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The relationship between irrational ideas and the level of ambition of future graduates at the Institute of Science and Techniques of Physical and Sports Activities in Bouira

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Abstract:

The current study explored the relationship between irrational thoughts and the level of ambition of students coming to graduate at the Institute of Science and Techniques of Physical and Sports Activities at the University of Bouira and to know their level of irrational thoughts and their level of ambition.

The two researchers used a sample of 60 randomly selected students. They used the descriptive method based on the scale of irrational ideas and the scale of ambition. The following results have been found:

The level of irrational ideas is high among students coming to graduate. There is also a statistically significant inverse correlation between irrational ideas and the level of ambition of future graduates. Through these findings, the researcher concludes that irrational ideas and the level of ambition are inversely correlated.

According to the findings, the researcher recommends focusing on building rational, emotional mentor programs to adjust the irrational thoughts that affect students' mental health negatively. As well as attempting to reduce the prevalence of irrational thoughts through awareness-raising, educational and psychological programs.

Keywords: irrational thoughts, ambition, future graduates

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1. INTRODUCTION

After the students obtain the baccalaureate degree, they begin to shape their future. First of all, they choose the specialization they wish to study providing that it corresponds to their knowledge and scientific potential and consistent with their desires and future ambitions. Thus caring about the future is a priority for them.

Smith (1980) considers the concern about the future as the third topic of interest, among 69 topics, to young people in the sample. Additionally, this view of the future, whether positive or negative, will influence and be influenced by young people's motivation for achievement and their beliefs, if any. And which if they resort to it they will suffer from uncertainty and will increase their anxiety about the future. (Bin Sayeh, 2021, p542)

The university is one of the social institutions that contribute in shaping students' personalities, determining their future, and promoting their behavioral and ethical values. Likewise, they aspire to occupy a good position among their peers in order to achieve their future goals. Besides, the level of ambition reflects the individuals' achievements with other factors (Shafi'i, 2011, p. 89), taking into consideration that it is the aspiring person who has the capacity to overcome hardships and challenge crises and use their own capacities and potential to achieve their goals (Shatoane, 2017, p03)

The level of ambition is one of the main themes related to the personality of the person. It is linked to everyday human activities in different aspects of life, and to different areas of life. In its simplest form, it refers to those real-life goals that an individual is pursuing and trying to reach.

The level of ambition varies in accordance with the person and the situation. A person's level of ambition can be highly concentrated on one particular thing such as sport, or it can include various areas, although different in nature, like both ambition and science simultaneously. (Mansouri, 2017, p218)

The theme of irrational thoughts is viewed as a very critical issue in the area of mental health. It is a source of insecurity, incompatibility and lack of psychosocial adjustment.

Therefore, in recent years, there has been a tendency to focus on the prominence of the cognitive aspect of individuals' personality in assessing their emotions and their psychosocial adaptation.

Psychology has witnessed an increasing interest in the so-called cognitive processes such as thinking, perception, and memory, etc. Therefore, it has received the attention of many researchers in the psychological field, in general,

and in counseling and psychotherapy, in particular. One of the most prominent theories of psychological counseling that focused on using the cognitive aspect and attempted to explain the emotional disorders in relation to irrational thinking is Alice's theory, which is known as the theory of rational and emotional therapy.

This theory seeks to change knowledge to adjust behavior and influence emotions believing that knowledge plays an essential role in creating and treating emotional disorders (Majli, 2011, p 95).

According to this theory, the pattern of one's thoughts about the events they face is the fundamental variable in determining their behavioral and emotional responses. Thus, if the pattern of their ideas is rational, the response will be effective and productive, but if their ideas pattern is irrational, the response will be inefficient, unproductive, troubled and incompatible. (Baghora, 2013, p01)

The student at the Institute of Science and Technology of Physical and Sports Activities studies to be a professor or a coach after spending at least five years of training at the university. Consequently, due to the lack of a functional framework of the profession of education or training within the State and the insufficient number of employment positions, some symptoms or psychological disorders have been emerged about what their future holds for them in this profession.

1-1 The problem:

Psychologists assert that behavior, in general, is determined by an individual's cognition, which is defined as a set of illogical thoughts and irrational beliefs about different stimuli that are not defined by these same stimuli.

It can be inferred that an individual has a range of abilities to think and to behave. However, this pattern of thinking swings between the presence of rational and irrational thoughts that may affect the individual's behavior and health. If there are irrational ideas that affect their behavior and mental health, this will inevitably affect their psychological stability and make them live in a kind of disorder that can result in psychological pressure and anxiety that may lead to depression (Bel Asla, 2018, p39)

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Psychology has witnessed an increasing interest in the so-called cognitive processes such as thinking, perception, and memory, etc. Therefore, it has received the attention of many researchers in the psychological field, in general, and in counseling and psychotherapy, in particular. One of the most prominent

theories of psychological counseling that focused on using the cognitive aspect and attempted to explain the emotional disorders in relation to irrational thinking is Alice's theory, which is known as the theory of rational and emotional therapy.

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As an important aspect of human personality, Ambition represents a prominent dimension of the individual's personality at various stages of life. The level of realistic ambition plays a significant role in the development process of Nations, owing to the progress of peoples and the achievements of individuals with other factors that lead to progress and development (Hamida, 2019, p10).

It is the aspiring person who has the capacity to overcome hardships and challenge crises and to use their own capacities and potential to achieve the goals they worked hard and planned for, using proper future planning and challenging life circumstances that they confront. (Mansour, 2017, p 03)

Improving students' level of ambition is an important and vital factor in psychological construction and an influential variable in the components of the desired movement performance. On this basis, we must ensure that students aspire to a better performance in order to reach their goal and prove themselves.

Hindawi (2002) indicates that the level of ambition is an important dimension of cognitive performance, thinking and behaviour, which is reflected positively in the development of the individual's adaptability and success. Likewise, the level of ambition is a prerequisite for an individual's academic success, work, social interaction, leadership, management, marketing and public relations.

Today's young people, especially University students, are the future. They are tomorrow's men and women, who will take the responsibility for the progress and prosperity of their country. They think very much about the future and fear what it's hiding for them. In the Islamic religion, Young people are energy and wealth. Youth is an invaluable asset, and it is known that every stage of development has psychological and material needs and requirements that must be

met, in addition to notifying them at this stage of the community interest in meeting those needs and requirements.

University students have had a lot of studies. Researchers have been interested in this segment regarding irrational ideas and their level of ambition since youth is the most important segment of society.

From this point of view, the current study attempts to determine the nature of the relationship between irrational thoughts and the level of ambition of the future students of the Institute of Physical and Sports Education.

In the light of what we have presented, we can identify the questions of the study as follows:

-The general question:

Is there a statistically significant correlation between irrational thoughts and the level of ambition of future graduates of the Institute of Physical and Sports Education?

-Partial questions:

- What is the level of irrational thoughts of Physical and Sports Education future graduates?

- Is there a relationship between irrational thoughts and the dimension of optimism?

- Is there a relationship between irrational thoughts and the ability to set targets?

- Is there a connection between irrational thoughts and the acceptance of the new?

- Is there a connection between irrational thoughts and the endurance of frustration?

1-2-Hypotheses:

- There is a statistically significant inverse correlation between irrational ideas and the level of ambition of students in the future.

1-2-Partial hypotheses:

- The level of irrational ideas is high among the future graduates of Physical and Sports Education Institute.

- There is a correlation between irrational ideas and the dimension of optimism.

- There is a connection between irrational ideas and the ability to set targets.

- There's a connection between irrational thoughts and the acceptance of the new.

- There's a correlation between irrational thoughts and the endurance of frustration.

1-3-Study objectives:

- Identifying the level of both irrational ideas and the level of ambition of the Institute of Physical and Sports Education students coming to graduate.
- Identifying the impact of irrational ideas on students in their future lives.
- Identifying irrational ideas that have to do with reducing the level of ambition.
- Trying to raise this topic for researchers at this level.
- Providing solutions that may be appropriate to the problem of irrational ideas and the level of ambition from the results of this study and to make recommendations that may be useful for students suffering from this problem.

1-4-Research methodology and field procedures:

-Exploratory study: The exploratory study is the first step in scientific research, including identifying the field of study and assuring that it is suitable for research. In order to ensure that any field of research is well conducted, the researcher must undertake a survey to determine whether the field of study is suitable for the research field and identifying the difficulties the researcher may face in the experiment. In order to precisely determine the subject matter of the study, given the nature of our research subject matter, the exploratory study was divided into the following steps:

- Access into a range of sources and references, such as books, scientific references and associated studies.

- Moving to the Follow-up Office of the Institute of Physical and Sports Science and Techniques in order to obtain some information about the study community.

-Basic study:

-Methodology used:

In solving their problems, all scientific research selects a method that suits the nature of the problem, because the method is a way in which the researcher comes to a reality. In line with the topic of the study, we thought we would follow the descriptive approach of analytical quality and relevance since it is the appropriate method for our study.

The descriptive approach in the field of physical and sports education contributes to adding real information on different sports phenomena. It relies on the precise description of phenomena through the collection of facts, quantitative

and qualitative data on the specific phenomenon, and the adequate scientific interpretation of facts. That is the importance of the need to solve the problem, formulate objectives, set assumptions, select the appropriate research sample, collect, prepare, codify and classify data, describe results, analyse and interpret them in clear and specific terms. In addition to trying to draw divisions that advance knowledge and develop appropriate solutions to the problem at hand (Awad Saber, 2002, p88).

-Search society:

-Society: The purpose of the research community at this point is defined as, "A limited or unlimited sum of vocabulary, where observations are placed". Others defined it as: "All the vocabulary of the phenomenon studied by the researcher. (Ahmed Ben-Mersley 2005, p. 16)

So in our research, we thought that the research community would be the next master 2 graduates at the Institute of Science and Techniques of Physical and Sports Activities at the Bouira Institute.

-Search sample: The method of collecting data and information from specific elements and situations which is chosen in a particular way from all the elements of vocabulary and study community, to serve, to fit, and to promote the objective of the study.

The selection of the sample is of fundamental importance for scientific research. The validity or the invalidity of the study results depends on the way we choose the right sample.

Therefore, we have chosen a simple random sample consisting of 60 students from the original community.

-Research areas:

-Human domain: The next Master 2 graduates at the Institute of Science and Techniques of Physical and Sports Activities.

-Geographical area: In our research, we considered conducting a field study at the level of the Institute of Science and Techniques of Physical and Sports Activities.

-Time domain: academic year 2021/2020.

-Identification of search tools:

-The Scale of Irrational Ideas

-Description:

This scale, in its foreign image, consists of eleven irrational ideas developed by Albert Ellis. In 1985, Rihani translated and codified it into Arabic language and added two irrational ideas that he sees as distinctive in Arab societies.

-Method of answering the scale:

The answer to the paragraphs of the scale, consisting of 52 words, is either **Yes**, when the examiners agree with and accept the phrase, or **No**, when the examiners do not agree with the phrase.

-Scale correction method:

- Number of paragraphs 52
- Weights.

- The value (2) of the answer indicates the student's acceptance of the irrational notion measured by the phrase.

-The value (1) of the answer indicates the student's rejection of the irrational notion measured by the phrase.

- The overall marker of the scale ranges from 52 to 104.

-Minimum 52: expresses the student's rejection of all irrational ideas represented by the scale or a higher degree of mental thinking.

-The upper limit 104: reflects the student's acceptance of all irrational ideas represented by the scale.

- **Apparent honesty:** To ascertain the credibility of the study tool, we used the honesty of the arbitrators as a tool to ensure that the scale measures what is prepared for. Thus, we distributed the scale to a group of arbitrator professors.

-Test stability: The stability of the measure of irrational ideas has been calculated by Alpha Cronbach method. Table No 01 showed that persistence coefficients were high

Table 01. shows the stability of the measure of irrational thoughts

Scale name	N° of paragraphs	Alpha Cronbach coefficient
Irrational Ideas	52	0.88

-Scale level of ambition:

The scale of the level of ambition prepared by the Maarid and Abdul Adhim (2005) has been used. The scale consists of 36 phrases spread over four dimensions (optimism, ability to set targets, acceptance of the new, endurance of frustration). The phrases are divided into positive and negative phrases. The researcher responds to each phrase by marking (*) in front of the phrase that he thinks is appropriate, following a five-level graded scale (always, often, sometimes rarely, never). The maximum score of the scale (180) refers to the high

level of ambition, and (36) refers to the minimum grade of the scale, i.e. the low degree of ambition. The exploratory study added to the consistency and honesty of the scale.

Table 02. represents the dimensions and number of the scale of the level of ambition

Dimension	N° of positive phrases	N° of negative phrases	Total phrases
Ambition	10	02	12
Ability to set targets	09	01	10
Acceptance of the new	06	01	08
Endurance of frustration	05	01	06
The tool as a whole	31	05	36

Source:moawad,2005

Apparent honesty: To ascertain the veracity of the study tool, we used the honesty of the arbitrators as a tool to ensure that the scale measures what is prepared for. Thus, we distributed the scale to a group of arbitrator professors.

-Test stability: The stability of the measure of irrational ideas has been calculated by Alpha Cronbach method. Table n°03 showed that persistence coefficients were high.

Table 3. shows the stability coefficient of the ambition scale

Scale name	Alpha Cronbach coefficient
Level of ambition	0.81

Source: Prepared by the two researchers based on spss output

Table 4. represents the persistence coefficient by the half split value.

The Scale	The correlation coefficient between the two parts of the form	Correlation coefficient	Indication Level
Level of ambition	0.63	0.81	0.05

Source: Prepared by the two researchers based on spss output

-The results of Table No. 03 and 04 show that the scale of the level of ambition is characterized by an acceptable degree of stability in two different ways (alpha-Cronbach coefficient, half split value),

It is clear from the above that the study tool is very honest and consistent and we can rely on it for the basic study.

2-Presentation, analysis and discussion of the study results

2-1-Presentation, analysis and discussion of the first hypothesis results: The level of irrational ideas is high among future graduates.

Table 5. shows the level of irrational ideas

Degree	Repetition	Percentage	Arithmetic Average	standard deviation	Evaluation
Low	05	8%	85.67	5.62	High
Medium	18	30%			
High	37	62%			

The results above show that the level of irrational ideas was high among most of the examined students. The average arithmetic value was 85.67 and the standard deviation was 5.62, while the low grade was just 8%, which is a very small percentage. The average score was 30%, as most of the examined students had a high percentage of irrational ideas (62%).

The overall rating of the scale is high, concluding that the level of irrational ideas is high in the sample of students coming to graduate.

There are many studies that have proved the evidence of the results of this study, Boudiaf Dalila, in her study 2018, found that the level of irrational ideas is high. In addition to a popular study by Abdel-Majli 2011, he found that the prevalence of irrational ideas among students is total where their average score is higher than the hypothetical average of the scale.

This study also disagreed with Dr. Turah's study, which concluded that the nature of irrational ideas was low. This difference in the level of irrational ideas in the above-mentioned sample can be explained by the different characteristics of the sample, the age stage to which it belongs and the environment in which they live.

According to the results obtained, the first hypothesis of the research, which states that the level of irrational ideas of students coming to graduate is high, has been achieved.

2-2-Presentation, analysis and discussion of the results of the second hypothesis:

Table 6. shows the relationship between irrational ideas and the first dimension (optimism).

Independent Variable	Dependent Variable	r Calculated value	r Scheduled value	Degree of Freedom	Indication
Irrational Ideas	Dimension 1 Optimism	-0.751	0.273	58	Function

Figure 01: Graphic representation showing "R" Scheduled and "R" calculated for the second hypothesis.



-Results Analysis of Table No. 06: Through the results of the statistical analysis shown in table n°06 which represents the relationship between irrational ideas and the dimension of optimism, and figure n° 01 which represents the graphic representation of Pearson's calculated and scheduled values of the significance of the relationship between optimism and irrational ideas, we note that the r calculated value is 0.751- which is smaller than the r scheduled value which is 0.237, at the level of the indication 0.05 and the degree of freedom 58, which is statistically a function. We conclude that there is a statistically significant relationship between both the dimension of optimism and irrational ideas.

Conclusion: We conclude from the above that there is a statistically significant relationship between optimism and irrational ideas.

2-3-Presentation, analysis and discussion of the results of the third hypothesis:

Table 7. Relationship between the dimension of ability to set targets and irrational ideas

Independent Variable	Dependent Variable	r Calculated value	R Scheduled value	Degree of Freedom	Indication
Irrational Ideas	Dimension 2 The ability to set targets	-0.855	0.273	58	Function

Figure 02: Graphic representation showing "R" Scheduled and "R" calculated for the third hypothesis



-Results Analysis of Table N° 08:

Through the results of the statistical analysis shown in table n°07 which represents the relationship between irrational ideas and the dimension of setting goals, and figure n° 02 which represents the graphic representation of Pearson's calculated and scheduled values of the significance of the relationship between setting goals and irrational ideas, we note that the r calculated value is -0.855 which is smaller than the r scheduled value which is 0.237, at the level of the indication 0.05 and the degree of freedom 58, which is statistically a function. We conclude that there is a statistically significant relationship between both the dimension of the ability to set goals and irrational ideas.

Conclusion: We conclude from the above that there is a statistically significant relationship between the ability to set goals and irrational ideas.

2-4-Presentation, analysis and discussion of the results of the fourth hypothesis:

Table 8. Relationship between the dimension of the acceptance of the new and irrational ideas

Independent Variable	Dependent Variable	r Calculate	r Scheduled	Degree of Freedom	Indication
Irrational Ideas	Dimension 3. Acceptance of the new	-0.785	0.273	58	Function

Figure 03: Graphic representation showing "R" Scheduled and "R" calculated for the fourth hypothesis



-Results Analysis of Table N° 08:

Through the results of the statistical analysis shown in table n°08 which represents the relationship between irrational ideas and the dimension of acceptance of the new, and figure n° 03 which represents the graphic representation of Pearson's calculated and scheduled values of the significance of the relationship between acceptance of the new and irrational ideas, we note that the r calculated value is -0.785 which is smaller than the r scheduled value which is 0.237, at the level of the indication 0.05 and the degree of freedom 58, which is statistically a function. We conclude that there is a statistically significant relationship between both the dimension of the acceptance of the new and irrational ideas.

Conclusion: We conclude from the above that there is a statistically significant

relationship between the acceptance of the new and irrational ideas

2-5-Presentation, analysis and discussion of the results of the fifth hypothesis:

Table 9. Relationship between the dimension of the endurance of frustration and irrational ideas

Independent Variable	Dependent Variable	r Calculated value	r Scheduled value	Degree of Freedom	Indication
Irrational Ideas	Dimension 4 Endurance of frustration	-0.664	0.273	58	Function

Figure 03: Graphic representation showing "R" Scheduled and "R" calculated for the fifth hypothesis



-Results Analysis of Table N°09:

Through the results of the statistical analysis shown in table n°08 which represents the relationship between irrational ideas and the dimension of the endurance of frustration, and figure n° 03 which represents the graphic representation of Pearson's calculated and scheduled values of the significance of the relationship between the endurance of frustration and irrational ideas, we note that the r calculated value is -0.664 which is smaller than the r scheduled value which is 0.237, at the level of the indication 0.05 and the degree of freedom 58, which is statistically a function. We conclude that there is a statistically significant relationship between both the dimension of the endurance of frustration and irrational ideas.

Conclusion: We conclude from the above that there is a statistically significant relationship between the endurance of frustration and irrational ideas.

2.6-Discussion of the general hypothesis

From the results obtained, we found that there are inverse associative correlations between irrational ideas and the dimensions of the level of ambition (optimism, the ability to set targets, acceptance of the new, endurance of frustration). This indicates a correlation between irrational ideas and the level of ambition as a whole. This result is consistent with previous studies about the relationship of irrational ideas with other variables, although there is no study about the relationship between these two variables.

However, both Boudiaf Dalila (2008) and Shayaa Abdullah Majli's (2011) studies, which dealt with irrational ideas, were concerned with studying relationship between irrational ideas and other variables, including the formation of self-identity, as well as psychological pressures, which proved the existence of a relationship between irrational ideas and those variables.

The study of Ahmed Abdullah and Abdullah Othman, that intended to study the relationship between irrational ideas and psychological combustion in teachers, resulted in a correlation between irrational ideas and psychological combustion.

In addition to Ghada Abdel Ghaffar study (2006), which was about irrational ideas and their relationship to depression in a sample of university students, resulted on an ongoing correlation between irrational thoughts and the symptoms of depression.

3-Conclusion:

Regarding the importance of university students, considering them as a fundamental and effective component of the educational process throughout the university education period, it is necessary that researchers in the Humanities and Social Sciences pay attention to them, to their psychological status and to their academic performance at the university, through research that affects both psychological and educational aspects.

Accordingly, we have undertaken a study on the relationship of irrational ideas and the level of ambition of future graduates at the Institute of Physical and Sports Education in Bouira. Youth is invaluable stage, and it is known that every stage of development has psychological and material needs and requirements that must be met.

The relationship between irrational ideas and the level of ambition of future graduates at the Institute of Science and Techniques of Physical and Sports Activities in Bouira

Based on the findings of our current study, it can be said that irrational ideas have something to do with decreasing the level of ambition of university students, especially those coming to graduate. This in turn may cause them some psychological disorders.

The results of our study are as follow:

- The level of irrational ideas is high for most future graduates, even in varying degrees between weak, medium and high.
- There is a statistically significant relationship between irrational ideas and the level of ambition of future graduates.

Subsequently, through these results, the researcher sees an inverse correlation between irrational ideas and the level of ambition, i.e. the more the former, the less the latter and vice versa.

This is consistent with the validity of partial hypotheses. Hence, we have come to the general premise that there is a correlation between irrational ideas and the level of ambition of future graduates at the Institute of Science and Techniques for Physical Activities and Sports.

4-Recommendations:

- Building rational, emotional counseling programs to adjust irrational ideas that negatively affect students' mental health
- Trying to reduce the prevalence of irrational ideas among students through awareness-raising, educational and psychological programs
- The University has to adopt a number of preventive counseling programs based on the promotion of rational ideas.
- Identifying difficulties that face students in their academic career.
- Making young people aware about their future by recognizing their real potential and teaching them planning skills on rational grounds in order to not fall prey to unrealistic ambitions, which could prevent them from many opportunities to gain experience.

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