

The Effectiveness of a Cognitive-Behavioral Counseling Program in Modifying the Negative Behavior Among Students of Aqabat Jaber School Camp in the Governorate of Jericho

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Received: May 2, 2019

Accepted: May 27, 2019

Online Published: June 24, 2019

doi:10.5430/wje.v9n3p105

URL: <https://doi.org/10.5430/wje.v9n3p105>

Abstract

The objective of this study is to investigate the effectiveness of a counseling program in modifying the negative behavior of male students aged 11-15 years. The researcher used the semi-empirical approach with two measurements, pre and posttest measurements. A purposive sample of 52 students was selected and divided into two groups, experimental and control groups. Each group comprised a number of 26 male students respectively. The researcher developed the behavioral modification and counseling program questionnaire.

The study showed that there were statistically significant differences in reducing the level of negative behavior in the experimental group attributed to the counseling program. The experimental group mean reached a score of 87.08 and the control group's mean was 227. The results also indicated that the experimental group has a statistically significant difference for the minimum permissible level of negative behavior (110), where the mean for negative behavior reached 87.08, a decrease of 22.92. The effect of the independent factor on the dependent factor was significant, given that the *d*-value was 2.07, which is greater than the value 0.8. The study recommended for the group counseling program to be employed and circulated due to its positive results in modifying behavior.

Keywords: effectiveness, counseling program, modifying behavior

1. Introduction and Theoretical Framework

Family, school and educators try their best to modify the behavior of kids and students during the different phases of their growth. This can be achieved through delving into the various development theories, studying them and employing the different measurement tools in order to reach a sound human behavior, as Almighty Allah says "We have certainly created man in the best of stature" (Surat al-Tin 95:4(Note 1)). Human behavior can be defined as "any activities of a human being whether they were actions that could be observed and measured as physiological activities and movement, or cognitive actions such as thinking, remembering, obsessions and others" (Abdelhadi & al-Azzeh, 2005). Human behavior includes all activities of a human being whether simple or complex, conscious that can be realized or unconscious that cannot be recognized. Behavior has various forms such as verbal, motor and cognitive, etc. Behavior tends to be either desirable or undesirable according to several factors that affect it such as heredity, educational, cultural and social factors that stem from the environment surrounding the person and has a significant impact on his/her behavior. The most important environmental factors affecting the behavior of the child and adolescent include:

- School teaching: The intentional education leads to shape the mental abilities and sound thinking that identifies desirable behavior.
- Social and economical level: The reasonable income of the family helps in maintaining an appropriate environment that leads to a healthy behavior. A healthy social environment which is rich in desirable factors, contributes in enriching the language and raising the level of academic achievement among individuals.
- Culture: Creates a flexible thinking and enhances the motivation towards learning and achievement. Culture impacts human behavior with respect to all trends whether negative or positive.

- Socialization methods: Contribute in forming the family which relies on democracy in shaping desired behaviors. Socialization helps in lowering identity problems among adolescents and leads to better understanding their problems (al-Tuhami, 2008).

1.1 Types of Human Behavior

There are two types of human behavior that can be identified, mainly:

- Respondent behavior: Respondent behavior (classical conditioning) refers back to the psychologist Pavlov. Respondent behavior is a set of responses that result from previous stimuli called reflexes, such as when the eyelid blinks when exposed to air or when salivation occurs as we see food. In this case, the response is an unconditional response. However, classical conditioning occurs when a conditioned stimulus is paired with a natural stimulus such as the pairing of bell ringing (as a conditioned stimulus) with food (as a natural stimulus).
- Operant behavior: It is identified by several environmental factors and not by previous stimuli that shape it. There are stimuli that create the opportunity for arising an operant behavior and these are called discriminative stimuli. Riding a bicycle or a car to reach a place is considered an operant behavior without the need for a stimulus. Operant behavior does not occur on its own; the human being causes its occurrence since humans are active and have a will. The principles of operant behavior are attributed to the psychologist Skinner. Skinner considers that strengthening certain aspects of a behavior is based on what comes out of this behavior from positive results such as reinforcement and reward or from negative results such as punishment (Abdelhadi & al-Azzeh, 2005).

1.2 Behavior Modification Trends

According to Abdelhadi & al-Azzeh (2005), three trends for behavior modification can be identified, as follows:

- The behavioral trend: This trend was endorsed by Frederick Skinner, Edward Thorndike and others. Skinner assumes that human behavior is a problem that must be dealt with, understood, analyzed and measured in order to develop appropriate procedures to address it at appropriate times and places so as to control the stimuli that make it happens and the resulting consequences. This trend does not consider what the individual thinks about himself or his/her traits; it rather deals with the behaviors resulting from these inherited traits. This trend seeks to introduce modifications on the individual environment to cope with these changes through relying on the laws that govern behavior modification such as reinforcement, punishment, modeling and impact.
- The behavioral-cognitive trend: This trend considers that the individual behavior is not the production of an interaction between the environmental stimuli and the individual responses, but there are cognitive factors in the individual that contribute in shaping his/her behavior and in between comes the roles of the stimuli and the responses. These factors entail the culture of the individual, his/her expertise, perception of things and the way he/she was raised. Add to this, his/her rational and irrational thinking. This trend is adopted by Ellis, Meichenbaum, Tolman and others.
- Social learning trend: This trend refers back to Albert Pandora who sees that human behavior is learnt through imitation, simulation or modeling. This trend considers that most behaviors are learnt by the individual from his environment whether they are right or wrong. Moreover, a person is not only driven by internal and external forces to determine his/her behavior, as there is an interaction between the cognitive and environment factors. This aspect is known as reciprocal determinism that sees man capable of thinking and creativity. This trend has its own techniques and objectives.

1.3 The Traits of Students during the Early Stage of Adolescence (11-15 years old)

Al- Fatalawi (2005), proposed traits of students during early adolescence stage as follows:

- The biological traits: Physical growth is characterized by a rapid pace of growth, muscle growth and strength. This phase witnesses an increase in height and weight. There are individual differences that vary from one person to another during the growth stage.
- The emotional traits: This stage witnesses internal and external emotional contradictions and conflicts, especially in the beginning. This discrepancy between love and hatred, courage and fear, optimism and depression, as well as sharpness, stubbornness, impatience and wild imagination, refers to the biological changes associated with sexual growth, the state of independence, and the process of searching for

self-identity that characterizes this stage. This unstable stage can be overcome by maintaining educational guidance and proper family education.

- The mental traits: The thoughts of adolescents at this stage are characterized by abstract thinking and mental perception, flexibility, satisfying the need for knowledge, exploration and understanding the ethical principles. This stage is a good opportunity for counselors to shape the way of thinking and the positive awareness of an adolescent.
- The social traits: The adolescent student is keen to establish his/her group of peers, looking for attention amid his/her group. During this stage, social self-independence tendencies grow and in return adolescents tend to be prone to violence in their daily behavior (al-Fatalawi, 2005).

1.4 The Counseling Program

The existence of counseling programs aiming at behavioral modification that can be applied on students in adolescence help in achieving the desired objectives. These programs lead to modify the behavior of adolescents and reduce the increase of behavioral problems with its different forms and levels. Group counseling programs with their various approaches (preventive, developmental and therapeutic) are considered effective in reaching the desired objectives through utilizing the common approaches of counseling (Butrus, 2015). Counseling is an important psychological and cognitive need for human beings, and it is a requirement for proper growth. Therefore, counseling is a right for every individual in every society and must be provided to everyone who needs it (Radwan, 2002). The importance of counseling is evident in the individual's ability to solve problems and his/her insight in the different concepts (Zahran, 2005). In light of the reality of the Palestinian society, there is an urgent need for counseling programs in general and in the field of behavior modification for adolescent students in particular. There are counseling methods and techniques that can be utilized and contribute in the formation of the desired behavior. In this study, we will highlight the following techniques and approaches of behavior modification:

- Shaping, chaining and sequences: Shaping is a behavioral procedure that aims at increasing the good, positive, and desired behaviors through reinforcement on the assumption that behavior already exists within human beings. Shaping relies on the method of chaining, meaning to learn a single element then move to the next behavioral element. Following this pattern, shaping uses sequences in taking successive steps to learn compound elements (a backward step followed by a step forward). In case behavior does not exist originally, the learned elements should be separate and accompanied by reinforcement. The counseling program in this study includes attempts to shape desired behaviors such as commitment, discipline, dialogue, commitment to do school homework and house tasks, engaging in activities, tendency to read and ability to reach a good level of achievement.
- Reinforcement: This approach is aimed at increasing the rate of occurrence of a certain behavior or the recurrence of its happening, or ceasing of undesired behaviors. Reinforcement can be positive and negative, and it can be either moral or physical.
- Behavioral contract: Behavioral contract is aimed at facilitating the learning process and increasing motivation. Behavioral contract is a written agreement that clarifies the relationship between the tasks that the individual does and the reward a person gets if goals are met. This will lead to modifying the desired behavior. The counseling program in this study includes a set of behavioral contracts with the students to achieve a certain task or implement a certain assignment. If tasks are achieved, reinforcement follows such as giving the student rewards and honor certificates.
- Modeling: According to Abdelhadi & al-Azzeh(2005), modeling takes several shapes of which;
 - Learning by imitation: This shape is implemented when imitating a model that presents a certain behavior with enhanced results. This technique is approached when teaching a language, words and mental skills. The counseling program presented successful examples of students' behavior such as performing a critical play that addresses school problems like school dropout, the nature of the relationship with the teacher and the issue of exam cheating.
 - Social education: The theory of social education is based on the role that individuals play during their interaction with each other. Positive social attitudes have been designed and presented to the students of the counseling program. Thus, students took part in these positive social attitudes in the program. The focus was on a set of desired values. Later the positive interactions between the students were assessed.

- **Systematic desensitization:** Also known as the graduated exposure therapy is an approach to reduce sensitivity. The basic idea of this therapeutic approach is to gradually eliminate phobia feelings (fear and anxiety) by replacing them with other behaviors that are opposite to this sickness behavior. The independent program included activities for cases that suffer from problems related to fear, anxiety, low self-confidence and shyness. The program focused on such students who are shy to, read in a loud voice, recite poetry and participate in plays. This was implemented through participation and integration in groups or as individuals (Abdelhadi & al-Azzeh, 2005).

1.5 Previous Studies

The study of Hamdi & al-Shar'ah (2017) aimed at investigating the effectiveness of a training program based on the need of relationships to reduce bullying behavior and improve social care among a sample of adolescent students. The study sample comprised 30 male/female students from the 8th, 9th and 10th grades from four private schools in West Amman. The respondents were randomly and equally distributed into experimental and control groups. The study results showed that there are statistically significant differences in favor of the experimental group as the level of bullying is reduced. The results as well showed an increase in the mean of social care in addition to the statistically significant differences in favor of females as the percent of bullying is reduced and the level of social care is increased.

The study of al-Khurafi and al-Qahtani (2016) aimed at identifying the most widespread aggressive behaviors and investigating the effectiveness of a therapeutic program based on reality therapy approach to reduce this behavior. The study sample comprised 40 students from a secondary school in Kuwait, aged between 15-17 years old. The sample was distributed between two groups, experimental and control groups. Each group consisted of 20 respondents. The four dimensions of aggressive behavior measurement were used. The study results showed that aggressive behavior against others is the most widespread behavior. The results also indicated the effectiveness of the program in reducing the aggressive behavior. There were statistically significant differences attributed to the experimental group.

On the other hand, the study of La'reet and Maftouth (2016) aimed at detecting the emotional problems that children suffer from in the late childhood stage and investigate the effectiveness of a cognitive behavioral counseling program. The researchers designed this program to investigate its effectiveness at elementary schools in Annaba governorate in Algeria. The study sample comprised 100 students who were purposively distributed in two equal groups. The study results confirmed the effectiveness of the program. The students of the experimental group in the post application received a total score of 461 for the emotional problems variable, and a total score of 666 in the actual application. The difference between the applications is 153.

The study of Sulaimani and A'anno (2014) aimed to identify the effectiveness of a group counseling approach using psychodrama representation and its role in reducing violence among students. The study consisted of two equal groups comprising students from middle school, an experimental group of 10 students and a control group of 10 students as well. The study tools included the violence measurement and the counseling program. The study results showed that there were statistically significant differences between the mean scores of the experimental and control groups with respect to the violence dimension after applying the counseling program in favor of the experimental group.

The study of Ali et al. (2014) aimed to identify the effectiveness of a cognitive-behavioral counseling program in enhancing self-discipline among female students in middle school. The study sample comprised 20 female students, randomly distributed into two groups (experimental and control) with 10 students in each group. The study results indicated statistically significant differences in the self-control variable of the experimental group in the posttest. The researcher recommended benefiting from the counseling program in developing self-discipline among female students.

The study of Hashem (2007) aimed to investigate the effect of a preventive counseling program in reducing violence among university students. The study sample comprised 40 students from the Faculty of Arts at Kufa University. The semi-empirical results of the study showed that there were statistically significant differences between the mean of the experimental group and the mean of the control group in favor of the experimental group. The study recommended the importance of applying the program because of its statistical effect.

The study of Prince, Ho and Hansen (2010) aimed at identifying the effectiveness of early intervention counseling program in reducing some behavioral problems such as social isolation, aggressive behavior and attention deficiency among school students in the elementary stage. The researchers used the teachers' notes as a diagnosis tool. The study sample comprised 645 children from 2nd-5th grades, divided into two groups, one experimental and the other a

control group. The control group included 309 students, and the experimental group included 336 students. The study results showed statistically significant differences in the post measurement attributed to the experimental group.

Ray, Hanson and Schottelkorb conducted a study in 2008 which aimed at identifying the effectiveness of two counseling programs focusing on play therapy to lower the tension between teachers and students who suffer behavioral disorders. The study sample comprised 58 students, divided randomly into two experimental groups with 29 students each. The researchers used the behavioral disorder measurement and questionnaire for the students-teachers relationship. The study sample showed that there were statistically significant differences in favor of the first group which underwent a short-term counseling program.

The study of Blasi (2002) aimed at revealing the impact of dealing with kids and families on the expertise of pre-service teachers. The study sample included 20 teachers who took trainings. The study results showed that pre-service teachers acquired confidence, understood families, achieved positive results, and stressed the importance of parent involvement.

The study of Margolis (2001) aimed at analyzing the case study of a student named Mark. Mark, a 15 years old boy, is from allowing social class family with a record of aggressive behavior, school maladaptation and low academic achievement in mathematics. The researcher aimed at identifying the effectiveness of a reality therapy in treating Mark. The study results showed that this therapy is effective as it reduced the aggressive behavior of Mark and improved his academic achievement.

1.6 Comments on Previous Studies

The previous studies are consistent with this study in terms of the importance of counseling programs that tackled behavior modification and the use of the semi-empirical methodology that the afore-mentioned researchers approached and based their counseling programs on, for both the behavioral and cognitive theories. This study disagreed with the previous studies related to the theories used to build the counseling programs and it disagreed with Prince, Ho and Hanson (2010) in terms of the therapeutic approach used in counseling. It also disagreed with the study of Hashem (2007) which is based on the preventive approach in counseling. Regarding the study sample, the current study agreed with some previous studies in addressing the adolescence stage, especially for middle school except for the study of al-Khurafi and al-Qahtani (2016) and the study of Margolis (2001) which tackled the secondary stage in addition to the study of Hashem (2007) which tackled the university students' issues. Except for the study of Margolis (2010), the current study is different from the previous studies as it addressed the behavioral problems of the adolescent male students who were pre-determined by the school counselor.

1.7 Study Problem and Questions

The purpose of the study was to investigate the effectiveness of a group counseling program in modifying the negative behavior of adolescent students at Aqabat Jaber school camp in Jericho governorate. The study problem lies in the need to build a group counseling program to modify negative behavior. The study sought to answer the following questions:

1. What is the effectiveness of a group counseling program in modifying the negative behavior of the experimental group in the pre and post measurements?
2. What is the effectiveness of a group counseling program in modifying the negative behavior of the control group in the pre and post measurements?
3. Does the effectiveness of the counselling program differ in modifying the level of negative behavior between the experimental and control groups in the post measurement?
4. Did the respondents who underwent the counseling program exceed the maximum permissible level of negative behavior in the posttest?

1.8 Study Hypotheses

The study tested the following hypotheses:

- The first hypothesis: There is no statistically significant difference at $\alpha \leq 0.05$ in the average score of the experimental group, in both pre and posttest of the negative behavior level of the students, which is due to the counseling program variable.
- The second hypothesis: There is no statistically significant difference at $\alpha \leq 0.05$ in the average score of the control group, in pre and posttest of the negative behavior level of the students, which is due to the counseling program variable.

- The third hypothesis: There is no statistically significant difference at $\alpha \leq 0.05$ in the average score of the experimental and control groups, in posttest of the negative behavior level of students, that is due to the counseling program variable.
- The fourth hypothesis: There is no statistically significant difference at $\alpha \leq 0.05$ in the average score of the experimental group in posttest of the negative behavior level from the maximum permissible level of negative behavior.

This hypothesis aims to answer two main questions:

1. Did the respondents (the students) of the experimental group exceed the maximum permissible level of negative behavior in the posttest?
2. What is the effect of implementing the counseling program on the experimental group?

1.9 The Objectives of the Study

The study seeks to introduce:

- The effectiveness of group counseling program based on modifying the negative behavior among adolescent students;
- The use of counseling program methods and strategies that are introduced in this study, in order to modify negative behavior and replace it with desirable one;
- The level of behavior modification of students participating in the program;
- The effect of using counseling program on the behavior of the participating students;
- Recommendations to the relevant parties.

1.10 The Significance of the Study

The significance of the study lies in the following:

- Behavioral counseling is one of the most successful available options to modify the negative behavior of adolescent students at Aqabat Jaber School.
- Confronting aggressive behavior is a group, family, community, and educational responsibility that also requires organized efforts at both civil and official levels.
- Making use of the study conclusions in alleviating the psychological, social and educational impact on the students.
- Enhancing applied researches that deal with group counseling programs and mainly in Palestinian schools.

1.11 Study Limitations

- Time: The study is limited to the first semester of the academic year 2017-2018.
- Human: The participants are male students only at Aqabat Jaber/Jericho camp.
- Conceptual: This study was limited to the concepts and terminologies contained therein.

1.12 Terms and Definitions of the Study

Effectiveness: In al-Mawrid al-Waseet (The Academy of the Arabic Language, 2011), the word describes all that is active, and refers to the extent to which something is successful in producing the desired result.

Counseling program: It is a “structured program that is based on scientific foundations, to provide direct and indirect counseling services, individually and collectively, to all members of the institution (students), to support their normal development, assist them make wise conscious decisions and achieve psychological harmony” (Zahran, 2005, p. 499).

Behavior modification: It deals with a behavior that is described as a phenomenon in it and needs to be modified focusing on the interaction between the individual and his/her environment. Behavior modification includes the state of overt behavior or covert behavior such as obsessive-compulsive disorder (OCD; Abdelhadi & al-Azzeh, 2005, p. 26).

Counseling program in procedural behavior modification: It is a set of planned, organized and effective actions that aim to achieve certain goals to prepare for the next step and eventually become interrelated leading to modifying the

intended behavior. This program consists of 24 counseling sessions of 90 minutes each, applied over three sessions a week for two months duration.

Adolescent students: They are students aged between 11 and 15 years and enrolled in Aqabat Jaber boys' school in Jericho for the academic year 2017-2018.

2. Method and Procedures

2.1 Methodology of the Study

In this study, the researcher used a semi-empirical approach in order to determine the effectiveness of the counseling program. The study was applied on two equal groups: A control group and an experimental group; in addition to conducting pre and post testing after treating the experimental group, to test the hypotheses of the study and achieve its objectives.

2.2 Population and Sample of the Study

The study population consisted of all 800 students of Aqabat Jaber School for the academic year 2017-2018. The sample of the study was selected, in cooperation with the school counselor, from students with behavioral problems. A purposive sample of 52 students was also chosen and divided into two equal groups; a control group and an experimental one.

2.3 Study Tools

2.3.1 First Tool: Counseling Program

The researcher designed a group-counseling program to modify the behavior based on behavioral and cognitive theories, as well as on counseling methods used in these theories referencing to previous literature reviews. Of these resources, the researcher reviewed the literature of Abdelhadi and Al-Azzeh(2005), al-Fatalawi (2005), al-Tuhami (2008), Butrus (2015), Radwan (2002) and Zahran (2005), in addition to other relevant literature review, including the study of Hashem (2007), Prince, Ho and Hansen (2010) and La'reet and Maftouth(2016).The researcher adopted the therapeutic and developmental methodology in counseling, as well as the universal human concept; in the physical, mental, psychological, and spiritual realms, in addition to the extent of the whole human connection to life tasks and the extent of his/her role in them. He also tackled the strategies and techniques used in behavioral and cognitive counseling. The program consists of 24 sessions of 90 minutes per session. The aim of this program is to help students modify negative behavior to positive one. At the beginning of the program, pre testing was made to both the control and the experimental groups. The procedures for each session of the program, in terms of the number of sessions, duration, objectives and procedures, welcoming students, discussing homework, meeting objectives, conducting exercises and activities, summarizing the session, and determining the homework besides concluding the session, were defined. At the end of the program, the posttest was applied on the control and the experimental groups.

2.3.2 Objectives of the Counseling Program:

The objective of the counseling program is to modify some of the negative behaviors among a sample of students enrolled at Aqabat Jaber boys school through the following:

- Helping participant students promote some positive behaviors rather than negative ones.
- Enhancing the professional relationship between the school Counselor and the students based on trust and mutual respect.
- Applying group counseling methods and techniques.
- Addressing psychological, social, cognitive, educational and activities dimensions.

2.3.3 Second Tool: Measurement Tools for Learning Outcomes

The Researcher built his study tool after reviewing the education literature by Abdelhadi and Al-Azzeh(2005), al-Tuhami (2008), al-Fatalawi (2005), Al-Khurafi and al-Qahtani (2016), Hamdi and al-Shar'ah (2017), as well as the study of Sulaimani and 'Anno (2014). The Researcher used a questionnaire to measure the learning outcomes and the level of negative behavior of the students. The questionnaire consisted of 55 questions divided into four main axes; each included five choices that measure the negative behavior of the members of the study sample. The Researcher then gave a numerical value to the levels of negative behavior mentioned in the questionnaire and determined the total maximum permissible limit of the negative behavior for each participant as shown in table 1 below:

Table 1. The Numerical Value of Negative Behavior

Behavioral Dimension (BDI)	No. of paragraphs	Max. value of the negative behavior	Min. value of the negative behavior	The max. permissible level of the negative behavior
Psychological dimension	10	50	10	20
Social dimension	16	80	16	32
Cognitive dimension	15	75	15	30
Activities dimension	14	70	14	28
Total	55	275	55	110

2.4 Reliability and Validity

The Researcher verified the validity of the study tools by presenting them to five experienced referees whose opinions, recommendations and observations were taken into consideration. The reliability coefficient of the study instrument was calculated using Cronbach's alpha (Reliability Analysis). The results showed that the study instrument had a very good value for the reliability of the questionnaire, which reached 0.758, while the consistency between paragraphs as a whole reached 0.871, a value that refers to the concurrent validity or the so-called internal consistency between paragraphs. The measuring tool had three advantages: It measures the desired goals that students are expected to achieve, the referees consider its content validity and face validity, and lastly, the tool enjoys a high reliability coefficient.

2.5 Study Variables

- Independent variables: This study contained one main independent variable which is the counseling program used in the study as the method of treatment.
- Dependent variable: level of negative behavior.

2.6 Statistical Processing

1. The Researcher used t-test in its three forms (independent samples, two-samples and one sample) to compare the results of different groups (control and experimental) prior to the test to ensure pre equivalency, and after it to examine the hypotheses related to cognitive competence.
2. Testing the quality of the therapeutic program to reach the maximum level of permissible negative behavior.
3. Using the eta-square value (η^2) to test the effect of the therapeutic program in reducing the degree of negative behavior.
4. Using Cohen's index to quantify the effect of the therapeutic program in reducing negative behavior.

2.7 Homogeneous Grouping

2.7.1 First: Pre Homogenization of the Behavior Level

Table 2. Results of SPSS of the Negative Behavior pre Level

Variable	Frequency	Mean	Standard Deviation	Standard Error	T value	Statistical Significance	
Psychological Dimension	Experimental Group	26	38.50	5.708	1.119	1.480	0.145
	Control Group	26	36.00	6.450	1.265		
Social Dimension	Experimental Group	26	68.19	6.957	1.364	0.138	0.891
	Control group	26	67.96	4.944	0.970		
Cognitive Dimension	Experimental Group	26	62.96	7.707	1.511	-0.683	0.498
	Control Group	26	64.35	6.882	1.350		
Activities Dimension	Experimental Group	26	57.35	9.512	1.865	0.762	0.450
	Control Group	26	55.58	7.061	1.385		
Total	Experimental Group	26	227.00	27.452	5.384	0.523	0.603
	Control Group	26	223.88	12.987	2.547		

To ensure the homogenization of the groups prior to the study, the mean and standard deviations of the respondents were extracted. This was done using the independent samples t-test to compare the groups and ensure their homogeneity, as shown in Table 2.

Table 2 indicates that there is no statistically significant difference in the overall degree of negative behavior level between the control and the experimental groups. Moreover, there is no statistically significant difference in the four dimensions of the negative behavior between the control and the experimental groups, which means that the two groups are 'equal' in terms of the degree and level of negative behavior.

2.7.2 Second: The Maximum Level of the Permissible Negative Behavior

In order to ensure the maximum permissible level of negative behavior of respondents prior to the study, the mean of each group was compared with the maximum level of each dimension of the study and the total score of the negative behavior level which was previously determined in Table 1 using one sample t-test as shown in Table 3.

Table 3. Results of SPSS of the Maximum Limit of pre Negative Behavior of the Groups

Group	Dimension	Frequency	Mean	Standard Deviation	Standard Error	T value	Statistical Significance
Experimental Group	Psychological	26	38.50	5.708	1.119	16.527	0.000
	Social	26	68.19	6.957	1.364	26.526	0.000
	Cognitive	26	62.96	7.707	1.511	21.808	0.000
	Activities	26	57.35	9.512	1.865	15.732	0.000
	Total	26	227.00	27.452	5.384	21.732	0.000
Control Group	Psychological	26	36.00	6.450	1.265	12.649	0.000
	Social	26	67.96	4.944	0.970	37.093	0.000
	Cognitive	26	64.35	6.882	1.350	25.450	0.000
	Activities	26	55.58	7.061	1.385	19.915	0.000
	Total	26	223.88	12.987	2.547	44.713	0.000

Table 3 shows that there are statistically significant differences for the maximum permissible level of negative behavior for both control and experimental groups among students in the total score of negative behavior and in each behavioral dimension of the four study dimensions. We note that negative behavior level, practiced by students of each group, is above the permissible negative behavior and with a statistical significance, indicating that the respondents are practicing negative behaviors and in a high degree.

3. Results and Discussion

3.1 Results Related to the Research Hypotheses

The first hypothesis: There is no statistically significant difference at $\alpha \leq 0.05$, among the mean scores of the experimental group in the pre and posttest of the negative behavior level of students, which is due to the variable of the counseling program.

This hypothesis was tested through two-samples T-test, and the results are shown in table 4 below:

Table 4. Results of Negative Behavior Level of the Experimental Group in Pre and Posttest

Dimension	Test	Frequency	Mean	Standard Deviation	Standard Error	T value	Statistical Significance
Psychological	Pre	26	38.50	5.708	1.119	17.068	0.000
	Post	26	16.62	3.634	0.713		
Social	Pre	26	68.19	6.957	1.364	25.095	0.000
	Post	26	26.08	4.363	0.856		
Cognitive	Pre	26	62.96	7.707	1.511	21.392	0.000
	Post	26	22.92	5.098	1.000		
Activities	Pre	26	57.35	9.512	1.865	15.829	0.000
	Post	26	21.46	5.155	1.011		
Total	Pre	26	227.00	27.452	5.384	23.039	0.000
	Post	26	87.08	10.673	2.093		

Table 4 shows statistically significant differences in the overall score of negative behavior level among the experimental group in the pre and posttest. The level of negative behavior among the students in this group declined by 139.9 in the posttest ($227-87.08=139.9$). We also note that there were statistically significant differences in the degree of each of the four dimensions of the study (psychological dimension, social dimension, cognitive dimension, and activities) among the experimental group students. The level of the negative behavior of the experimental group declined in the posttest of each of the four dimensions, indicating the effectiveness of the program and its impact in reducing the level of negative behavior, and thus, the first hypothesis was rejected. The results of this study matched with the results of previous studies such as the study of Kharafi and al-Qahtani (2016), Margolis (2001), Prince, Ho and Hansen (2010), Ray, Hanson and Schottelkorb (2008), La'reet and Maftouth (2016), Hamdi al-Shar'ah (2017), Sulaimani and Anno (2014), Ali et al. (2014), Hashem (2007), and Blasi (2002).

The second hypothesis: There is no statistically significant difference at $\alpha \leq 0.05$ between the mean scores of the control group students in the pre and posttest of the levels of negative behavior of students.

This hypothesis was tested using two-samples T-test and the results are shown in Table 5 below.

Table 5. Results of the Negative Behavior Level of the Control Group in Pre and Posttest

Dimension	Test	Frequency	Mean	Standard Deviation	Standard Error	T value	Statistical Significance
Psychological	Pre	26	36.00	6.450	1.265	-1.423	0.167
	Post	26	38.38	4.826	0.946		
Social	Pre	26	67.96	4.944	0.970	-0.118	0.907
	Post	26	68.08	4.354	0.854		
Cognitive	Pre	26	64.35	6.882	1.350	-1.192	0.244
	Post	26	65.31	7.903	1.550		
Activities	Pre	26	55.58	7.061	1.385	-1.033	0.311
	Post	26	56.81	9.347	1.833		
Total	Pre	26	223.88	12.987	2.547	-1.951	0.062
	Post	26	228.58	11.125	2.182		

Table 5 shows that there are no statistically significant difference in the overall score of the negative behavior level among the students in the control group in pre and posttests. We also note that there is no statistically significant difference in the score of each of the four dimensions of the four studies (psychological dimension, social dimension, cognitive dimension and activities) in the control group students. This indicates that there is no change in the level of negative behavior in the control group who did not receive treatment, and thus not rejecting the second hypothesis.

The third hypothesis: There is no statistically significant difference at $\alpha \leq 0.05$ between the mean scores of the experimental and the control groups in the posttest of negative behavior level of the students.

This hypothesis had been examined using the independent samples T-test. Results are shown in table 6 below.

Table 6. Results of the Negative Behavior Level of the Control and the Experimental Groups in Posttest

Dimension	Group	Frequency	Mean	Standard Deviation	Standard Error	T value	Statistical Significance
Psychological	Experimental	26	16.62	3.634	0.713	-18.375	0.000
	Control	26	38.38	4.826	0.946		
Social	Experimental	26	26.08	4.363	0.856	-34.747	0.000
	Control	26	68.08	4.354	0.854		
Cognitive	Experimental	26	22.92	5.098	1.000	-22.979	0.000
	Control	26	65.31	7.903	1.550		
Activities	Experimental	26	21.46	5.155	1.011	-16.885	0.000
	Control	26	56.81	9.347	1.833		
Total	Experimental	26	87.08	10.673	2.093	-46.799	0.000
	Control	26	228.58	11.125	2.182		

Table 6 shows statistically significant differences in the overall score of the negative behavior in the posttest between experimental and control groups. The results indicate that the experimental group members scored less than their peers in the control group. We also note that there are statistically significant differences in the scores of each of the four dimensions of the study (psychological, social, cognitive and activities) in the posttest between experimental and control groups. The experimental group students obtained lower scores than their peers in the control group. This indicates a significant reduction in the level of negative behavior in the experimental group compared to the control group, thus rejecting the third hypothesis, which indicates the effectiveness of the cognitive behavioral counseling program used in this study.

The fourth hypothesis: There is no statistically significant difference at $\alpha \leq 0.05$ between the mean scores of the experimental group students in the posttest of the negative behavior level from the maximum permissible level of negative behavior.

This hypothesis aims to answer two main questions:

1. Did the respondents (students) of the experimental group exceed the permissible maximum level of negative behavior in the posttest?
2. What is the impact of implementing the counseling program on the experimental group?

3.2 Answers of the Questions

3.2.1 First-Answer of the First Question

The mean of the experimental group in the posttest was compared with the maximum limit of the permissible negative behavior level in order to determine the extent to which the students exceeded the level, which was, determined earlier in Table 1 using one sample t-test as shown in Table 7.

Table 7. Results of the Negative Behavior Level Test in the Dimension Measurement of the Experimental Group

Dimension	Max. Permissible Level (MPL)	Mean	Standard Deviation	Standard Error	T value	Statistical Significance
Psychological	20	16.62	3.63	0.713	-4.749	0.000
Social	32	26.08	4.36	0.856	-6.923	0.000
Cognitive	30	22.92	5.10	1.000	-7.078	0.000
Activities	28	21.46	5.16	1.011	-6.467	0.000
Total	110	87.08	10.673	2.093	-10.951	0.000

Table 7 refers to statistically significant differences in the posttest of negative behavior of the experimental group from the maximum permissible level in the total score represented by 110 and with statistical significance value and decrease by 22.92 in the negative behavior ($110 - 87.08 = 22.92$).

We also note that there are statistically significant differences in the behavior of the experimental group in the post negative behavior beyond the maximum permissible level in each of the four dimensions of the study (psychological, social, cognitive, and activities dimension). The score of each of the four dimensions of the post-negative behavior level was less than the maximum permissible negative behavior level, indicating an improvement and a marked decrease in the negative practices of the experimental group members because of receiving the counseling program.

3.2.2 Second-Answer of the Second Question on the Effect Size

In order to determine the effect size on the experimental group, after receiving the counseling program, and to determine the quality of the program, the researcher used Eta-square measurement (η^2). The eta-square was used to determine the effect size of the independent variable, which is the counseling program, on the dependent variable, which is the degree of negative behavior practice, and then calculate the d value (Cohen's f^2) which expresses the effect size using the following equation:

$$(kiess, 1989,445) \quad d = \frac{\sqrt{\eta^2}}{\sqrt{1 - \eta^2}}$$

Using statistical methods to calculate η^2 and d , results were as shown in the following table:

Table 8. η^2 Value, d Value and Effect Size

Independent Variable	Dependent Factor	Eta value η^2	d value	Effect Size
Counseling Program	Practicing negative behavior in psychological dimension	0.85	4.76	significant*
	Practicing negative behavior in social dimension	0.93	7.28	significant*
	Practicing negative behavior in cognitive dimension	0.91	6.36	significant*
	Practicing negative behavior in activities dimension	0.85	4.76	significant*
	Practicing negative behavior entirely	0.92	6.78	significant*

* $d = 0.2$ means that effect size is small

$d = 0.5$ means that effect size is average

$d = 0.8$ means that effect size is significant.

Table 8 shows that the effect size of the independent factor on the dependent factor is significant; the value of d is more than 0.8. This finding can be explained by the fact that the value of $\eta^2 = 92\%$ of the total variance of the dependent variable is due to the independent variable, which indicates the effectiveness of the program in improving behavior and reducing negative behavior practices among students.

4. Conclusion and Recommendations

The researcher found in this study that negative behavior is due to many interrelated factors such as educational, learning, cultural, physical, social and psychological factors. The researcher believes that it is possible to modify behavior during this important developmental stage in the life of adolescents through utilizing counseling techniques and strategies based on behavioral and cognitive theories and apply them in their school environment.

Based on the objectives and results of the study, the researcher recommends the following:

1. Utilizing the group cognitive behavioral counseling program, which is used in the study, in order to modify negative behavior to desired behavior, and circulate the program.
2. More attention from different educational institutions and relevant community institutions is needed to modify the negative behavior of students in Palestine.
3. Conducting further studies and scientific researches dealing with other variables in addition to the variables included in this study.

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Note

Note 1. For Quran verses: Sahih International <https://quran.com/>