Artistic Impact of Value Awareness in Modifying Cognitive Distortions for Secondary School Girls

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Abstract

When we look at the complexities and pressures of daily life, we cannot help but admire the ability of our fellow humans to navigate it with such efficiency. Man is not only able to overcome hardships and keep up with sudden environmental changes and difficult confrontations, but he can also make compromises between his desires, hopes and expectations on the one hand and the requirements and constraints of the environment on the other hand, can absorb frustrations, disappointments and criticism without suffering permanent damage. Contemporary life often requires man to make, with lightning speed, life-or-death decisions. It also requires him to make more difficult judgments when he has to distinguish in different circumstances between what is a real danger and what is just a trick. Cognitive distortions are an essential part of the internal "interpersonal" communication system, which is the negative state in internal self-communication "self-disclosure and conclusions.", these ideas appear clearly in the individual's low self-esteem, self-criticism and negative interpretations. They affect At the academic level, family relationships and interaction with others, these misconceptions are a network of beliefs, assumptions and negative rules, which are often closely linked to the formation of the structure of these beliefs, which interact with the symbolic situation to produce distorted negative ideas. Hence, the researchers felt that there was a problem among students, especially female secondary school students, which crystallized with the need for guidance intervention to modify cognitive distortions, which prompted the researchers to adopt the technique of awareness of values in modifying cognitive distortions among female secondary school students.

Keywords: Artistic impact, modifying cognitive, secondary school, girls.

1. Introduction

Psychological theories have shown, through clarifying the major role played by sound thinking about oneself, others, and the future, that cognitive theory sees that thinking is linked to emotion, and that emotion is nothing but thinking that carries within it rational judgments towards any subject as good or bad, and that theories are what give weight to cognitive processes, as the aforementioned matters prompted the researchers to stand before this problem by answering the following questions:

• Does the technique of awareness of values and the steps accompanying it have an effect in modifying cognitive distortions among secondary school students?

The current research aims to identify the effect of the technique of awareness of values in modifying cognitive distortions among secondary school students.

The current research was limited to secondary school students in Al-Qurna District, Basra Governorate, for the academic year (2023-2024). For the purpose of preparing the research, the researchers adopted the cognitive distortions scale (Al-Alawi, 2013), which had (52) paragraphs. They relied on a set of justifications. They found the scale appropriate for the sample and was built on a modern theoretical basis. It is appropriate for the objectives of their current research. Its paragraphs were distinguished by their accuracy in identifying individuals who have cognitive distortions. After verifying the psychometric characteristics (validity - reliability), it was applied to the sample of 400 female students. After processing the data using appropriate statistical methods and using the statistical package SPSS. The research hypothesis included the following: There are no statistically significant differences at the level (0.05) between the average ranks of the scores of the experimental group members and the ranks of the control group members in the post-test on the cognitive distortions scale after applying the guidance program. To test the validity of this hypothesis, the researchers used the Mann-Whitney test to determine the significance of the differences between the tests for the experimental and control groups. The researchers reached the following results: The calculated value, which is equal to (6.50), is statistically significant because it is smaller than the tabular value, which is equal to (55) at the level (0.05). This means rejecting the null hypothesis and accepting the alternative hypothesis, i.e. there are differences between the average ranks of the scores of the experimental group members and the ranks of the control group members in the post-test on the cognitive distortions scale after applying the guidance program, and this indicates the effect of the program.

The problem of research:

The intellectual aspect of distortion simply refers to the set of ideas, beliefs, arguments, and perhaps values that a person adopts towards himself and his environment, so that they ultimately lead to arousing or confirming negativity. These illogical ideas and beliefs are almost general, and when they are accepted and supported by self-indoctrination, they lead to intellectual distortion because it is impossible to live. These illogical beliefs that Ellis talks about, and believing in them leads the person to become oppressed, feeling guilty, incompetent, and self-deficient (Ibrahim, 1980: p. 65). As for distorted knowledge, it is perceptions and incorrect interpretations of situations and events, and it does not reflect the truth, in addition to being maladaptive, leading to emotional tension, behavioral problems, and physical arousal (Hoffman, 2012: p. 18), and distorted ideas are a distortion of reality in an overly sensitive way, affecting the view of the guide towards the world, and resulting in dysfunctional emotions And behavioral problems, and then the counselor tries to modify the behavior of the client by influencing his thinking processes by helping him identify his misconceptions and unrealistic expectations, in addition to the extent of their truthfulness and reasonableness (Muhammad, 1999: p. 22). The problem of cognitive distortions is basically that the individual corrupts the reality of facts based on negative "premises and assumptions" that are formed from incorrect learning that occurs in

the stages of cognitive development, which affects his thinking processes and emotions, so his view of thinking becomes negative towards himself and others (Beck, 1999: p, 31)

Through the researchers' review of a number of studies and research that dealt with cognitive distortions, local studies indicated, including the study of Al-Shammari (2013), which confirmed the existence of distortions among different genders, and the study of Shandoukh (2019), which confirmed that middle school students suffer from cognitive distortions. Al-Alawi's study (2013) also confirmed that middle school students suffer from cognitive distortions, and that females in the (fifth middle school) stage have more cognitive distortions than males. In addition to the researchers' feeling that there is a problem among students, especially secondary school female students, which crystallized into the necessity of counseling intervention to modify cognitive distortions, which prompted the researchers to adopt the technique of awareness of values in modifying cognitive distortions among secondary school female students. From this standpoint, the problem of the current research can be defined in answering the following question: - Does the technique of awareness of values have an effect in modifying cognitive distortions among secondary school female students?

The importance of research:

The values of an individual are considered important because they show what a person thinks and believes in and help him achieve his goals based on current needs, demands and situations. Values are considered the motive that affects the decisions that an individual makes in different parts of his life. (Al-Sadat, 2014: p. 3), in guidance in the sense of being human means being free to consciously decide the position that should be taken towards events in life, and that the basic motive in the personality of the individual is not the desire to achieve pleasure or power, but the desire to achieve meaning, and this meaning is the deepest thing that drives the human being, that is, it is the most important human phenomenon, as the human being can give meaning to his life by adhering to creative values and achieving demands, and these values express what the human being takes from the world through living experiences and meeting others or by knowing a single human being with all that is unique to him, and also people can give meaning to their lives by taking news values into consideration, by telling goodness, truth and beauty, or by knowing a single human being with all that is unique to him, then the human being remains able to give meaning to his life in the way he faces his fate or sorrows. (Patterson, 1990: p. 463), therefore, man seeks to search for meaning because it is a force that drives him to defend his values in his life, and meaning gives him the will that makes him ready for any confrontation for the sake of this value, as man as a being has one of his goals to achieve meaning and affirm values. (Abdul Aziz et al., 2020: p. 46) Values are considered a set of cognitive judgments that the individual acquires from the culture in which he lives and generalizes them towards people, things, meanings and various aspects of activities, and values express interest, preference and choice towards people and things, and values can be classified into general values such as faith, justice and education, and special values such as those related to social, religious, economic and political rituals, and values may be permanent or transient, and the guide must examine the values of the person being guided, whether apparent or implicit, in order to help him effectively. (Saleh, 2013: pp. 16-17)

Hence, we find the importance of the technique of awareness of values in modifying cognitive distortions through achieving experimental, creative, and situational values. Thus, the counselor helps the client to think by going back and remembering things that have meaning and importance in his life, making the client think about the possible reasons behind his choice of values, and educating the client about the important values that he chooses. (Hutzell, 2009: p, 11)

Al-Farhati (1997) in a study on cognitive distortions pointed out the special importance of the efforts made by scientists in this field, because knowledge is the individual's way to reach the truth of things and it includes everything that goes on in the individual's mind of ideas about himself, others and the world around him, and it is his means of understanding himself and the world by reaching the truth of things and controlling them, in addition to being the basis of his behavior and actions, which are unsound, unbalanced or extreme, as distorted ideas work as internal forces that exaggerate negatives and ignore positives, and usually distort all experiences of the individual in a negative direction and lead him to wrong conclusions based on distorted premises (Al-Farhati, 1997: p. 115)

Hence, the importance of the current research is evident in the theoretical and applied aspects.

Theoretical importance:

1. The importance and effectiveness of psychological and educational guidance in modifying the behavior of individuals, especially students, due to its effectiveness and impact in modifying undesirable behaviors.

2. The importance of guidance in the sense, especially the technique chosen in the current research (values awareness), in addition to its modernity, as far as the researcher knows.

3. This research is an attempt to modify cognitive distortions due to the negative effects they may cause in the thinking of female students.

4. The importance of the category targeted by the current research, which are female secondary school students.

Applied importance:

1. It provides a modern method for modifying cognitive distortions through a modern guidance program according to the technique of values awareness.

2. It provides a tool for measuring cognitive distortions appropriate for female secondary school students.

3. Providing the Iraqi library and educational counselor with a model of values awareness technical sessions that can be applied to students or other age groups in society.

Research aims and hypotheses: Research aims & thesis

The current research aims to identify:

- The effect of values awareness technique in modifying cognitive distortions among secondary school female students.

This is verified by testing the following null hypothesis:

- There are no statistically significant differences at the level (0.05) between the average ranks of the scores of the experimental group members (values awareness) and the ranks of the control group members in the post-test on the cognitive distortions scale.

Research limitation:

1. Human limits: A sample of secondary school female students.

2. Spatial limits: Government secondary schools in Al-Qurna District, affiliated to Basra Governorate.

3. Temporal limits: Morning study for the academic year (2024-2023).

4. Scientific limits: Values awareness, cognitive distortions.

Definition of terms:

The research includes a definition of the following terms:

Values Awareness Technique (VAT): It was defined by (Hutzell & Eggert 1989, 2009), as a technique derived from Frankl's meaning guidance developed by Hutzell 1983. This technique is useful and helpful in discovering common traits between personalities, thus enhancing and increasing the improvement of the unity and uniqueness of the goal and reducing resistance to integration and integration. This technique was designed to help individuals explore or clarify their latent values. (Hutzell & Eggert, 2009: p, 88)

Theoretical definition: The researchers agree with what Hutzell (Hutzell, 2009) went to in defining the term values awareness and adopted it as a theoretical definition for the current research as it is the definition emanating from the theoretical framework adopted in the current research.

Operational definition: It is a set of steps, activities and exercises used by the study to help secondary school students modify cognitive distortions through the activities of the guidance program.

Cognitive Distortions:

Definition of Beck, 1987: A set of distorted views, maladaptive ideas, and negative perceptions that an individual adopts about himself, the world, and the future (Beck, 1987: p, 43).

Theoretical definition: The researchers adopted Beck's definition (Beck, 1987) because it is the definition relied upon in the cognitive distortions tool, and because it is the definition of the owner of the adopted theory and the one relied upon in measuring cognitive distortions in the current research.

Procedural definition: The total score obtained by students through their answers to the paragraphs of the cognitive distortions scale that was completed in the current research.

Theoretical Framework and Previous Studies

The Values Awareness Technique (VAT): The Values Awareness Technique (VAT) helps the client become more aware and conscious of his value system. The technique consists of three steps and can be repeated for the client several times. The work of this technique can be explained through several basic sections that include sub-parts, each of which contains some exercises (Hutzell & et al, 2009: p, 89).

To complete the VAT technique, it takes several counseling sessions, and may include some homework, and many fruitful discussions usually result from the different answers of the counselees, and most individuals explore between (30-130) values, many of which are repeated during the various exercises, and the values are written once, and some are likely to have little meaning to the individual and are neglected at this stage, and to complete the value awareness technique, the values that have been repeated are arranged starting from the most frequently repeated values to the least frequently, in order to create a hierarchy of values for the counselees (Hutzell & al et 1990: p, 87).

Values Awareness Steps:

The first step: Expanding the circle of emotional awareness to allow the individual to step away from the routine of his daily life and see life from another perspective, as the individual's search for aspects of life that have meaning may ignore or overlook some aspects of his daily life, and the individual responds in this step to the question about the nature of the many possible answers, where the individual chooses from these possible answers the answer that has a special meaning for him.

The second step: Stimulating (exciting and motivating) the creative imagination, where the therapist asks the individual to think of all the possible and possible reasons why the answer to the question in the first step is meaningful to any individual, in this topic the individual may consider that many possible values lie behind this response, for example: if the answer to the question What do you want to be? Let's say it is "farmer", then the values behind it for the "farmer" may be: family (this is what my father used to do), familiarity It is something I know and know how to do, working in the open, independence, freedom, working under my own leadership, producing something tangible and has a direct benefit, helping things grow, nature.

Step Three: Secondarylighting Personal Values The individual identifies three values mentioned and recorded in the second step, and thinks about them specifically. For example: The individual identifies (chooses) one, two, or three of the values that he sees as appropriate for him personally and represent a personal meaning to him. (Hutzell, 1983: p, 74-83).

The role of the counselor:

1. Helping the client to think by going back and remembering things that are meaningful and important in his life.

2. Making the client think about the possible reasons behind his choice of values.

3. Making the client aware of the important values that he chooses. (Hutzell, 2009: p, 11).

Values Awareness Artistic Exercises: Values Awareness Artistic Exercises contains a set of parts, each of which contains exercises that can be performed in a group or individually. The number of sessions in the "Values Awareness" Artistic Guidance Program is seventeen sessions, including the opening and closing sessions. The time allocated for each session ranges between (30-40) minutes.

1. The first part includes the "Personal Values" exercise: A set of values are presented that stimulate the individual's thinking about many possible choices. If one of the mentioned values is appropriate for an individual, he responds with a word or two that expresses what this value means. For example, the values are (companionship, learning, fame, beauty, sports). The goal of this is to make the individual aware of his personal value system.

2. The second part includes the exercise "The values that the individual gives to his world": In this exercise, you will discover some of the latent values by paying attention to the things that you do or that you find exciting to do. Here, the individual gives the world his work (your actions, your productions, your creations). The job exercise includes, under the title of your role, arranging five jobs that you have not achieved before, but you think they may be preferable for you, for example: (Job: artist, beauty or freedom) (social work, assistance) and so on. -Hobbies training: Record in your section (right column) five hobbies that you have or that you think you find exciting and useful, and in the left column write three things that you personally find more interesting and enjoyable towards each hobby, for example: Reading, the values that correspond to it (knowledge, entertainment, unity), photography (enjoyment, skill), hiking (nature, peace, training), and so on..

3. The third part includes the exercise "The values that the individual takes from his world": In this part you continue to add some parts to the picture of your life, but from a different perspective, in the previous part you focused on the values related to the activities that you enjoy doing (the things you do and give to the world). In this part you turn to the experiences or experiences that you love and like (i.e. the things you take from the world), you do not need to change these things through the activity, but once you take the inner comfort by living them and admiring them, you can explore these values through the art of awareness of values. As follows: Record five current or recent events that you attended by choice, and record events that you may have avoided but chose to attend. You can think of very formal events (such as: a wedding, graduation, music) or informal events (such as: watching a movie, a picnic, playing football..). After recording the events, think of the possible reasons that would make anyone attend these events. You will find many reasons for that. Then, in the left column under the values section and in front of each event, record the top three reasons that make you choose to attend the event. This means recording three values that you achieved through your attendance.

4. The fourth part includes the exercise "Values in your beliefs/attitudes": Basic beliefs and attitudes have a regular and strong influence on an individual's daily behavior. Beliefs may be

very dear (loved) and he may suffer from them, or attitudes that you hoped to achieve. (Moawad and Mohammed, 2012: pp. 225-235).

Theories that dealt with the art of awareness of values

Meaningful Counseling Theory (Victor Frankl): The Venetian psychiatrist Victor Frankl (1905-1997) developed meaning-based counselling around 1929 (Klingberg 1995) and this treatment continues to flourish today, through meaning-based counselling training institutes in Europe and the Americas (although it has not flourished significantly in the United Kingdom). Frankl proposed three types of dormant values in any situation in which an individual can achieve meaning. The first type is "innovative values" and can be achieved through artistic and professional activities. For example, losing a job may provide an opportunity to discover a new career path. The second type is "experiential values" and can be achieved through increased openness to the world, especially through love. The most important type of values is the third type of dormant values in the situation, which are "attitudinal values", which can be achieved by the individual changing his direction from the situation. Even if you select the news and innovative values that can be achieved in the situation, for example the experience of going through hardship or financial disaster or the loss of a loved one, there are still directional values that can be discovered and responded to. (Mick Cooper, 2015: pp. 107-108). Frankl's theory of meaning guidance is the basis of the art of awareness of values. When Frankl felt that his life's mission was to oppose nihilism and the belief in meaninglessness (that there is no ultimate meaning to life), which he believed was the root cause of human misery, Frankl embarked on a career in psychiatry where he introduced the concepts of meaning and values to psychological thought. People were not just their miserable illnesses, mental pains, emotional problems or troubled lives. People wanted to find meaning in their lives, understand their suffering, know how to deal with it and overcome it in one way or another, and overcome it, and in the process, become better human beings with a future full of hope ahead of them (Teria, 2020: 9). Frankl's theory focused on studying the essence of the human being, as mental health is what The psychological, physical, and mental fields are controlled, as the theory focused on personal experiences and suggested a basic pattern for individuals, which is the pattern of the authentic individual who realizes the nature of man. Frankl also emphasized the internal environment and privacy in life. The individual has the right to prove himself and achieve the success he wants in front of himself and prove his existence in the world, and achieve a balance between himself and his environment, and coordinate his own goals so that they are consistent with the reality in which he lives, which leads to discovering himself and practicing his life as he wishes and aspires, and for his life to be as he chooses it and sees it. (Al-Tamimi, 2014: p. 86).

The main goal of counseling in the sense: is to enable individuals to accept freedom and responsibility in work. There are 6 goals that counseling in the sense seeks to achieve, which are:

A. Making the client more aware of their existence.

B. Showing the client's uniqueness.

C. Improving the client's interactions with others.

D. Strengthening the client's freedom.

E. Strengthening responsibility.

F. Helping the client find meaning in life. (Abu Asaad, 2019: p. 153)

Cognitive Distortions: Muslim thinkers have long adopted a philosophy guided by the Islamic faith and given knowledge, thinking and insight an important place in the factors that achieve happiness and open hearts. The essence of human existence is knowledge. Knowledge is the goal of all exhausting intellectual journeys, sharp mental fluctuations and heartfelt transformations that afflict the individual. Knowledge of God is what makes the individual a believer. This is what the Holy Quran has indicated with clear signs, revealing that what a person is in terms of misery and happiness is nothing but his responsibility and the result of his thinking. If a person wants to change his condition, he only has to change what is in himself: "Indeed, Allah will not change the condition of a people until they change what is in themselves." (Al-Ra`d, verse 11). And in the position of Another: That is because Allah would not change a favor He has bestowed upon a people until they change what is within themselves, and that Allah is Hearing and Knowing. (Al-Anfal, verse 53) Some psychologists have confirmed that the emotional and behavioral responses that affect individuals depend to a large extent on the existence of false intellectual beliefs that the individual builds about himself and the world around him. (Ibrahim, 1998: p. 147)

Corey believes that the owners of the "cognitive theory" focus on the fact that the individual's feelings and behavior are determined by the pattern of his perceptions and the nature of his personal experiences, and that the assumptions of the theory of cognitive therapy indicate that self-communication between others is greatly affected by what happens inside each of them, and that the individual's beliefs have a special meaning for him, so that he can discover and recognize them himself, instead of the cognitive guide teaching and interpreting them for him. Beck was interested in the automatic thoughts that affect his thinking process, and lead to the formation of false assumptions and called them "cognitive distortions" (Corey, 2000: p, 303-304). Distorted thoughts are negative thoughts that negatively affect the individual's ability to confront life events, and then his ability to adapt, which leads to excessive emotional reactions that do not match the situation or event, and the individual may not be aware of these Ideas, (Mohammed, 2000: p. 69), where the cognitive model suggests that dysfunctional thinking (affects the individual's mood and behavior. When people learn to evaluate their thinking in a more realistic and adaptive way, they suffer from a decrease in negative feelings and maladaptive behavior (Beck, 1979: p, 4). Beck believes that emotional reactions are not direct or automatic responses to external stimuli, but rather stimuli are analyzed and interpreted through the internal cognitive (mental) system, and the lack of agreement between the internal system and external stimuli may result in the presence of psychological disorders (Al-Shennawy, 1998: p. 147), and that illogical cognitive processes can be classified as (arbitrary reasoning, selective abstraction, and overgeneralization) or stylistic (exaggeration), or semantic (inaccurate labeling), and these indicate cognitive distortions in individuals (Beck, 2009: p, 204). Irrational thinking is the thinking that does not fit with the individual's capabilities or with the conditions of objective reality. It is represented in negative, illogical and unrealistic thoughts that are affected by

personal whims and distance from objectivity and depend on illogical expectations, false generalizations, conjecture, probability, exaggeration and exaggeration (Abdul Latif, 1987: p. 45).

Among the theories that dealt with cognitive distortions:

Cognitive Guidance Theory (Aaron Beck): This theory believes that thinking is linked to emotion, and that emotion is nothing but thinking that carries within it rational judgments towards any subject as good or bad, and theories are what give weight to cognitive processes (Abdullah, 1989: p. 98). Aaron Beck is one of the most prominent pioneers of cognitive guidance. Beck founded cognitive guidance as a psychiatrist at the University of Pennsylvania. He worked with depressed individuals and found that they suffer from negative thoughts that seem to appear automatically and called them "automatic thoughts". He discovered that their content is divided into three categories of negative thoughts about themselves, the world and the future. He began helping these individuals by identifying and evaluating these thoughts and found that doing so enables individuals to think more realistically, which prompted them to feel better emotions and act more effectively (Blank, 2015: p. 355). Beck concluded through his clinical observations that depressed individuals often think illogically. Depressed individuals, as he found, turn relatively unimportant problems into disasters, belittle achievements and strengths, and exaggerate failure and weaknesses (Linda L., 1988: p. 675). Beck stated that cognitive distortions have an effect on three dimensions related to the individual:

A- The self: The individual tends to belittle himself and view himself in a negative way, which are destructive thoughts, i.e. they contribute to creating a feeling of weak self-confidence, weak self-esteem, and difficulty in relationships (Abu Asaad, 2011: p. 312).

B- Depressed individuals view their interactions with the outside world as poor at best, and they are very sensitive to any obstacle that stands in the way of achieving their goals. Any degree of difficulty is interpreted as a result or indicator of their complete incompetence. (Beck et al, 1979: p, 209)

C- The future: The individual believes that his unpleasant experiences and expertise that he suffers from in the present will affect his future and he feels frustrated and anxious about every task he has to do, i.e. he looks at the future with a pessimistic view. (Al-Qamish et al, 2006: p. 227).

Research Procedures: The researchers adopted the experimental method in the current research, as the experimental method is considered the closest research method to solve problems in a scientific way, and it is also a method that has a clear and obvious effect on the progress of scientific research methods (Al-Ta'an et al., 2007: p. 130). The experimental method is the closest method to the correct and objective scientific method in searching for the truth, discovering it, interpreting it, predicting it, and controlling it. The most important thing that distinguishes experimental research is assuming a specific hypothesis and changing the circumstances in a special way and with a specific purpose, then observing and analyzing the results. It aims to test the validity of scientific hypotheses and to know the causal and functional

relationships between the interacting and overlapping factors in the situation (Darwish, 2018: p. 71-72).

Since the researchers followed the experimental method in the current study, they sought to build a guidance program according to (the technique of awareness of values) and apply it to the experimental group that needs to modify cognitive distortions (the dependent variable) to identify the effect of the independent variable of the guidance program.

Population Research: The "research community" is defined as a group of individuals, objects, degrees, or data that the researcher wishes to study. It is worth noting that the community of a particular study may be part of a larger community from another study by another researcher (Al-Naimi, 2014: p. 63). To obtain details of the original community in the current research, the researcher conducted an inventory of the research community. The research community consisted of female secondary school students in Al-Qurna District, numbering (8225) students distributed over (17) secondary schools (Table 1).

Table (1) The research community distributed according to the names of schools, their locations, and the number of their students.

No.	School name	Sit	Student No.
1	Al-Sanaa preparatory	Al-Sharash	773
2	AlQurna preparatory girl	(Qurna) Center	397
3	Al-Khadhraa secondary	Al-Nuhirat	649
4	Al-Iqtedar preparatory	Al-Sharash	422
5	Al-Basera secondary	Al-Sharash	540
6	Al-Shajara Al-Tayba secondary	Al-Sharash	702
7	Al-Kawthar secondary	Al-Jumaa	844
8	Khair allah madhi martyr secondary	Muziraa	443
9	Al-Baina preparatory	North Al-Nuhirat	258
10	Noor Al-wajood secondary	Al-Naeem	543
11	Al-Saffat intermediate	Al-Jumaa	593
12	Najma Al-Baqee intermediate	Al-Sharash	493
13	Al-Qurna secondary for Excellence	(Qurna) Center	116
14	Al-Ahdaf Al-Adiba intermediate	Al-Sharash	460
15	Al-Qurna Evening secondary for Girls	Al-Sharash	83
16	Al-Hamedat secondary	Al-Basha river	313
17	7 Al-Shuhadaa secondary	Al-Suileh	596
Total			8225

*According to statistics from the Ministry of Education/Educational Planning Department in Basra for the year (2023-2024).

Research Samples:

Statistical Analysis Sample: For the purpose of conducting a statistical analysis of the cognitive distortions scale, the researcher chose a research sample consisting of (400) female students from the secondary school stage (intermediate, preparatory, secondary), as Nunnally believes that the selection of the statistical analysis sample should not be less than (5/1) (Nunnally, 1978: p, 262), and the statistical analysis sample was tested for proportionality (Table 2).

Table (2) Statistical analysis sample.

No.	School name	No.
1	Al-Kawthar secondary	124
2	Al-Khadhraa secondary	96
3	Al-Saffat intermediate	85
4	Al-Baina preparatory	36
5	Al-Qurna secondary for girl	59
Total		400

Research tool: In order to achieve the current research tool and its hypotheses, the researcher used tools to achieve the current study.

Cognitive Distortions Scale: After the researchers reviewed the previous scales and studies, they adopted the cognitive distortions scale (Al-Alawi, 2013) and relied on a set of justifications. They found the scale appropriate for the sample and it was built on a modern theoretical basis and that it is appropriate for the objectives of their current research, and its paragraphs were distinguished by accuracy in identifying individuals who have cognitive distortions.

Psychometric properties of the scale:

Scale validity: Validity is that the test measures what it was designed to measure, meaning that the valid test measures the function it claims to measure and does not measure anything else instead of it or in addition to it (Abu Zaida, 2018: p. 151).

A. Face validity: This type of validity is represented by the researchers presenting the scale paragraphs and alternatives to answering it and its instructions to a group of professors specialized in educational guidance and counseling as well as professors of measurement and evaluation and psychology, inside and outside Iraq, their number reached (25) arbitrators, who are characterized by the experience that enables them to judge the validity of the scale paragraphs in measuring the characteristic to be measured as well as the validity of the scale instructions and their alternatives so that it makes their opinions reassuring and takes the judgments that most of them agree on, specifically (80%) or secondaryer (Al-Kubaisi, 2010, p. 35).

B. Construct validity: Construct validity means analyzing the degrees of The scale is based on the psychological structure of the characteristic to be measured or in light of a specific psychological concept, i.e. it is the extent to which it can be determined that the scale has a specific psychological structure or a specific trait, and this type of validity may be verified by extracting the relationship of the paragraph to the total score, and in this issue "Anastasia" explained that the correlation of the paragraphs to the total score on the scale is an indication that the scale is structurally valid. (Al-Kubaisi, 2014: p. 93).

This type of validity was verified through the following procedures:

Statistical analysis of the cognitive distortions scale paragraphs: The process of statistical analysis of the scale paragraphs is of a secondary degree of importance due to the function it performs that contributes effectively to the development of effective measurement tools that work to measure human traits and qualities with accuracy. (Al-Nabhan, 220:2013). The purpose of this procedure is to confirm the quality and efficiency of each paragraph of the test in its ability

to measure what it was designed to measure. (Sulaiman et al., 312:2010). The aim of analyzing the paragraphs is to determine the possibility of distinguishing them between the examinees in the characteristic or trait that the test measures (discriminatory power). In order to conduct the statistical analysis, the scale was applied to the statistical analysis sample of (400) female students from the secondary school stage, and it was found that all paragraphs of the cognitive distortions scale are distinctive except for paragraph (50), which is not distinctive, as the calculated t-values ranged between (4.60-6.94), as they were all secondaryer than the tabular value (1.96) at a degree of freedom (214) and a significance level of (0.05), which means that the paragraphs of the cognitive distortions scale have the ability to distinguish in the trait to be measured among the respondents.

The Scale Reliability:

A. Test and Retest: Test & Retest: In this method, "the test is applied to a group of individuals, and after a period of time, the test is reapplied to the same sample, and then the correlation coefficient is calculated between the scores of the sample individuals in the first application and the second application, and the result is the test reliability coefficient" (Abdul Mohsen, 2019: p. 58). According to this method, an initial application was conducted on (Thursday) dated (12/28/2023) on the stability sample of (30) students, and two weeks after the first application on the sample, the application was repeated on the same sample on (Thursday) dated (1/11/2024), and the Pearson application coefficient was calculated after the second application, as the stability rate reached (0.77), which is a coefficient that can be relied upon. Al-Eisawi, 1999: p. 58, also indicated that the stability coefficient ranging between (70-90%) is a good indicator for testing stability.

B. Cronbach's Alpha equation: The Cronbach's Alpha method is used "for stability in order to record the stability of the test, as this method confirms the positive level of homogeneity of answers to all paragraphs, because this method depends on calculating the correlations between paragraph scores, as each paragraph is a test in itself" (Al-Zuhairi, 2017: p. 237), and the stability was extracted using the Cronbach's Alpha method for the cognitive distortions scale, which was applied to the statistical analysis sample of (400) female students, and the stability in this method for the scale reached (0.87), which is a good stability coefficient that can be relied upon, and Table (10) shows the stability coefficient using the retest and Cronbach's Alpha method.

Description of the scale in its final form and the method of correction: After completing the preparation of the tool in its final form, the scale became composed of (52) paragraphs distributed over eight areas, which are (binary thinking, disaster prediction, emotional reasoning, incorrect addressing, exaggeration and minimization, overgeneralization, personalization, inevitabilities), and answer alternatives (strongly agree, agree, reject, strongly reject), and the researcher adopted the correction method for the negative paragraphs (1,2,3,4) and the secondaryest possible score for the respondent (208) degrees - and the lowest score (52) and the hypothetical average for the scale (130) degrees.

Sample of the Experience: After the researchers identified the cognitive distortions among secondary school students in Al-Qurna District by applying the Alawi Cognitive Distortions

Scale (2013) adopted in the current research, the sample of the experiment was chosen intentionally based on their scores on the scale, and their ages ranged between (18-16) in (fifth grade) of (Al-Bina Government Preparatory School). Viewpoints varied regarding the size of the guidance group, as some believe that the number of counselors usually ranges between (15-3) counselors, while others believe that the ideal number is (10-7). (Al-Fahal, 2014: p. 87), and in light of that, the size of the guidance group reached (28) students, with (14) in the experimental group, and (14) in the control group.

Statistical methods: The researcher relied on the following statistical methods in analyzing the data for her current research:

1. Statistical Package for Social Sciences SPSS.   2. Arithmetic mean.

3-Standard deviation. 4. Mann-Whitney test. 5. Chi-square test.

6. Pearson correlation coefficient. 7.T-test for two independent samples.

8. Cronbach's alpha equation. 9. Confirmatory factor analysis.

Counseling Program:

Implementation of the Counseling Program: After selecting the research sample, determining the experimental design, and determining its tools, the counselor took the following steps:

- Selecting (28) female students who obtained the secondaryest scores on the cognitive distortions scale, and they were distributed into two experimental and control groups, with (14) female students in the experimental group, and (14) female students in the control group.

- The counselor determined the number of sessions for the experimental group, which amounted to (16) counseling sessions, with (three) sessions per week, and the counselor emphasized to the counselees in the experimental group to deal with complete confidentiality about what was going on inside the counseling sessions.

- The counselor held individual sessions with the counselees before starting the group session, and the purpose of the individual session with the counselees was to break the barrier of fear and make them feel safe and emotionally vent through which the counselee feels comfortable and psychological tension is reduced.

- Determining the time and place of the counseling sessions in a hall allocated by the administration of Al-Bayna Girls' Secondary School, which has (good lighting, ventilation, a comfortable hall, and visual and audio display means).

- The counselor prepared the scores obtained by the counselees in the experimental and control groups on the cognitive distortions scale before the experiment as equivalence scores in the pre-test.

- The counselor set Sunday (2/25/2024) as the date for the first session.

- Determining the date of the postponed post-application of the cognitive distortions scale for the experimental and control groups after the completion of the program for a period of one month,

and the counselor prepared a schedule for the days of implementing the counseling program (Table 3).

Table (3) Sequence of sessions, day and date of their convening, and titles of advisory sessions.

No.	Session Title	Date of convening	Time of convening
1	Opening	Sunday 25/2/2024	10:30 AM
2	Feeling hopeless	Tuesday 27/2/2024	9:15 AM
3	Planning for the future	Thursday 29/2/2024	10:15 AM
4	Freedom of opinion and expression	Monday 4/3/2024	10:45 AM
5	Self-blame	Tuesday 5/3/2024	8:30 AM
6	Strongness in positions	Thursday 7/3/2024	9:45 AM
7	Special capabilities	Sunday 10/3/2024	10:30 AM
8	Self-confidence	Thursday 14/3/2024	10:30 AM
9	Problem solving	Wednesday 27/3/2024	9:30 AM
10	Evaluating success and failure	Thursday 28/3/2024	10:15 AM
11	Trust in others	Sunday 31/3/2024	9:15 AM
12	Discontent during study	Tuesday 2/4/2024	11:15 AM
13	Negative self-talk	Thursday 4/4/2024	8:15 AM
14	Organizing life	Sunday 7/4/2024	10:15 AM
15	Creating meaning in life	Tuesday 9/4/2024	10:30 AM
16	Conclusion	Thursday 11/4/2024	9:15 AM

Presentation and discussion of the results: Identifying the effect of the value awareness technique in modifying cognitive distortions among secondary school female students.

This was verified by testing the following null hypothesis: There were no statistically significant differences between the average ranks of the scores of the experimental group and the control group in the post-test on the cognitive distortions scale.

To test this hypothesis, the Mann-Whitney U test was used to compare the ranks of cognitive distortions for the experimental group and the control group in the post-test, where the calculated value was (6.50), which is smaller than the table value for the test, which is (55) at two degrees of freedom (14-14), which means rejecting the null hypothesis and accepting the alternative hypothesis, i.e. there are statistically significant differences between the two groups at the level of (0.05) between the ranks of cognitive distortions for the experimental group and the control group in the post-test, and that the experimental group recorded a modification in cognitive distortions in the post-test compared to the control group, which indicates that the value awareness technique has an effect on modifying cognitive distortions among secondary school students. (Table 4).

Table (4) Results of the Mann-Whitney test for the difference between the two research groups in modifying cognitive distortions.

Subgroup	No.	Mean Rank	Sum of Ranks	U-value of Mann-Whitney		Sig.	decision
				Cal.	Tab.		
Experimental	14	7.50	97.50	6.50	55	Statistically significant	Benefit of the experimental
Control	14	20.57	308.50				

We conclude from the above result that the technique of awareness of values had an effect in modifying the cognitive distortions of the counselees, as the results proved that awareness of values is related to the counselees' thinking about (themselves, the world, and the future) through

their value system, considering that each person has values that he strives to preserve, and that each person has more than one value that he has but is ignorant of. Therefore, the technique of awareness of values made the counselees fully aware of their values through the guidance program with its steps and exercises represented by paper and pen and arranging the values and sequencing them from the secondaryest value to the lowest value, as it represents the secondaryest value of importance to the counselee, and this helped modify their cognitive distortions.

2. Conclusions:

In light of the results of the current study, the research concluded with a number of conclusions:

1. The interaction of the members of the experimental group with the guidance program has a contribution to the success of the guidance program sessions.

2. The guidance relationship has an effective role between the counselor and the members of the guidance group (the counselees) that is dominated by "interaction, acceptance, mutual respect, and giving them the opportunity to express their ideas and opinions with complete frankness and freedom."

3. The effect of the guidance procedures included in the technique of awareness of values in modifying cognitive distortions among female students in the experimental group.

4. It is clear from the above results that the cognitive distortions of the individual are linked to awareness of his values whenever possible to modify cognitive distortions.

3. Recommendations:

1. The researcher recommends that educational counselors benefit from the guidance program sessions in the current research that was prepared to modify cognitive distortions for students in secondary schools.

2. The contribution of the Educational Guidance Division in the Education Directorates in the governorates by introducing educational counselors to qualifying courses to learn about the technique of awareness of values and how to apply them and their importance in modifying some symptoms that lead to psychological disorders.

3. The necessity of benefiting from the guidance program prepared by the researcher in applying it to other groups in society.

4. The researcher recommends benefiting from the guidance program by applying it in health centers by the mental health official to hold guidance sessions for youth groups in society.

4. Suggestions:

1. Conduct a study similar to the current research, but addressing other segments of society such as the unemployed and those who are behind in their studies and comparing it with the current study.

2. Conduct a study similar to the current study for male students and compare it with the current study.

3. Conduct a study on the relationship of cognitive distortions with other concepts such as (obsessive thoughts, stressful life events)

4. Conduct a study to determine the effect of a guidance program to modify cognitive distortions using other guidance methods.

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