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# Evaluation Of Illogical Perceptions Among Male And Female Teachers Working In Secondary Schools By Educational Counselors

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## **Abstract:**

### **The current research aims to:-**

1- Measuring the level of illogical perceptions of male and female teachers working in secondary schools by educational counselors. 2- Recognizing the level of illogical perceptions of male and female teachers working in secondary schools by individuals in the basic research sample. 3- Identifying that there are statistically significant differences in the level of illogical perceptions of male and female teachers working in secondary schools by the members of the basic research sample according to the gender variable (male-female). As for the research sample, it amounted to (200) counselors and counselors working in secondary schools, it reached (80) counselors, and (120) counselors who are still continuing in the service and school work. In order to process the data of the current research, the statistical bag program (spss) was used, which includes the following statistical methods: 1. Arithmetic mean and standard deviation 2. One-sample t-test. 3. The t-test for two equal and unrelated samples. The results of the current search found the following:

1. There are statistically significant differences in the level of illogical perceptions of male and female teachers working in secondary schools by educational counselors, and this gives an assessment and a negative indicator that indicates the high level of irrational perceptions among male and female teachers working in secondary schools, and the researcher explains that because of the significant changes And the rapid crises that occur in the country, as well as what the media circulates of films, effects and bloody manifestations that occur every day, as well as the things that teachers acquire in their upbringing of irrational methods and ideas that he acquires from his family environment and the society in which he lives. All these influences and factors have worked or influenced the creation of Irrational ideas and perceptions acquired in his daily and professional life. 2. There are no statistically significant differences between the sexes, which indicates that the degree of irrational perceptions of male and female teachers

working in secondary schools is equal for both sexes, and this means that there is a large percentage of male and female male and female teachers who are close to each other in their irrational ideas and perceptions. The researcher explains this is because male and female teachers are sometimes characterized by lack of objectivity in thinking and rely on false expectations, predictions and generalizations, and they also rely on misgivings, predictions, exaggerations and exaggerations to a degree that is not consistent with their mental status and capabilities.

## **Chapter 1**

### **paper problem:**

The disruption of scientific methods, the proliferation of myths, especially the ancient ones, and their emergence, particularly in poor societies, will highlight or shape irrational perceptions of them, and will control the behaviour of many males and females, which will lead to these unrealistic and erroneous beliefs based on superstition to influence their behaviour and scientific and practical performance.

The right and sound thinking and perception, free of legends and superstitions and based on science and non-cognitive distortion, will work on the right and positive construction in the individual's self-knowledge and develop it into the right image free of irrational and irrational thought.

Scholars such as Albert S. Patterson and others believe that any distortion or distortion is linked to the cognitive composition of the individual's self, which was built from the reality of society and which contributed to the creation of this distortion or irrational misrepresentation by amplifying negatives and intellectual beliefs and generalizing failure.

Irrational ideas and perceptions dominate students' thinking, with a study conducted by Bigger confirming that university students who have reviewed counselling centers have shown that irrational and irrational ideas and perceptions are spreading among these students and that they feel low self-worth and rigid (Qaisi, p. 247).

Unrealistic ideas or perceptions are not consistent with the individual's mental, educational, economic, social or functional level, which sometimes makes it difficult to convince the individual of the incorrectness of his or her thoughts, beliefs and perceptions (Shamsaan, 2003, p. 271).

The irrational, irrational perception is one of the most dangerous intellectual patterns and trends to human happiness and disrupts his progress and growth, while scientific and logical thinking and ideas are the pillar on which modern science has built its renaissance (Salamah, 1992, p. 15).

Given the importance of this topic, the researcher was motivated to evaluate or measure the level of irrational perceptions of male and female teachers working in secondary schools by educational counselors, so this study will answer the following questions: -

1. What is the level of illogical perceptions of male and female teachers working in secondary schools on the part of educational counselors?
2. Are there statistically significant differences in the response averages of the members of the basic research sample in the level of irrational perceptions of male and female teachers working in secondary schools by educational counselors according to the gender variable (male - female)?

### **paper importance**

In light of the contemporary life full of variables, individuals and educational bodies face an increase and diversity in the sources of irrational perceptions, irrational thoughts, tension and social fears, where recently a lot of irrational beliefs and perceptions and irrational ideas have spread in most Arab societies. There are many individuals who own, believe and invite others to adopt a lot of these ideas, beliefs and perceptions, which is a dangerous phenomenon, which makes scientists and scholars pay increasing attention to the issue of irrational perceptions and ideas to reveal their dangerous effects on the individual's psychological and physical health (Al-Gaddafi, 1998, p. 116).

Alice believes that irrational thinking and visualization appear in sentences in which the individual expresses using vocabulary such as need and obligation, as it represents urgent demands that do not have an empirical basis that he uses. The individual does not help him achieve his goals (Ellis & Harpper, 1976:P.13).

People also have strong instinctive tendencies to stick to habits, inertia, and seek out negative mood excitations in a way that is inconsistent with planned and productive thinking. However, people are born with the potential to behave either in a rational or irrational way, and interactions with parents and other adults lead to strengthening and strengthening the irrational tendency and its reinforcement in thinking among youngsters (Dryden, 1987: P.25).

Irrational perceptions and ideas take the form of cognitive distortion or distorted and unrealistic perceptions and negative events that the individual is exposed to, and the tendency to irrational direction appears clearly in adulthood and perhaps after that a lot of seriousness on the part of the individual who carries irrational perceptions and may need therapeutic assistance (Maddi, s, 1996:p.17-29).

Al-Rihani believes that neurosis arises and persists as a result of some irrational perceptions and beliefs that are basically devoid of rationality and sound logic, and that people adopt unrealistic, even impossible, goals and often characterized by perfection, especially those goals that appear in the form of the individual's desire to be loved, desired and accepted by those around him and to be he is complete in it and accomplishes the work and does not feel discouraged in everything he wants. Despite the large number of evidence that proves the opposite of these ideas and goals and the impossibility of achieving them, some people refuse to abandon them and continue to adhere to them (Al-Rihani, 1987, p. 151).

When the individual accepts these irrational perceptions and thoughts, this leads him to become reckless, aggressive and defensive, feeling guilt, incompetence, inadequacy, inability to control, and feeling miserable and miserable. But if he is able to get rid of these irrational perceptions, it is not easy to fall prey to turmoil or to continue in The state of turmoil has long chances of occurrence (Patterson, 1980, p. 20).

Visualization and thinking are considered the highest and most sophisticated levels of knowledge, and its importance is not only due to being a tool for human progress, but also as a necessity for the existence and continuation of human existence on earth (Al-Tayyib, 2006, pg. 19).

Also that human thought and perception depend on self-centered capabilities in building the human physical and psychological, and the conceptual and intellectual ability may differ from one person to another and stop at a certain limit unless the mind is fed with information and knowledge and gain experiences and experiences through learning (Al-Areni, 2008, p. 41).

There is a set of irrational perceptions, irrational thoughts, and subsequent assumptions that are responsible for most emotional disturbances. This is because when people accept the disturbances and distortions involved in irrational thoughts and perceptions, they tend to become repressed, aggressive, anxious, introverted and unhappy. If they try to help themselves get rid of From these

irrational perceptions and ideas, they cannot fall victim to these emotional disturbances (Majli, 2011, p. 10).

In summary, we can summarize the theoretical and practical importance as follows: -

**First: Theoretical importance:**

- 1- The importance of the category covered by the study sample, namely male and female teachers. Because they are the backbone of society and the builders of tomorrow, and on whom their societies attach a lot of hopes and aspirations.
2. That the current study add a cognitive addition to the field of psychological and educational research related to the study of the irrational perceptions of this category dealt with in this study.

**Second: The practical importance:**

- 1- In light of the results of the study, it is possible to come up with recommendations about building preventive counseling programs to reveal the irrational perceptions and ideas of male and female teachers, with the aim of achieving psychological health for them.
- 2- The recommendations resulting from this study help to be a source for new studies related to each of the irrational perceptions and ideas.

**paper aims**

**The current research aims to:-**

- 1- Measuring the level of illogical perceptions of male and female teachers working in secondary schools by educational counselors.
- 2- Recognizing the level of irrational perceptions of the main research sample.
- 3- Identifying that there are statistically significant differences in the level of illogical perceptions of male and female teachers working in secondary schools by the members of the basic research sample according to the gender variable (male-female).

**paper limits**

The current research is determined by the following:-

- 1- The human domain: a selected sample of educational counselors working in secondary schools and those who are still in service, of both sexes.

2- Spatial domain: Maysan Governorate / middle and middle schools.

3- Time domain: for the academic year (2020-2021).

define terms

### **First, irrational perceptions:**

- Identified by Abdul Rahman and Abdullah (1994)

It is a group of irrational, wrong ideas that are characterized by subjectivity and depend on false expectations, predictions and generalizations, and its characteristics are that they depend on mistrust, prediction, exaggeration and exaggeration to a degree that is not consistent with the mental capabilities of the individual (Abdul Rahman and Abdullah, 1994, p. 204).

- Arafa Chobu (1995)

They are the concepts and beliefs that the individual adopts about external events and conditions, whose activity is due to early illogical learning (Shobo, 1995, p. 6).

- Arafa Ahman (2005)

It is a group of wrong ideas that the individual adopts and is characterized by relative stability and permanence, as well as it reflects the individual's self and is often the result of the reasons for wrong thinking and is one of the sources responsible for mental disorders (Ahman, 2005, pg 4).

- Al-Sabah and Al-Hamuz knew him (2007)

It is a set of ideas and beliefs that are far from the mental reality of things and are considered subjective and distinguished by exaggerating things related to the self of others and do not seek what they cannot reach and identify according to what they carry. pg 289).

By informing the researcher of the definitions, the researcher adopted the definition of (Shobo 1995), which are the concepts and beliefs that the individual adopts about external events and circumstances, whose origins are due to early illogical learning.

As for the procedural definition (which is the total score obtained by the respondent through the response of the members of the basic research sample on the scale prepared for this purpose).

Secondly, the university student

A person who pursues lessons at a university or one of its branches or an equivalent educational institution and seeks to obtain a university degree ([www.ar.wikipedia.org/wiki/.com](http://www.ar.wikipedia.org/wiki/.com)).

### **Third \_ College of Basic Education**

It is a natural extension of our nation's educational heritage, which is rich in giving, and it works to develop educational knowledge and its applications regarding the teacher and the learner. The college proceeds in the performance of its humanitarian mission from solid scientific foundations that derive from that bright educational heritage, as well as some contemporary efforts of its professors working in its field to contribute to achieving the comprehensive development of society Al-Iraqi ([www.ar.wikipedia.org/wiki/.com](http://www.ar.wikipedia.org/wiki/.com)).

### **Fourth\_ University**

It is an institution of higher education consisting of colleges of liberal arts and sciences, as well as vocational schools and others for graduate studies, and it has freedom to dispose of its affairs, and its members enjoy the freedom of education and discussion without external interference, and its faculty members are committed to high scientific and ethical standards, and it has the authority to award degrees in various fields of study (Said, 1992, p. 25).

## **Chapter II**

### **Theoretical background**

First, the concept of irrational perceptions

The concept of irrational perceptions or ideas is one of the concepts that has sparked controversy and extensive discussion among the efforts of thinkers, philosophers or psychologists, as it is one of the concepts that have a very long life.

Alice explained that the reason for this is not only that the individual has grown up on irrational ideas, but that he is also far from the secret of these rationalities in himself, to the fact that he hates the healer or that he wants to destroy himself or that he seeks and is still resisting the parental image as he claims

(Freudians), but because he tends to be an idealist, perfectionist, self-critical, and oriented towards others, to the fact that man makes mistakes and knows simple details such as the desire for love, support, success, or pleasure as needs, thus causing himself to fall into difficulties that psychologists and psychiatrists call neurosis or psychosis. Or psychopath (Ellis, 1979, p. 191).

Alice also assumes that thinking is the most important cause of emotion and aims to identify the causes of disordered behavior from illogical thoughts and beliefs. The therapist works to help the client get rid of them by persuading the client to realistic thinking. Rational therapy is the therapeutic method that moves the client from illogical to logic and reasonable reality. (Zahran, 1980, p. 63).

Beliefs may be rational and lead to emotions of moderate intensity, and are considered correct or irrational, which lead to intense emotions that return to disturbances and impede reaching goals or feeling content and happiness (Daoud, 2000, p. 290).

Alice seeks that the way to reduce psychological suffering is to get rid of wrong and irrational thinking patterns. He believes that psychological problems do not result from events and circumstances themselves, but rather from human interpretation and evaluation of those events and circumstances (Al-Khatib, 1994, p. 254).

There are many people who deal with themselves and the people around them on the basis of ideas and perceptions that do not correspond to the real course of events. These ideas and beliefs are reflected in their daily behavior and the results of their work, which ultimately leads to a growing feeling and frustration, leading to an inability to achieve personal goals and ambitions (Al-Mousawi). , 2005, p. 96).

(Wellman) points out that the source of beliefs and irrationality is the home, school, and society, and that these beliefs cause defeated behavior. Irrationality is responsible for developing the self-concept of the child who breastfed her through his upbringing and from parental models or from feeling different from others. The feeling of lack of self-respect is a negative belief. It is not rational and could be a distinguishing mark in living his life (Wellman, 2006, p. 110).

Al-Tayeb (1981) also indicates that psychoanalysts believe that most irrational thoughts are transmitted by parents during an individual's early childhood, and the child clings to them because of his attachment to his parents. The most rational methods of thought can be established and strengthened (Al-Faisal, 1992, p. 6).

Young people at the university level are one of the most vulnerable groups to adopting irrational ideas due to the nature of the age stage they are going through - the end of adolescence and the beginning of adulthood - in terms of expanding the network of social relations than before, mixing with colleagues, and being more open to the outside world with its experiences and events; by the nature of these relationships, the student acquires many ideas that may be illogical and irrational, in addition to being exposed to the successive and continuous events of



life, and he may stand helpless in the face of pressures, and his irrational thoughts lead him to increase the impact of these pressures, which in turn leads to the consolidation of these ideas, which it complicates the problem. (Abdullah, 2013, p. 345).

**Second** - Some strategies for detecting irrational perceptions:

According to Samah, these strategies include the following:

1\_ Awareness of induction: where the individual asks about what he says to himself when he feels disturbed, the guide focuses in his questions on ideas and subjective data or beliefs related to emotional disturbance that reveal wrong conclusions and not on irrational thoughts.

2\_ Interpretation of induction: the individual presents his conclusions about the position of what he says to himself when he feels disturbed, and most of these conclusions are wrong.

3\_ Conclusion sequence: The guide takes one of the conclusions presented by the guide and uses it in revealing irrational ideas, so he arrives at a set of conclusions that analyze the complex meaning of the irrational idea or the wrong conclusion.

4\_ Conjunctive method: in which the guide asks the individual about his thoughts and conclusions, and then asks him about what next?

5\_ Interpretation of inference: the seeker is unaware of his erroneous thoughts and conclusions and is unable to present any conclusion, so the guide presents him with any idea that is supposed to be close to the thoughts of the seeker (Samah, 2006, p. 90).

**Third** - Methods of irrational perceptions

Alice Ellis pointed out that people bother themselves by first consciously seeking those actions, which leads to not abandoning their disturbances, maintaining them, and escalating their severity, and this pursuit is due to reasons including:

1- Ignorance: Many individuals are ignorant of the cause of their disorders and think that they are natural and inevitable, and they do not make any effort to get rid of these problems.

2- Acting stupidly: Since many individuals act stupidly, they do not realize that they are the ones who cause their disturbances.

3- Lack of awareness or dementia: Knowledge is present in the minds of individuals, but they do not realize that it is the cause of their disorder.

4- Rigidity: Many people cling to their irrational ideas of approval and tolerance, and even when they know that these ideas are defeatist, they remain rigid.

5- Defensiveness: as individuals have the ability to avoid focusing on their problems and interacting with them, by resorting to justification, compensation, dropping, reincarnation, avoidance, suppression, and desisting while they feel anxious as a result of their anxiety.

6- Indifference: When people are exposed to acute anxiety as a result of their suffering from a physical illness, their illness may worsen because of their anxiety.

7- Changing attitudes, not changing oneself: When some intelligent individuals deal with their problems, they resort to temporary solutions (Samah, 2006, pp. 106, 107).

#### **Fourth - Symptoms of irrational perceptions**

Symptoms of irrational thoughts can be divided into:

- 1\_ Mood symptoms: sad, depressed, unhappy, low in spirits, empty, anxious
- 2\_ Cognitive symptoms: loss of interest, difficulty concentrating, decreased self-motivation, negative thoughts, hesitation, guilt, thoughts, hallucinations, negative self-view.
- 3\_ Behavioral symptoms: Delayed or increased psycho-kinetic action, crying, social withdrawal, dependence on others.
- 4\_ Physical symptoms: sleep disturbances (insomnia or sleeping for a long time) \_ fatigue \_ weight gain or loss, pain.
- 5\_ The impact of life events: the loss of parents or mother when they were young \_ the recent loss of relatives.
- 6\_ Other side events such as incurable diseases (Abdul-Khaliq, 1996, p. 157).

#### **Previous studies**

##### **Arabic Studies**

- 1- Rihani study (1987)

Irrational thoughts among University of Jordan students and the relationship of gender and specialization in irrational thinking The study aimed to know the spread of irrational thoughts and the impact of gender and specialization factors on irrational thinking. The sample consisted of (400) male and female students, of

whom (213) males and (187) females were chosen randomly from the faculties of the University of Jordan. To achieve the objectives of the research, the test of irrational ideas developed from (Al-Rihani, 1985) was used, which consisted of (52) items after extracting logical, empirical and factor validity. The study found a set of results, including the spread of irrational thoughts among students at rates ranging between (5%) at its lowest level and (4%) at its highest level, and there was no effect on gender and specialization factors in irrational thinking (Al-Rihani, 1987, pp. 103-124).

#### 2- Study of Al-Tayeb and Al-Sheikh (1990)

Which focused on studying irrational ideas and their relationship to gender and academic specialization among a sample of university students and amounted to (400) students. -263).

#### 3- Ibrahim's study (1991)

The study aimed: to identify the level of irrational and rational thoughts in their relationship to self-esteem (an empirical study in the light of Alice's theory of rational emotive therapy for a sample of boys at Qatar University). The sample included (120) male and female students from Qatar University from different disciplines (30 males and 30 females). ) of those with irrational thoughts and (30 males and 30 females) of those with rational thoughts and using the scale of irrational and rational thoughts, a list of self-esteem, which was prepared by the researcher. There were no significant differences between boys with irrational thoughts and females with irrational thoughts, or between those with rational thoughts and females with rational thoughts in self-esteem (Ibrahim, 1991, p. 33-52).

#### 4- Al-Qaisi study (1998)

The study aimed: to know the extent of the spread of irrational thoughts among the students of Qar Younis University and the effect of gender factors and academic specialization The sample consisted of (240) male and female students who were chosen in a simple random way from the humanities and scientific disciplines. A paragraph after verifying the apparent validity and the validity of the distinction between the two extreme groups and the validity of the construct by finding the relationship between paragraph, totality, paragraph degree and sub-dimensions of the tool and stability. , pp. 245-261).

foreign studies

#### 1- Ambler & Alkins study (1986)

The study aimed: to find the relationship between irrational thoughts and cognition related to social contact. Where the sample of the study amounted to (454) university students. As for the statistical methods used to treat the study data, it is: Pearson's correlation coefficient. The results of the study concluded: that the cognitive experiences related to social communication have a significant relationship with irrational thoughts, but for males it is more than for females, which indicates that the newly used measures that have improved irrational thoughts are useful tools for teachers to diagnose and enhance cases of social communication among students, and at the same time. It also helps the college change the extent of their conceptual perceptions of fear and social contact. (P: 80, 1986 Alkins & Ambler).

## 2- Study (1984) Cach

The study aimed: to identify the relationship between irrational thoughts, control center, cognitive status, depression, and the assertion of internal competitions.

Where the sample of the study amounted to (114) university students. The statistical methods used to treat the study data are: correlation coefficients, analysis of variance and Pearson's correlation. The results of the study concluded: There is a relationship between irrational thoughts, negative perception of things, and depression, and it is related to the external environment in which the student lives (P: 168, 1984, Cach).

## 3- Martin Study (1991)

The study aimed: to reveal the relationship between rational and irrational thoughts and internal/external control.

Where the sample of the study reached: (105) individuals working in the field of humanitarian services. The statistical methods used to treat the study data are: correlation coefficients and t-test. The results of the study concluded: 1. The sample members who were given external guidance had irrational thinking. 2. There are statistically significant differences in beliefs between the self-directed sample members and those directed from outside and at different levels (Al-Faisal, 1992, p. 21).

## 4. The Pearl Study (1992)

The study aimed: to know the relationship between parental attitudes in raising a child as perceived by children, and between rational and irrational ideas. Where the sample of the study reached: (1759) male and female university

students. The statistical methods used to treat the study data are: t-test, Pearson correlation coefficient, and one-way analysis of variance. The results of the study concluded that: 1. There is a significant relationship between parental attitudes in raising the child and irrational ideas. 2. The subjects of Taiwan were less caring, consistent, more disciplined and optimistic in raising children than the subjects of China (Al-Faisal, 1992, pp. 21-22).

### Chapter III

#### Search procedures

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

- a. Choosing an appropriate sample from the research community.
- B. The researcher adopted a scale: irrational perceptions prepared by him (Al-Rawi, Maysoun Zahir Rashad, 2002).
- c. Use appropriate statistical methods to analyze the results of this research data.

The research sample

The sample of the research included (168) counselors and counselors working in middle and middle schools in Maysan governorate amounted to (70) counselors, and (98) counselors who are still in service were chosen randomly at a rate of (45%), and table (1) illustrates this.

**Table (1)** It shows the individuals of the current research sample

No. female	No. male	The research sample
98	70	168

search tools

For the purpose of achieving the objectives of the current research, it is required to adopt the scale of illogical or irrational perceptions prepared by (Al-Rawi, 2002), and the scale consists of (52) items. Where the narrator calculated the apparent honesty by presenting the measured paragraphs to the experts specialized in this field. In light of the experts' opinions and observations, it was agreed that all the scale items were valid. Concerning persistence, the narrator used two types of constancy:

1. The method of re-testing, where the reliability coefficient when calculating the Pearson correlation coefficient was (0.68), and it was significant.
2. The internal consistency method, where the stability coefficient for this method was (0.81) and it was significant.

### **Methods for verifying validity and reliability**

The researcher used Al-Zahiri's sincerity to verify and verify the validity of the scale, as the scale items were presented to a group of experts to express their observations about the scale items and indicate the validity or invalidity of each item. The approval of (80%) or more of the experts was considered a criterion for accepting the paragraph, and the results showed that all the paragraphs of the scale enjoyed honesty, and some paragraphs were reformulated to achieve the element of clarity in them. Retesting is a means of verifying the reliability of the research tool, and the reliability coefficient was (0.80), which is a high and acceptable stability coefficient for psychological tests and measures.

### **search tool app**

After completing the verification and confirming the validity and reliability of the scale prepared for this purpose, the scale was applied in its final form on the basic research sample amounting to (168) male and female guides in order to assess the level of irrational perceptions of male and female teachers working in secondary schools by educational counselors, and to identify the significance of the differences among themselves in terms of gender.

### **Statistical means**

The data of the current research was processed using the statistical package program ((spss)), which includes the following statistical methods: -

1. Arithmetic mean and standard deviation to convert raw scores into standard scores.
2. The t-test for one sample.
3. The t-test for two equal and unrelated samples.

The fourth chapter

Display and interpretation of search results:

The current chapter deals with the presentation and interpretation of the results in light of the objectives, as follows or not. Recognizing the level of illogical

perceptions of male and female teachers working in secondary schools by educational counselors.

The level of irrational perceptions was identified in the research sample included in the study and all research, where the arithmetic mean reached (87,24) degrees and a standard deviation of (7,490), and using the t-test for one sample with a degree of freedom (199) at the level of significance (0. , 05), where the researcher found that there are statistically significant differences in the level of irrational perceptions in all the research sample, where the calculated t-value amounted to about (8.36), which is greater than the tabular t-value, which amounted to (1,645), and as shown in Table (3).

**Table (3)** It shows the t value computed for the basic research sample

<b>Indication level 0,05</b>	<b>T . value tabular</b>	<b>T . value calculated</b>	<b>standard deviation</b>	<b>SMA</b>	<b>basic sample</b>
sign	1,645	8,36	7,490	87,24	200

This indicates that there are statistically significant differences in the level of irrational perceptions of male and female teachers working in secondary schools by educational counselors, and this gives an assessment and a negative indicator that indicates the high level of irrational perceptions among male and female teachers working in secondary schools, and the researcher explains that because of the changes the large and rapid crises that occur in the country, as well as what the media reports of films, effects and bloody manifestations that occur every day, as well as the things that teachers acquire in their upbringing of illogical methods and ideas that he acquires from his family environment and the society in which he lives. All these influences and factors have worked or affected Creating illogical ideas and perceptions that he acquired in his daily and professional life.

Secondly. Identifying that there are statistically significant differences in the responses of the research sample according to the gender variable (males, females) and the level of irrational perceptions among the members of the main research sample.

To verify the validity of this goal, the researcher used a t-test for two equal and unrelated samples, between the two gender variables (males and females), where the arithmetic mean value of the male variable was (83.36) and a standard deviation of (5.93), while the arithmetic mean of the female variable was (89.30), with a standard deviation of (8.49), and the calculated (t) value was (1,816), which is less than the tabular (t) value of (1,960) at the significance level (0.05), and a degree of freedom (198), as shown in Table (4).

**Table (4)** It shows the value of t computed by sex (males - females)

Indication level 0,05	T. value tabular	T. value calculated	standard deviation	SMA	basic sample
Not sign	1,960	1,816	5,93	83,36	male
			8,49	89,30	female

It was found that there are no statistically significant differences between the sexes, which indicates that the degree of irrational perceptions of male and female teachers working in secondary schools is equal for both sexes. This is because male and female teachers are sometimes characterized by lack of objectivity in thinking and rely on false expectations, predictions and generalizations, and they also rely on misgivings, predictions, exaggerations and exaggerations to a degree that is not consistent with their mental status and capabilities.

## Chapter V

### Recommendations

Through the results of the current research, the researcher recommends the following:-

1- Work to develop the spirit of independence as a rational and logical idea and reduce the behavior of seeking support and approval as a result of an irrational idea and perception among the research sample members.

2- Establishing counseling centers attached to educational and educational institutions, in particular schools, run by specialists in psychological counseling and educational guidance to work to uncover irrational and illogical perceptions



and ideas within educational institutions and to help students and teaching staff to change them.

### **suggestions**

#### **The researcher suggests the following:-**

- 1- Conducting a comparative study on universities and comparing it with the results of the current study.
- 2- Building rational and emotional guidance programs to modify irrational perceptions and ideas within educational institutions and testing them.
- 3- Working on applying the rational and emotional theory in counseling by identifying the irrational and irrational ideas, beliefs and perceptions responsible for psychological disorders, and guiding the educational staff working in these educational institutions who adopt such perceptions and ideas for the appropriate way to get rid of them.

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