approval and approval)	1-14-27-40
2	An individual must be highly qualified to be an important person (for personal perfection).	2-15-28-41
3	Some villains are cowards and deserve punishment and reprimand (harsh blame of self and others)	4-17-29-42
4	One of the great calamities is that doing things contrary to what the individual wishes (anticipating disasters)	5-18-30-43
5	Difficulties and unhappiness are due to external circumstances (emotional recklessness)	6-19-31-44
6	Fearful things always require great attention (excessive anxiety)	7-20-32-45
7	It is better to avoid difficulties than to face them (avoiding problems)	8-21-33-46
8	The person must be dependent on others (dependency)	9-22-34-47
9	Past events determine the present and cannot be ignored or eradicated (feeling powerless)	10-23-35-48
10	A person should grieve for other people's problems or disturbances (discomfort with other people's problems)	11-24-36-49
11	There is a permanent and perfect solution to every problem (seeking complete solutions)	12-25-37-50
12	A person should be serious and formal in his dealings with others in order to have a respectable position among them (serious and formal)	13-26-38-51
13	There is no doubt that the position of a man is the most important in relation to his relationship with a woman (the relationship of a man to a woman).	14-27-39-52

The researcher then confirmed:

Scale validity: Using internal consistency, the correlation coefficients for each scale item with its total score were obtained for a sample of (50) female students. The correlation values ranged from (0.461 to 0.744), which are substantial correlation coefficients at the level of significance ($P \leq 0.01$).

Scale stability: The study employed two techniques:

- **Retest:** The rationing sample was subjected to the application once more after a two-week break, and the reliability coefficient was calculated (0.792).
- **Halftone split:** The stability coefficients for Cornbrash's Alpha (0.788) and Spearman Brown (0.796) were good values that clearly demonstrated the applicability of the method.

4.The counselling program (created by the researcher) is as follows:

According to the model put forth by Ellis (2008), the program was based on techniques of group rational emotional counselling to lessen the

degree of psychological pressure felt and rational thoughts to increase the level of life satisfaction and reach effective thinking, as well as some methods and techniques, such as psychodrama, lecture, dialogue, and group discussion, and cognitive techniques like the problem-solving method and homework.

Programmed goals: There are three parts to it:

1. **Therapeutic goal:** To use some of the group counselling techniques featured in the program, eliminate psychological pressures and incorrect, irrational thoughts in the hearing impaired and replace them with sensible beliefs.
2. **A preventive goal:** by working to stop the experimental group members from believing in wrong, irrational ideas as a result of the pressures they have, training and teaching them to practice emotional cognitive techniques behaviorally; they were able to avoid psychological pressures and irrational thoughts and thus improve their high degree of life satisfaction.

3. **One developmental goal** was to give the experimental group the chance to mature cognitively and behaviorally by fostering rational reasoning and assisting them in managing psychological stress.

4- **Procedural Objectives:** By utilizing various strategies and working inside the sessions, the procedural objectives were accomplished. The following is a summary of these goals:

- Instruction in healthy self-talk and self-awareness
- Organized, scientific training in relaxing methods and skills.
- Instruction in identifying rational and illogical views.
- Instruction in the fundamentals of logical reasoning
- Instruction in how to handle tense circumstances.
- Instruction in the ability to adjust to life and find fulfilment in it.

- Instruction in developing the ability to accept oneself on the one hand and others on the other.
- Instruction in the ability to improve one's lifestyle.
- Practicing psychodrama techniques while freely expressing their emotions.

Content of program sessions:

There were 16 sessions in total, two sessions per week for two months beginning in March 2022 and ending in April 2022. Each session lasted 90 minutes, and the sessions' content was chosen in accordance with the counselling program's logical arrangement and the nature of the current study problem based on the program's goals and the therapeutic methods employed throughout program sessions.

Study Procedures:

session number	Session topic	Techniques used in the session
1	Welcoming the participants in the program and getting to know them while showing a spirit of friendliness and acceptance to them and the desire to help them to establish an interactive relationship between the researcher and the students while presenting the content and objectives of the program	Agreeing on the need to adhere throughout the sessions of the program and not to be absent, and to agree on the location of the sessions and to adhere to the etiquette of dialogue and respect for the other opinion.
2	Responding to the students' questions and inquiries in order to continue to build confidence and reduce antagonism among the participants, to define the program standards and the method of group counseling, and to explain the concept of psychological stress and irrational thoughts and their negative effects on dissatisfaction with life.	Training female students to relax and create an atmosphere of intimacy and reassurance among the participants through group discussion, dialogue, lecture and free expression of feelings, opening doorways to discussion and self-dialogue, then giving them a set of exercises as homework.
3	This session focused on explaining the relationship between thinking, emotion, behavior, and not giving in to the stress response and giving in to irrational thoughts and their impact on their sense of satisfaction with life.	The participants discuss the questions that each of them asks themselves through role-playing, insight and problem solving, so that answering these questions is a key to identifying rational and irrational ideas.
4	Introducing the participants to the principles of "Albert's" theory and the way to refute irrational thoughts by discussing some of the daily behaviors of them or one of their acquaintances, as well as training in the skill of relaxation to reduce stress.	Group discussion - lecture - relaxation - modeling
5	Introducing the participants to the concept of psychological stress, its sources and symptoms, and the importance of feeling happy, reassured, and satisfied with life by knowing the relationship between irrational thoughts and the pressures they are exposed to.	Discussion - lecture - role-playing - role reversal - homework.

6-10	Identify ten irrational ideas included in the test used in the study, discuss and refute them. In order to achieve this goal, the researcher and the students follow the method of relaxation at the beginning of each session. During the presentation of the irrational idea under treatment, the researcher speaks in a calm and expressive voice and asks refutation questions, such as what is wrong with this the idea? What makes this idea illogical and unrealistic? What is the product of having this idea? Does this idea help me get what I want? Is this thought hurting me?	Self-talk - role-play - role reversal - imitation of roles - homework.
11	Explain the importance of the individual's feeling of happiness, tranquility, psychological and social stability, and contentment in life.	Lecture - showing a short film - reversing roles - discussion - homework.
12	The skill of choosing a firm response in the face of stress.	Group discussion - lecture - role-playing - modeling method - homework - presenting a training model for assertive response.
13	Life style change skill through: 1- Choosing the target related to his need. 2- The individual derives limited objective goals from the larger goal. 3- Choosing appropriate activities to achieve these goals. 4- Managing time in a more effective way. 5- Rest as a means of relieving stress and relieving stress.	Group discussion - lecture - role playing - modeling - homework - an evaluation model to benefit from the counseling program in reducing psychological stress and irrational thoughts to improve the level of satisfaction with life.
14	Training in psychological calmness, calm nerves, high morale, and a sense of personal value to feel satisfied with life.	Lecture - group discussion - role-playing - role reversal - homework.
15	Evaluation consists in reviewing the counseling program, applying the post-scale, and holding a closing ceremony.	Group discussion - reinforcement.
16	Follow-up, which is the follow-up measurement two months after the end of the indicative program.	Thanks and appreciation of the experimental group members for their good cooperation and attendance.

Follow-up:

By using organized scientific knowledge of the degree of stability and continuity in the improvement of psychological, behavioral, and emotional symptoms that occurred to sample members after a period of time (two months) from the counselling program (post-application), which is a follow-up session with the aim of ensuring the stability of improvement and determining the percentage of progress and extent to which the student benefits from the training program enhancing beneficial behavioral changes to prevent relapse, helping other areas that require aid to improve stability, and telling students that the researcher will still be interested in them when the program is through, and that she has not left them, and that she will continue to support her by helping out as necessary.

Statistical Techniques:

The statistical software SPSS (Statistical Package for Social Sciences) was used to analyze the data. Descriptive statistical methods were employed to describe the characteristics of the sample members and their responses using frequencies, percentages, the arithmetic mean, and standard deviation.

Results and Discussions

The study's findings were described in the context of the topics it set out to address, and the information gathered and processed followed the study hypotheses in the following order:

According to the first hypothesis, there are no differences between the experimental group students' difficult life circumstances before and after the measurement.

The following table provides an example of how the arithmetic means and standard deviations between the degrees of the pre- and post-

measurement of the experimental group on the stressful living conditions scale were calculated in order to confirm the validity of this hypothesis.

Table (6): The experimental group's arithmetic means and standard deviations. In the pre and post measures in demanding life circumstances.

Group	Post-measurement		Pre-measurement	
	X	SD	X	SD
Tested	29.42	16.42	86.42	9.77
Total marks	38.27	16.77	88.42	12.34

SD, standard deviation. X, mean.

Table (6) showed the evident that there were disparities between the experimental group participants in the tribal measurement as compared to the dimensional measurement, with the

dimensional measurement coming out on top. The findings of the comparisons between the "Z" value and the arithmetic averages in the two measures, pre and post, for the experimental group of stressful life conditions was showed in Table (7).

Table (7): Significance of differences between the mean of the experimental group and the value of "Z" in the pre and post measurements for the experimental group of stressful life situations.

Group	Measurement		N	Average Rank	Total Rank	"Z"	Significance level
Tested	Before/After	Negative ranks	7	4	28	2.36	(P ≤ 0.01)
		positive ranks	0	0	0		
		Equality	0				
Total marks	Before/After	Negative ranks	0	7.5	105	3.29	
		positive ranks	7	0	0		
		Equality	15				
		Total	0				

The results of the second study showed that there were differences between the arithmetic averages of the scores the experimental group received on the stressful life situations scale in the two measurements, before and after (Table 7). The values of "Z" between the two measurements were 2.366 and 3.296 for each of the females and the total degree, respectively, and the differences were significant at ($P \leq 0.05$) and ($P \leq 0.01$).

Results were explained by reviewing the counseling sessions provided by the program, as we find that the counseling program dealt with various methods of dealing with psychological stress among the members of the tested group, such as discussing the concept of psychological stress, its causes and sources, and the relationship between it and the irrational way of thinking practiced by the hearing impaired during her daily life situations. In terms of the severity of these pressures and the continuity of

their impact on them, the discussions and homework that took place during the course of the session, and the subsequent sessions while clarifying the imbalance and negative effects of adopting every irrational idea, and the positive impact of abandoning this idea after its refusal, this is in addition to the venting of feelings for students. The group is tested through self-talk, role playing and discussion of homework that were related to the reality in which the hearing impaired lived, and in an atmosphere of relaxation that the student eagerly accepted to learn and practice, and performed it more than once outside the counseling sessions according to her testimony to the researcher, so the researcher attributes this to the feasibility in is due to regularity tested group Libyans used and experiences, practices, attitudes, dialogues and discussions they provided helped to bring out the unconscious pent-up in a spontaneous and free manner without fear

or hesitation, as they became more secure and reassured, which contributed to the development of their abilities to control themselves and refute irrational thoughts with rational thoughts and understanding the self positively and adapting to stressful conditions in addition to employing the acquired experiences and skills in establishing relationships and social interactions in which the spirit of friendliness, calmness and frankness prevail. Therefore, we find it natural and logical that the tested group excelled in the dimensional measurement and their low scores in the psychological stress findings of the of both

(Antaramian, 2017, Bedewy, 2015, Pp.,7, Ng, 2018, Pp. 22, Oltean, 2018, Pp. 893, Yusuf, 2019, Pp. 135) to the feasibility and the used to reduce psychological impacts.

According to the second hypothesis, there were no variations in the experimental group's students' life satisfaction between the pre- and post-measurements.

The following table provides an example of how the arithmetic means and standard deviations between the degrees of the pre- and post-measurement of the experimental group on the life satisfaction scale were computed to confirm the validity of this hypothesis.

Table (8): Means and standard deviations of the experimental group in satisfaction with life for both pre and post measurements.

Group	Pre-measurement		Post-measurement	
	X	SD	X	SD
Tested	67.14	6.91	92.85	4.88
Total marks	64.92	7.79	91.71	5.98

SD, standard deviation. X, mean.

There were disparities between the experimental group participants in the tribal measurement as compared to the dimensional measurement (Table 8) with the dimensional

measurement coming out on top. The results of the differences between the arithmetic averages and the "Z" value in the two measurements of the life satisfaction scale taken before and after the experimental group was displayed in the table below.

Table (9): Significance of differences between the mean of the experimental group and the "Z" value in satisfaction with life for the pre and post measurements.

Group	Measurement	N	Average Rank	Total Rank	"Z"	Significance level
Tested	Before/After	Negative ranks	0	0	2.37	(P ≤ 0.01)
		positive ranks	7	4		
		Equality	0	28		
Total marks	Before/After	Negative ranks	0	0	3.29	
		positive ranks	8	7.5		
		Equality	15	105		
		Total	0			

Table (9) showed the significance of differences between the mean of the experimental group and the "Z" value in satisfaction with life for the pre and post measurements. The values of "Z" between the two measurements were (2.375), (3.297) for each of the females and the overall score, respectively, and the differences were significant at ($P \leq 0.05$) and ($P \leq 0.01$).

Life of tested group increased, and this result was in agreement with the findings of the studies of (Davis, 2020:504, Proctor, 2009, Xiao, 2022).

According to the third premise, there are no variations between the experimental group students' illogical thoughts for the before and post measurements.

The following table provides an example of how the arithmetic means and standard deviations between the experimental group's pre- and post-

measurement scores on the scale of illogical ideas were computed to confirm the validity of this hypothesis.

Table (10): Means and standard deviations of the experimental group In the irrational ideas of the pre and post measurements.

Group	Post-measurement		Pre-measurement	
	X	SD	X	SD
Tested	82.88	3.58	57.14	2.91
Total marks	92.71	5.98	69.92	8.79

SD, standard deviation. X, mean.

Table (10) showed that there were disparities between the experimental group participants in the tribal measurement as compared to the dimensional measurement with the dimensional measurement coming out on top. The findings of the comparisons

between the arithmetic averages and the "Z" value in the two measures taken prior to and following the experimental group of the irrational ideas scale are displayed Table (11).

Table (11): The variations in the experimental group's averages and the value of "Z" in the two measurements' unreasonable assumptions, before and after.

Group	Measurement		N	Average Rank	Total Rank	"Z"	Significance level
Tested	Before/After	Negative ranks	0	0	0	2.44	(P ≤ 0.01)
		positive ranks	7	4	28		
		Equality	0				
Total marks	Before/After	Negative ranks	0	0	0	3.22	
		positive ranks	8	7.5	105		
		Equality	0				
		Total	15				

The differences between the arithmetic means of the experimental group's scores on the scale of irrational thoughts in the two measurements are prior to and following the intervention Table (11). The values of "Z" between the two measurements were 2.445 ($P \leq 0.05$) and 3.223 ($P \leq 0.01$) for each of the females and the overall score, respectively.

Through the researcher's daily coexistence with hearing impaired, she noticed that the student believes that she should be accepted and loved by all those around her, that she must reach the point of perfection in her work, and that she must perform at the ideal level that others expect of her; the experiences of the past and its events decide her future; she is not able to influence this future, and that she is faced with rejection by the people she chooses in her emotional life as she believes that she cannot accept the results of actions that come not what she expects, otherwise her life becomes without Valuable, all these thoughts and others cause a high level of psychological pressure.

The results revealed the feasibility and effectiveness of the counseling program in changing irrational thoughts to rational thoughts in the experimental group, and this result agreed with the findings of the studies of (Yusufov, 2019, Pp. 138, Zhang, 2014, Pp. 19) where the idea of complete solutions is common among females as a result of the social upbringing that females receive and that generates in them a feeling of inferiority, especially that upbringing is associated with a kind of repression and strict control of their behavior, which may push them to search for perfection in themselves, in their education, and in their future work.

According to the fourth supposition, there are no variations between the experimental group and the control group's dimensional measurements of stressful life circumstances.

The following table shows the results of calculating the arithmetic means and standard deviations between the scores of the experimental

and control groups on the stressful life conditions scale in order to confirm the validity of this hypothesis.

Table (12): Means and standard deviations for the experimental and control groups for stressful life situations in the dimensional measurement.

Group	Tested group		Control group	
	X	SD	X	SD
Hearing impaired	29.42	16.42	60.28	27.50
Total marks	38.21	16.77	72.00	34.80

SD, standard deviation. X, mean.

The experimental group's members' dimensional measurements were different from those of their counterparts in the control group, favoring the experimental group Table (12). The researcher used the non-parametric Mann-Whitney

test to identify the significance of these differences between the arithmetic means, and the following Table (13) shows the results of the differences between the arithmetic means of the experimental and control groups for the stressful life situations scale.

Table (13): The differences between the mean scores of the experimental group and the control group and the value of "Z" in stressful life situations in the post-measurement.

Group	Measurement	N	Average Rank	Total Rank	"U"	"Z"	Significance level
Hearing impaired	Tested group	15	5.14	36.00	8.00	2.11	(P ≤ 0.01)
	Control group	15	9.85	69.00			
Total marks	tested group	15	10.07	141.00	36.00	2.85	
	Control group	15	18.92	265.00			

Table (13) showed that there were differences in the arithmetic means of the scores on the post-measurement measure of life satisfaction obtained by the experimental group and the control group. The value of "Z" was between the two standards for each of the females and the overall score, respectively, and the differences were significant.

After implementing the counselling program, there are no variations in the ratings on the life satisfaction scale between the two groups (tested and control).

Verify the correlation between these scores for various life satisfaction categories.

Table (14): Means and standard deviations for the experimental and control groups on the scale of satisfaction with life in the post-measurement.

Group	tested group		Control group	
	X	SD	X	SD
Hearing impaired	92.85	4.88	72.71	14.53
Total marks	91.71	5.98	73.14	13.30

SD, standard deviation. X, mean.

It became clear from the previous table (14) that there were differences in the telemetry between the members of the experimental group compared to their peers in the control group in favor of the experimental group, and to verify the previous results

and determine the significance of the differences between the experimental and control groups, the researcher used the Wilcoxon non-parametric test to know the significance of these differences between the arithmetic means.

Table (15): Value of "Z" in the dimensional measurement of life satisfaction.

Group	Measurement	N	Total Rank	Average Rank	U"	"Z"	Significance level
Hearing impaired	Tested group	15	75.00	10.71	2.00	2.88	(P ≤ 0.01)
	Control group	15	30.00	4.28			
Total marks	Tested group	15	285.500	20.39	15.500	3.79	
	Control group	15	120.500	8.60			

As for the post-measurement, the tested group and the control group both received arithmetic average scores on a measure of life satisfaction (Table 15). The value of "Z" was between the two standards for each of the females and the overall score, respectively, the differences between them were significant ($P \leq 0.01$).

The sixth premise claims that there are no variations in the two groups' dimensional

measurements of the scale of irrational thoughts (experimental and control).

The following table provides an example of how the arithmetic means and standard deviations between the scores of the experimental and control groups on the scale of illogical ideas were calculated in order to confirm the validity of this hypothesis.

Table (16): Standard deviations and averages in mathematics for the experimental and control groups on the dimensional measurement's scale for illogical thought.

Group	Tested group		Control group	
	X	SD	X	SD
Hearing impaired	82.88	3.58	60.28	27.50
Total marks	92.71	5.98	72.00	34.80

It was clear from the previous table that there were differences in the telemetry between the members of the experimental group compared to their peers in the control group in favor of the experimental group, and to verify the previous results and determine the significance of the differences between the experimental and control groups, the

researcher used the non-parametric Mann-Whitney test to identify the significance of these differences between the arithmetic means, and the following table showing the results of the differences between the arithmetic means of the experimental and control groups for the irrational thoughts scale.

Table (17): The significance of the differences between the mean scores of the experimental group and the control group and the "Z" value in irrational thoughts in the dimensional measurement.

Group	Measurement	N	Total Rank	Average Rank	"Z"	U"	Significance level
Hearing impaired	Tested group	15	36.00	5.14	2.11	8.00	(P ≤ 0.01)
	Control group	15	69.00	9.85			
Total marks	Tested group	15	141.00	10.07	2.85	36.00	
	Control group	15	265.00	18.92			

It was clear from the previous table that there were differences between the arithmetic means of the scores obtained by the experimental group and the control group on the irrational thoughts scale in the post-measurement. The value of "Z" between the two standards was (2.111) and (2.850) for both females and the total score, respectively. The differences were significant at ($P \leq 0.05$) and ($P \leq 0.01$).

Ellis (2008) saw that what is rational can become emotional, just as the emotions of an

individual can under any circumstance be thought, and since the main element in the theory of rational emotional therapy for the individual results from his internal dialogue, what is generated internally from the ideas in the conscience of the individual is about a specific topic that is the subject of his emotions on this subject. The individual thinks in subjective words and sentences, and what the individual experiences during this self-dialogue of perceptions

and perceptions is what forms his own emotions and shapes his behavior in situations.

According to the findings of the seventh hypothesis, there are no differences between the experimental group students' stressful life circumstances in the post-measurement and the

experimental group students' difficult life situations in the follow-up measurement.

The following table provides an example of how the arithmetic averages and standard deviations between the experimental group's scores on the stressful living conditions scale at the post and follow-up measurements were calculated to confirm the validity of this hypothesis.

Table (18): Means and standard deviations of the experimental group in stressful life situations in the post and follow-up measurements.

Group	Telemetry measurement		Trace measurement	
	X	SD	X	SD
Hearing impaired	47.00	12.46	46.71	12.32
Total marks	38.21	16.77	38.00	16.70

SD, standard deviation. X, mean.

Table (18) showed it evident that there were no differences in the experimental groups mean scores between the post-test and follow-up assessments.

According to the eighth supposition, there are no differences in the experimental group's life satisfaction between the follow-up and post-testing periods.

The following table is an example of how the arithmetic averages and standard deviations between the experimental group's scores on the life satisfaction scale at the post and follow-up measurements that were calculated to confirm the validity of this hypothesis.

Table (19): Means and standard deviations of the experimental group in satisfaction with life in the post and follow-up measurements.

Group	Telemetry measurement		Trace measurement	
	X	SD	X	SD
Hearing impaired	90.57	7.11	90.71	7.63
Total marks	91.71	5.98	91.85	6.38

SD, standard deviation. X, mean.

Table (19) showed it evident that there were no differences in the experimental groups mean scores between the post-test and follow-up assessments.

The results of the study high scores on the scale of life satisfaction, feeling of happiness and peace of mind, which indicated the feasibility and effectiveness of the counseling program in achieving a level of life satisfaction, and the program that included techniques, methods and exercises that were not stopped after two months of applying indicated making positive changes increasing degree of happiness, tranquility, contentment, psychological and social stability and compatibility, and reaching an appropriate level of life satisfaction, and what the experimental group showed of interest, interaction and cooperation during the counseling program sessions. They are more able and efficient in controlling stressful situations resulting from family, economic, social, emotional, health and study pressures that cause them to feel anxious and tense. They have increased their skills in dealing with

others and self-care, refuting irrational thoughts and replacing them with rational thoughts, and learning new skills such as relaxation and cognitive reconstruction through modifying the internal dialogue and giving priority to the language of the dialogues, serious discussion, good listening, the use of problem-solving method, a sense of self and the ability to take responsibility confirm the verification of the results of this hypothesis, continuity and effectiveness the program even after its completion for a period of up to two months.

Regarding the outcome of the ninth assumption: the experimental group did not differ from the control group on the scale of illogical ideas before implementing the program and after the follow-up period, according to the tenth hypothesis.

The following table shows the results of calculating the arithmetic means and standard deviations between the experimental group's scores in the two post- and follow-up measurements on the scale of illogical ideas in order to confirm the validity of this hypothesis.

Table (20): The experimental group's arithmetic averages and standard deviations for the two measurements of the scale of irrational thoughts.

Group	Telemetry measurement		Trace measurement	
	X	SD	X	SD
Hearing impaired	47.00	12.64	64.71	12.31
Total marks	37.21	16.77	38.00	16.70

SD, standard deviation. X, mean.

Table (20) showed that there were no differences in the mean scores of the tested group in the post and follow-up measurements.

Despite the positive results of the study, the researcher does not rule out that there are limitations to the experimental procedures that affected its results, such as limiting the study to one Egyptian school, the short period of time for counseling, and its confinement to the practices and techniques of the applied counseling program, as it is insufficient in its dealings remained with an essential and important component of the individual's personality, which is the pattern of thinking and the philosophy that the individual adopts in this direction, and the influences of the family environment that restricts it, especially in the early upbringing stage. The Egyptian university is one of the psychological components that have been acquired over a long period through socialization and the controls and standards imposed by the culture of society on them. In-group training and counseling as a continuity, the experience gained from the group gives a good start to continuous learning.

Recommendations:

The following are the researcher's recommendations in light of the study's findings, interpretations, and determinants:

- The goals of basic education should include encouraging students to pursue rational education and assisting them in learning how to protect themselves against psychological pressures and tensions in general.
- The need to pay attention to the group of hearing-impaired people in terms of examining their needs, inclinations, and desires and guiding them to swap out irrational beliefs linked to stress and anxiety with sensible concepts intended to enhance their response to other people.
- Increasing their self-confidence in their skills and accomplishments and encouraging them

to engage in sports, social, artistic, and religious pursuits that can help them develop their intellect, mind, and soul and release any repressed emotions.

- Attending the training of counselling technicians and methods in integration schools and specialized schools for people with special needs, as well as holding workshops for counsellors, as this has an impact on assisting students in resolving issues with psychological, social, and academic maladjustment and coping with the effects of stressful life events that they are exposed to.

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