

How to Cite:

Zubairy, B. B., & Khalifa, D. M. (2022). The effect of identifying automatic thoughts on reducing self-defeat among female students who were domestically abused at the secondary stage. *International Journal of Health Sciences*, 6(S4), 10558–10574.
<https://doi.org/10.53730/ijhs.v6nS4.12235>

The effect of identifying automatic thoughts on reducing self-defeat among female students who were domestically abused at the secondary stage

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Abstract---The effect of identifying spontaneous thoughts in reducing self-defeat among female students who were domestically abused in the secondary stage. The stage of adolescence in which individuals deviate from the right path if they are not informed of care and control, because the conflict between the elements of good and evil in the individual, and the struggle between satisfying aggressive motives and between fear of punishment, remorse of conscience, loss of a sense of security, guilt complexes and a sense of guilt subconsciously push the individual to defeat. The secondary school stage corresponding to the middle adolescence stage is one of the most sensitive stages of an individual's life, as the individual becomes vulnerable to many behavioral, emotional and social problems (Al-Tamimi, 2013, pg. 47). There are a number of these studies that confirmed and diagnosed the existence of self-defeat among female students, including the study (Murad, 2011) and the study (Hovland, 2007). The researcher decided to confront this phenomenon in another indicative way, which is the method of identifying automatic thoughts. Permanent change in his feelings and behavior. The problem of the current research is united by the following question: (Does identifying spontaneous thoughts have an impact on reducing self-defeat among students who are domestically abused?) Recognizing the effect of identifying spontaneous thoughts in reducing self-defeat among female students who were domestically abused in the secondary stage. The current research is limited to family-abused

female students in the secondary stage in the center of Basra governorate for the academic year (2021-2022). For the purpose of preparing the research, the two researchers adopted the Al-Asmy self-defeat scale (2014), the number of its items (35) items, and after verifying the psychometric properties of the scale from (honesty and stability). It was applied to the sample members, which amounted to (400) female students, and after processing the data using the appropriate statistical methods and using the statistical bag spss, the two researchers reached the following results: There are no statistically significant differences in the pre and post tests of the experimental group at the level of significance (0.05) after applying the indicative program.

Keywords---identifying automatic thoughts, self-defeat, family violence.

Introduction

The research problem

The stage of adolescence in which individuals deviate from the right path if they are not informed of care and control, because the conflict between the elements of good and evil in the individual, and the conflict between satisfying aggressive motives and between fear of punishment, remorse of conscience, loss of a sense of security, guilt complexes and feelings of guilt subconsciously push the individual to self-defeat. The secondary school stage corresponding to the middle adolescence stage is one of the most sensitive stages of an individual's life, as the individual becomes vulnerable to many behavioral, emotional and social problems. (Al-Tamimi, 2013, p. 47)

The matter gets worse the more the individual does not know the nature of this problem that troubles him and he was not prepared for it and does not have the appropriate methods that enable him to deal with it, so he becomes vulnerable to the negative influences that result in many psychological problems. Through the researcher's review of the studies conducted on secondary school students, she noticed that there are a number of these studies that confirmed and diagnosed the existence of self-defeat among female students, including the study (Murad, 2011) and the study (Hovland, 2007). Different ways, such as the rational and emotional counseling program, as in the study (Shehadeh, 2019), but the researcher decided to confront this phenomenon in another guiding way, which is the method of identifying automatic thoughts, and it is considered one of the methods of cognitive therapy and tries to change the individual's way of thinking and beliefs in order to bring about a permanent change in his feelings and behavior.

If the researcher feels that there is a problem through her observations in her work as a psychological counselor in a previous period that affects the presence of some spontaneous thoughts among the family abused female students in the secondary stage, as well as the presence of self-defeat such as lack of self-

confidence, helplessness and lack of resourcefulness. From this point of view, the problem of the current research can be determined as follows :

- ❖ Does identifying spontaneous thoughts have an effect on reducing self-defeat among female students who are domestically abused?

Importance of The Research

The stage of adolescence is one of the important stages in the life of the individual if this category is considered one of the important groups in the educational sector and in the life of societies, because they represent a strong human energy in any of the societies, and they bear a great future responsibility in establishing their supplications for the development and development of society, and according to What the individual receives from the experiences at this stage expands the framework of his personality, so if those experiences are normal and pleasant, he grows as a normal individual compatible with himself and with the society that surrounds him, and if they are painful and bitter, they leave harmful effects on his personality 0 (Al-Esawy, 2000, 9)

The current study was concerned with studying self-defeat and the negative effects of this behavior at the level of the individual, family and society. Against themselves and against the demands of society in general, and (Adler, 1964) indicated that the cognitive orientation depends on the general experience of humans that unpleasant or irrational thoughts can result in undesirable feelings when the individual's beliefs are inconsistent or incompatible with the characteristics of the self It can result in psychological discomfort for the individual, as his feelings are characterized by anguish, distress, low self-concept and defeat (Higgings, 1989,93).

In view of the scarcity of local, Arab and foreign studies within the limits of the researcher's knowledge, which will work to reduce the self-defeat of family abused female students in the secondary stage by using a guiding method, which is identifying automatic thoughts, a method that is appropriate for individuals at this age and in line with the nature of the problem they suffer from. And due to the lack of Iraqi studies and research, to the knowledge of the researcher, and through her review of studies and research in general, she did not find an experimental study that dealt with identifying automatic ideas in reducing self-defeat among female students who were domestically abused in secondary school. Beck's theory

The importance of the current research is

Theoretical importance

From the theoretical point of view, the two researchers will be concerned with presenting theoretical topics dealing with the main study variables (self-defeat, its causes, influencing factors, its dimensions, manifestations and the theory explaining it, such as the theory of rational emotional treatment) and the variable) family violence, its concept, its causes, manifestations, and the theory explaining it such as the theory of social learning)

Practical importance

1. Studying the phenomenon of self-defeat is one of the necessities of paying attention to mental health, revealing its causes, avoiding its negative effects on secondary school students, and helping them to enjoy a good psychological state.
2. The scarcity of Iraqi and Arab studies and research that focused on treating the phenomenon of self-defeat among secondary school students, as the researcher presents a new addition to the previous studies. Therefore, the current study is considered a pioneering study in this field.
3. Shed light on the abused students and the problems they suffer, which in turn affect the poor performance of the students in the study

Research aims

The current research aims to identify:

1. The effect of identifying spontaneous thoughts in reducing self-defeat among female students who were domestically abused in the secondary stage.

Research limits

- ❖ Human limits: a sample of domestically abused female students
- ❖ Spatial boundaries: government secondary schools in the center of Basra Governorate 0
- ❖ Time limits: the morning study for the academic year (2021-2022)
- ❖ Scientific variables: identifying automatic thoughts, self-defeat, domestic violence

Definition of terms

Identify automatic thoughts. Define it (Beck, 2000): It is a method that focuses on the ideas that arise between external events and the individual's emotional response. The method of identifying automatic thoughts: a method that aims to help the client become more aware of his negative and wrong automatic thinking patterns, and in particular, it helps the client to identify and change his negative thoughts and replace them with more logical and consensual thoughts and beliefs. (Beck,2000;355). The definition of Beck (2000) has been adopted as the definition emanating from the theoretical framework adopted in the current research, and it is a modern definition to the knowledge of the researcher.

Self-Defeating, defined by

- Mellon (Millon, 1987): It is an integrated set of behaviors related to inflexible traits, and is characterized as inflicting psychological losses on its owner over a long period of time.(Millon, 1987:72)
- Ellis (2002) that it is the condition of the person that ultimately leads to his belief that he is stressful and disturbing, and he lives in cases of mistakes and successive disappointments, and the incompleteness of the results of the goal. (Ellis,2002:114)

The two researchers adopted the definition of Alice, which emanated from the theoretical framework adopted in the current research

Family violence, defined by

- Bandura (Bandura, 1977): a learned behavior that a person learns from the environment in which he lives, especially his parents, whose natures are embedded in his mind from an early age and are reflected in behaviors when grow up. (Bandura, 1977:54)
- (Al-Zu'bi, 2009): It is a behavior that is committed by a family member, directly or indirectly, with the intent of causing physical or psychological harm to a male or female member of the family, illegally or in violation of the law. (Al-Zu'bi, 2009: 239)

Bandura's definition (1977) has been adopted in line with the adopted scale and the theoretical framework that is based on Bandura's theory adopted in the current research.

Theoretical framework and previous studies

Identifying automatic thoughts

The concept of automatic thoughts and how to identify them Automatic thoughts are a stream of thinking that exists with a more visible stream of thoughts (thoughts). But once we receive a little training, these thoughts can become conscious, and when we become aware of these thoughts, we can automatically "see the truth if we don't suffer from any mental disorders." The cognitive model states that the interpretation of the situation (and not the situation in itself) is always expressed in automatic thoughts, which consequently affect a person's feelings and then his actions and physiological responses. People with mental disorders often misinterpret neutral or even positive situations, and thus form their automatic thoughts biased and by choosing and criticizing their automatic thoughts and correcting thinking errors often feel better that the skill of learning how to recognize automatic thoughts is like learning any other skill and some counselors and counselors learn it easily and quickly and others They need a lot of guidance and training to identify automatic thoughts and fantasies

- a. The first way to identify automatic thoughts is to identify the thoughts in the same session .
- b. The second method is to identify the facilitator's automatic thoughts during certain situations between sessions through remembering, imagining, role-playing, or assuming (132: 2000, Beck)

Self-defeating

The concept of self-defeat refers to thinking that pushes individuals to behavior that causes them failure, trouble or harm (as if it were a self-obstructing strategy), they see constant fear of achieving success and slip towards failure, those with self-defeating behavior hinder themselves to avoid responsibility for their failure.

The causes of self-defeat

The causes of self-defeating behavior among individuals are diverse and different from one individual to another, but they share a common thing, which is their feeling of threat to the “ego” and their low self-esteem. Of the importance of long-term results, and the reasons leading to self-defeating behavior can be listed as follows:

- a. Weakness of faith: Situations often occur to the individual in which he tests the strength of his faith, the extent of his determination, his steadfastness in the face of his pleasures, and his resistance to himself commanding evil.
- b. Intellectual residues that have a strong connection to the upbringing and upbringing of the individual, such as feeling frustrated, causing failed experiences and embarrassing situations.
- c. Fear of criticism and accusation and the impact of change in personal relationships
- d. Waiting for circumstances to change until they change

The theory that explains the identification of automatic thoughts

(Beck's theory): Beck believes that the cognitive therapist must recognize the malfunctioning thoughts, which distort the truth and negatively affect the feelings of the clients and hinder them from achieving their goals. The automatic malfunctioning thoughts are often negative or sad unless the client suffers from Mania or hypomania, or suffers from narcissistic personality disorder. Automatic thoughts are always short, and the client feels the feelings he causes more than the feelings themselves - for example, “the client may be unaware” of his automatic thoughts until the advisor asks about them. The feelings that the client feels are logically related to automatic thoughts. Automatic thoughts are the knowledge that comes to mind when a person is in a state (or remembers an event) and these automatic thoughts are not usually subject to rational analysis and often focus on faulty logic even though the individual may be subconsciously aware of these knowledges 0 And that these automatic thoughts can be accessed through the interrogation techniques used in cognitive therapy. For example, Sally thinks (I'm drugged, I don't really understand what the counselor is saying). Spontaneous thoughts can be in a reduced form, but it can be spelled if the counselor asks about its meaning for the client, for example (no 0000 no) and spontaneous thoughts may be in verbal form or in an imaginary image or both. It is distorted in some way despite the presence of evidence to the contrary. There is another type of automatic thoughts that are true, but what the client derives from them is distorted. And there is a third type of automatic thoughts that is also true, but it disrupts decision-making. It will affect feelings in a positive way. (Beck,el,at2000:137)

The theory that explains self-defeat

Albert Ellis's theory of mental emotive behavioral therapy. Ellis (Ellis, 1971) named irrational thoughts and beliefs as self-defeating thoughts and beliefs (Matby & Day, 2001, 462) on the grounds that thoughts and beliefs are of paramount importance in human life in terms of their role in achieving individual

goals or his feeling of defeat and suffering. With what he clings to of irrational ideas, and he can achieve happiness and success for himself by holding on to rational ideas and rejecting irrational ideas, and this is supported by this, pointed out by the cognitivists who believe that when cognitive processes are disturbed, and distortion of thinking occurs, the individual resorts to exaggerating the negatives and minimizing the positives. And generalizing failure and all this is related to how he perceives events and explains them, where researchers in the cognitive field distinguished between rational thoughts that are accompanied by appropriate desirable behavioral patterns and irrational thoughts that are accompanied by self-defeating and undesirable behavioral patterns. (Zaghloul, 33, 2003)

According to Ellis, defeatist thoughts lead to self-defeating behavior, because thoughts and beliefs affect a person's goals, dreams, and behaviors. Behavior in a way that brings pain 0 (Al-Feki, 2-3, 2007). Elbert Ellis points out that individuals are born with rational and irrational thoughts, and that irrational thoughts have the most influence on behavior, and that irrational beliefs are self-glorification and exaggeration of the unaware self. To the self by reorganizing perception and thinking to a degree in which the individual becomes able to face self-defeat (Abu Assaad and Arabiyat, 2009: 207)

The researcher has adopted the theory of rational emotive therapy, Ellis Elbert, and the reason is that self-defeat is irrational thought patterns that lead to turbulent and negative emotions towards the self and the other, which makes the individual engage in more self-defeating behaviors, as everything that a person practices in his daily life It first occurs in his thinking, and thus thoughts and beliefs are the basic guide to human behavior.

Domestic violence

The concept of domestic violence: It is violence that occurs within a framework in the family between its members, such as violence directed from the husband to the wife or vice versa, or directed against children and the elderly. (Taha Abdel Azim Hussein, 2008: 31). The family constitutes the basic unit of the social upbringing of the individual. The individual's personality is formed from birth and in the successive stages of development follow the family and social culture, and the family forms that the individual receives in his family. The family was suffering from problems of domestic violence of all kinds and forms. The results of this must appear on the children's behavior and personality variables, which leads to many psychological and social disorders that threaten the stability of the children's personality through their developmental stages. (El-Shintawy, 2009)

The causes of domestic violence

The phenomenon of violence is one of the complex phenomena, and in order to understand this, it is necessary to know its underlying motives in the personality of the individual who resorts to it, as well as its social, economic and religious motives. Perhaps the most important causes of domestic violence are what Shukair (2005) and Maaytah (2005) indicated, which are as follows:

- a. Violence in some people may be due to a severe nervous formation or the cause of intense fear, and the violent behavior is due to the control of the aggressive spirit over people.
- b. The rapid and evolving civilizational and cultural change without the psychological and material ability of young people to keep pace with these developments
- c. The rise in the standard of living in societies, the increase in luxuries, and their transformation into basics, if the individual who eases the fulfillment of individual and family needs, may generate psychological and family disturbances and pressures, which leads to domestic violence against the wife and children.
- d. Abnormal parental treatment methods that amount to domination, beating and cruelty
- e. Lack of family income, heavy family burdens, and failure to meet the needs of the children and their personal requirements, which leads them to turmoil, tension and tendency towards violence.
- f. Unhealthy family disputes, which lead children to commit violence as a result of tension and insecurity
- g. The disintegration of social relations, which in turn leads to the weakness of the family's passage, as the heads of the family are preoccupied with exercising parental authority over the sons, and then to the deviation of the sons and their perpetration of violence against the girls. (Welding, 2010)

Manifestations of domestic violence

The manifestations of domestic violence that girls are exposed to by parents have been identified.

- a. Physical violence: Physical violence means the deliberate use of physical force towards others in order to harm them and cause bodily harm to them as well as an illegal means of punishment, which leads to pain and psychological aches because of those damages, and it also appears in the presence of deliberate physical injuries, including (beating, biting, slapping, breaking bones) . (Herrenkohl, 1992,93)
- b. Psychological and verbal violence: It is any psychologically harmful behavior or action that affects the child's feelings, such as ridicule, scolding, cursing, blaming, contempt, describing in obscene words, and even expulsion from the home and home confinement. Self-confidence, introversion . (Gelder et al 1996, 720)

The theory that explains domestic violence

Social Learning Theory: Albert Bandura is the main theorist of the theory , The basic idea of the theory is that violence is a learned behavior, and that it is learned through imitation of violent models, and these models are reinforced. Some families encourage their children to use violence with others and demand that they not be victims of violence in another situation.

- a. Violence is learned within the family and school and from the media
- b. Many of the violent behaviors practiced by parents begin as attempts to reconcile and discipline
- c. The behavior of violence is learned through the interrelationship between sons and sons and early childhood experiences
- d. Child abuse leads to aggressive behavior, the seeds of which begin in his early life and continue in his relationship with his brothers, parents and teachers.
- e. The least powerful family members become targets of violence

Bandura believes that all types of behavior, whether pathological or normal, may be formed by learning from others through observation and simulation (modeling). The modeling process is done through three mechanisms: (modeling, imitation), (direct learning), (reinforcement, punishment). The social and cultural environment in which the individual lives is an "important" source for his modeling of violence. The method of punishment is a model for the practice of violence that the individual emulates. This theory covers a "wide" field for the process of socialization that exerts its influence through parents, peers, school and various media. Parents shape the behavior of their children. By satisfying them for the responses they want to shape in their behavior and punishing them for the responses they don't want (Davidoff, 1983, p. 135)

Thus, in order for the process of social learning to take place, there must be three main principles:

- Existence of a virtual or symbolic role model or behavioral model 0
- That the model is strong "indicative" .
- To have a degree of attractiveness in order to unite with him 0 (Ibrahim, 1987: 265)

At the level of family violence, this theory assumes that people learn violence in the same way that they learn other patterns of behavior and that the individual who is subjected to violence by a family member will practice such behavior later "on individuals weaker than him (Helmy, 1999: 32)

The researcher has adopted social learning theory and the reason is because violence is an acquired phenomenon that is transmitted through observation of others through simulation or (modeling), individuals may acquire this phenomenon as a result of numerous observations collected from the family or the local environment, so individuals learn violence in the same way that they learn other patterns of behavior, which It develops feelings of hate, aggression and negative thinking by performing this phenomenon in the future."

Research Procedures

Research Methodology

In her current study, the researcher has adopted the experimental method in order to reduce the self-defeat experienced by the family-violent female students. .

Research community

It means by the research community the collection of the apparent vocabulary that the researcher studies or what the researcher seeks to generalize about the results related to the problem studied (Melhem 2010, 2269). According to the statistics of the Directorate of Education in the governorate, Table (1) shows this

The original community distribution of research

Number	School name	T	Number	School name	T
50	Al aqeda	5	50	Ajnadeen	1
50	Makka al mukarram	6	50	Al huda	2
50	Al zinbyat	7	50	Al asma al husna	3
50	Al aoroba	8	50	Al ashaar	4

The research sample: the sample is a model that includes a part or part of the units of the original community (Al-Samarrai, 2009, p.

The research tool: for the purpose of achieving the goal of the research, which is to identify the effect of identifying automatic ideas in reducing self-defeat. For the environment of the current research sample, the scale consists of (7) areas, which are (strongly disagree, disagree, not sure, agree, strongly agree) in each field consisting of (5) paragraphs, where the total of the paragraphs reached (35) paragraphs and on a five-step scale, which is (not Strongly Agree, Disagree, Not Sure, Agree, Strongly Agree) The two researchers carried out a series of procedures to ensure the validity of the scale for measuring the trait to be studied, including:

Instrumental validity

Honesty or validity is one of the important conditions that must be met in measuring tools. The validity of the scale means any degree to which the scale measures, i.e. what it is designed to measure and its ability to measure what it was set for or the capacity to be measured (Al Kubaisi, 2010, p. 192)

The following is a presentation of the indicators of the validity of the scale:

- Apparent honesty: it means searching for what the scale appears to measure, which is the general appearance of the test or its external image in terms of the type of vocabulary, how it is formulated and the extent of clarity of these vocabulary, as well as dealing with the test instructions and their accuracy (Al-Chalabi, 2005, Pg. 92) To find out the validity of the scale's paragraphs and their belonging to the included fields, the researcher presented the scale with its (35) paragraphs and the alternatives used in the answer (strongly disagree, disagree, not sure, agree, strongly agree) to a group of arbitrators specialized in the field of guidance The number of psychological experts reached (23) to indicate the validity of each paragraph of the scale, and a statement on whether the paragraphs need to be modified, and the accepted paragraph was promised if it obtained a percentage of (80%) or above (Al-Chalabi, 2005, p. 92).

- Discriminative honesty: Where the discriminative validity of the scale was conducted in the manner of the two end groups, the statistical analysis of the paragraphs within the specifications of the good scale. (Maamarih, 2009, p. 252) The researcher arranged the degrees of the questionnaires of the sample members of the number of (400) female students in descending order from the highest degree to the lowest degree, then choosing two groups with a percentage of 27% for the upper group and 27% for the lower group of the sample members whose number was (108). A high form for each group, it was found (Kelley, 1960) statistically that this environment gives the largest possible size and maximum variance so that the scores are distributed moderately or close to 0 (Al-Kubaisi, 2010, p. It turns out that the calculated T-value for collecting the items of the self-defeat scale is distinct at the significance level (0.05). To achieve this measure of the scale, Pearson correlation coefficient was used between the degrees of A The sample members answered each item and their total scores, and all items appeared with a non-significant correlation at the level of significance (0.05)

Reliability: Reliability is defined as consistency in the results, and the scale is considered stable if we obtain the same results in it if the test is re-applied to individuals and in the same circumstances.

External consistency method (retest method): The stability coefficient calculated in this way is called the stability coefficient, which requires re-applying the scale to the same stability sample after a period of time and calculating the correlation coefficient between the scores of the first and second applications. The researcher applied the self-defeat scale to a sample formed From (30) students, two weeks after the first application, the correlation coefficient of the scale was calculated between the degrees of the first application and the second application, and the stability coefficient reached (0.85) and it is considered a good stability for the scale. 75) It is considered acceptable stability 0 (Assawi, 1985, p. 58)

Scale correction: it means setting the degree of response of the subject to each of the scale's items and then summing the score to find the total score for each form of the scale form. Five graded alternatives have been developed which are (Strongly Disagree, Disagree, Unsure, Agree, Strongly Agree). For the scale, the alternatives take the sequence of scores (1,2,3,4,5), as the highest score for the scale reached (169) and the lowest score was (37), and the hypothetical average of the scale was (105).

Application procedures: After determining the final research sample, the two researchers applied the scale in its final form in the second semester of the academic year (2021-2022).

Statistical means

- Chi-square Test: for good fit to extract the apparent validity of the search criteria.
- One-sample t-test to calculate the level of self-defeat of the research sample.
- Pearson correlation coefficient to find the stability of search measures .
- The Facronbach equation to extract the stability of the search criteria.
- Mann-Whitney u-test: to find out the significance of the difference (equivalence) between the experimental and control group in the tribal self-defeat test, age, academic achievement of the father and mother, and the

economic level. And the difference between the two groups (experimental and control) on the scale of self-defeat in the post-test.

- Wilcoxon test: It was used to find out the significance of the differences between the test (pre and post) for the control group and to measure the difference between the pre and post test for the experimental group after applying the indicative program.

The concept of the mentoring program

(Al-Asmy, 2012) defines the counseling program as: the process of guiding the individual to the different ways in which he can discover and use his capabilities and abilities, and teach him what enables him to live in the happiest possible condition for himself and the society in which he lives. (Al-Asmy, 2012: pg. 112). The proposed indicative program is procedurally defined as: a set of activities and interrelated counseling exercises consisting of a number of counseling sessions, the duration of each session (60) minutes, with the aim of reducing the self-defeat of the family-violent female students.

Steps to build a mentorship program

Experimental Design

Experimental design means laying down the basic structure of an experiment, and accordingly it includes a description of the groups that make up the individuals of the experiment and a specification of the ways in which we choose the sample. On the experimental control and that its safety and health are the basic guarantee to reach reliable results. (Al-Esawy, 1985, pg. 80)

For the purpose of achieving the goal of the research and testing its hypotheses, it was designed according to the following steps:

- Applying the pre-test to the experimental and control groups on the . self-defeat scale
- (30) female students were selected intentionally to implement the program based on their scores on the self-defeat scale.
- The sample members were intentionally divided into two groups (15) experimental and (15) control groups.
- Making equivalence in some variables.
- Applying the counseling program to the members of the experimental group, while the control group remains without a program.
- Conducting a post test to find out the differences and their implications for the experimental and control group.
- To achieve the objectives of the research, the researcher adopted the experimental design of the experimental and control groups with a pre- and post-test (one-group) (Al-Zoba'i and Al-Ghanam, 1981, pp. 94-95).

Justifications for choosing the experimental sample

- After obtaining official approvals from the competent authorities, the researcher was able to reach the target sample in the current research within the locations of its presence in girls' schools for the secondary stage, as shown in Table No. (1)
- The sample of the experiment falls within an age level commensurate with the research objectives and tools
- Studies, literature and the results of the survey of the current research proved the prevalence of self-defeating behavior among female students who were domestically abused.

Accordingly, the experiment sample was limited to the abused female students from the secondary stage

The sequence of sessions, the day and date of their convening, and the addresses of the indicative sessions)

Session title	Today and date	counseling sessions	T
Editorial	Wednesday 2/3/2022	First session	1
The concept and recognition of automatic thoughts	Thursday 3/3/2022	second session	2
Recognize feelings	Tuesday 8/3/2022	third session	3
Focus on an automatic idea	Wednesday 3/9/2022	Fourth session	4
Automatic thoughts test	Thursday 10/3/2022	Fifth session	5
Modifying middle beliefs	Tuesday 14/3/2022	Sixth session	6
The concept of self-defeat	Wednesday 15/3/2022	Seventh session	7
approval	Thursday 3/16/2022	Eighth session	8
all or nothing	Tuesday 3/21/2022	ninth session	9
Facing negative self-talk	Wednesday 3/22/2022	tenth session	10
Reduce self-blame	Thursday 23/3/2022	eleventh session	11
accept the other's opinion	Tuesday 28/3/2022	Twelfth session	12
self-adjusting	Wednesday 29/3/2022	Thirteenth session	13
self support	Thursday 30/3/2022	Fourteenth session	14
assertive behavior	Tuesday 4/4/2022	Fifteenth session	15
Self-assurance	Wednesday 5/4/2022	Sixteenth session	16
face problems	Thursday 6/4/2022	seventeenth session	17
Communicate with others	Tuesday 11/4/2022	Eighteenth session	18
Social interaction	Wednesday 12/4/2022	nineteenth session	19
Final (Noting that from 04/11/2022 to 04/24-2022, there were monthly exams for the students of the experimental group, so the last session was extended to 04/25-2022)	Tuesday 25/4/2022	twentieth session	20

View and discuss results

This chapter includes a presentation of the results reached by the two researchers and their discussion according to the objectives of the research

The first goal (to identify the effect of identifying automatic thoughts in reducing self-defeat among female students who were domestically abused in the secondary stage, based on the assumptions of this goal)

The first hypothesis: There are no statistically significant differences in the pre and post tests of the experimental group at the significance level (0.05) after applying the indicative program. explain it

The results of the Wilcoxon test for the experimental group for the pre and post test

Statistical significance (0.05)	Wilcoxon value		total ranks		Standard deviation	SMA	Test	Group
	Tabular	Calculated	T+	T-				
The difference is statistically significant	25	0	0	120	14.466	139.46	Before	Experimental
					10.721	85.333	After	

The second hypothesis: There are no statistically significant differences in the pre and post tests on the self-defeat scale for the control group at the significance level (0.05)

To test the validity of this hypothesis, the Wilcoxon test was used to find out the significance of the differences between the pre-test and the post-test, as it appeared that the calculated value is (55,5) and it is not statistically significant when compared with the tabular, which is equal to (25) at the significance level (0.05) and the table below explain it

Statistical significance (0.05)	Wilcoxon value		Total ranks	Average rank	Standard deviation	SMA	Test	Group
	Tabular	Calculated						
The difference is not statistically significant	25	55.5	55.5	46.5	14.763	130.4	Before	Controller
					34.364	136.8	After	

Test results (pre- and post-test for the control group)

The third hypothesis: There are no statistically significant differences in the post-test of the experimental and control groups on the self-defeat scale at the significance level (0.05). After applying the indicative program and to test the validity of this hypothesis, the researcher used the Mann-Whitney test to find out the significance of the differences between the experimental group and the control group. The results of the post-test for the experimental and control groups using the Mann-Whitney choice

Statistical significance	Man-Whitney value		Total ranks	Average ranks	Standard deviation	SMA	Test	Group
	Tabular	Calculated						
The difference is statistically significant	64	2	81.3	122	10.721	85.33	Pre	Experimental
			22.87	343	34.364	136.88	Post	Controller

The researcher attributes this result to the effectiveness of the program used, and it reflects the extent to which the experimental group benefited from the techniques and activities used in it, while the results of the control group were not affected because they were not exposed to the indicative program. , 2016) in Syria, the Hovland study (Hovland, 1995) in Britain in reducing self-defeat

Conclusions

By presenting the results of the research, the following can be concluded:

- The method of identifying automatic thoughts is one of the effective counseling methods in reducing self-defeat, and the method can be relied on in subsequent studies.
- There are many disorders that accompanied self-defeating behavior and attitudes, such as helplessness, helplessness, and the demolition of self-confidence
- The method of identifying spontaneous ideas is one of the methods that has been proven to be away from routine, as there was a great interaction by the students in the guiding group.

Recommendations

- Schools and universities' interest in establishing counseling programs for students' parents because of their effective role in limiting and raising awareness of the disorders facing students in general.
- Opening qualifying courses for educational counselors to train them on the methods of modern programs, focusing on them in terms of quality and time, and urging diversity in counseling methods.
- The Educational Guidance Division directs its counselors on the importance of using (the method of identifying automatic thoughts) in reducing some mental disorders.
- Schools and universities should hold educational workshops and seminars for families of battered female students in clarifying the negative effects used with their children.

Suggestions

- Conducting an experimental study on the method of identifying spontaneous thoughts in reducing polarized thinking among university students 0

- Conducting a similar study, but by changing the sample, i.e. knowing the effect of identifying automatic thoughts on reducing self-defeat among orphaned students and comparing it with the current study.

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