

Abstract

The title of study : Effectiveness of "Cognitive – Behavior" therapy in reducing the level of anger for the university students . The researcher in this study aims to reducing the level of anger for the university students by using "Cognitive - Behavior" therapy - Beek style which is a therapy style combining both of : cognitive therapy and behavior therapy to deal with psychological disorders .

He sees that psychological disorders arise as a result of the disagreement between the cognitive system of the individual and the external stimuli the individul is exposed to .

Regarding as anger is one of the emotions resulting from cognitive distorted of a person , "cognitive – behavior" therapy teaches the angry person the best way to deal with his anger , which is suitable according to the previous studies from the researcher view to reduce the level of anger to the study sample .

The researcher used in his programme therapy which based on "Cognitive -Behavior" therapy - Beek style many of cognitive and behavior techniques which suitable with the study sample those who are as the end of adolescence stage and are about to turn in to indebendence and amature in the adult stage taking the theoretical background and the previous studies as a guide .

The study results reavled to the effectiveness of the programme therapy which used to reducing level of anger to the study sample after the application of the programme directly and after the follow - up period .

ثانيا : ملخص الدراسة باللغة الإنجليزية

Introduction

"Cognitive - Behavior" therapy - Beek style is considered a modern therapy styles founded by Aaron Beek through the 1950s and 1960s of this century. It is a therapy style which helps in combining both of : cognitive therapy and behavior therapy to deal with psychological disorders .

He sees that psychological disorders arise as a result of the disageerement between the cognitive system of the individual and the external stimuli the individul is exposed to .

The "cognitive - behavior" therapy aims that the individual becomes aware of his ideas and learns how to get acquainted to his distorted thoughts and keeps them out and exchange them for others more objective . And this is through a therapitic relation between the therapist and the individual . Beek considers this relation as an educational one mainly based on warmth , emotional participation accepting unfair judgements and the ability of self - assertiveness and self satsifaction .

But anger is an emotional disorder happens as a result of cognitive reasons , it is a feeling reaction of a certain situation based on a personal interpretation of the situation , it is also one of the most difficult emotions to be controlled because it appears suddenly , rising quickly , differs from person to another in it's strength , accomping with a lot of biological changes .

Regarding as anger is one of the emotion resulting from cognitive distorted of aperson , "cognitive - behavior" therapy teaches the angry person the best way to deal with his anger .

The Study Importance :

The application importance of this study is represented in using one of the modern therapy styles - it is the "Cognitive - Behavior" therapy in reducing the lvel of anger to the university students .

The study problem :

The problem of present study is how to answer only the following two questions :

- 1-What is the effectiveness of the "Cognitive - Behavior" therapy in reducing anger level for the university students ?
- 2-If it's action differing between the 2 sexes?

The Study Aim :

Reducing the level of anger for the university students through using "cognitive behavior" therapy .

The previous studies :

The researcher dealt with the previous studies through two basic axis :

The first axis : studies that dealt with anger relations with some another psychological disorders to the adolescents .

The second axis : studies that dealt with effectiveness of "cognitive - behavior" therapy in reducing of anger level to the adolescents .

The Study Hypothesis :

- 1-There are statistically significant differences between the order scores of experimental group (males) and the order scores of control group (males) after the application of the programme directly in the anger scale in favor of experimental group (males) scores .
- 2-There are statistically significant differences between the order scores of experimental group (females) and the order scores of control group (females) after the application of the programme directly in the anger scale in favor of experimental group (females) scores .
- 3-There are no statistically significant differences between the order scores of experimental group (males) and the order scores of experimental group (females) after the application of the programme directly in the anger scale .
- 4-There are statistically significant differences between the order scores of experimental group (males) and the order scores of

control group (males) after the follow - up period in the anger scale in favor of experimental group (males) scores .

5-There are statistically significant differences between the order scores of experimental group (females) and the order scores of control group (females) after the follow - up period in the anger scale in favor of experimental group (females) scores .

6-There are no statistically significant differences between the order scores of experimental group (males) and the order scores of experimental group (females) after the follow - up period in the anger scale .

The Way and Procedures :

Firstly : the study sample :

It consists of (40) high - angered university students whose ages range between (20 - 22) years , they are divided into two harmony groups :

1-Experimental group : (20) st . (10) m . and (10) f .

2- Control group : (20) st . (10) m . and (10) f .

Secondly : the study tools :

Are represented in :

1- the anger scale for the university students- prepared by the researcher .

2- programme of the "cognitive - behavior" therapy - Beck style- prepared by the researcher .

Thirdly : the procedure steps of the study :

The researcher took the following steps to carry out the present study :

1- Preparing of the anger scale for the university students .

2- Preparing of programme of the "cognitive - behavior" therapy .

3- Choosing the primary sample of the study .

4- Application of the anger scale for the university students on the primary sample of the study .

5- Choosing the study sample , defining its groups , harmony .

6- Application of the programme of the "cognitive - behavior" therapy - Beck style on the experimental group not the control group .

7- Re - Application of the anger scale for the university students on both of the : experimental group , the control group after finishing sessions directly .

8- Re - Application of the anger scale for the university students on both of the : experimental group , the control group after the follow - up period .

9- Using the proper statistical treatment styles to make sure valid hypotheses of the study .

Fourthly : statistically treatment styles :

The present study used the following statistical treatment styles :

1-Mann & Whiteny test .

2-Wilcoxon test .

Fifthly : the study results :

The present study reached to the following results :

1-There are statistically significant differences between the order scores of experimental group (males) and the order scores of control group (males) after the application of the programme directly and after the follow - up period in the anger level in favor of experimental group (males) and this supports the first and the fourth hypotheses of the study .

2- There are statistically significant differences between the order scores of experimental group (females) and the order scores of control group (females) after the application of the programme directly and after the follow - up period in the anger level in favor of experimental group (females) and this supports the second and the fifth hypotheses of the study .

3-There are no statistically significant differences between the order scores of experimental group (males) and the order scores of experimental group (females) after the application of the programme directly and after the follow- up period in the anger level and this supports the third and the sixth hypotheses of the study .

Sixthly : interpretations of the results :

The researcher explained the results that he reached in the light of both : the theoretical background and the previous studies .