

## **The effectiveness of a counseling program based on the theory of treatment with reality in reducing the psychological panic in children during the current time**

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### **Abstract**

The research aims to: Measuring psychological panic in children. The researcher built a scale for psychological panic during the current time consisting of (56) paragraphs.

To achieve the goals of the current research ,the following was done, Building a cognitive counseling program to reduce psychological panic in children during the current time

- 1- Knowing the effect of the counseling program on reducing psychological anxiety in children during the current time By checking the zero hypothesis is rejected and alternative theory accepted :
- 2- There are no statistically significant differences between the mean scores of the experimental and control groups on the psychological scare scale for children - (the research sample) is controlled by psychological scare in the daily treatment.
- 3- The effectiveness of methods of reality therapy theory in reducing mental anxiety panic for Primary school pupils .

4- need (the research sample) to guide methods to develop positive thinking for them, and refute thinking with psychological anxiety and realistic rational thinking, and this is what the researcher observed through the relaxation method of children's songs and stories and linking them with the School decisions and the recycling of safe waste for the environment and the work of models to create a state of interaction with the family.

5- The interaction of the (research sample) with the activities presented during the sessions, which helped reduce their panic.

**Keywords:** Counseling program , Reality theorem , The Psychological panic

فاعلية برنامج إرشادي مبني على نظرية العلاج بالواقع في تقليل الذعر النفسي عند

الأطفال في ظل الوقت الحاضر

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### المستخلص

يهدف البحث إلى: قياس الذعر النفسي عند الأطفال. قامت الباحثة ببناء مقياس للذعر النفسي خلال الوقت الحالي مكون من (56) فقرة.

ولتحقيق اهداف البحث الحالي تم عمل بناء برنامج الارشاد المعرفي لتقليل الذعر النفسي عند الاطفال خلال الوقت الحالي

1- معرفة أثر البرنامج الإرشادي في تقليل القلق النفسي عند الأطفال خلال الوقت الحالي من خلال التحقق من الفرضية الصفرية مرفوضة وقبول النظرية البديلة:

2- لا توجد فروق ذات دلالة إحصائية بين متوسطي درجات المجموعتين التجريبية والضابطة على مقياس الذعر النفسي للأطفال - (عينة البحث) يتحكم فيه الرعب النفسي في العلاج اليومي.

3- فاعلية طرق نظرية العلاج الواقعي في الحد من ذعر القلق النفسي لدى تلاميذ المرحلة الابتدائية.

4- احتياج (عينة البحث) لتوجيه الأساليب لتنمية التفكير الإيجابي لديهم ، ودحض التفكير بقلق نفسي وتفكير عقلائي واقعي ، وهذا ما لاحظته الباحثة من خلال أسلوب الاسترخاء لأغاني الأطفال وقصصهم وربطهم بالمدرسة قرارات وإعادة تدوير المخلفات الأمانة للبيئة وعمل نماذج لخلق حالة من التفاعل مع الأسرة.

5- تفاعل (عينة البحث) مع الأنشطة المقدمة خلال الجلسات مما ساعد على تقليل الذعر لديهم.

الكلمات المفتاحية: برنامج الإرشاد ، نظرية الواقع ، الذعر النفسي

## Research problem

The research problem has become a turning point or a sudden stop that leads to unstable situations that happen undesirable results in a short time, and it requires taking certain decisions and strategies in the psychological and social compatibility of the confrontation, (Hawash 1998, p. 4).

As the pandemic did not invade and spread to the countries of the world, and its fall one after another, the world became in a battle of confrontation, to change the methods, ways of life and pillars on which modern societies were built, and reached the heart of the lives of children and families upside down all over the world. Measures have been reached, while embargoes and quarantines, such as school closures and movement restrictions, are necessary, but they result in children being out of school and disrupting children's daily routines and the support systems that serve them. Social isolation is the result of this interruption Measures have been reached, while embargoes and quarantines, such as school closures and movement restrictions, are necessary, but they result in children being out of school and disrupting children's daily routines and the support systems that serve them. Social isolation is the result of this interruption.

Panic is a widespread disorder, and affects a large percentage of people in different age groups, and doctors have noted their recent spread and a significant increase in the number of these patients who suffer from panic attacks. Fear is overwhelming and panic is often

accompanied by impulsive and irrational behavior, as a panic disorder is dominated by a deep feeling of anxiety, disorganized behavior, and fear in these disorders occurs suddenly in attacks that attack the individual and is overwhelming and overwhelming, (Desouki, 1990, p. 133).

And you see that the effects of children not going to school - during the current crisis - go beyond mere boredom or the loss of social communication, as any child may experience serious negative effects on his cognitive and cognitive abilities and on his feelings. More seriously, this leads to a gap deeper with people with low incomes. Lack of education is more dangerous for young children, who are still in the process of learning to read and write, during the age group (6-9) years. This stage constitutes a major qualitative leap for children to develop cognitive processes for continuous writing and reading learning skills.

It is necessary to enable the continuation of this task at home. If the support from the family is sufficient and positive, they will not be affected negatively, but it will lead to a better development of their cognitive and cognitive abilities. If support is not available, children will experience delays in integrating these skills and create a gap that they will remember for a long time, and each of them will treat it in their own way according to the experiences they have experienced. Some will lose a family member as a result of HIV infection, and others for years will remember the feelings of pain that have passed

on to them from the expression of the faces and conversations of their parents. In contrast, many may have a good memory.

The current research problem is determined by the question ,

### **What is the effectiveness ?**

### **The importance of research**

The childhood stage is one of the most important stages in a person's life, during which the capabilities and future directions of the human personality are formed, and it is considered the most dangerous period in the growth periods, because what happens in it is a disruption or obstruction in the course of growth that is difficult to treat later; Which affects the general framework of the character. Learning difficulties appear in childhood, and may persist with the child for life in both males and females, and appear in all social classes of all types (Hamdan, 2020 2), and learning difficulties greatly affect the self-image for the child who has a sense of self-efficacy, and more than that, it can lead to many patterns of asymmetric behavior, anxiety, lack of motivation, lack of self-esteem and respect for others (Abdel Wahid, 2010 306). Reading skill is the key to success in many academic fields, it is also linked to mastery of other basic skills such as spelling, language and other skills that greatly affect a child's lifestyle learning and its system and the general values and information that restricts him in his life (Al-Zayat, 1998 419).

The difficulties of learning to read constitute one of the main axes, although they are not the most important among the learning difficulties in general, because they represent the main reason behind academic failure, which can lead to many psychological and behavioral problems such as anxiety, depression and deficiencies in social behavior. This stage is mandatory in most countries of the world, and the school has much credit for student education and education, as it has many positive effects in his personality and develops his perceptions to receive the different necessary sciences, to supplement and continue education to be the cornerstone in the development of student knowledge.

Education helps to reform the state of society and advance it like other nations. Providing protection for many children or students from being lost, or falling victim to child labor, and many bad social phenomena. Organizing and reuniting the educational process. Without the school, it would be difficult to receive science. The importance of the school for the student in terms of establishing friendship relations that he weaves with his fellow other students, and many consider the school friend to be the best to foster or social interaction based on a true partnership for the child. The current research aims to help the children of the child in eradicating the root and boredom, which will be felt by their children and millions of students in the world, If they stay in their homes daily. And between the same walls and under one roof, it is necessary to educate parents

to develop their children's skills seriously and effectively and important and beneficial matters and eliminate monotony and boredom and provide him with the real experiences that he needs in his future life. To introduce the child to the environment outside the walls of the school, and that is by activating the family's role by teaching the child extracurricular activities, and helping him to organize and review his school duties, in addition to developing skills that create an appropriate learning environment for the child.

### **Objectives of the research**

Measuring psychological panic among children The researcher has built a measure of psychological panic during the current time

- 1- Identifying the effect of the indicative program in reducing psychological panic among children during the current time
- 2- By verifying the following zero hypothesis, there are no statistically significant differences between the mean scores of the experimental and control groups on the psychological panic scale.

### **Research Limits**

The current research is determined by children (7-9 years old) who were exposed to house stone due to a pandemic in the city of Baghdad.



## Defining terms

### Limited terms defined :

first - effectiveness is the impact and ability to make a strong impact. The intermediate dictionary is the action or movement of a person, or a metaphor for every multi-action, (Surrounding Dictionary, 2013, p. 1043) Second, the program was defined by:

1. Al-Hassan (1990). A plan designed to discuss any topic related to the individual or society, provided that it is targeted at individuals, includes some specific, precise processes. (Al-Hassan, 220 1990).
2. Al-Jumaili (2000) A set of lectures and instructions that include educational experiences aimed at modifying the Cognitive style of the individual. (Al-Jumaili, 19 2000).
3. Al-Anani (2008) A set of activities and specific methods that are used to achieve the goals assigned to the program, which in turn work to provide students with experiences that will train them in patterns of thinking.

### Second Counseling Program: defined by the following:

1. Tyler (1969) is a service that is provided to help healthy people make decisions that will lead to their future growth. (Tyler, 1969 20).
2. Zahran (1999) is a program planned and organized in the light of the foundations of science To provide direct and indirect counseling services individually and collectively to all those

included in the school with the aim of helping them in achieving normal growth and achieving psychological compatibility inside and outside the school (Zahran, 1999 439).

3. Sherzoston. Procedures and processes for organizing and implementing for the purpose of achieving the goals of Educational and specific personality. (shertz \* stone, 1981 16).
4. Allis (1993) is the process of helping individuals to feel satisfied with their own selves, accept them for them and feel happy and also help them to make clear logical thinking so that they can solve their problems in rational ways (ellis, 1993,42).
5. Shaaban (2004) A set of planned activities that prevail in an atmosphere of respect and appreciation aimed at helping the guides deal with their problems and training them in making appropriate decisions, finding the necessary solutions, developing their capabilities and skills and assessing their directions (Shaaban, 2004 19).

### **Third: psychological panic**

1. a state of anxiety or neurosis characterized by frequent panic attacks that occur unexpectedly and unpredictably, or occur in certain situations, and the episode usually lasts for several minutes, and is accompanied by a feeling of terror, acute apprehension, and suddenness with symptoms of frost Palpitations, chest pain, a feeling of suffocation, dizziness,

- crying, tremors, feelings of unreality or fear of death, or going crazy, (Jaber and Kafafi, 1992, p. 123) .
2. Defined by the fourth statistical and taxonomic evidence of DSM- Iv- rate 19 As' unexpected seizures, at a rate of at least one episode in a month or more with increased fear of other seizures, and tension about what will happen after these seizures or indicative changes in behavior related to seizures, these physiological effects are not due to the use of painful substances. Or a general physical condition, and is not the result of any other mental disorder, such as a differential anxiety disorder, (Psychological evidence for fourth disorders, 1994, p. 1).
  3. Abdel-Al (2015) overwhelming fear in which panic is often accompanied by reckless and irrational behavior, as panic disorder is dominated by a deep feeling of anxiety, disorganization of behavior, and fear in these disorders occurs suddenly in attacks that attack the individual and is overwhelming and overwhelming (Abdel-Al, 2015,4).

### **Procedural definition**

is the degree to which the respondent gets by answering the psychological panic scale, prepared for the purposes of the present research.

Theoretical framework and previous studies

1. Reality Therapy theory William Glasser presented in 1962 the idea of reality therapy as a result of his experience working as head of a group of psychiatrists at the California Foundation for Delinquent Girls. In the aftermath, he established the Reality Therapy Institute, which is devoted to training specialists in human services. As a result of his experience in public schools, Glaser worked to adapt his method to suit educational institutions, and the famous author (Schools Without Failure), published in 1969, is one of his most important books.

Glaser's positive view of man is evident from his way of teaching. On the traditional side, we find education systems that have dealt with the learner as an empty container and a teacher familiar with science should empty in this container facts, numbers and concepts, and Glaser (1969) This is the reality that teachers act from flying at the moment. They focus on memory and knowledge of facts while minimizing the use of problem-solving methods, critical thinking and the appropriateness of a student's learning material, and this method relies on the teacher more than Dependence on the student's effort. Before we discuss how the normal personality grows, it is important for us to discuss some basic concepts related to the theory of reality therapy such as the concept of motivation, responsibility, reality, and correct.

2. Motivation sees the theory of reality therapy that all people must create a feeling of what they are, that they should recognize or identify themselves as individuals of importance, independence, and individuality, and Glaser called this basic need the term identity, which is 2. Motivation sees the theory of reality therapy that all people must create a feeling of what they are, that they should recognize or identify themselves as individuals of importance, independence, and individuality, and Glaser called this basic need the term identity.
3. Responsibility Personal responsibility is a cornerstone of the theory of reality therapy, where Glaser defines it as (the ability to meet personal needs in a way that does not deprive others of the ability to meet their needs (Al-Shinnawi, 1996, 123). Responsibility also includes accountability, where he looks at People are accountable for their personal behavior and are responsible for meeting their personal needs regardless of different circumstances. 4. Reality: Accepting responsibility requires individuals to face reality, and this means that they must realize the real world and understand that their needs must be satisfied within the constraints that the world imposes on them. The focus is on current behavior as part of reality Because it is one of the realities seen and solid in the real world, but feelings are less palpable, and therefore, Glaser sees that reality dictates that we should focus on counseling on

behavior and not on feelings, as he sees that behavior can cause change before feelings. In addition to the behavior, The present is also seen as an integral part in defining reality. (Glasser, 1972, P.47). Self-integration (merging a person with himself rather than merging it with others) includes failure to rely on the rules of responsibility, reality and correctness, and people who merge with themselves They see themselves as failing, that they have not learned to act responsibly, that is, they have not learned to meet their basic needs in a realistic way (Patterson 1992, p. 340) (Abu Attia, 1997, p. 150) (Al-Azza, 2019, 230 p.)

### Research Procedures

First. Experimental design The researcher relied on experimental design on partial control design, design of the two experimental and randomized control groups. Second, the research community consists of primary school students in Baghdad Governorate, ages (6-9 years old) The number in primary schools (12973) and table (1) illustrates this.



**Table 1: research sample**

Male student	Female students	School number	No
1050	1255	Karkh1	1
888	920	Karkh2	2
820	710	Karkh3	3
2758	2885	Total	4
1500	1800	Rusafa1	5
800	1600	Rusafa2	6
850	780	Rusafa3	
5908	7065	Total	7
12973		Total	

### **Third. The research sample**

The researcher followed the following steps to choose a sample of her research. Choosing (120) male and female students from Al-Rusafa in a random way. They were chosen from the first, second and third grade students because they obtained higher scores than the hypothetical medium for the psychological panic scale, and they are also at the beginning of the school stage, and a measure has been applied to them with the consent of their families electronically via social media Selection of (40) female students in the anecdotal (intentional) method from those who obtained higher scores than the hypothetical mean on the scale of a sample (120). Parity between the

students were randomly divided into two groups, one was an experimental one, and the other was experimental, with (20) students in each group. Parity between the two groups The two groups were rewarded in the variables, and this was confirmed by studies and theoretical frameworks, and these variables are as follows :

1. Pre-test scores.
2. Childbirth order.
3. Academic achievement of the father.
4. Academic achievement of the mother.

First - Equivalence in the pre-test scores - To ensure the equivalence of the experimental and control groups in measuring psychological panic from the pandemic, before applying the program. The Man-Whitney test was used for medium-sized samples to find out the significance of the differences between the average sample ranks at this variable. It has been shown that the calculated value is equal to (156) which is (not significant) because it s greater than the tabular value which is equal to (123) at the level of significance (0.05) and thus did not show a statistical difference between the two groups on this variable, which indicates that the two groups are equal and their answers are homogeneous on the scale and table (2) shows that.



**Table.2 Equivalence in the variable score of the psychological panic scale from for the experimental and control groups.**

Significant	Man – Wanty value		Mean of ranks	Sum of ranks	Standard deviation	Mean	No	Group	variable
	Tabular	Calculated							
Non significant	123	156	22,70	454	9,241	140,15	20	Experimental	Pre-test
			18,30	366	17,404	138,55	20	Control	

Second - Parity in the congenital order variable to know the significance of the differences between the experimental and control groups in the congenital arrangement variable. A test (square Kay) was used and it was found that the calculated value (3.200) is smaller than the tabular value which equals (7.82) at the level of significance (0,05) and the degree of freedom (3). Thus, no significant difference between the two groups appeared on this variable. This indicates that the two groups are equal and table (3) shows that

Table 3 the parity in the birth order variable for the control and experimental groups.								
Significant	Cai square value		Birth sequence				No	Group
	Tabular	Calculated	fourth	third	second	first		
Non significant	7,82	3,200	5	5	7	3	20	Experimented
			5	5	3	7	20	Control

\*The value of the cai-square of the table is equal to 7,82 at the level of 0.05 and with a degree of freedom 3 Third - Parity in the academic achievement variable for the father - To know the significance of the differences between the experimental and control groups in the educational achievement variable for the father, the researcher used a test (square cai) and it was found thatIt turned out that the calculated value (7,200) is (not significant) because it is smaller than the tabular value which is equal to (7,82) at the level of significance (0.05) and with a degree of freedom (3) and thus did not show a statistically significant difference between the two groups on

this variable. Shows that the two groups are homogeneous, and table (4) shows that

Table 4 Parity in the father's academic achievement variable for the control and experimental groups								
Significant			Academic achievement for parents				No.	group
	Tabular	Calculated	Bachelor	Diploma	secondary	Primary		
Non significant	7,82	7,200	3	Non significant	3	8	20	experimental
			7	4	7	2	20	Control

\*The value of the cai-square of the table is equal to 7,82 at the level of 0.05 and the degree of freedom 3 Fourth - Parity in the educational attainment variable for the mother To know the significance of the differences between the experimental and control groups in the educational attainment variable for the mother, the researcher used a test (square cai) and shows that the calculated

value (2,400) is smaller than the tabular value which is equal to (7,82) at the level of significance (0.05) and degree of freedom (3). Thus, there was no statistically significant difference between the two groups on this variable, which indicates that the two groups are homogeneous and the table ( 5) table shows that

**Table (5) Explain it. Parity in the maternal academic achievement variable for the control and experimental groups.**

Significant			Academic achievement for mother				No.	Group
	Tabular	Calculated	Bachelor	Diploma	secondary	Primary		
Non significant	7,82	2,400	3	6	6	5	20	Experimental
			7	4	4	5	20	Control

\*The value of the chi-square is equal to 7.82 at the level of 0.05 and the degree of freedom

## V. The research tools

is for the purpose of achieving the goals of the current research. The researcher must have two tools - the first is to build a psychological panic scale from (Covid 19) prepared by the researcher. The second program The counseling program to reduce psychological panic from (Covid 19) among primary school girls, and to identify the impact of that program. Below is a presentation of the stages of preparing the research tools

### .Psychological panic from (Covid 19)

The researcher built a psychological scare scale from Covid 19 for primary school pupils, and the adoption of these fields in building the scale and including the paragraphs that are consistent with the contents of those areas. Paragraphs were formulated to cover ideas and situations that included in the definition. Where (60) paragraphs were presented to the arbitrators through social media channels, (4) paragraphs were deleted from the scale, so the number of the scale paragraphs in its final form (56) became a paragraph and put a five-step scale for each paragraph because the children of those who answer it and not children Where it starts from (applies to a very large degree) and ends with (does not apply at all) and grades were given starting with (4) for the alternative (applies to a very large degree) and ends with (zero) for the alternative (does not apply at all)

and the hypothetical average was (108) and ranges the degree range The total answer when correcting between (zero) and (224)degree.

The logical analysis of the paragraphs of the scale, the researcher presented the scale to a number of arbitrators and specialists in the field of psychological counseling and guidance, the field of tests and standards in the field of education and psychology at the University of Baghdad and Al-Mustansiriya, and after gathering the opinions of experts using (Kay square) for one sample, did not delete any of the paragraphs, and some of the paragraphs got a reword of the exploratory application sample (for the psychological panic scale from Covid 19). The scale was applied to an exploratory sample of (50) students.

### **Correcting the psychological scare scale**

The total score of the scale is calculated by adding the scores that the respondent mother gets for each alternative she chooses from each of the 56 paragraphs of the scale and for each alternative a score of (4- zero) so the highest score can be Used to obtain it is (224) degrees which occupy the highest and lowest degrees (zero), which represents the lowest score on the scale (sample of statistical analysis)

### **Specify the sample size**

The sample included statistical analysis (292) of primary school pupils, the selection was made by way of randomness By placing the schools in a bag and pulling it out, 4 schools were selected from 2

**Karkh** and 2 from **Al-Rusafa** and Table (6). This shows a sample of statistical analysis.

Table (6). sample of statistical analysis				
Total	Female	Place	School name	no
60	60	Karkh 3	Um Omara	1
82	82	Karkh 2	Nablus School Primary	2
60	60	Rusafa	Alrahebat	3
90	90	Rusafa	Shamas	4
292	292	Total		

### Statistical analysis of the scale of psychological panic

The researcher used a statistical analysis of the scale of psychological panic to calculate the following - the distinguishing strength of the vertebrae - The T-test was used for two extremist samples to test the significance of the statistical differences Between the average grades of the upper and lower groups for each of the scale paragraphs, which number (56). The calculated T value indicates the discriminatory power of each vertebra. It turned out, as shown in the table, that all paragraphs are statistically significant except for paragraphs (6,35) Because the calculated T value is smaller than the tabular T value of (1.98) at the significance level (0.05) and the degree of freedom (156).

## **Truthfulness of the paragraphs.**

### **The correlation of the paragraph with the overall degree**

The correlation of the paragraph with the overall degree that the correlation of the degree of the paragraph with the overall degree of the tool is one of the most common methods of analyzing paragraphs to determine the extent of homogeneity of the paragraphs in their measurement of behavioral phenomenon (allen, 1979, p. 124), and the researcher used the correlation coefficient (Pearson) between the degree of each paragraph When compared to the tabular value, which is equal to (1.96) at the level of significance (0.05) and degree of freedom (291), thus all paragraphs are statistically significant.

### **Paragraph link to domain.**

The psychological panic scale consists of six main areas, and the correlation between the degree of each vertebra and the total score of the field to which it belongs was extracted. Paragraph link to domain. The psychological panic scale consists of six main areas, and the correlation between the degree of each vertebra and the total score of the field to which it belongs was extracted.

### **Psychometric properties of the scale**

- **the validity of the scale**
- **the apparent honesty**

face validity: The researcher presented the fields and paragraphs of the scale to a group of arbitrators in educational and psychological sciences, and the validity of the paragraphs was calculated through



its value ( $Ka_2$ ) to find out the opinions of the arbitrators in the validity of Paragraphs of the psychological panic the paragraph that obtained a score higher than the tabular value ( $Ca_2$ ) of (3,84), is a valid paragraph and remains on the scale.

- the first indicator - (paragraph recognition) and T-test was used for two samples Two independent fur testers Average scores of the upper and lower groups for each of the paragraphs of the scale of the number (54) Paragraph
- the second indicator - \_ (the relationship of the paragraph with the total degree of the scale), the researcher analyzed the paragraphs in an internal consistency method by calculating the correlation coefficient (Pearson) between the degree of each paragraph and the total sum of the scores of the field to which it belongs.
- The third indicator - (the correlation of paragraphs with the field to which it belongs). The correlation was extracted with the Pearson correlation coefficient between each paragraph and the total sum of the same field to which it belongs.
- The fourth indicator (Correlation of domains with the overall scale of the scale) was calculated by finding the correlation of the six domains with the overall degree of the scale, and the correlation coefficient (Pearson) was used either between the domains or the correlation of fields with the total degree of the scale.

## **Measurement stability - For the purpose of obtaining consistency, the researcher relied on two methods**

A- test-re test method. The stability factor was calculated according to this method, as the researcher applied the test to a sample of (50) students, chosen randomly, and the test was repeated After two weeks, as the sources indicate that this period is sufficient to verify the stability and responsiveness of the response. As the first application took place on (4/4/2020) on Sunday, then it was re-applied to the same sample on (19/4/2020) on Sunday, and the Pearson correlation coefficient was calculated with the Pearson correlation coefficient between the two applications, and the stability coefficient of the instrument as a whole (0,82), which is a good indicator of the stability of the scale (Odeh and Khalili, 2000 366).

B- The method of analyzing variance using the (Fakronbach equation) is one of the most common methods, as it is characterized by its coordination and the ability to trust its results. This method is at the expense of the correlation between the scores of all the paragraphs of the scale given that each paragraph is a measure in itself, and the coefficient of stability indicates the consistency of individual performance, i.e. homogeneity between the paragraphs of the scale, and this method gives the maximum limit that the coefficient of stability (Auda, 1988 354-355). The (Fakronbach) equation

was applied to the degrees of individual sample of (50) students, as the coefficient of stability of the instrument as a whole reached (0,89), and it is a stability through which the scale can be relied upon to achieve the purposes of the current research (p.123, Ebel, 1972).

The final application of the psychological panic scale) The psychological panic scale, in its final form prepared by the researcher, is made up of (54) paragraphs, in front of each paragraph (five alternatives). The total score for the respondent is calculated by adding the scores obtained by him and the highest score is (216), and the lowest score is (0), and the hypothetical mean of the scale is (108) degrees. And constancy, apply Upon completion of construction of the scale and verification of its enjoyment of the psychometric properties of discriminatory strength, validity and reliability, apply to the present research sample.

Second, the indicative program. The use of a suitable counseling program is one of the essence of the scientific research process, as well as its ability to help the guiding group get rid of the crises and problems it faces in the aspects of life that these programs were prepared for. (Al-Shennawi, 1996 50). After reviewing the researcher on numerical models of the indicative programs.

## **Learn about the characteristics of the sample and their need for this program.**

As the indicative needs of students were revealed during the adoption of the results of the pre-test on the psychological scare scale prepared for the purposes of research as an indicator to determine the needs of students through their response to the scale, As the arrangement of the paragraphs is descending from the highest medium to the lowest mean to take out their averages and standard deviations in order to determine the needs of the students in them, as the paragraph that has an arithmetic mean higher than the hypothetical mean (2) is considered as a need that leads to reducing psychological anxiety, Each paragraph obtaining an arithmetic mean less than the hypothetical mean (2) is excluded from the program, and it has been found that there are (21) items that represent every paragraph of the needs that the sample members need in reducing their psychological panic, and (33) items were excluded, The researcher collected the paragraphs which are Similar or closely related to the topic of one session, converting paragraphs into topics for guidance sessions according to their priorities.

### **(The techniques used in the instructional session)**

- **Relaxation style** was limited to artistic activities, drawing, recycling of environmental waste and relaxation and its techniques as it includes muscle and mental relaxation, deep

breathing, visual imagery, chants, internal dialogue, biological nutrition, with Homework and calendar activities.

- **Direct guidance, dialogue and discussion**
- **Cognitive Reconstruction** works to reassess the mentor's unrealistic view of different life situations, which helps him distinguish between the real threat in the environment and the perceived wrongfulness as a risk.

The applied content of this technique is to help the mentor discover that his unrealistic ideas are the reason for the sensitivity of the pressure, and not the situations and events, which are considered a matter of doubt in the client's acknowledgment of the unreality of his ideas, and this develops the ability of students to rational thinking.

The researcher has used (procedural conditioning 'reinforcement') and reinforcement is one of the basic principles of behavior modification so the mentor provides feedback to members of the group, and members of the group receive feedback verbally from each other and this makes them a new behavioral experience based on a This makes them a new behavioral experience based on new assumptions (corey, 1991, p.468).

Taking into account the gradual content of the program and limiting its sessions to (12) sessions. Below is a presentation of the program's sessions \_ the researcher

emphasizes on each of the program's technicalities, guidance, guidance and confirmation of the session titles and the extent to which they are used.

## Evaluation

The evaluation has done by using the method of observation to diagnose the pros and cons and encouraging them to apply what they have learned in daily life.

- Arbitration of the program After completing the preparation of the indicative program in its initial form, Appendix (2), the researcher presented it to a group of experts specialized in building the extension programs, Appendix (2) to express their views on what they see as appropriate or inappropriate, and make appropriate amendments to it if any, and identify the extension for the goal to be achieved.
- the executive steps of the program: The implementation of the indicative program consisting of (12) sessions began in April and continued from (20/4/2020) to (4/5/2020) sessions per week, and the duration of the first session was (30) One minute, and the rest of the sessions were (45) minutes The sessions were inside the pupils' homes, and the researcher continues this with the \"zoom\" program.

After completing the application of the program on (4/5/2020), the experimental and control group members were applied to the post-test after two weeks had passed to verify

the validity of the paragraphs of the psychological panic scale through the opinions of experts. the researcher has used the parity between the experimental and control groups in the birth order variable, the father's academic achievement and the mother's educational achievement.

### **Defining the target problem in the research**

The current research dealt with the problem of psychological panic for primary school pupils aged (6-9) years, component (56) paragraph. The researcher defined the general objectives of the target problem in the research

- Helping students to get rid of psychological panic, using the guidance program prepared by the researcher by Using techniques using the technique of recycling environment waste, drawing, letter teaching programs, reading and writing, so that they do not forget the educational material, number numbers, stories, stories, role-playing, and modeling. Where general goals mean what describes the final results for the totality. The program has two consecutive sessions. It describes the researcher's expectations about the ability of guides to acquire skills and capabilities after completing the application of the program. Achieve general goals. (Al-Khatib, 1995 83).

The researcher determined the behavioral goals according to each counseling session and for each general goal. As

shown in Table (12), the researcher also identified the appropriate conditions for the occurrence of behaviors in the place of the implementation of the sessions and the time taken for that and all the material and moral enhancements that help to implement successfully. As for the criterion adopted by the researcher, it is a tool for measuring psychological panic, which was prepared in the research by the researcher.

### Presentation of results

This chapter includes a presentation of the results that were reached in the current research and discussed according to the research hypothesis set out in the first chapter. Firstly . To achieve the first goal of the current research, which aims to (identify the level of psychological panic). The researcher has applied the psychological scare scale to the first (120) female students, and to identify the level of psychological panic, the researcher used the T-test for one sample (t-test).

Table (7) illustrates the results of the T-test (for one sample) of the students' grades on the HL scale						
Significant level	T value		Supposed mean	Standard deviation	mean	Students no.
	tabular	Calculated				
0,05	1,96	16,232	108	17,541	133,99	120

Secondly . To achieve the second goal of the current research goals, which aims to (build a counseling program of knowledge in



reducing psychological panic from and was achieved through building a program of knowledge counseling, which consisted of (12) counseling sessions, and the researcher adopted in building it on the theory of counseling.

Third . To achieve the third objective of the current research goals, which aims to (identify the impact of the counseling program in reducing psychological anxiety) and to verify the validity of this hypothesis, a psychological panic scale was applied to the experimental group that was subject to the control program as well as the illuminating group. That the indicative program was not applied to. To find out the significance of the differences between the two groups, the researcher used the (Mann and Toni) test to compare two independent medium-sized samples, the results showed that the difference is statistically significant and in favor of the experimental group that received the indicative program in the In the post-test where the calculated (mann and tanny) value for the posttest was (zero), (the mann and tanny value) are tabular (123), and since the tabular value is greater than the calculated value at the level of significance (0.05), then the null hypothesis is accepted and the alternative hypothesis is accepted As shown in the Table (8) the zero hypothesis is rejected and alternative theory accepted

**Table (8) the results of the (Mannetti) test for the experimental and control groups on the psychological scale of panic in the post-test.**

Significant level	Mean of ranks		Sum of ranks	standard Deviation	mean	No	Group	variable
	Tabular	calculated						
Significant	123	0	9,960	68,05	10,50	210	20	experimental
			4,772	46,0030,50	30,50	610	20	control

Number of female pupils Arithmetic mean Standard deviation  
Hypothetical mean T value \* Significance level \* Tabular value  
equals 1.96 at 0.05 level with a degree of freedom 119 Interpretation  
and discussion of results

### **Interpretation of the first goal (identifying the level of psychological panic)**

This result can be explained by the fact that schoolgirls suffer from psychological panic and irrational perception in their view of reality, and they have misconceptions that make the individual distort reality with an unreal vision and visualize things without their perspective The individual cannot achieve himself, and because of the prevailing false news in society, it makes man unable to free thinking from the fear of death, and they have panic in all areas of thinking represented (by fear of losing their relatives, losing isolation in hospitals, and death due to the virus).

## **Interpretation of the second goal (building a behavioral cognitive counseling program to reduce psychological anxiety)**

In order to achieve the second goal, the researcher adopted the arithmetic mean as an arbitrator in accepting and excluding the paragraph, as the paragraph whose arithmetic mean is counted from (2) or more is considered a problem and is included in the counseling program. As for the paragraph whose arithmetic mean (2) is less, it is excluded from the indicative program. In fact, the number of paragraphs that entered in the indicative program became (21) items, and (33) items were excluded only according to the calculation of the degree of the arithmetic mean, as shown in Chapter Three of the research procedures. In addition to the researcher's reliance on Glaser's theory and the introduction of its concepts and techniques and the diversity of those techniques. The reason for the researcher's choice of this theory was mentioned in the second chapter (the indicative program).

## **Interpretation of the third goal**

The results of the test (Mann and Tanni) that were conducted on the results of the post test for the experimental and control groups indicated that there are positive changes in favor of the experimental group that the indicative program was applied to, which indicates the effectiveness of the indicative program in reducing psychological panic among female students in the experimental group, as the results of the study showed that there are statistically significant

differences between the ranks of the experimental group grades and the ranks of the control group grades in the post-test for the benefit of the experimental group and that the researcher's reliance on the counseling program sessions According to the methods (relaxation style, breathing, music, environmental waste recycling, dialogue, and the use of role plays and other cognitive methods) had the effect of reducing psychological panic from Covid 19 among the experimental research sample.

### Conclusions

1. The (research sample) is dominated by psychological anxiety in the treatment of life.
2. Effectiveness of Reality Therapy Theory Methods in Reducing Psychological Panic Thinking from Covid 19 among primary school pupils.
3. The need (research sample) to guide methods to develop aegis Positive thinking to them, and refutation of thinking with psychological anxiety and realistic rational thinking, and this is what the researcher observed through the relaxation method of singing children and stories, linking them with school curricula, recycling safe waste for the environment, and making sculptures to create a state of Interact with the family.
4. The interaction of the (research sample) with the activities presented during the sessions, which helped reduce their panic.

### Recommendations

- 1) The use of the psychological panic scale from Covid 19 at the level of secondary school students to detect students who suffer from psychological panic in general, and provide guidance or psychological treatment appropriate to them from the relevant scientific authorities.
- 2) Using the psychological panic scale By the scientific authorities with competence, in cases that suffer from study difficulties or bad compatibility, and provide appropriate guidance and psychological treatment for them.
- 3) Because of the bitter circumstances that have passed in Iraq in recent years, I recommend civil society organizations to hold conferences and workshops On the subject of psychological panic, especially in cities that have experienced traumatic events.
- 4) Developing mechanisms for psychological rehabilitation or (counseling centers) inside schools because of their positive impact.
- 5) Opening various training, scientific and educational courses (with financial rewards) during the summer vacation for students to develop it , and prepare them well for community service in the future.

## Proposals

to complement the current research and its development, the researcher suggests conducting the following researches and studies:

- 1) Conducting a study on the relationship between psychological anxiety and its relationship and some variables of personality patterns (A, B, D.C).
- 2) Conducting a study to identify the differences between age groups In Psychological Panic
- 3) Conducting a similar study on other segments of society without primary school students, secondary students and comparing their results with the results of the current research.
- 4) Conducting similar studies in the use of different counseling programs to reduce feelings of psychological panic and feelings of frustration and anxiety of death among primary school girls.

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