
The effect of rational therapy on modifying irrational thoughts among university students

Wafaa Shaker Abdel Karim*Al-Qasim Green University - Faculty of Physical Education and
Sports Sciences
Wafaa.shakeer@gmail.com**Abstract:**

The current research aims to identify the effect of the thinking distraction method in reducing existential frustration among university students at the College of Physical Education and Sports Sciences/Al-Qasim Green University. The researcher has dealt with a theoretical framework that includes all the variables of the research, and to achieve the goal of the research, an existential frustration scale was built, using a statistical analysis sample. The number of items in this scale was (200) and after verifying its validity and reliability, the number of items in this scale reached (30) distributed across the scale's areas. To test the research hypotheses, the researcher chose a sample of (14) male students only, who were intentionally selected from those who obtained the highest scores on the scale. Existential frustration scale: They were divided into two groups (experimental and control) with (7) students in each group. After parity was achieved for the two groups. As well as building the therapeutic program according to the problems posed in the scale according to the method (the thinking-distraction method), one session of the therapeutic program was taken, and after completing the application of the therapeutic program using the group therapy method on the research sample, the results showed that the program was effective in reducing existential frustration among university students.

Keywords: distraction method of thinking, existential frustration, university students.**Received:** 08/02/2024**Accepted:** 22/06/2024**Proofreading:** 27/06/2024**Available online:** 01/09/2024**Search problem**

The problem of existential frustration is in the serious problems that threaten the health and existence of humans alike, this is what was indicated by the study of Al-Saadi (2009), which was conducted on the Iraqi environment on a sample of university students and it turned out that they have existential frustration (1106: 2007, Al-Saadi) and due to the difficult circumstances that our country is going through in all political, economic, social and cultural aspects, which requires studying them in order to stand on them and guide the relevant authorities to help university students as they A tool to change the Iraqi reality, the basis of its development and paper Frankl believes that the only way to save man from this threat is to awaken the will of meaning has by helping him to discover the exclusive aspects of his life being unable to discover them on his own. This idea represents the essence of a method of psychotherapy, which he called meaning therapy (Frankl / 1982: 30) One of the existential methods used by Frankl in the treatment of many cases is the method of distracting thinking, and that the atmosphere surrounded by a university paint has an existing problem and did not It is addressed, so the researcher wanted to address it through the method of (distracting thinking) and based on that, the problem of the current research can be summarized by answering the following question: What

is the impact of the method (distracting thinking) in reducing existential frustration among university students?

The importance of research

The university stage is one of the important stages, it is the stage of preparation for life, taking responsibility and actual participation in society, which is the stage of integration of physical, mental, emotional and social maturity (ABouaita + 2002: 70) The results of the study (Al-Feki, 1984) and the study (Al-Rifai - 1988) confirmed the need for an integrated guidance service to achieve academic, psychological, social and professional endowment for the individual in what achieves himself (Abu Aita, 200: 21) The financial study is only an attempt to identify the impact of these extension programs to benefit from them later until Can alleviate the existential frustration and between these methods method (distract thinking) to help the guided to overcome their crises and solve their problems, the literature indicates that the method of disbursing thinking directed to existential frustration (Al-Zyoued 2008: 3.4) Existential psychotherapy aims to help the individual in self-realization and a sense of his abilities and realistic potential, a sense of his value (Mayad Yalan, 1987.3) and the importance of existential guidance methods (dispensing thinking) to get rid of existential frustration by filling the void and helping the guide to get the meaning of life and to accept the existential nature and to assume responsibility towards himself and in order to achieve values by responding to the requirements of life (Ba Terson 1990: 177)

*Corresponding Author: | Email: , Wafaa.shakeer@gmail.com

Based on this, the importance of the current research can be summarized in the following points :

1. The importance of the undergraduate stage in preparing the individual for life, taking responsibility and participating in community service
2. The importance of university psychological counseling to help the university student achieve compatibility in all areas of life.
3. The importance of counseling programs in the development of positive psychological phenomena and in reducing or modifying negative phenomena and in preventing the risks of negative phenomena.
4. The importance of preparing a counseling program according to the method of intention with you to help students reduce existential frustration and find meaning for life
5. Measuring existential frustration among university students.

Goals

1. Measuring existential frustration among university students
2. Building the mentorship program and the art of milking the thinking of Frankel
3. Knowing the effect of the method of distracting thinking in reducing existential frustration among university students

Research hypotheses

1. There were no statistically significant differences between the behaves to the positive manifestations and during this grades of the experimental group and the control group on the process the patient can overlook his nerves by focusing existential frustration scale for the pre-measurement at the level his attention away from the self and heading towards a life full of meanings and values with special of significance (0.05).
2. There were no statistically significant differences in the pre-attractiveness not his personal status, as well as in the and post-tests between the grades of the experimental group on way of distracting thinking, wrong activities are replaced the existential frustration scale at the level of significance (0.05). by correct and effective ones. (Patterson 1481: 1990)
3. There were no statistically significant differences in the post-Here the patient begins to focus his attention outside test between the grades of the experimental and control group on himself and away from it by neglecting his wrong the existential frustration scale for the dimensional measurement activity and focuses his attention in a life full of meanings and values appropriate to his own potential, so that he can transform the wrong activity into a positive and healthy activity (Patterson, 1988:473-475).

Search limits

The current research is limited to the fourth stage for students of the Faculty of Physical Education and Sports Sciences for the academic year 2023-2024

Define terms

Arafa (Hefny, 1991)

It is the amount of change that occurs in the dependent variable after it is exposed to the influence of the independent variable (Al-Hefni, 1991: 253)

Distract thinking

Defined by Fara Nakel :

A method that is done by distracting the problem and focusing on positive thinking, i.e. the individual replaces the wrong activity with a more positive activity (Patterson: 1990: 481)

Procedural definition

A set of activities, events and guidance procedures that are provided through a number of counseling sessions to reduce existential frustration among university students.

Existential frustration

Arafah) Farah Nickel : 811 Frank :)

It is the human feeling of a severe lack of sense of the meaning of life and appears in the form of problems related to this life, death, pain, work and love (Patterson 1490: 488)

Procedural definition of existential frustration

It is the total score obtained by the respondent through his answer to the paragraphs of existential frustration

Chapter Two

First - the method of distracting thinking

This style is called by other labels such as distraction, distraction, lack of thinking or lack of interest. In this method, attention is distracted from the process and from the self to the degree that the patient's consciousness life full of meanings and values with special of distracting thinking, wrong activities are replaced by correct and effective ones. (Patterson 1481: 1990)

Here the patient begins to focus his attention outside himself and away from it by neglecting his wrong activity and focuses his attention in a life full of meanings and values appropriate to his own potential, so that he can transform the wrong activity into a positive and healthy activity (Patterson, 1988:473-475).

Second: Existential Frustration

Existential frustration is one of the basic concepts in the theory of the will of meaning for Frankel and believes that the human quest to search for meaning is the main motive that expresses the b (the will of meaning) and the will of meaning may be exposed to disability or frustration, which is known as the existential duck, which Frankl considers linked to mental health and destructive to man. Vala frustration existential Frankl knows that the human feeling of severe lack of sense of the meaning of life, appears in the form of problems related to the

meaning of life and the meaning of death and problems
Pain, Love and Work (1488: 1990, Patterson)

Frankl explains the problems of existential frustration in humans as follows:

1- The meaning of life:

The meaning of life for Frankl is that the individual finds a goal and purpose for his existence in order to achieve the highest possible activity and effectiveness of his life and lead it towards the exercise of the experience of existence as a continuous effort to achieve values and the feeling that life has meaning for him (Patterson, 1990: 188) and explains Farra form that the pleasure resulting from human activity is not given to life with us, it is not the goal of our ambitions, but the result of achieving these ambitions and pleasure if it is the intended meaning of life, this life will only provide Little because unhappy feelings and feelings outnumber the number of people in life (Khawaja, 2002: 132).

2. Meaning of death:

It is the last form of non-existence and gives life meaning, through temporality and impermanence, making decisions and making tests and completing work and tasks all emphasize the concept of responsibility for the individual on the one hand and on the other hand emphasizes the need for will and work and avoid postponement because for a calculated time and with the achievement of achievement achieved satisfaction and pleasure, which are the true meaning of life, either real death that does not express the choice of the individual is governed by fate and destiny and although the fate and destiny are out of human will and responsibility but they only grant freedom (Frankle, 1988:107).

3- The meaning of love:

Love is the only way in which a person perceives another human being in the depths of his personality, and love from Frankl's point of view is to live the experience of another person in all its uniqueness, and the magic of love is reflected on the world and on the values of the person, and love is one of the possible ways to live in meaning, and the absence of love is due to neurotic failure and not to the share and destiny as some say, and the confirmation of some virtual field may lead to a little value of the person as a human being and excitement is impersonal effects and relationships Sex-based relationships are superficial and these relationships are not love (Khawaja, 2002 :132)

4- Meaning of work :

Frankl believes that responsibility towards life is assumed against the practical response to life situations and the work that results from the achievement of innovative values is the source of meaning and value for the uniqueness of the person and most importantly is the

way in which the work is performed and the work may be misused leading to a neurotic end .

Frankl argues that the unemployed person feels that life is meaningless and the lack of work for neurotics becomes a justification for all kinds of failures, removing from them responsibility towards themselves, others and life (Ba Terson, 1990: 475).

The owners of the existential trend believe that work is achievement and not the job or its administrative, financial or social level, so preoccupation with business performance and excellence in the completion of activities is one of the supporting factors to create meaning for life.

5- Meaning of pain:

Frankl believes that human life can achieve its meaning not only by innovation and enjoyment, but also on the path of pain. Problems and pains keep a person from apathy and boredom and inspire activity and thus lead to growth and maturity. Frankl pointed out that there are situations in which man achieves himself only by real suffering (Patterson, 1990: 475) Thus, mental health is based on a degree of tension between what an individual has already accomplished and what he still has to accomplish. That tension is inherent in human existence. It is therefore indispensable for mental health, and thus should put in front of the human being challenges that he must face with what he has about the meanings that he has to achieve, all it does in this case is to invoke the will of meaning from the state of its latency (Frankl, 1980: 140).

Third: The theory that explained existential frustration

Frankl's theory (the will to meaning)

The concept of meaning in life is one of the basic concepts in the study of personality and appropriate attention by psychologists and Frankl is the first to point to the importance of (the will of meaning) in human life be the basic motivation essential to man , which is considered the engine of human behavior (Frankel, 1982: 131) as Frankl organized an existential perception of man and stressed that each person in the world is a different, changing and distinct human being, which is not only existing and to decide his existence, which will be as Frankl points out that it is not possible to compare another human being (Frankl, 1982: 109) and the quest for a sense of the importance of life of the outstanding qualities in the life of man in order to survive and emphasize his existence, which can by way to avoid anxiety and suffering in his life and live through a life full of anxiety and turmoil (Arabiyat, 2002: 1343) and mentions Frakel that man often does not respond to his whims Alghaziza with his ability to them, but responds to the values he feels in his world and what he perceives. Of the meanings in his life, as Frankl believes that when

man does business and issues decisions, it is in fact a real expression of the process of searching for meaning or values (Langle & Orgler, 2003: 135) and therefore Frankl confirms that man's quest to search for the will of meaning is the basic and most profound motivation he has, which is expressed by (the will of meaning) and is inherent in all human beings to different degrees. The will of meaning in man may be subjected to disability or frustration, which is known as existential frustration, which is essential in Frankl's theory, as it is related to mental health, so hindering the motivation of the will of meaning or frustrating man is a psychology that is destructive to man, in the words of Frankl, which leads to existential frustration, which prevents between what he was and what he should be at the level of the spiritual dimension in personality, creating for him the inauthentic anxiety (Frankel, 82 19: 138)

Chapter Three

This chapter includes a presentation of the experimental design, the research community, the tool used to measure existential frustration, the equivalence procedure for the two control experimental groups, the construction of the guidance program and the statistical methods used.

First: Experimental Design

The researcher adopted the experimental design (experimental group and control group with the test (pre-and post) because this design gives the researcher an acceptable amount of confidence as the difference between the experimental and control groups after the guidance program resulting from the impact of the program alone (Al-Rifai, 2007, 139).

This design is one of the experimental designs with tight control, as it requires random distribution and equivalence in many variables between the two groups with a high degree of experimental control, and saves a lot of time and effort (Al-Zobaie, 1988, 112, 113).

Second: Research Community

The current research population is determined by the students of the College of Education and Sports Sciences / Al-Qasim Green University, numbering (200-400)

Third: The research sample includes:

1. **Sample of building research tools:** The sample of the research tools included students of the fourth stage, which numbered (200) students and students (120) students and (80) female students
1. **Sample application of the counseling program:** The researcher relied on a sample of (16) male students only who obtained the highest scores on the scale of existential frustration and were selected intentionally and were divided randomly into two groups, the first experimental has included (8) students applied to them the counseling program and the second group control (8) students did not apply them

the guidance program after the researcher conducted parity between the members of the two groups

Fourth: Search Tools

2. Existential frustration scale

There are several practical steps that should be followed in the construction of any scale as pointed out by Allen & Yen (Allen & yen, 1979) The researcher has followed the scientific steps in building the scale as follows: -

1 – Steps to build an existential frustration scale :

The researcher adopted the theory (the will of meaning) of the scientist Frankl, as well as access to a number of references and previous studies

1. Define the concept of existential frustration and its fields

The researcher has identified the theoretical definition adopted for the concept of serious frustration according to Frankl's theory and identified five areas in the light of the theoretical definition.

2. Drafting paragraphs

The paragraphs were formulated according to the theory adopted and the definition of frustration and the atmosphere, and in the light of the definition of each area was formulated paragraphs scale by (6) paragraphs for each area and the result was (30) paragraph as it was taken into account in the formulation to be in the form of the speaker and amenable to one interpretation (Samara, 1989, 84)

Validity of paragraphs

The validity of the paragraph is one of the requirements of the good scale as the degree of validity of the paragraph can be assessed through the compatibility between the estimates of the arbitrators (Odeh, 1985, 157) so the scale was presented in its initial form to a group of experts in the field of psychological counseling and psychiatry, numbering (12) experts to express their opinions and suggestions on the validity of the paragraphs in measuring the phenomenon to be measured, noting that the scale consists of (30) paragraphs distributed over the five areas and promised the percentage of agreement (80%) valid to keep the paragraph in the scale and exclude Paragraphs that did not get the required agreement ratio, so the existential frustration scale became in the initial form consisting of (30) paragraphs by (6) paragraphs for each area and after collecting opinions and unloading their answers received all paragraphs of the existential frustration scale with the required agreement rate (82.6) or more has been modified three paragraphs of the scale so the scale is ready to be applied to the sample of statistical analysis.

Setting up scale instructions

The instructions of the scale is one of the important scientific pillars when developing scales in educational and psychological sciences because it helps respondents

to understand the way to answer and remove any confusion or ambiguity that may accompany the response, so the researcher put instructions for the scale of existential frustration and clarified the method of response.

Scale correction

The correction of the scale is intended to obtain the total score of the examiner has calculated the total degree of the examinee on the scale by collecting the degrees of its paragraphs of (30) paragraph and put in front of each paragraph four alternatives to respond (always, often, sometimes, never) to the positive paragraphs have given when correcting degrees ranging from (1_2_3_4) The negative paragraphs have given when correcting degrees ranging from (4_3_2_1) Thus, the respondent gets the lowest score (30), the highest score (120) and the hypothetical mean (75) degrees.

Exploratory experiment

To find out the clarity of the instructions and the way to answer and the clarity of paragraphs and know the time taken to answer the scale, the scale was applied to a sample of students and the number of (30) students of the fourth stage has been shown that the instructions of the scale and paragraphs were clear and the extent of time taken ranged between (15-20) degrees.

4- Statistical analysis of paragraphs

The aim of conducting paragraph analysis statistically is to extract the discriminatory power of the paragraphs and to keep the good paragraphs in the scale that reveal the accuracy in measuring what it was designed for. (Anastasia & Vrbina, 1979, 19)

The researcher used the method of extreme samples in the process of analyzing the vertebrae according to the following steps.

1. Applying the scale to a sample of (200) male and female students.
2. Arrange the scores obtained by the members of the group in descending order from the highest degree to the lowest degree.
3. Determined (27%) of the forms with the highest grades and (27%) of the forms with the lowest grades (Abu Libdeh, 1982, 249), and in light of this percentage the number of forms in each total (54) form and thus the number of forms in the two groups (108) form.
4. Using the T-test, the discriminatory power of each paragraph was extracted by comparing it with the tabular value that is equal to (1.98) at the level of significance (0.05) and the degree of freedom (106), as it appeared that all paragraphs are a function at this level.

5- Indicators of the validity and stability of the scale

First: Believe the scale:

1. Virtual Honesty:

The aim is to find out the extent to which the content of the test or scale represents the measured phenomenon and is expressed by the organized representation of the real content of the scale and indicates Abel that the best way to extract virtual honesty is for a number of specialists to estimate the extent to which the scale represents the attribute to be measured has achieved the apparent honesty of the scale of existential frustration through the presentation of paragraphs to a group of experts and specialists in psychology and psychological counseling as shown in (validity of paragraphs) (Ebell, 1979, 79)

2. Construction honesty

It means the degree in which the test measures theoretically or a certain attribute (Anastasia, 1967, 151), so it was verified that the degree of the paragraph is related to the total degree of the scale and the degree of the paragraph to the degree of the field as follows.

1. The relationship of the paragraph with the total degree of the scale:

The correlation coefficients between the degree of each paragraph with the total scale score were calculated using the Pearson correlation coefficient and it was found that all correlation coefficients are statistically significant at the level of significance (0.05) and the degree of freedom (118).

2. The correlation of the paragraphs of the scale domains with the total degree:

The correlation coefficients between the degree of the paragraphs of each area were extracted with the total degree of the scale using Pearson's correlation coefficient, as all correlation coefficients showed statistical significance at the level of significance (0.05) and the degree of freedom (118).

Second: Indicators of the stability of the scale:

Stability means the consistency of the results of the scale itself stability in the results if the test is re-applied to the individuals themselves and in the same methods (Kerlinger, 1973, 429), and the researcher has verified the stability using the following methods: - -

1. Test and retest method:

To estimate stability in this way, the researcher applied the scale to a sample of (40) male and female students randomly selected from the fourth stage students and after two weeks of the first test was re-tested on the same sample and when calculating the Pearson correlation coefficient between the degrees of the first application and the second application, the results showed that the value of the stability coefficient amounted to (0.82) and this is a good indicator of the stability of the answers on the scale of existential frustration . (Abdulhadi and Farouk, 1994, 277)

2. Internal consistency method Analysis of variance using the Wachronbach equation The stability

coefficient was extracted on a sample of (30) male and female students, as the stability coefficient was (0.80), which represents the stability of the entire tool. 1971, 80) (Foran,

Scale in final form

After the procedures achieved in the previous steps, the scale in its final form became composed of (30) paragraphs distributed over five areas, the meaning of life consists of (6) paragraphs, the meaning of death consists of (6) paragraphs, the meaning of love consists of (6) paragraphs, the meaning of pain (6) paragraphs, as well as the meaning of the work consists of (6) paragraphs. Thus, the scale is ready to be applied to the current study sample.

Equivalence of members of the two groups (experimental and control).

The achievement of the process of equivalence between groups in the experimental research is important, so the researcher was keen to ensure the equivalence of the members of the experimental and control groups in the variables that can have an impact on the results of the research has been parity in the following variables: -

1. The scores of the members of the two groups on the scale of existential frustration
2. lifetime
3. Parents' academic achievement

1- The scores of the two groups (experimental and control) on the scale of existential frustration

It was found that the average scores of the experimental group (45.53) degrees and the control group (44.66) degrees, and when using the test (Man and Tney) for medium-sized samples to find out the significance of the differences between the degrees of the two groups in this variable, it was found that the calculated value of (U) is equal to (68) degrees, is statistically significant when compared to the tabular value of the statistician (u), which is equal to (64) degrees, and thus did not show a statistically significant difference between the degrees of the two groups on this variable, which indicates the equivalence of the two groups in their answers to the paragraphs of the scale.

2- Age variable:

The researcher used the test (chi-square) to find out the significance of the difference in the average age of the members of the two groups (experimental and control), as the results showed that the calculated value is equal to (0.18), which is less than the tabular value (1.36) at the level of significance (0.05) and thus did not show statistically significant differences between the two groups on this variable, which indicates the equivalence of the two groups in the age variable.

2- The father's achievement level

The researcher used the test (chi-square) to find out the significance of the difference in the level of achievement of the members of the experimental and control groups, as the results showed that the calculated

value is equal to (0.18), which is less than the tabular value (1.36) at the level of significance (0.05) and thus did not show statistically significant differences between the two groups on this variable, which indicates the equivalence of the two groups in the level of academic achievement.

3- The achievement level of the mother:

To find out the significance of the difference between the level of achievement of the mothers of the two groups (experimental and control) the researcher used a test (chi-square), showing that the calculated value is equal to (0.18), which is less than the tabular value (1.36) at the level of significance (0.05), and this means that there are no statistically significant differences and that the two groups are equivalent at this variable.

Second: The guidance program (will be presented in detail in the fourth chapter)

Statistical Methods

1. T-test for two independent samples to test the differences between the averages of the scores of the upper and lower groups to extract the discriminatory power of the scale paragraphs (Al-Bayati and Athanasius, 1977, 26).
2. Mann-Whitney test for medium-sized samples was used to find out the significance of the differences between the experimental and control groups before and after the application of the guidance program. (Al-Sayed, 1979, 491).
3. Wilcoxon Test was used to find out the significance of the differences between the experimental group's scores on the independence scale before and after the program was applied. (Al-Bayati, 1985, 106).
4. Pearson's correlation coefficient to find the relationship between the degree of the paragraph and the total degree.
5. Alfacronbach equation for stability extraction.
6. The T-test for a single sample to arrange the scale sample in descending order. (Al-Kindi, 1985, 105).
7. The Mann-Whitney test is used when dealing with two independent samples and is used to determine the significance of differences
8. Chi-square test to find out the significance of the differences between the two groups (experimental and control) in: -
A- Father's academic achievement
B- Mother's academic achievement
C- Age variable

Chapter Four

In building the guidance program, the researcher adopted the following procedures:

1. Adopting the theory (will of meaning) of the scientist Frankel .

2. Access to the literature on the foundations of building counseling and treatment programs, their methods and models
3. The results of the existential frustration scale.
4. The counseling program was presented to a number of experts and specialists in psychology, psychological counseling and educational guidance to ensure the appropriateness of the needs, objectives, procedures used, the time you need to achieve those goals, counseling techniques and any other modifications, **and the researcher has followed several steps to build the counseling program as follows: -**

First: Setting priorities

The priorities of the guidance program were determined according to the areas and paragraphs of the scale through the arbitrators in the above step, taking into account their observations on the title of each session.

Second: Setting Objectives

The objectives of the guidance program can be clarified through the following

1. **General Objective:** The program aims in general to reduce existential frustration among students of the fourth stage.
2. **Special goals: Special** goals are determined in accordance with the nature of the person and the type of problem based on the concepts of the style of the will of meaning to the world Frankel.

Third: Number and date of meetings

The number of sessions was (12) counseling sessions at a rate of two sessions per week, starting from Sunday, 18/2/2024 to Thursday, 10/3/2024, the duration of the session is (45) minutes, the program consists of the opening session aimed at clarifying the objectives of the counseling program in addition to (10) counseling sessions by (2) two sessions for each field, and then the extension program developed the closing session with a post-test to know the impact of the counseling program on the experimental group.

Fourth: the apparent honesty of the guidance program

The researcher presented the counseling program in its initial form to a group of experts and specialists in the field of mental health, psychological counseling, tests and measures, numbering (12) experts to know the appropriateness of the methods, procedures and techniques used in the program to achieve the goals and the proposed time period and propose appropriate amendments to bring the program to the required level.

Fifth: The techniques used in the extension program have chosen the activities that suit the program and the objectives are:

Socratic dialogue:

It is a method of counseling by meaning used with the mentor in order to consult the meaning he has by asking provocative questions in a questioning dialogue, and the Socratic dialogue based on questioning can be used that it is not necessary in any case to enter into a spiteful argument with the mentor or tell the responsibility and how to achieve meaning in his life (Ba Terson 1990: 472).

Technical Focus:

It is that the guide becomes aware of the sizes and barriers that confuse - the total expression of the situation or problem in which the guide suffers (Ba Terson, 1990: 358) and that the focus on it occurs in which a special kind of communication with the inner Wii and this awareness can be called a tangible feeling, and when a person learns how to pass through his good focus, to realize the problems and how to provide solutions to them from here comes the focus of the required change (Makkawi 2002)

Existential relationship:

Existential therapy emphasizes the importance of the relationship between the mentor and the mentor requires a balance between the two parties human interdependence and scientific distancing (Patterson, 1990: 479) and this relationship seeks to make the mentor more self-aware through this relationship knows the mentor his potential (Abu Asaad and Ahmed Arabiyat 348: 2002)

Existential counseling requires a unique relationship, meaning that the guide does not impose himself and his own thoughts and feelings on the therapeutic situation, he is alive and aware of that

4 - Trend Configuration:

It means that the guide cannot discern a problem or his situation or experience and it is difficult to know what is bothering him so it is necessary to remain silent to make room for him to clairvoyance of his position and thus the trend towards a problem is formed (Weisman, 1985:30)

5 - Encouragement:

The process of encouragement helps the mentee to look at his own actions and see what is in them, this would break the constraint of the corrupt and unsound circle in friendship and lead him instead to get rid of the symptoms (Abu Saad and Ahmed Arabiyat 2009: 350).

6- Reversal of meanings:

Attention to finding a deep sense of thinking and through the feelings of the mentor and the basic goods of his life and trying to reflect the meanings we expect to search into the deep manifestations of the goods of his life (Nasr Allah / 2010: 121)

Sixth: Application of the guidance program

After completing the selection of the research sample and determining the experimental design for it, and to achieve the objectives of the research, the researcher took the following actions:

Choosing (16) male students only intentionally who obtained the highest scores on the existential frustration scale, as they were divided into two groups (experimental group, and control group) The number of students in each group (8) students, the researcher relied on the grades obtained by the two groups (control and experimental) on the scale of existential frustration before starting to apply the treatment program as the results of the pre-test.

Seventh: The guidance program in its final form.

First Session

Preparing the members of the guidance group	Subject
- Preparation for the program - Acquaintance between members of the guiding group	Needs
Preparing the members of the guidance group to interact with the guidance	General Objectives
- To be acquainted between the members of the group on the one hand and the researcher on the other hand - To familiarize the members of the group with the contents of the guidance - Removing psychological barriers between session members	Special Objectives
- Conducting a meeting between the researcher and members of the guidance - Discussion, frankness and acquaintance during sessions - Discuss the objectives and methods of the program - Agree on some things regarding the instructions of the sessions - Discuss with the group members about their expectations about the program and take their opinions, if any.	Guiding Activities

Session Management

- Welcoming the members of the guiding group by introducing the researcher herself to the members of the group (her name and profession) - The researcher uses the draft to write the title of the indicative program and its purpose Terms of Agreement - The researcher informs the members of the guiding group on the terms of agreement between her and the guiding group and each other It includes the following points A- Requesting the members of the guidance group to attend the guidance sessions at the specified time and place and without interruption. B- The members of the guiding group should maintain the confidentiality of what is presented in the session. C. Each member of the guiding group should accept criticism from others and should listen and respect mutual opinions. D- Leaving room for each member of the guiding group to discuss objectively all the topics raised	Related needs
- The researcher asks the members of the guiding group to write their opinions about the session in the form of points and submit them to the researcher in the next session - The researcher asks each mentee to imagine a situation in which she speaks in front of a large group of people - The researcher asks the members of the guidance group to talk about what is going on in their minds of ideas that may be negative or positive about Subject. - The researcher provides appropriate social reinforcement for the mentor who showed the correct answer during the discussion and make sure of the things that illustrate the performance of the guide in (delivering the speech) without feeling embarrassed and confused	Home Training
- Summarizing the most important themes of the session and discussing what took place in it - Summarize the pros and cons - Listening to the opinions and suggestions of the members of the guidance group to develop the guidance program.	Structural Calendar
The researcher asks the members of the guidance group to write two positions that indicate self-confidence in the face of the situation	Home Training

Session Six

Session duration (45) minutes

Session Management

Twelve session

Session duration (45) minutes

Session Title / End of Orientation Program

Termination of the mentorship program	Subject
1. Termination of the mentorship program 2. Provide a summary of the mentoring program and its topics.	Needs
Identify the effectiveness of the mentoring program	Goals Subject
- Set a place and time for the post-test in a situation that leads to Discussion and feedback	Used Techniques
- The group undergoes a discussion on the appearance of self-confidence and self-esteem and ask each student: "How do you feel about your self-confidence in the last session?" - The researcher asks the members of the guidance group to discuss and urge them to benefit from what they have been trained in the program helps them face life situations with self-confidence in the success of the individual in the conducting the post-test of the independence scale on the development of the guidance group	Needs Related to the topic Offered Activities Structural Goals Presentation
Discussion - Direction Formation - Visualization	Used Techniques
- Follow up the home training and thank those who performed it well - Discuss group members about the meaning of self-confidence - Identify the hobbies of the members of the guidance group - Use reinforcement methods during the session	Activities Offered
The researcher asked the group what is the meaning of self-confidence	Home Training

Welcome to the Guiding Group - Review the home training and encourage the members of the guidance group to accurately implement the duties and thank them for continuing to attend - The researcher provides the necessary explanations and information about the concept of (self-confidence) and means the individual's acceptance of himself and confidence in his capabilities and ability to face problems and not to feel ashamed and confused in social situations and admit mistakes and express His thoughts in front of others. - The researcher asks the members of the group to imagine a situation represented in comparison between two students, one of whom suffers from poor self-confidence and the other enjoys high confidence, and therefore how to explain this behavior, whether it is true or wrong, if it is true, give justification Therefore, even if it is wrong, find the appropriate alternative. - The researcher asks the members of the guidance group to talk to themselves confidently and insistently on success and continuing the study And an accurate description of their behavior through self-talk and balancing this behavior, if it is wrong behavior, what is the alternative and that It was an appropriate behavior to give the appropriate justification for it and after each guide presented his behavior in front of the group and then discussed it With his colleagues and with the help of the researcher in the selection and correction of behavior. - The researcher offers some means that develop self-confidence are: * The student should have a realistic image of himself, and respect himself * The student must develop in himself the qualities that lead to success * Gain the friendship of the distinguished student who are confident of themselves, and who trust him * Do not feel ashamed of the situation, and do not find it difficult to mix with others	
--	--

Session Management

<ul style="list-style-type: none">- Follow up the home training and thank the student who performed it well- The researcher reviews with the members of the guidance group what was learned during the sessions- The researcher discusses the members of the group in the manner and methods of the program and the extent of its success and asks them to take everything that came in the sessions as a guide to work for them in daily life- The researcher asks to distribute sweets to the members of the group and the administration and thank them for providing help and assistance in providing the hall and the success of the guidance program- Conducting the post-test of the existential frustration scale- Inform the members of the group of the end of the program	
---	--

Chapter Five

First: View search results:

Presenting and discussing the results of the research according to the hypotheses of the current research:

- **The first hypothesis** (there are no statistically significant differences between the grades of the experimental group and the control group on the existential frustration scale for the pre-measurement.

The results showed that the average scores of the experimental group in the pre-test amounted to (45.53) and the control group amounted to (44.66), and the researcher used the test (Man - Whitney) for two independent samples to find out the significance of the difference between the two groups (experimental and control) for the pre-test, as it was found that the calculated value of the statistician (u), which is equal to (68) is statistically significant when compared to the tabular value of the statistician (u.) which is equal to (64) at the level of significance (0.05). That is, there are no statistically significant differences between the grades of the experimental and control group in the pre-test on the paragraphs of the existential frustration scale (Abu al- Nil, 1987, 107).

- **Second hypothesis:** There are no statistically significant differences between the grades of pre-measurement and post-measurement of the experimental group on the scale of existential frustration.

The results showed that the average scores of the experimental group in the pre-test amounted to (45.53) degrees and the average scores of the post-test amounted to (79.86) degrees, and when applying the (Wilcoxon) test for two correlated samples, the results showed that there are statistically significant differences between the ranks of the degrees of pre-measurement and post-measurement of the experimental group on the existential frustration scale at the level of significance (0.05), as the calculated value reached (zero), which is smaller than the tabular value of (25), so the zero hypothesis is rejected and the alternative hypothesis is accepted.

Third hypothesis: There are no statistically significant differences between the grades of the experimental group and the control group on the existential frustration scale for dimensional measurement.

The results showed that there are differences between the average scores of the experimental group of (21.46) and the averages of the control group of (44.66) in the scale

of existential frustration in favour of the experimental group, the researcher used the test (Man-Whitney) for medium-sized samples, and the results showed that the differences are statistically significant and in favour of the members of the experimental group, showing that the tabular value of the statistician (u) amounted to (25), which is greater than the calculated value of the statistician (u.) of (zero) at the level of significance (0.05), and therefore rejects the null hypothesis and accepts the alternative hypothesis that indicates that the ranks of the experimental group scores express the reduction of frustration from the ranks of the scores of the control group members on the existential frustration scale after the application of the guidance program.

Second: Interpreting and Discussing Results

The results of the (Man-Whitney) test, which was conducted on the results of the post-test for the experimental and control groups, indicated that there are positive changes in favour of the experimental group to which the counseling program was applied during the five weeks, which is the period between the pre- and post-tests, which indicates the effectiveness of the counseling program in reducing frustration among the research sample, which is students of the fourth stage of the Faculty of Physical Education and Sports Sciences.

As the results of the study showed that there are statistically significant differences between the ranks of the experimental group scores and the ranks of the control group scores in the post-test, so the guidance program applied in the current research can be an appropriate measure in reducing frustration among students of the fourth stage and the researcher believes that collective work and the use of various cognitive and behavioral methods had a major role in the positive development reached by the researcher in the current research.

Conclusions

In the light of the results reached, the researcher came out with a number of conclusions:

1. The results of the research confirmed that university students suffer from existential frustration.
2. University students need psychological and educational services programs that are based on scientific study of their needs and problems.
3. The program confirmed according to the method of distracting thinking its effectiveness in reducing existential frustration among university students.
4. The collective method applied in this study is an effective method in reducing existential frustration among university students.

Recommendations

In light of the results of the research, the research came out with a number of recommendations, including:

1. Using the existential frustration scale prepared by the researcher by those responsible for counseling services at the university to detect the psychological problems suffered by university students.
2. Benefiting from the therapeutic program confirmed by the researcher by those responsible for counseling services in universities to reduce existential frustration among university students and immunize them against some mental disorders that may occur to them.
3. Conducting a survey of students' problems in all universities and following up on their treatment in a group or individual treatment method.

propositions

The researcher proposes to carry out the following studies:

1. A similar study to find out the impact of the treatment program on students of the Iraqi governorates.
2. A comparative study between two or more therapeutic methods to find out the effectiveness of these methods in reducing existential frustration among university students.
3. A comparative study to find out the impact of the treatment program on students of the first stage of the university.
4. Benefiting from the existential frustration scale in the centers and guidance units of Iraqi universities to diagnose university students according to that scale.
5. Adopting counseling programs in psychological counseling units in Iraqi colleges and universities to reduce existential frustration among university students

References:

Arabic References:

1. Abu Eita, Siham Darwish (2001): Principles of Psychological Counseling, Dar Al-Fikr for Printing and Publishing, 2nd Edition, Oman, Jordan.
2. Patterson, (1990) Theories of counseling and psychotherapy, translated by: Dr. Hamid Abdul Aziz Al-Fiqi, 1st Edition, Dar Al-Ilm and Publishing, Kuwait.
3. Al-Khawaja, Abdel Fattah Mohamed, (2009): Psychological and educational counseling between theory and practice, Dar Al-Thaqafa, Oman, Jordan.
4. Al-Rifai, Naim, (1987): Mental Health, 8th Edition, Damascus, Syria.
5. Al-Zayoud, Nader Fahmi, (2000): Counseling and Psychotherapy Theories, 1st Edition, Dar Al-Fikr, Oman, Jordan
6. Al-Saadi, Amjad Kazim, (2009): Existential frustration and its relationship to cognitive style (tolerance - intolerance - ambiguity), among university students, master's thesis (unpublished), Kalila Education University Mustansiriyah.
7. Al-Sulaimani, Hani, (2005) Dialogue is your guide to developing your personality, how to talk to others, 1st Edition, Dar Al-Isra, Oman, Jordan.
8. Samara, Aziz, et al., (1989): Principles of Measurement and Psychological Evaluation in Education, Oman, Jordan, Dar Al-Fikr for Printing, Publishing and Distribution.
9. Frankel, Victor, (1982): Man is looking for meaning, translated by: Talaat Mansour, Dar Al-Qalam, 1st Edition, Kuwait
10. Odeh, Ahmed Suleiman and Al-Khalili, Khalil Yusuf (2000): Statistics for the researcher in education and human sciences, 1st Edition, Dar Al-Fikr for Publishing and Distribution, Oman.
11. Patterson, Sense, H, (1990) Theories of counseling and psychotherapy, translated by Hamid Abdul Aziz Al-Fiqi, Dar Al-Qalam, 1st Edition, Section II, Kuwait.
12. Al-Rifai, Ahmed Hussein, (2007): Scientific Research Methods, Dar Wael for Publishing and Distribution, Oman, Jordan.
13. El-Sayed, Fouad Al-Bahi, (1988), Statistical Psychology and Measurement of the Human Mind, 1st Edition, Cairo, Dar Al-Fikr Al-Arabi.
14. Al-Damen, Munther (2009): Fundamentals of Scientific Research, 2nd Edition, Dar Al-Masirah, 1st Edition, Dar Wael, Oman.
15. Abdel Rahman, Saad (1998), Psychometrics Theory and Practice, Dar Al-Fikr Al-Arabi, Cairo.
16. Abdel Rahman, Mohamed El-Sayed (1998), Theories of Personality, Dar Quba for Printing and Publishing, Cairo.
17. Abdel Hadi, El-Sayed, Farouk, El-Sayed Othman, (1994), Educational Statistics and Psychometrics, Dar Al-Maaref, Cairo.

18. Al-Kindi, Abdul Allah Ramadan, (1985), Principles of Statistics and Methods of Statistical Analysis, That Series Publications, 1st Edition

English References:

1. Allen, m. H. & yen. wm (1979) introduction measurement theory, California , Books Cole .
2. An astasi , A (1976) . psychological testing. 4th ed . New-York : Macmillan .
3. Anastasia, A & Urbana. s (1979) , psychological testing , 7th prentice , Hill .
4. Campbell, D. & etal. (1983) Adolescent impulsivity and self-instruction training, report, Research www.eric.ed.gov.http://.
5. Ebel , Robert L .(1972) . Essential of education & merriment . 2nd end . , New jersey , prentice Hall . Englewood Cliffs.
6. Forin , T.G (1971) Anto on methods of measuring reliability , journal of educational Psychology . V01 . 22 no. g.
7. Kerlinger , f (1973) foundation of behavioral research , New York .Holt . Rinchart & Winston
8. Frankl, v. (1986): the doctor and the soul :from psychotherapy ,new York :random hous
9. Frankl, V,E (1960)paradoxical intention :A logotherapeutic ,amer .j. psychotherapy .
10. Warren , Kellie (2003) : social skills , University of Cincinnati , http:// www. Psc . Uc. edu