
***THE EFFECT OF APPLYING THE COGNITIVE-BEHAVIORAL THERAPY PROGRAM
ON PSYCHOLOGICAL STRESS AND IMPROVING THE ACHIEVEMENT MOTIVATION
OF FIRST- AND SECOND-YEAR UNIVERSITY STUDENTS IN EGYPT***

By

*A . M . Dr. / Mohamed Mohamed alkolaly
Assistant Professor, Department of Educational and
Psychological, Faculty of Specific Education
Damietta – Damietta University*

Research Journal Specific Education
Faculty of Specific Education
Mansoura University

ISSUE NO. 71, OCTOBER , 2022

**THE EFFECT OF APPLYING THE COGNITIVE-BEHAVIORAL THERAPY PROGRAM
ON PSYCHOLOGICAL STRESS AND IMPROVING THE ACHIEVEMENT MOTIVATION
OF FIRST- AND SECOND-YEAR UNIVERSITY STUDENTS IN EGYPT**

*A . M . Dr. / Mohamed Mohamed alkolaly**

Abstract:

Individuals are prone to experiencing psychological stress. It is a known fact that some people are more likely to feel stressed than others. The state of mental health of university students is a vital indicator of the consequences of stress. If a person cannot afford to pay for the necessary stress, her or his behavior will become unpredictable and cause further problems. The failure of students to resolve their problems contributes to the development of emotional conflicts that affect their achievement motivation. In order to reduce psychological stress and improve their achievement, the researcher conducted a cognitive-behavioral therapy study. CBT is a type of talking therapy that focuses on the relationship between the thoughts, feelings, and behaviors of an individual. It helps individuals identify their unhelpful thinking patterns and develop skills to address them. In addition to being able to identify their own thoughts and behaviors, CBT also helps individuals develop strategies to manage their stress. The study was conducted on 100 first two year university students. The researcher divided the group into two groups: the experimental and the control groups. The results indicated that the experimental group exhibited higher achievement motivation levels than the control group. And that the experimental group showed lower levels of psychological stress than the control group.

Keyword: cognitive-behavioral therapy- psychological stress-achievement motivation.

Introduction

Due to the complexity of technology, people are prone to experiencing psychological stress. Although it is generally believed that

* Assistant Professor, Department of Educational and Psychological, Faculty of Specific Education Damietta – Damietta University

stress is caused by the response to a stressful situation, it does not happen in real life. The response of people to stress can be used to determine if they are suffering from psychological stress or not. However, stress management does not eliminate them completely (Recabarren et al., 2019).

Stress can be a major obstacle to the development and maintenance of communities and individuals. It can trigger various psychological problems such as depression and anxiety (Nam et al., 2021). It can also lead to various health conditions such as heart diseases and high blood pressure. Various methods and skills are utilized by authors to address the issue of psychological stress. Some of these include strategies that involve identifying the source of stress, evaluating the available resources, and modifying irrational beliefs (Ellis et al., 2019).

The various strategies utilized by stress management practitioners vary depending on the individual's personality traits and the stressful situation they are dealing with. The increasing interest in the subject has led to a decrease in the negative effects of stress. According to the article, people can learn to manage their stress by identifying the stressful situations they are experiencing and developing strategies to deal with them. These include training on time management, seeking social support, and prioritizing tasks (Anon, 2010).

Over the years, the experiences of first-year students have been the subject of numerous studies. In 2006, Kift developed a research-based pedagogy that supports the development of a first-year curriculum that is designed to help students succeed. The six principles of the curriculum are designed to help students transition seamlessly into higher education. The Transition Pedagogy provides a theoretical basis for the design of courses for first-year teachers. It also helps them assess the effectiveness of the curriculum (Nct, 2018).

Some of the leading researcher who have studied the first year of university education include Harvey, Smith, and Reason (2006). They noted that the first year can be a crucial experience that can lead either to failure or success at the university. In 2010, a study revealed that Australian university

students are more prone to experiencing high levels of stress. In addition to the curriculum, other factors such as the environment and the personal experiences of first-year students can also affect the success of students (Wolf et al., 2019).

These factors can be categorized into four categories: a) academic performance; b) social and academic readiness; c) technical readiness; and d) conflicting work commitments. According to the researcher, these factors can affect the success of students. In addition to the curriculum, other factors such as the environment and the personal experiences of first-year students can also affect the success of students (Shearin and Brewer-Mixon, 2020).

One of the most important goals of university students is to achieve academic success. This will allow them to contribute to the development of the society and improve their skills in various fields (Ritvo et al., 2020). The new stage of adulthood, which is when the demands for growth become more urgent, is also a critical factor that needs to be considered when it comes to university education. One of the most effective forms of psychological treatment is cognitive behavioral therapy, which is known to be effective for various types of problems such as depression and anxiety disorders. It has been shown that this type of therapy can improve the quality of life and functioning for individuals. Numerous studies have also indicated that it is as effective as other forms of psychiatric medication (Sarah K. Hamill, 2010; Lillemon and Haddad, 2010; Boujut and Décamps, 2012b; Hall, 2014; Muspawi, 2017).

Advancements in cognitive behavioral therapy have been made through clinical practice and research. This type of therapy is an approach that has plenty of scientific evidence that it can produce effective results. This makes it different from other psychological treatment methods. The principles of cognitive behavioral therapy are based on the idea that psychological problems are caused by faulty thinking. In order to improve the quality of life and functioning for individuals, they need to learn how to

cope with their problems using effective strategies. This method can help them avoid repeating the same behavior(Nam et al., 2021).

In order to improve the quality of life and functioning for individuals, they need to learn how to cope with their problems using effective strategies. This method can help them avoid repeating the same behavior(Lu et al., 2020). Some of the strategies that are commonly used in cognitive behavioral therapy include identifying and acknowledging the distortions in one's thinking, learning how to cope with difficult situations, and developing a better understanding of the motivation of others.CBT therapy also involves working on changing one's behavioral patterns. Some of the strategies that are commonly used in this type of therapy include identifying and acknowledging the distortions in one's thinking, learning how to cope with difficult situations, and developing a better understanding of the motivation of others(Gabrielli et al., 2021).

Some of the strategies that are commonly used in this type of therapy include identifying and acknowledging the distortions in one's thinking, learning how to cope with difficult situations, and developing a better understanding of the motivation of others. In a collaborative manner, the psychologist and the client work together to develop a treatment strategy(Saleh et al., 2018).CBT places a lot of emphasis on helping individuals become their own therapists. Through various exercises and homework, patients and clients can develop coping skills, which can help them improve their behavior and thinking(Ritvo et al., 2021).

Instead of focusing on the past, CBT therapists use the current state of the client's life to identify and address their problems. Although it's important to note that one's history may be relevant to the issue, the goal is to help the client develop effective coping strategies(Pan et al., 2021).One of the most effective mental health treatments available today is cognitive-behavioral therapy, which is regarded as a psychotherapy that has plenty of scientific evidence that it can produce effective results. This type of therapy is also one of the most frequently studied methods of treating various psychological disorders(Harrington, Eres and Lim, 2020).

The effectiveness of cognitive behavioral therapy has been studied in various studies conducted on children and adolescents. These studies have shown that this type of therapy can help patients improve their behavior and thinking. In addition to being able to identify and address their problems, CBT also helps patients develop a deeper understanding of their treatment(Murad, 2021). This type of therapy is very easy to implement and can be used in a short time.In CBT, it is believed that the client's cognitive infrastructure is responsible for the distortions that cause him or her to experience life events and situations in a way that is not ideal. This type of therapy also helps patients develop effective coping strategies(Boujut and Décamps, 2012a).

According to the theory behind CBT, the disruption of thoughts can lead to the continuation of unassociated emotions, which in turn can cause dysfunctional behaviors. This type of therapy is based on a psycho-educational model and is designed to help patients develop effective coping strategies. In addition to being able to identify and address their problems, CBT also helps patients develop a deeper understanding of their treatment. One of the most important factors that the therapist and the client work together to address is the homework that is assigned to each individual.The goal of CBT is to help patients develop effective coping strategies and improve their behavior. It is based on the assumption that the actions and words that the individual uses during internal speeches can be changed to regulate their behavior. This method of therapy also helps patients develop functional and flexible thoughts(Bunn et al., 2007).

The concept of psychological resilience refers to the various factors that can help individuals develop effective coping strategies. These include self-efficacy, self-regulation, and cognitive flexibility. In addition to being able to identify and address their problems, CBT also helps patients develop a deeper understanding of their treatment. According to the researcher who conducted the studies, the importance of strengthening of psychological resilience is acknowledged(Peters, 2013).The importance of strengthening psychological resilience is acknowledged because it involves taking into account the various factors that can affect an individual's ability to develop

effective coping strategies. For instance, the development of functional and flexible thoughts is very important for individuals who are prone to experiencing problems. In addition to being able to identify and address their problems, CBT also helps patients develop a deeper understanding of their treatment(Ayda and Sheida, 2019).

In addition to being able to identify and address their problems, CBT also helps patients develop a deeper understanding of their treatment. According to the researchers who conducted the studies, the importance of strengthening psychological resilience is acknowledged. One of the most important factors that the therapist can consider when it comes to helping patients develop effective coping strategies is the placement of skills related to resilience.A meta-analysis conducted by Dray et al. in 2017 revealed that cognitive-behavioral therapy can help children and adolescents with depression and anxiety. It also found that these types of therapy can help improve their mental health.

It has been observed that the programs and interventions designed to improve the psychological resilience of children are often based on CBT. These programs and interventions were often selected as the foundation for their development.According to Tarhan, in 2006, adolescents who are able to control their thoughts, emotions, and behaviors can become skilled and happy individuals. They can also avoid experiencing risky situations. Being able to control one's thoughts and actions can help individuals become psychologically resilient.

It is also possible for people who are psychologically resilient to contribute their subjective well-being by developing structures of thought that are designed to help them manage their thoughts and actions. It is therefore important that studies are conducted on the effects of psychological resilience on the effectiveness of various interventions and prevention programs(Abdollahi et al., 2020).The increasing number of studies about the effects of psychological resilience on adolescent development is also expected to help improve the skills of high school

students to develop a more positive outlook on life. It can help them cope with various risks and challenges in their lives.

Psychological Stress and its symptoms.

The effects of psychological stress on a person's physical health are known to include fatigue, digestive disorders, and nervous shake. Its other symptoms include headaches, neck pain, and constipation. According to a report, stress can worsen the symptoms of psychological disorders such as depression and anxiety. Its other symptoms include a lack of enjoyment and sleep disorders. The person becomes fixated on the topic of psychological stress, which can affect their ability to concentrate at work(Baroni et al., 2019).

Aside from the usual symptoms, psychological stress also affects the development and maintenance of behavioral symptoms. These include reactions to internal tension .Some of the usual symptoms of psychological stress include mood swings, irritability, and stuttering. Its indirect effects can also trigger changes in behavior to reduce the effects of stress(Chi Lee, 2018).

The sources of psychological stress refer to different types of stress. Some of these include environmental, social, and economic stress. Environmental stress is often triggered by factors such as the environment and social problems. Social stress is often caused by factors such as family problems and difficult events. Political stress is characterized by the inability to adapt to the current situation. On the other hand, occupational stress is caused by the lack of control over work rules and conflicts.

The most common type of psychological stress is academic stress. This condition is characterized by low academic achievement and difficulty interacting with teachers and classmates(Abdollahi et al., 2020).

Regardless of whether it's real or perceived, stress is the body's response to harmful situations. When you feel threatened, your body releases chemicals that allow you to act in a way that prevents injury. This reaction is referred to as the fight-or-flight response. During the course of a stressful situation, your heart rate increases, your breathing gets tighter, and

your blood pressure starts rising. Different people have different levels of stress. The causes of stress may vary depending on their situation. Some people are more capable of handling it than others. In other words, stress can help people accomplish their tasks and prevent them from getting hurt. For instance, by taking a small amount of stress, you can avoid getting hit by a car. We are designed to handle small amounts of stress. However, chronic stress can lead to detrimental consequences (Sarah K. Hamill, 2010).

Psychological Stress and Achievement Motivation

Studies have shown that psychological stress can affect a person's achievement. Higher levels of stress can lead to depression and low self-esteem, and it can also cause individuals to feel pessimistic and depressed. This is because the anxiety and tension surrounding the future can prevent them from achieving their goals. The concept of achievement is a central feature of human motivation systems. It is regarded as one of the most important factors that people consider when it comes to their behavior and academic success. It can help them achieve a higher level of success and occupy a prominent position in their field. Besides being able to achieve a high level of academic success, achievement also plays a role in improving a person's performance in various other activities and fields (Ayda and Sheida, 2019).

Achievement motivation refers to the desire to achieve success and good performance. It can help people develop a set of feelings that motivate them to achieve their goals. According to some studies, a person's motivation is generated by a set of feelings that encourage them to engage in learning activities. Besides being able to achieve a high level of academic success, achievement also plays a role in improving a person's performance in various other activities and fields. It can help them develop a stronger relationship with their goals and improve their productivity (Hall, 2014).

A review of the literature has revealed that various studies have shown that training programs can help students develop the skills they need to cope with stressful situations. These include strategies such as relaxation techniques and mental health management. The goal of this study was to

analyze the effectiveness of group therapy based on Rogers' theory on the reduction of stress and anxiety. It was conducted through a combination of relaxation exercises and physiological monitoring. The results of the study revealed that the use of coping strategies can reduce the effects of psychological stress and job stress on the participants. They also found a positive correlation between these conditions and the participants' performance. A meta-analytical study conducted on the effectiveness of cognitive-behavioral therapy on anxiety sensitivity revealed that it can help individuals reduce their anxiety levels (Lillemon and Haddad, 2010).

Stress in first year university students

For education students, who are one of the groups of tertiary students, the requirement to undertake a teaching practicum is part of their program. During their professional practicums, education students are required to perform various tasks, such as getting familiar with school culture, planning their teaching, and working with their mentor teachers. These tasks are then evaluated on their performance in the university setting. In addition to these, education students are also expected to collaborate with other students on academic theory tasks. In 2007, Chen, Paquette, and Rieg talked about the various aspects of a teaching practicum, and how it can be very stressful for students. They noted that the practicum involves developing lesson plans, designing and implementing strategies, and applying the theoretical learning to the practice (Recabarren et al., 2019; Wolf et al., 2019).

Studies have shown that the stress that education students experience during their first year of study can negatively affect their mental health and leave them with little or no choice but to withdraw from their studies and become a teacher. However, a study conducted by Willcoxson et al. in 2011 revealed that the more informed students are about their future careers, the more likely they are to continue their education. In the United States, a study conducted by Woosley and Graunke in 2005 revealed that the interactions with administrative and academic staff members during the first year of study were associated with the withdrawal rate of students. In Australia,

Treacey, Powell, and Peel in 2004 noted that course dissatisfaction was also a contributing factor to the student's withdrawal.

The researchers from Australia looked into the first year of study of six universities in the country and discovered that the education students were the most vulnerable group when it came to withdrawing from their studies. They then conducted a follow-up study to analyze the factors that influence this issue. They found that the students' commitment to their studies and the length of their study time were associated with their likelihood of withdrawing. Another study conducted by Willcoxson and colleagues in 2011 revealed that having a clear reason for studying and knowing what type of occupation they want to pursue in their future careers can reduce the likelihood of students withdrawing from their studies (Saleh et al., 2018; Wolf et al., 2019; Recabarren et al., 2019).

Aim of the study

The goal of the study was to analyze the effects of cognitive-behavioral therapy on the motivation of students. It was conducted to establish a program that can help them reduce their psychological stress and improve their academic success. Several studies have shown that the degree to which a person's achievement motivation is influenced by can influence their performance.

Study problem

The various forms of psychological stress are known to have significant effects on multiple aspects of a person's cognitive, behavioral, and psychological responses. Therefore, effective methods to help individuals cope with stress should be defined. One of the most common factors that university students and other individuals encounter when it comes to coping with stress is the impact of education.

The stage of psychological and biological change is a vital part of any individual's development. It can help them develop their self-concept, intellectual and emotional development, and social and cultural transformation. The success of university students is regarded as a national treasure. They are expected to develop their physical, psychological, and

scientific capabilities in order to contribute to the development of their nation. Besides being able to develop their skills, they also have the opportunity to experience new things through university. The impact of education on a person's mental health and well-being is known to be significant. This issue can be caused by various factors such as financial matters and personal experiences. In order to help students cope with stress, the goal of this study was to develop a cognitive-behavioral program that would help them improve their achievement motivation and reduce their stress levels.

importance of the study

The study is significant because it focuses on a group of university students who are prone to experiencing high levels of stress. It aims to develop a therapy framework that can help them manage their stress and improve their functioning. This method utilizes cognitive and behavioral skills to help them reduce their anxiety and tension.

study hypothesis

There is no difference between the control and the experimental groups when it comes to the levels of psychological stress. The results of the study support the concept of cognitive-behavioral therapy.

The levels of achievement motivation were not significantly different between the control and the experimental groups. The results of the study support the concept of cognitive-behavioral therapy.

main terms and definitions

psychological stress : it is a type of psychological tension that can arise due to situations that cause disorders of the biological and physiological functions.

Achievement Motivation:The goal-oriented process that people undergo when they are motivated to achieve something is referred to as achievement motivation. It involves a set of external and internal conditions that urge them to do something.

CBTP : it is a type of therapy that focuses on the development of a cognitive-behavioral framework. This method uses a behavioral and

psychological approach to help individuals manage their stress. According to the theory, the person's actions are not merely reactions but are actually caused by a cognitive factor.

study methodology

The study randomly assigned the participants to the two groups. The first group received training in the CBTP method, while the second group received no training.

Population and Sampling

The study was conducted on (100) students from the Domiat University Faculty of Specific Education, Department of Art Education - Music Education - Educational Media - Computer - Home Economics. The sample included those with the highest grades and those with the lowest grades in the first term of the first two years. They were randomly assigned to the experimental group and the control group. The subjects were assessed on their levels of psychological stress and achievement motivation.

Table 1. Distribution and characteristics of the participants

Group	Treatment	Total	Academic Level		Gender	
			Second Year	First Year	Female	Male
Control	No Treatment	50	14	36	41	9
Experimental	Therapy Program (CBTP)	50	11	39	39	11
Total		100	25	75	80	20

study tools

Psychological Stress Scale (PSS)

The study used the PSS scale to measure psychological stress. It was composed of various items that were distributed to the participants to varying types of psychological stress. The construct validity and content of the scale were confirmed by calculating its correlation coefficient. The results of the study revealed that the correlation coefficient between the stress levels and the achievement motivation was significantly significant.

The reliability of the study was also confirmed through the use of the test-retest method.

Achievement Motivation Scale (AMS)

The scale was constructed using the 20 items that were distributed to the participants. The content validity of the scale was confirmed by the use of the statistical method to analyze the data. The items were divided into five domains, and the total score was validated by taking into account the correlation coefficient between the domains.

Cognitive-Behavioral Therapy Program (CBTP)

After reviewing the literature on the subject, the researcher created a 14-session therapy program based on the various theories and methods used in the field of cognitive-behavioral therapy. Some of these included Donald Herbert Meickenbaum's cognitive modification of behavior theory. The training sessions were designed to introduce the participants to the various aspects of psychological stress. They were also focused on the development of skills that can help reduce their stress levels. Some of these included daily homeworks, relaxation techniques, and the use of skills that can help improve their motivation. The study was thoroughly reviewed by experts and specialists. It included 14 sessions for 50 minutes each, and two sessions per week.

Table 2. Reliability coefficients of the study tools

	No. of items	Test-Retest Reliability	Internal consistency
AMS	20	0.76	0.70
PSS	10	0.81	0.86
Total score	30	0.82	0.88

Study procedure

The program was administered to the members of an experimental group after they had received necessary permission and approvals. The goal of the program was to establish the validity and reliability of the scales used in the study. They were designed to measure the participants' psychological stress levels and achievement motivation. To test the validity of the scales,

(100) participants were selected. They were then randomly assigned to the two groups. The first group received the highest scores on the psychological stress scale, while the second group received the lowest scores on the achievement motivation scale. For the study, the author conducted two sessions with the participants of the experimental group every two weeks. After the program, the author conducted a re-test of the two scales to the participants of the two groups.

Results

The researcher found no significant difference in the levels of psychological stress experienced by the control and experimental groups. They conducted an ANOVA test to analyze the effects of the intervention on the participants' performance. The results of this study indicate that the effects of cognitive-behavioral therapy on the levels of psychological stress are positive. The difference between the control and experimental groups is significant.

Table 3 Results of ANCOVA of the participants' scores on PSS

Source of variance	Total of squares	Freedom degrees	Means of squares	(F) value	Significance level
Therapy program	19.94	1	17.98	12.65	0.000
Pre-test	186.98	1	164.93	152.65	0.07
Error	2.074	98	0.848		

The researcher noted that the achievement motivation of the subjects in the control and experimental groups was not significantly different at 0.05. To confirm the effectiveness and significance of the cognitive-behavioral program, the researcher conducted a pre-test to analyze the effects of the intervention on the achievement motivation of the subjects. The results of the analysis revealed that the cognitive-behavioral program significantly reduced the psychological stress and improved the achievement motivation of the participants. The statistical significance of the difference between the two groups was revealed in the level of achievement motivation. The level of achievement motivation of the control and experimental groups was not

significantly different at 0.05. To confirm the effectiveness and significance of the cognitive-behavioral program, the researcher conducted a pre-test to analyze the effects of the intervention on the achievement motivation of the subjects. The results of the analysis revealed that the program significantly reduced the psychological stress and improved the achievement motivation of the participants.

Table 4 Results of ANOVA of the participants' scores on AMS

Source of variance	Total of squares	Freedom degrees	Means of squares	(F) value	Significance level
Therapy program	124.93	1	140.23	34.82	0.000
Pre-test	23.98	1	34.98	14.93	0.050
Error	129.09	97	1.013		

discussion

The goal of the CBTP was to improve the motivation of university students by identifying the sources of their psychological stress and improving their skills handling difficult situations. The findings support the idea that chronic or ongoing stress can affect various aspects of a person's performance, such as his or her resistance ability and fatigue.

The daily difficulties and problems faced by students, such as waiting for a long time to graduate, traffic, academic burdens, and family problems, can have a significant impact on their mental health. In addition, they can weaken their motivation to succeed.

This finding is similar to the results of other studies, which indicated that higher psychological stress leads to various psychological conditions such as depression and low self-esteem. A further study conducted on the effectiveness of a program aimed at improving achievement motivation among participants revealed that the program was very effective.

conclusion

The participants of the CBTP were able to improve their psychological stress levels and their motivation to succeed by participating in multiple activities. The program also helped them develop their cognitive

and behavioral skills. The paper analyzed factors that influence stress levels among first-year university students. It found that students had higher levels of stress than students of other years of education. The main factors that contributed to this were the daily difficulties they face, as well as the various factors that affected their academic performance. The main factors that affected the academic performance of first year university students were the daily difficulties they faced, as well as the various factors that affected their personal and professional lives. .

The study also found that working with mentors for up to 20 hours per week significantly reduced students' stress levels. This suggests that having a dedicated mentor can help improve their commitment and academic performance. The study was conducted at one university in Egypt, and although the results identified factors that contribute to higher levels of stress among first-year university students, they could not identify The exact causes of this problem. For example, study participants had only started their first training exercise.

Although the study was conducted on first- and second-year university students in Egypt, it was not applicable to other universities. Also, the different tasks the students had to do while working with their teachers were not compared to those of students of education in other years. Resarcher did not find a link between a lack of support and stress levels in students.

References

- ABDOLLAHI, S. et al. (2020) The effectiveness of acceptance and commitment therapy on the self-care and adherence to treatment in patients with type 2 diabetes. *International Archives of Health Sciences*, 7(2).
- AYDA, G. and SHEIDA, J. (2019) Effect of Acceptance and Commitment Therapy on the Quality of Life and Physical Indices of Patients with Diabetes. *Journal of Diabetic Nursing*, 7(4).
- BARONI, D. et al. (2019) Misurare i valori: Proprieta psicometriche della versione italiana del Brief Values Inventory = Measuring values: Psychometric

properties of the Italian version of the Brief Values Inventory. *Psicoterapia Cognitiva e Comportamentale*, 25(1).

- BOUJUT, É. and DECAMPS, G. (2012a) Relations entre les émotions négatives, l'estime de soi, l'image du corps et la pratique sportive des étudiants de première année. *Journal de Thérapie Comportementale et Cognitive*, 22(1), [Online] Available from: doi.org/10.1016/j.jtcc.2011.12.001.
- BOUJUT, É. and DÉCAMPS, G. (2012b) Relationships between negative emotions, self-esteem, body image and freshmen students sporting practice. *Journal de Thérapie Comportementale et Cognitive*, 22(1), [Online] Available from: doi.org/10.1016/j.jtcc.2011.12.001.
- BUNN, A. et al. (2007) Solutions on Stress (SOS): Programmes, packages and products for helping teenagers. *Young Consumers*, 8(1), [Online] Available from: doi.org/10.1108/17473610710733758.
- CHI LEE, A. (2018) Acceptance and Commitment Therapy: A Mindfulness and Acceptance-Based, Value-Driven Approach to Human Flourishing With Christian Spirituality Considerations. *Acceptance & Commitment Therapy: A Mindfulness & Acceptance-Based, Value-Driven Approach to Human Flourishing With Christian Spirituality Considerations*.
- *Effectiveness of psychological-based interventions to enhance coping of nursing students: A systematic review*. (2010) *JBI Library of Systematic Reviews*, 8(Supplement), [Online] Available from: doi.org/10.11124/jbisrir-2010-699.
- ELLIS, A.E. et al. (2019) Supervising trauma treatment: The contextual trauma treatment model applied to supervision. *Practice Innovations*, 4(3), [Online] Available from: doi.org/10.1037/pri0000095.
- GABRIELLI, S. et al. (2021) Engagement and effectiveness of a healthy-coping intervention via chatbot for university students during the COVID-19 pandemic: Mixed methods proof-of-concept study. *JMIR mHealth and uHealth*, 9(5), [Online] Available from: doi.org/10.2196/27965.
- HALL, L. (2014) Mindful Coaching. In: *Mastery In Coaching: A complete psychological toolkit for advanced coaching*.
- HARRINGTON, K.D., ERES, R. and LIM, M.H. (2020) The web-based uprising program for mental health in Australian university students: Protocol for a pilot

- randomized controlled trial. *JMIR Research Protocols*, 9(12), [Online] Available from: doi.org/10.2196/21307.
- LILLEMONT, J. and HADDAD, N. (2010) Reducing student burnout and stress utilizing web-based interventions. *Journal of Investigative Medicine*, 58(1).
 - LU, C. et al. (2020) Comparative effectiveness of mind-body exercise versus cognitive behavioral therapy for college students with problematic smartphone use: A randomized controlled trial. *International Journal of Mental Health Promotion*, 22(4), [Online] Available from: doi.org/10.32604/IJMHP.2020.014419.
 - MURAD, O.S. (2021) Effectiveness of a Cognitive-Behavioral Therapy Program on Reducing Psychological Stress and Improving Achievement Motivation among University Students. *Universal Journal of Educational Research*, 9(6), [Online] Available from: doi.org/10.13189/ujer.2021.090621.
 - MUSPAWI, M. (2017) Psikologi Pemilihan Karir. *Jurnal Ilmiah Universitas Batanghari Jambi*, 17(1).
 - NAM, H. et al. (2021) 366 Predictors of Dropout in University Students Participating in an 8-week E-mail Based Cognitive Behavioral Therapy for Insomnia. *Sleep*, 44(Supplement_2), [Online] Available from: doi.org/10.1093/sleep/zsab072.365.
 - NCT (2018).
 - PAN, J.Y. et al. (2021) A Randomized Controlled Trial of Cognitive Behavioral Group Prevention Program for Mainland Chinese University Students in Hong Kong. *Research on Social Work Practice*, 31(2), [Online] Available from: doi.org/10.1177/1049731520962181.
 - PETERS, H.O. (2013) *Social connections: Internet prevention of loneliness and depression in first year university students*.
 - RECABARREN et al. (2019) Short-Term Effects of a Multidimensional Stress Prevention Program on Quality of Life, Well-Being and Psychological Resources. A Randomized Controlled Trial. *Frontiers in psychiatry*, 10.
 - RITVO, P. et al. (2021) A mindfulness-based intervention for student depression, anxiety, and stress: randomized controlled trial. *JMIR Mental Health*, 8(1), [Online] Available from: doi.org/10.2196/23491.

- RITVO, P. et al. (2020) Randomized Controlled Trial of Mindfulness - Based Intervention For Student Depression, Anxiety and Stress: Observations on a Disrupted Campus. *JMIR mental health*, [Online] Available from: doi.org/10.2196/23491.
- SALEH, D. et al. (2018) Can we learn to manage stress? A randomized controlled trial carried out on university students. *PLoS ONE*, 13(9), [Online] Available from: doi.org/10.1371/journal.pone.0200997.
- SARAH K. HAMILL (2010) Resilience and Self-Efficacy: the Importance of Efficacy Beliefs and Coping Mechanisms in Resilient Adolescents. *Colgate University Journal of the Sciences*, 34(2).
- SHEARIN, S.M. and BREWER-MIXON, K. (2020) Effectiveness of a Short Education Series to Reduce Anxiety for Health Professions Graduate Students: A Pilot Study. *Journal of Physical Therapy Education*, 34(1), [Online] Available from: doi.org/10.1097/jte.000000000000124.
- WOLF, S. et al. (2019) Establishment of psychotherapeutic care in the Dohuk district of North Iraq: Foundation of the Institute of Psychotherapy and Psychotraumatology and execution of a masters degree course in psychotherapy and psychotraumatology. *Psychotherapeut*, 64(4), [Online] Available from: doi.org/10.1007/s00278-019-0344-2.

أثر تطبيق برنامج علاجي معرفي سلوكي على الضغوط النفسية وتنمية دافعية الإنجاز لطلاب السنة الأولى والثانية الجامعيين في مصر

أ.م.د/ محمد محمد السيد القلبي*

الملخص العربي:

الأفراد عرضة للإصابة بضغط نفسي. من الحقائق المعروفة أن بعض الناس أكثر عرضة للشعور بالتوتر من غيرهم. وتعتبر حالة الصحة النفسية لطلبة الجامعة مؤشراً حيوياً لنتائج الإجهاد. إذا كان الشخص لا يستطيع تحمل الضغوط المحيطة، فسيصبح سلوكه غير متوقع ويسبب المزيد من المشكلات، ويساهم فشل الطلاب في حل مشكلاتهم في تطوير الصراعات العاطفية التي تؤثر على دافعيتهم للإنجاز. ومن أجل تقليل الضغط النفسي وتحسين دافعية إنجازهم، أجرى الباحث دراسة عن العلاج المعرفي السلوكي. والعلاج المعرفي السلوكي هو نوع من العلاج بالكلام يركز على العلاقة بين أفكار الفرد ومشاعره وسلوكياته. حيث يساعد الأفراد على تحديد أنماط تفكيرهم غير المفيدة وتطوير مهاراتهم. بالإضافة إلى القدرة على تحديد أنماط أفكارهم وسلوكياتهم.

ويساعد العلاج السلوكي المعرفي الأفراد أيضاً على تطوير استراتيجيات لإدارة ضغوطهم. وقد أجريت الدراسة على عينة مكونة من (١٠٠) طالب جامعي من طلاب الفرقة الأولى والثانية. حيث قام الباحث بتقسيم العينة إلى مجموعتين كانت كالتالي: مجموعة التجريبية ومجموعة ضابطة.

وأشارت النتائج إلى أن المجموعة التجريبية أظهرت مستويات تحفيزية في دافعية الإنجاز أعلى من المجموعة الضابطة. وأن المجموعة التجريبية أظهرت مستويات ضغط نفسي أقل من المجموعة الضابطة.

الكلمة المفتاحية: العلاج المعرفي السلوكي - الضغط النفسي - دافعية الإنجاز.

* أستاذ علم النفس المساعد بقسم العلوم التربوية والنفسية كلية التربية النوعية جامعة دمياط