

The Effectiveness of Cognitive-behavioral Counseling in Alleviating Passive Rebellious Behavior among Teenagers

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Abstract

Objectives: The study aimed to investigate the effectiveness of Cognitive Behavioral Therapy (CBT) counseling in reducing negative rebellious behavior among male adolescents.

Methods: The sample consisted of 60 students from the 9th and 10th grades at Ibn Zaydoun School in Irbid City, during the second semester (2022/2023). Their ages ranged from 15 to 17 years. They were randomly divided into four groups: two experimental groups and two control groups, with 15 students in each group. The experimental groups were combined as one group, and the control groups were also combined. The Negative Rebellious Behavior Scale and the CBT counseling program, consisting of 14 sessions (two sessions per week, one hour per session), were applied. The study tool was used to record pre-test, post-test, and follow-up measurements.

Results: The results indicated statistically significant differences between the experimental group and the control group in reducing negative rebellious behavior, in favor of the experimental group for the post-test measurement ($F = 11.05, p < .001$) as well as for the follow-up measurement ($F = 24.10, p < .012$).

Conclusions: The results confirmed the effectiveness of Cognitive Behavioral Therapy in reducing negative rebellious behavior among adolescents. Furthermore, there is a need for further experimental studies to explore the effectiveness of CBT counseling in reducing negative rebellious behavior among adolescents.

Keywords: CBT; rebellion; adolescents; group counseling.

فاعلية الإرشاد السلوكي المعرفي في التخفيف من سلوك التمرد السلبي لدى المراهقين

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ملخص

الأهداف: هدفت الدراسة إلى معرفة فاعلية الإرشاد السلوكي المعرفي في التخفيف من سلوك التمرد السلبي لدى المراهقين الذكور. المنهجية: تكونت العينة من 60 طالباً من الصف التاسع والعاشر، من مدرسة ابن زيدون في مدينة إربد، الفصل الثاني (2022/2023) والذين تراوحت أعمارهم بين 15-17 سنة. تم تقسيمهم عشوائياً إلى أربع مجموعات، مجموعتان تجريبيتان ومجموعتان ضابطتان. في كل مجموعة 15 طالباً، تم دمج المجموعتين التجريبيتين كمجموعة واحدة، وكذلك المجموعتين الضابطتين. تم تطبيق مقياس سلوك التمرد السلبي، وكذلك برنامج الإرشاد السلوكي المعرفي، والذي يتكون من 14 جلسة، بواقع جلستين في الأسبوع، لمدة ساعة واحدة لكل جلسة. تم استخدام أداة الدراسة لتسجيل القياسات القبليّة والبعديّة والمتابعة.

النتائج: أشارت النتائج إلى وجود فروق ذات دلالة إحصائية بين المجموعة التجريبية والمجموعة الضابطة في خفض سلوك التمرد السلبي لصالح المجموعة التجريبية للقياس البعدي ($F = 11.05, p < .001$) وكذلك لقياس المتابعة ($F = 24.10, p < .012$).

الخلاصة: أكدت النتائج على فعالية العلاج السلوكي المعرفي في خفض سلوك التمرد السلبي بين المراهقين. وأن هناك حاجة لإجراء المزيد من الدراسات التجريبية للتحقيق في فعالية الإرشاد السلوكي المعرفي في خفض سلوك التمرد السلبي بين المراهقين. الكلمات الدالة: العلاج السلوكي المعرفي، التمرد، المراهقون، الإرشاد الجماعي.



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Introduction

Adolescence is a term that means a stage of development that begins with the end of childhood and ends with the stage of maturity or adulthood. That is, adolescence is the developmental stage that an immature individual goes through physically, emotionally, mentally, and socially (Murray et al., 2014). It is the result of the interaction between biological genetic factors and lifestyle, the culture that teenagers live in, adolescence is closely linked to the cultural pattern prevailing in society (Smith et al., 2018; Talahmeh & Hamdi, 2017).

Teenagers sometimes resort to some strategies of a rebellious nature (e.g., not recognizing rules and systems, covering up trends, open rebellion conspiring with peers). This is the result of the reaction to the parental control method, which did not suit the rebellious teenager, most deviant teenagers go through a period of critical age from 13 years to less than 16 years, which is the period that represents the beginning of adolescence and recklessness (Gullone et al., 2000). PRB is one of the most common and widespread behaviors among adolescents. It is a type of behavioral aggression that leads to the cumulative destruction of relationships (Aldahadha, 2023; Sahranavard et al., 2018; Shen & Dillard, 2005). Its manifestations include non-compliance with parental instructions, opposition, arrogance, vanity, and love of emergence, which also includes responding to frustration with aggression, and refusing to cooperate (Talahmeh & Hamdi, 2017). The teenager is exposed to a crisis called the identity crisis, and if the teenager fails to define his identity, he suffers from role disorder, that is, he does not know who he is in relation to himself and to others, so he suffers from disorders in adopting specific values that guide behavior (Wang et al., 2013). As a result of this failure in determining identity, the adolescent develops or adopts forms of behavior that are not accepted by the family or society, and because of the identity disorder, the adolescent may resort to some defensive tricks such as excessive impersonation of heroes, paralysis, and groups (Castillo-Eito et al., 2020).

The adolescent views parents and teachers as symbols of society's authority and rejects the attempts at rapprochement that these people express with some violence and aggression. In general, it is noted that this stage is linked to interest in examining and analyzing the self, describing subjective feelings towards oneself and the world, spending more time outside the home, and rebellion against prevailing traditions and standards (Buss, 1961; Wasserman et al., 2017).

The adolescent's emotions at this stage are also characterized by delicate sensitivity, this is due to the difference in glandular hormones. It is also characterized by fluctuation, lack of emotional control, naivety and superficiality in dealing with matters, as it is a contradiction between love and hate; modesty, shyness, and isolation (Sahranavard et al., 2018).

PRB leads to a lack of trust between parents and adolescents. Teenagers who suffer from rebellious behavior view family controls as restrictions instead of discovering their importance and necessity. Rebellion also leads to a negative attitude toward authority figures and leads to delayed maturity in the teenager (Padmanabhanunni & Gerhardt, 2019). Some PRBs play a major role in providing adolescents with new practical methods that help them overcome many of the psychological problems they face, through some cognitive-behavioral methods (Aldahadha et al., 2019; Talahmeh & Hamdi, 2017). CBT is known for its focus on ideas and the way to interpret social and environmental events (Aldahadha, 2021). Cognitive-behavioral counseling is one of the methods of modern psychological counseling that uses more positive and effective methods and approaches by integrating cognitive counseling techniques and behavioral counseling techniques together, which leads to helping individuals develop their cognitive skills, rebuild their thoughts, and practice and support positive behaviors (Donnell et al., 2001).

CBT aims to deal with irrational, erroneous thinking, and cognitive distortions, and to deal with various problems and seek to reduce them. It relies on several foundations and principles, including participation, consolidating the relationship between the two parties, reducing the reduction of the problem (Aldahadha, 2017; Aldahadha & Karaki, 2022). It focuses on how the individual perceives various stimuli and his interpretations of them and gives meanings to his various experiences. It is based on the model of cognitive operation of information (mental processes), which believes that during periods of psychological stress the individual's thinking becomes more distorted. Its judgments become absolute and are dominated by over-generalization (Padmanabhanunni & Gerhardt, 2019). The goals of the CBT are determined in teaching the individual how to correct his wrong beliefs and modifying wrong and distorted ideas (Barnes et al., 2014).

By reviewing studies related to the topic of the current study, some studies have confirmed the existence of a relationship between the way of thinking, ideas, and beliefs that an individual believes in and the rebellious behaviors that he practices (García-Vázquez et al., 2020). Other studies have addressed the problems of adolescents, especially those problems of a rebellious nature, disobedience, exposure to psychological pressure, and identity crises. They revealed that the most prominent problems of adolescents are primarily emotional, personal, and family problems (Aldahadha & Al-Bahrani, 2012; Putnick et al., 2008). Among the most general behavioral problems resulting from leisure time, incompatibility between education in the family and education in school, bad friends, feelings of alienation, identity crisis, rebellious behavior (Ferguson et al., 2007; Montgomery & Maunders, 2015; Sonnentag & Barnett, 2016).

Some studies have also emphasized the negative effects of bullying and the loss it causes among adolescents (Houchins et al., 2016). Huwaidi and Al-Yamani (2007) found common traits and behavioral characteristics that unite adolescents who have rebellious behaviors, including tension, tendency toward violence, aggression, and unruliness. Members of this group usually have their own moral judgments. The results of some previous studies also revealed the factors and causes leading to rebellion, disobedience, and violence. Among these factors are the economic level, social level, family upbringing, peer group, school environment, and the individual's ability to practice these behaviors (Liew et al., 2008; Luthar & Ansary, 2005). Additionally, studies confirmed the superiority of adolescents' males over females in violence and aggression, this is because males tend to prove themselves in all ways, and that is only by breaking the rules (Morrongiello et al., 2013; Pistella et al., 2020). Students of low economic level are more vulnerable to violence and confronting others in a hostile manner, as males outperform females in physical violence, and students from low economic levels are more violent than other classes (Al-Majali, 2007).

On the other hand, other studies have emphasized the importance and effectiveness of PRSs in solving many behavioral problems and reducing bullying, rebellion, aggression, and violence among individuals, especially adolescents (Jiménez-Barbero et al., 2013; Wigelsworth et al., 2016; Teglas & Rothman, 2001), while other studies have confirmed the effectiveness of PRSs and proven their effectiveness in improving self-concept and adopting social acceptance (Jackman & MacPhee, 2017; Wilson, 2007), and some previous studies have also emphasized the importance of group counseling in modifying behavior and solving behavioral problems for victims of bullying (Jiménez-Barbero et al., 2016) and in self-development (Hambrick et al., 2003).

The study Problem

Rebellious behavior is one of the most common and complex problems among adolescents, and those in charge of the educational process must make every effort to address these problems facing adolescents to reach the maximum possible growth in all physical, mental, emotional, and social aspects, using all available educational means and methods. The PRB, with all its procedures, is of great importance in achieving the best opportunities for adolescents' adaptation, and contributes greatly to helping them overcome their problems, whether inside or outside school.

Based on the field observations of male and female teachers, the most prominent problems of adolescents are the ease of irritation, aggression, and lack of ambition, especially among males, the large number of behavioral problems by some students, the frequent temporary dismissal from school, and the constant summoning of parents to school (Al-Majali, 2007). The teachers' constant complaints about rebellious and unruly students, and many rebellious behavioral patterns, the effects of which were clear on the rebellious student's level of achievement. It was also noted that there is a significant difference in the results of academic achievement between males and females, in favor of females.

The negative impact of rebellion among teenagers extended to the family of the teenager himself, and they experienced the woe of rebellion among some of their teenage children, especially since some of the parents are not good at teaching. They suffer from their inability to control their rebellious adolescents, and their behavior that does not satisfy parents, such as late nights outside the home, lack of ambition, lack of studying, rioting, and destruction of property inside. The constant complaints of the teachers about them affected the relationship between the student and the teacher, his family, community, and friends. Specifically, the problem of the current study is focused on investigating the effectiveness of a PRS at reducing PRB among adolescents.

The study importance

Many physical and psychological changes occur during adolescence age, and these changes are accompanied by rebellion and disobedience, poor compatibility with oneself and with others, and socially unacceptable behaviors, which leads to an urgent need to conduct more studies in this field. The importance of this study lies in contributing to the process of psychological guidance and counseling for students who suffer from PRB within the family, and behaviors characterized by rioting and destruction of property and furniture at the school, through the role of the school counselor to implement the counseling sessions in the PRS prepared for this study. For students who are experiencing some rebellious behavior, the importance of the study also lies in enriching the field of psychological counseling and guidance in Jordan with a PRS for adolescents, this important group of society that is in dire need of counseling assistance to confront the negative repercussions of PRB and the resulting psychological, social, and behavioral problems. The scarcity of experimental and quasi-experimental studies that address adolescent problems in the field of counseling is perhaps one of the reasons for the importance of this study. Finally, the importance of the study also lies in the applied aspect, by benefiting from the results of the study and employing them through educational proposals and presenting them to specialists and those caring for adolescents.

Hypotheses

This study attempts to answer the following hypotheses:

1. There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the experimental group and the control group regarding the decrease in the level of PRB among adolescent students for the posttest attributed to the PRS.
2. There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the experimental group and the control group regarding the decrease in the level of PRB among adolescent students for the follow-up test attributed to the PRS.

Operational definitions

For this study, the terms below have the following specific meanings:

CBC program: It is a set of psychological procedures and methods that include several organized and planned sessions in terms of preparation, organization, supervision, evaluation and follow-up, used with a specific group of individuals of a limited number within certain controls, strategies, special tools and a specific time for a specific goal (Al-Majali, 2007). It is defined procedurally as a set of activities, techniques, methods and strategies that the counselor proposes and implements on the counseling group with the aim of helping that group reach psychological compatibility and achieve normal growth that arises as a result of some behavioral disorders using appropriate methods in accordance with the principles of learning in treating those disorders.

Passive rebellion behavior: Rebellion in the sense of disobedience and continuous negative rejection, and it may reach the point of departing from authority, values, laws, beliefs, and sound customs, or it is departing from what should be adhered to in school, meaning departing from the specific and recognized controls (Abu Asaad, 2006). For the purposes of this study, it is defined procedurally as the score obtained by members of the counseling group on the scale prepared for this study.

Adolescence: It is a stage of life that begins from the beginning of puberty to full adulthood, in which physiological and psychological changes occur, such as the intense desire for independence, the search for identity, keeping up with peers, and rebellion against authority figures such as parents and school officials (Hine, 2004). It is defined procedurally in this study as a stage of a person's life that begins from the beginning of puberty after the age of twelve until twenty-one and is represented by students in the ninth and tenth grades.

Study limitations

The results of the study were limited by selecting a sample of male adolescents from the ninth and tenth grades at the Ibin-Zidoun school in Irbid city, who were between the ages of 15-17 years. The results of the study were determined by the instruments used in this study, which were the PRB scale for adolescents and the PRS, which were prepared for the purposes of this study and will be applied to the members of the experimental group only. The control group members were given a treatment program after the school counselor terminated the study.

Method

Sampling and procedures

The study sample consisted of all students in the ninth and tenth grades at Ibin-Zidoun school in Irbid city (N= 442), the ninth grade (N=262) and in the tenth grade (N=180), their ages ranged between fifteen to seventeen years. This category represents middle adolescence. One of the doctoral students was trained in practicum course to implement the CBC program instead for a limited financial reward. The reasons for choosing this school were that its location is suitable, and the number of students in the ninth and tenth grades is large numbers of teenagers. The school is equipped with suitable halls for group counseling sessions.

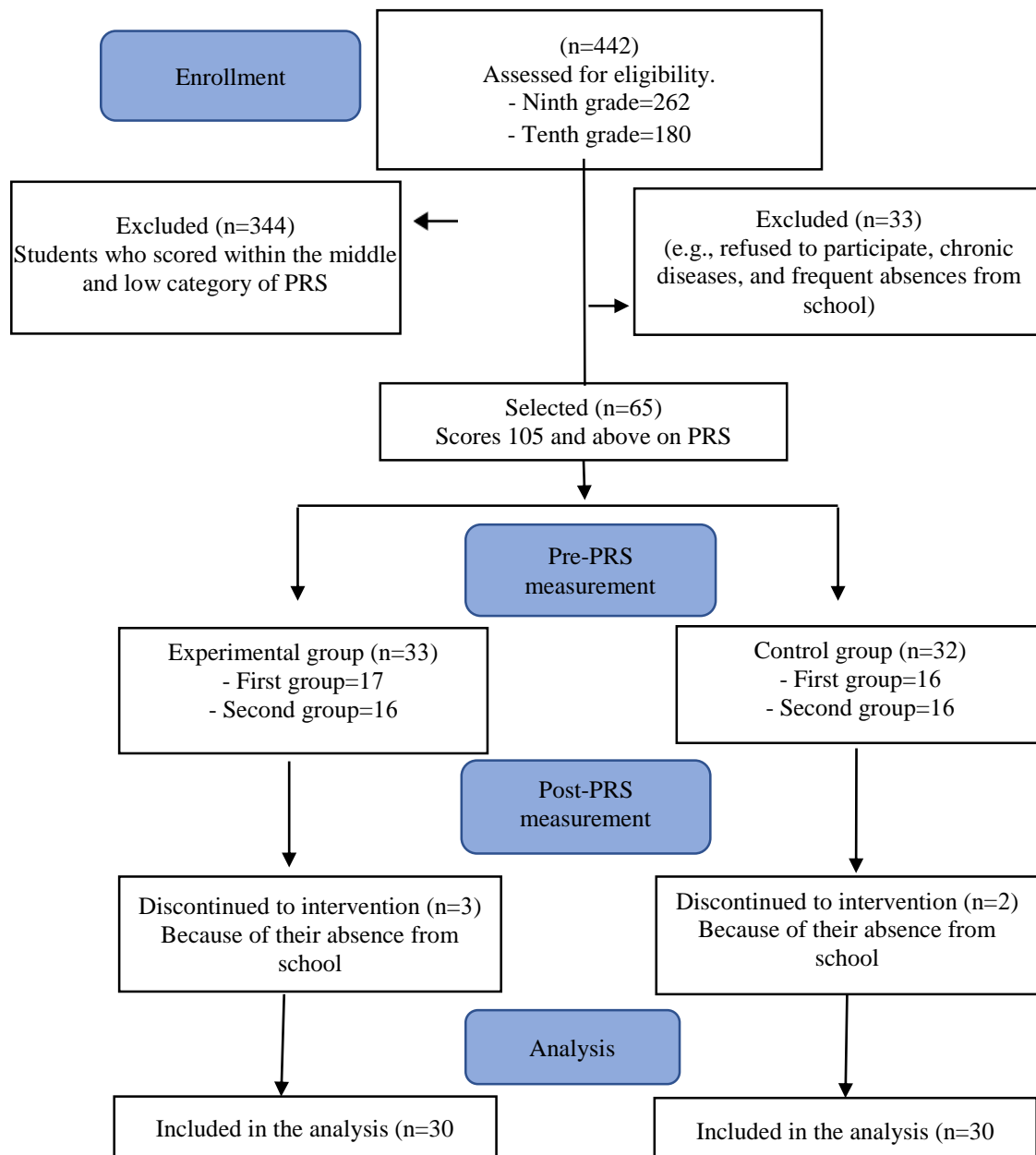


Figure 1. The filtering procedures of the study sample from start to finish.

The study sample consisted of 60 students who obtained the highest scores on the PRB. These students were divided randomly into four groups: two experimental groups, and their number reached 30 students, 15 students for each group, and two control groups, the number of which was 30 students, with 15 students for each group as well. The study subjects were divided into two experimental groups and two control groups. To suit the conditions of group counseling, when analyzing the two experimental groups were treated as one group, the same was true for the two control groups. Figure 1 represents the filtering procedures of the study sample from start to finish.

The scores of the students who were chosen as a sample for the study on the PRS for adolescents from the experimental and control groups ranged between 105-136 scores. They were distributed into four equal groups, where they were given numbers randomly 1, 2, 3, 4. The first experimental group was among those who got the number 1, the second experimental group got the number 2, the first control group got the number 3, and the second control group got the number 4.

Instruments

Passive rebellious behavior scale

To develop the PRB, we reviewed the closest related literature scales (Al-Majali, 2007; Dillard & Shen, 2005; Dowd et al., 1991; Lim & Suh, 2022; Talahmeh & Hamdi, 2017). The final version of the scale consisted of 34 passive items, which are answered on a five-quadrant scale from 0 to 4. The highest score on the scale was 136, and the lowest score was zero. Each item represents one of the negative aspects of rebellion among adolescents, so that all items fall under four main dimensions: Factor 1, Family rebellion (9 items), refers to rejecting parental orders and not obeying the laws and instructions of parents and the family in general (i.e., I spend a large part of my day outside the home, I reject the directive style in my family); Factor 2, Social rebellion (9 items), refers to a state that arises when an individual's social freedom is restricted, in order to restore that freedom the individual resist the opinions, beliefs, and rules (i.e., I insist on my opinion and do not accept the opinion of the other party, I have a strong personality and convinced of my ideas); Factor 3, Psychological rebellion (8 items), refers to an individual's attempt to regain the freedom that has been removed or threatened by directly engaging in the prohibited or forbidden behavior, or by encouraging others to do so. (i.e., I like to get what I want immediately, regardless of any circumstance, I avoid solving and confronting my personal problems); Factor 4, School rebellion (8 items), refers to it appears in the form of impulsive speech, academic delay, and failure to complete assignments school, neglect of teachers' advice and instructions, and irregularity in studies (i.e., I deliberately make movements and sounds to make students laugh while the teacher explains the lesson, I enjoy playing pranks on my teachers and colleagues because it makes me feel proud and exist).

To verify the validity of the PRS for adolescents; It was presented to 10 expert reviewers in the field of psychology, measurement and evaluation, and teaching methods. The reviewers recorded their observations and opinions on the scale in terms of the items belonging to the factors that were identified in the scale, and the clarity of the items in terms of wording and linguistic integrity. The appropriateness of the items to the Jordanian environment, adding new items with what they deem appropriate for the four dimensions, merging items that may have the same meaning, and deleting items that are not appropriate from the reviewers' point of view. The reviewers' opinions were considered with an agreement rate of no less than 80% and more than the reviewers. According to their observations, in terms of deletion, addition, and modification, the questionnaire in its final form concluded with 34 items distributed over the previous four dimensions.

The test-retest method was applied to a group twice with a time interval of two weeks between the first application and the second application in conditions like the first application, the Spearman correlation coefficient 0.91. The results also showed that the value of Cronbach's alpha for the four factors ranged from 0.89 to 0.80, while the total score of the scale had a Cronbach's alpha of 0.91. Which is high and indicates a very good level of confidence.

Group counseling program.

The program aims to provide members with skills to overcome rebellious behaviors through some cognitive behavioral methods. It also aims to teach members skills for success in life. Additionally, to provide preventive training on techniques

and methods that will help them overcome their problems in the future by communication skills, problem-solving skills, teaching them self-control skills, and disputing irrational beliefs. The program consists of fourteenth sessions, two sessions per week for two months, in addition to the sessions accompanying activity for mothers and teachers of students who are members of the experimental groups only, with the aim of giving them the skills of dealing with the rebellious behavior and communication skills.

Briefly, the CBC program consisted of the following sessions:

The first session: getting to know each other and building trust among the group members, introducing the members to the justifications and objectives of the counseling program, and agreeing on the dates and location of the sessions.

Second: Getting to know the concept of rebellious behavior and its forms.

Third: Getting to know the concept of irrational thoughts, and for members to practice identifying irrational beliefs.

Fourth: Practice refuting and changing irrational beliefs associated with rebellious behavior.

Fifth: Practicing the concept of self-talk and training members to distinguish between positive self-talk and negative self-talk related to rebellious behavior and changing it. Sixth: Getting to know the concept of cognitive distortions and their types, and training members to identify and change cognitive distortions.

Seventh: Practice identifying and changing cognitive distortions associated with feelings of helplessness. Eighth: Training members to identify and change cognitive distortions associated with the absence of a goal.

Ninth: Training members to identify and change cognitive distortions associated with loss of meaning. Tenth: Identify what automatic thoughts are and ways to overcome them and replace them with positive thoughts. Eleven: Practice identifying cognitive distortions associated with losing and changing standards. Twelve: Practice identifying and changing cognitive distortions associated with social isolation. Thirteen: Practice expressing appropriate emotions in different situations. Fourteenth: Finishing the counseling program and applying the unfinished business exercise and the posttest to the group members.

Data analysis

Several statistical tests and measures were used, including analysis of covariance (ANOCOVA), which contributes to neutralizing or canceling the effect of the pretest effects when making a comparison between the pretest, the posttest, and the follow-up test. The analysis of covariance test was followed by the Mann-Whitney test, as it deals with ranks not with means, and it would eliminate the effect of extreme scores, especially when the samples are small, regardless of the value of each score. In addition to ANOVA. T-test, means, standards deviations, and the Spearman test.

Results

Results of the two group's equality.

To verify the equality of the experimental and control groups in the PRS, and to determine the differences between the experimental group and the control group, the means and standards deviations were calculated for both the pre, post, and follow-up tests on the PRS. Table 1 represents means and standards deviations for all measurement times.

Table 1. Means and SDs of pre, post, and follow-up for the groups on the PRS.

Group	M			SD		
	Pre	Post	Follo-up	Pre	Post	Follo-up
Experimental	115.37	90.34	76.21	10.28	61 .16	11.16
Control	114.89	114.32	113.87	7.09	20.51	24.73

It is clear from Table 1 that the means of the sample members on the PRS decreased from the pretest to the posttest, and it decreased significantly in the follow-up test in each of the experimental group compared to the control group, which maintained a constant rate for each of the pre, post, and follow-up tests. To find the significance of the differences between the means of the pretests between the experimental group and the control group, the equality of the distribution of

individuals among the experimental and control study groups, Levine's test was conducted to determine the variance, as it was found that [$t=.850, p=.111$] which means equality of the two groups at pretest.

To confirm this result, a t-test was conducted to verify the significance of the differences between the PRS in the experimental and control groups on the pretest. It is clear from the results that there are no significant differences between the means of PRS in the experimental and control groups [$t(60) = 0.295; p=.769$]. This indicates there are no differences between the pretests of the experimental and control groups, meaning that the groups are equivalent. To confirm these results, the Mann-Whitney test was conducted, results indicated that there were no significant differences on the PRS among the experimental and control groups for the pretest [$\chi^2 = 1.977; p=.160$].

Independent sample t-tests and one-way-ANOVA were carried out to test the differences between allocated demographic variables conditions at the baseline of PRS. Results found no significant differences at the baseline scores due to grade [$t(60) = .633; p=.686$], achievement [$f(60) = .422; p=.650$], substances abuse [$t(60) = -1.593; p=.112$], family income [$f(60) = .397; p=.674$], disabilities or chronic diseases [$t(60) = .65; p= 1.267$], previously got a school punishment [$t(60) = 1.294; p=.215$] (See Table 2 for Means and SDs).

Table 2. Means and SDs for the demographic variables on the PRS pretest.

Variables	Levels	N	M	SD
Grade				
	Ninth	30	116.10	9.64
	Tenth	30	114.53	9.53
Achievement				
	Low (Weak)	20	113.75	5.12
	Mid (Good and very good)	19	116.15	11.25
	High (Excellent)	21	116.04	11.22
Substances abuse				
	Depend on or abuse	17	112.23	5.00
	Don't depend on or abuse	43	116.53	10.62
Family income				
	High (more 1000 JD)	15	118.80	12.13
	Mid (less than 1000 and more than 500)	14	112.50	3.99
	Low (less than 500)	31	114.90	9.66
Disabilities or chronic diseases				
	Yes	42	116.33	10.86
	No	18	112.94	4.77
Previously got a school punishment				
	Yes	36	116.61	10.33
	No	24	113.37	8.02

Results of the first hypothesis.

To test this hypothesis, the analysis of covariance (ANOCOVA) test was conducted (See Table 3).

Table 3. Covariance test (ANOCOVA) between the posttests of the two groups.

Source	Sum of Squares	df	Mean Square	F	Sig
Groups	7295.95	1	7295.59	17.09	0.01
Pretest	9435.97	2	4717.99	11.05	0.01**

Source	Sum of Squares	df	Mean Square	F	Sig
Error	23910.44	56	426.97		
Total	40642.3	59			

**p <.01.

It is clear from Table 3 that the significance level 0.01 is less than 05.0, which indicates that there are statistically significant differences at the level $\alpha \leq 0.05$ between the PRS scores among the experimental and control groups for the posttest which is attributable to the PRS. This result rejects the study hypothesis, and thus accepts the alternative hypothesis which states that there were significant differences between the groups, regarding the decrease in the mean of the PRB among adolescent students for the posttests. To confirm this result, Mann-Whitney test between the two groups on the posttests was conducted. Table 4 shows that there are significant differences between the PRS among the two groups for the posttests attributed to the PRS in favor of the experimental group. The average rank for the posttest for the experimental group decreased compared to the control group. The posttest for the control group was 38.73, it was decreased for the experimental group to 20.97.

Table 4. Mann-Whitney test between the two groups on the posttests.

Test	Groups	N	Mean of ranks	χ^2	df	p
Pretest	Experimental	30	20.97	79.15	1	0.01**
	Control	30	38.73			

**p <.01.

Results of the second hypothesis.

To test this hypothesis, the analysis of Covariance (ANOCOVA) test was conducted. The results were presented in Table 5.

Table 5. Covariance test (ANOCOVA) between the posttests of the two groups.

Source	Sum of Squares	df	Mean Square	F	Sig
Groups	2565.47	1	2565.47	6.74	.012**
Pretest	18358.97	2	9179.48	24.10	.001
Error	21326.22	56	380.83		
Total	42250.66	59			

**p <.01.

It is clear from Table 5 that there were significant differences in decreasing the PRS among the two groups for the follow-up test, which is attributed to the PRS. This result rejects the study hypothesis, and therefore accepts the alternative hypothesis. To confirm these results, the Mann-Whitney test was performed as in Table 6.

Table 6. Mann-Whitney test between the two groups on the follow-up test.

Test	Groups	N	Mean of ranks	χ^2	df	p
Pretest	Experimental	30	18.21	29.27	1	0.01**
	Control	30	41.48			

**p <.01.

Table 6 shows that there were significant differences among individuals in the two groups for the follow-up test attributed to the PRS in favor of the experimental group. The average rank for the follow-up test in the control group was 41.48, it decreased for the experimental group to 18.21.

Discussion

Discussion of the two group's equality.

The Levenes test for equality of means was conducted, and the results indicated that there were no statistically significant differences between the two groups and the demographic variables, meaning that the variances were equal. Based on that result, the t test for equality of means was conducted, as the results indicated that there were no significant differences, which means the equivalent in the students' means scores for the pretests on the PRS for adolescents. This means that the members of the experimental and control groups were equal because they randomly distributed, and they all exhibit rebellious behaviors and suffer from the same problems and follow the same way of thinking in solving the problems they face. This finding is consistent with several studies (Ferguson et al., 2007; Montgomery & Maunders, 2015; Sonnentag & Barnett, 2016).

The interpretation of this result that the root of the problem is due to the ideas and beliefs that the teenager holds and adopts, which are reflected in his actions and behaviors in accordance with the rule, "*Our thinking determines our behavior.*" The root of rebellion and disobedience and the psychological and behavioral problems related to it among teenagers are caused by an irrational way of thinking and looking at things and life from a different perspective and irrational beliefs. For example, staying up late at night outside the home, from the rebellious students' point of view, is considered evidence of masculinity and civility. Likewise, the rebellious teenager considers naughtiness, disrespect for others, and rebellion against school rules and parental authority within the family as evidence of strength of character and masculinity, so behaviors are consistent with thoughts and beliefs. This was the reason why members of the experimental and control groups obtained the highest scores on the PRS prepared for the purposes of this study.

The first hypothesis discussion

Its results indicated that there were statistically significant differences between the experimental group and the control group in favor of the experimental group for the posttest. This decrease in the means of rebellious behavior attributed to the PRS that the experimental group received. This is confirmed by the difference in the means of the posttests between the two groups. It decreased in the posttest of the experimental group that received the CBC, while a slight increase was recorded among members of the control group that did not receive any CBC. The interpretation of this result is due to the positive impact of the sessions, guidance, and the discussions that took place with students and their teachers and parents on the PRBs.

The existence of trust between the members and the comfort they felt towards the counseling sessions, especially after they were sure that everything presented in the session does not go outside the scope of the session and that the school administration has no relationship with the subject standup beyond the decreasing the rebellious behaviors. Additionally, to the great role played by some techniques and counseling methods in correcting the students' irrational thoughts. Among these techniques is logical or dialectical educational persuasion, and some other modern methods, such as short educational films, have also had a significant impact in modifying irrational ideas and replacing them with logical ones, especially when the film combines an expressive image, logical persuasion, and an honest word that expresses the event.

The improvement among the members of the experimental group is attributed to the fact that these students already have goodness within them. It exists, but rebellious behaviors appeared because of multiple reasons, including the family style of education, friends, strict school rules, and adopting irrational beliefs. The students in the counseling group had a desire to abandon rebellious behavior after suffering greatly from its scourges and dire consequences, and the accompanying decline in the educational level and the poor relationship between these students and their families, teachers, and society. Some members expressed their desire to change for the better. For this reason, many of them interacted with the program's counseling sessions, and their behaviors appeared to improve, and many of the rebellious practices disappeared.

The second hypothesis discussion

Its results indicated that there were significant differences between the experimental group and the control group in favor of the experimental group for the follow-up test. This decrease in the level of PRS is attributed to the CBC that the

experimental group received. These differences reached the level of statistical significance, as they were less than 0.05, which indicated a lower means for the posttest and follow-up test than the pretest for the experimental group, while the means remained constant in the three measurements for the control group. The results indicated that the decrease in rebellious behaviors among students in the two experimental groups for the follow-up test was better than the posttest.

This result is due to the fact that the posttest came directly after the end of the counseling sessions, and since abandoning rebellious behaviors and following the path of change desired by some students who expressed their desire for this change requires time, determination and persistence; It was natural that this change was not significantly observed immediately after the program, and even if the change actually occurred, it was not to the same extent as was observed for the posttest.

The human psyche is complex in nature, especially among adolescents who are characterized by pride, a desire for independence, and a desire to incompilant the instructions of their elders, even if those instructions are acceptable to them. However, pride and what the nature of the age stage imposes sometimes prevents them from adhering to those instructions and they don't accept it directly and clearly. Even if they wanted change and were convinced of it on some of the issues raised, they needed enough time to appear before society in the new image. This is why it was observed through follow-up test that the change a month after the end of the program was noticeable even by the school administration and some of parents and the teachers working there, who confirmed the disappearance of many of the rebellious behaviors that some students exhibit, and which are always repeated by them as they visit the school counselors on a regular basis. Because of the constant complaints about them and the many problems they caused.

The mean of PRB of the control group maintained a constant rate in the three measurements, although it increased slightly in the follow-up test and the posttest compared to the pretest. This is because the members of the control group did not receive any program that reduced their rebellious behavior, so the rate of rebellious behavior remained passive is constant. It was also noted that the members of the experimental group showed improvement in the posttest because several of the students in this group were riotous rebel leaders at school and they had irrational ideas about life, the future, the self, and their relationship with others in society.

Therefore, the improvement appeared in the members of the experimental group to a greater extent. The reason is also attributed to the influence of peers. A few of the students in the experimental group were friends. The positive change was affected by everyone together. Whenever the behavior of an individual in the group was modified, it affected his companions. This result agreed with several studies (Ferguson et al., 2007; Jiménez-Barbero et al 2013; Montgomery & Maunders, 2015; Sonnentag & Barnett, 2016).

The results of this study recommend conducting more studies of PRSs for adolescents, youth, and children that investigate the causes and solutions of behavioral problems, including rebellion, disobedience, lack of ambition, and adopting irrational ideas. Results also recommend implementing this program in schools by counselors when faced with behavioral problems of a rebellious nature, such as naughtiness, failure to obey family and school rules.

Applications

It was observed in the first and second sessions that there were calm and balanced students who appeared to have virtuous morals and tended to be introverted and isolated. Despite these behaviors, they scored high on the PRS. Most of the students who are members of the CBC believe in irrational ideas, and even propose irrational solutions and ideas to a problem that is already irrational. For example, they have a belief that the individual among them must support the group to which he belongs, even if it is the unjust aggressor, and anyone who objects to his method hits him.

There were some students with an excellent academic achievement level within the counseling group, and this leads us to the conclusion that it is not necessary for the unruly, rebellious student to be a failure or even weak in his studies, and this is what has been proven by reality and practical experience.

During the first sessions, several students did not care much about the topics and did not interact with the conversations raised for discussion. For this reason, expressive images were introduced that attract attention, such as displaying pictures of the passive consequences of disruptive behavior.

Use of reinforcement a lot. Verbal reinforcement and phrases that increase self-confidence were used (e.g., you are excellent, wonderful, perfect, I expect you to have a brilliant future). Also, written reinforcement was used. Wonderful phrases of encouragement were written for the students in their activities. It was also noted that a large group of students live in the same residential neighborhood, and this represents approximately one-third of the total number of members of the two groups.

Conclusion

The PRS has a major role in solving the behavioral problems of adolescents in schools. It plays a major role in solving problems including naughtiness in all its forms, verbal, vandalizing school property and facilities, physical abuse, as well as the teachers and parents lacking respect, and staying out of the house late.

The dialectical persuasion also plays a major role in influencing students and group members, especially when the goal of the dialogue is to uproot the passive idea and clarify its irrationality. Finally, the use of various cognitive-behavioral techniques had a significant positive impact, as the disturbances, chaos, and behavioral problems that were caused by students who were members of the experimental group decreased, and this is according to the testimony of the school principal and the school's counselor.

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