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Cognitive Distortion And Its Relationship To The Stressful Life Events Of Iraqi University Students

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Abstract

The current research aims to identify: • The level of cognitive distortion among Iraqi University students. • The significance of the differences in the level of cognitive distortion among Iraqi university students according to the two sex variables (male - female) and specialization (scientific - human) • Stressful life events for Iraqi University students. • The significance of the differences in life stressful events for Iraqi University students according to the two sex variables (male - female) and specialization (scientific - human). • The correlation between cognitive distortion and stressful life events among Iraqi university students. The sample of the research consisted of (200) male and female students from the faculties of the Iraqi University, and they were chosen in the simple random stratified method of equal selection, and the researcher adopted a scale (Eureka and Daytomaso, 2001) to measure cognitive distortion, and a scale (Sultan, 2009) to measure stressful life events, After analyzing the results by using the statistical bag (SPSS), the most important results were as follows: 1- Iraqi University students have a low level of cognitive distortion. 2- There are no statistically significant differences in the level of cognitive distortion among Iraqi University students according to the variables of gender and specialization. 3- The high exposure of Iraqi university students to stressful life events. 4- There are no statistically significant differences in stressful life events for Iraqi university students according to the gender variable, while there are no statistically significant differences in stressful life events for Iraqi university students according to the specialty variable. 5- There is a statistically significant correlation between cognitive distortion and stressful life events among Iraqi University students.

The researcher came out with a set of conclusions, recommendations and proposals. Cognitive distortion and its relationship to the stressful life events of Iraqi University students

Distorsión Cognitiva Y Su Relación Con Los Estresantes Eventos De La Vida De Estudiantes Universitarios Iraquíes

Resumen

La investigación actual tiene como objetivo identificar: • El nivel de distorsión cognitiva entre los estudiantes de la universidad iraquí. • La importancia de las diferencias en el nivel de distorsión cognitiva entre los estudiantes universitarios iraquíes según las dos variables sexuales (hombre - mujer) y la especialización (científico - humano) • Eventos estresantes de la vida para estudiantes de la Universidad iraquí. • La importancia de las diferencias en los eventos estresantes para la vida de los estudiantes de la Universidad Iraquí de acuerdo con las dos variables de sexo (hombre - mujer) y especialización (científico - humano). • La correlación entre la distorsión cognitiva y los eventos estresantes de la vida entre los estudiantes universitarios iraquíes. La muestra de la investigación consistió en (200) estudiantes varones y mujeres de las facultades de la Universidad Iraquí, y fueron elegidos en el método estratificado aleatorio simple de selección equitativa, y el investigador adoptó una escala (Eureka y Daytomaso, 2001) para mide la distorsión cognitiva y una escala (Sultan, 2009) para medir los eventos estresantes de la vida. Después de analizar los resultados utilizando la bolsa estadística (SPSS), los resultados más importantes fueron los siguientes: 1- Los estudiantes de la Universidad de Iraq tienen un bajo nivel de conocimiento distorsión. 2- No existen diferencias estadísticamente significativas en el nivel de distorsión cognitiva entre los estudiantes de la universidad iraquí según las variables de género y especialización. 3- La alta exposición de estudiantes universitarios iraquíes a eventos estresantes de la vida. 4- No existen diferencias estadísticamente significativas en los eventos estresantes de la vida de los estudiantes universitarios iraquíes según la variable de género, mientras que no hay diferencias estadísticamente significativas en los eventos estresantes de la vida de los estudiantes universitarios iraquíes según la variable de especialidad. 5- Existe una correlación estadísticamente significativa

entre la distorsión cognitiva y los eventos estresantes de la vida entre los estudiantes de la universidad iraquí. El investigador salió con un conjunto de conclusiones, recomendaciones y propuestas. La distorsión cognitiva y su relación con los estresantes eventos de la vida de los estudiantes de la universidad iraquí.

Research problem: A person has the ability to absorb environmental events and interact with them dynamically, but in many cases he is unable to respond to all challenges in a correct response, and the nature of human instinct is that no person has complete logical thinking in all the situations and circumstances that face him (Yurica, 2002: 5). As an individual thinks about new experiences in the light of his old experiences, if he relies on his spontaneous thoughts it is possible to conclude that all things are alike, and that the stronger image will form the stereotype he has, so cognitive distortion can impose for many students the most difficult predicament. He makes it. They generalize about their performance and capabilities (Tagg, 2003: 9). Individuals also differ in their ability to endure hardships and face stressful life events that must happen from time to time so that you see some people getting upset when any unexpected change in the course of things occurs, or because they do not get what they want and the matter amounts to turmoil, and collapse just because of the inability to take responsibility for his actions and the decisions he makes (Fahmy, 1978: 51), just as the human behavior and reactions that he performs, towards the different situations facing him in his life, depend on the nature of those attitudes and the extent to which they threaten his freedom, his existence as an independent individual entity, and that the behavior of a response that appears to the individual is defensive behavior most of the time, as the individual tries to remove the source of the threat that poses a threat to him about his freedom, his existence, and his place in society (Hellman & Mcmillin, 1997: 137), and we all know that the mind is closely related to the body. Therefore, the first evaluation of things is what causes a series of reactions and determines the strength of the psychological response to them, so feelings and then actions do not come from nothing but from thinking and others may give in to stressful life events and adapt to them (Al-Ta'i, 2000: 8). Based on the foregoing, the researcher believes that there is a need to give the search variables a measure of interest M at the present time, due to the great transformations that our country is going through in all areas of life that have cast a shadow on society members in general and university students in particular, and it seems logical that the

problem bears a question about the relationship between two or more variables and the current research problem becomes clear in trying to answer For the following questions:

1- What is the level of cognitive distortion among Iraqi University students? Do males differ from females in the level of cognitive distortion? Does the academic specialization (scientific or human) affect the level of cognitive distortion among Iraqi University students?

2- What is the level of exposure of Iraqi university students to life stressful events? Do males differ from females in their exposure to stressful life events? Does the academic specialization (scientific or human) affect their level of exposure to stressful events?

3- Is there a correlation between cognitive deformation variables and stressful life events among Iraqi University students?

The importance of research: mental processes that include sensation, attention, perception, remembering and thinking are major axes in organizing the cognitive structure of the individual, as these processes work among themselves and interact so that it is difficult to visualize the work of these processes in the absence of one of them (Al-Sharqawi 1998: 8). Likewise, the process of representing and storing information in diagrams clarifies our prevailing expectations for a particular stimulus, and in conjuring our experiences when that stimulus emerges, so we remember many of its characteristics, and we make predictions related to it (Wolfolk, 1987: 241), just that knowledge of the individual's capabilities and what is fond of In him, we do not alone explain to us the complex ways of an individual's behavior. And the persistence of stressful life events for a long time may have a risk in some cases, as the disorganization of behavior that may lead to some psychosomatic and physical diseases of psychological reactions causes these psychological, cognitive, emotional, behavioral relationships that may include feeling tired, nausea, tremors, contraction of the facial muscles and muscle pain Feeling of distress, suffocation, and cognitive signs that include amnesia, the inability to remember names and the difficulty in making the appropriate decision (Al-Dulaimi and Ali, 2002: 22), and when the individual's ideas, views, perceptions, perceptions, and evaluation of himself and all that is going on H of people and events - that is, they become irrational - we find that he embraces distorted assumptions, beliefs and perceptions that lead him to wrong conclusions of clear situations and events, and the individual's interpretations of events appear automatically and without a clear will from him, and these distorted spontaneous ideas appear in a chain or system, taking the form of beliefs that

include Dysfunction. The importance of studying the cognitive deformation variables and stressful life events lies in the fact that human behavior results from ideas that lead to feelings and actions, and the opposite can be, as emotions can affect cognitive processes, and behaviors can affect the assessment of situations by modifying the situation itself or from While eliciting a specific response from others, as well as the influence of moods on knowledge, it greatly influences remembrance and perception (Kamil, 2006: 28). The results of many studies revealed that cognitive distortion is associated with signs of anxiety, depression and nervousness, as Power (1988) found that there is a correlation between the scores of a sample of students on the cognitive distortion list and their scores on measures of anxiety and depression on two different occasions (Power, 1988: Teresa's study found that stressors arise because of cognitive distortion (Teresa, 1998: 7), and (Johnson, & Johnson, 1992) studied (114) university students to determine whether students with social anxiety were showing cognitive distortions. Similar to regular students, as the study tools included tests (social avoidance, fear of assessment and evaluation) Labi, and cognitive deformity) The results indicated that there is no similarity between the two samples in cognitive distortion (Johnson, & Johnson, 1992: 181). The importance of the current research is evident in the following aspects: -

Theoretical importance is shown in the following: -

- The concepts of cognitive distortion and stressful life events are considered contemporary concepts that drew the attention of researchers to the importance of dealing with them and revealing their effects and their role in life in general.
- The importance of the stage of study in which individuals undergo the research sample and the pressures and various events they are exposed to at the personal and public level.
- Contributing to providing a theoretical understanding of the importance of the concept of cognitive distortion in an individual's life and the role of life-stressing events on individuals' behavior and their personalities.

Applied importance The present study contributes in practice to the following:

- Directing the attention of educators and educators to the need to reveal cognitive distortions as a theoretical concept and work to create training programs that help protect students from this concept when dealing with different situations.
- The results of the research are used to know the extent of students' exposure to stressful life events, and to design special educational training pro-

grams to guide students on how to deal with different pressures to develop their skills and capabilities to the level that enables them to overcome the difficulties they face.

Research Objectives: The current research aims to identify:

- 1- Cognitive distortion among Iraqi University students.
- 2- The statistically significant differences in cognitive distortion among Iraqi University students according to the variables of sex (male males) and specialization (humanistic science).
- 3- Stressful life events for Iraqi University students.
- 4- Statistically significant differences in stressful life events among Iraqi University students, according to the variables of gender (male males) and specialization (humanistic science).
- 5 - The correlation between cognitive distortion and stressful life events among Iraqi University students

Research boundaries: The current research is determined by Iraqi University students for morning study for the academic year (2018-2019) and for scientific and humanitarian specializations and from both sexes

Search terms:

First: Cognitive Distortion defined by:

Salama (1987) “irrational inference and misinterpretation of facts is evident in what supports one’s negative beliefs about himself and in amplifying the importance of negative events and inferring failure from a mere event or shortcomings and then generalizing it on the individual’s vision of himself, the world and the future, and in setting the individual for himself unrealistic goals then He blames him for his own blame when he realizes the slightest mistake or shortcomings with his intolerance of it (Salama, 1987: 5).

Yurica, 2002 “Ideas that appear spontaneously in an individual that work to control his needs and behaviors and cannot stop or control them, resulting in errors in the processing of information and cause feelings of distress and pain, and may lead to introversion or excessive extroversion. It is called automatic because it is not the product of a logical analysis Or conscious of the situation, but rather the closest thing to a quick reaction, and although these ideas may be positive at times and negative at other times, the negative character is overwhelming them” ((Yurica, 2002: 8.

Adams, 2005 “A term that refers to the way the brain distorts information to give us inaccurate perceptions of the world.” (Adams, 2005: 6)

John (2009) “The ways in which our minds persuade us of the fact of things that are not actually present, and these thoughts - usually inaccurate

- contribute to the reinforcement of negative thinking or feelings that tell us that those things are accurate and rational, but they only keep our bad feelings about Ourselves (John, 2009: 1) “.

Theoretical definition: The researcher adopted the (Yurica, 2002) definition of cognitive distortion in theory, for adopting (Eureka’s theory) a theoretical framework for research.

• Procedural definition: the total score obtained by the respondent through his answer to the cognitive distortion scale used in the current research.

Second: Stressful life events were defined by:

Buss (1961) “Harmful stimuli that confront the individual in his daily life such as social rejection and inappropriate methods of dealing, threats, deprivation, and punishment” (Buss, 1961: p 8).

Moos (1973) “Problems arising from situations that are almost outside the realm of normal life are attitudes that hinder familiar methods of activity and require modern formulas to deal with” (Moos, 1973: 39).

Lazarus, 1986: “Events outside of the person that put him in an unusual situation, which are exceptional requirements that threaten him in some way” (Lazarus, 1986: 167).

Abdul-Ghani (2005) “Unpleasant problems and situations that confront the individual in his daily life or suddenly, such as loss, loss of safety, social rejection and poverty” (Abdul-Ghani, 2005: 17).

Sultan 2009 “Difficult problems and painful situations facing the individual in his daily life and may be surprising” (Sultan, 2009: 26).

Theoretical definition: The researcher adopted the definition of Sultan 2009, as it adopted the scale prepared by it

Procedural definition: The total score obtained by the respondent by answering the paragraphs of the scale of stressful life events used in the current research.

Chapter Two (Theoretical framework and previous studies)

First: - cognitive distortion

The nature of cognitive distortion Cognition generally refers to the process that gives the inputs a totally homogeneous meaning, and in this general sense we find that the cognitive process covers implicit events from the representation of sensory stimuli at the beginning to the treatment of experiences logically, and in this they include physical, psychological, nervous, and sensory components, And knowledge (Zahran, 2001: 6). What we learn is cognitive formation and not merely in response to a stimulus, and that learning is a reconfiguration of the individual’s cognitive formation,

and mental perception in psychology is a subject that understands with an understanding of its meaning what distinguishes it from others (Al-Abid, 1988: 447), and interpretation or interpretation is a complex process influenced by factors Physical, mental factors such as memory and perception of relationships, emotional factors such as tendencies, emotions and desires, moods, as well as the past (experiences and beliefs), present and future (expectations), and these subjective factors of perception are what make people differ in perception of one situation, and on this perception is not the response of the individual to a situation It is a consequence of TFA Perhaps the individual is with that position, because the position does not excite us in terms of its structure, but in terms of the meaning we empty into (Rajeh, 1991: 204). Cognitive distortion is a natural psychological process that all individuals may be subjected to regardless of age, gender, identity, and ethnic or cultural orientation (Hobson, 1997: 3), and in reality no human being reasonably 100% thinks all the time (Kennedy, 2012: 15) And, despite saying that cognitive distortion is a natural phenomenon, but it carries great danger, especially for those who break the law, the wrong patterns of thinking exist for many different reasons, and the common causes of cognitive distortion are:

- 1- Denying responsibility for some or all of the offending behavior.
- 2- Denying the negative effects resulting from the behavior.
- 3- Allow the behavior to continue in the way we know it is wrong.
- 4- Avoid facing painful feelings.
- 5- Avoiding change (Hobson, 1997: 3).

Theories that explain cognitive distortions Some theories and models that address cognitive distortions within a cognitive perspective:

First: Kelly Theory, 1955

Kelly (1955) proposed a personality-building theory that people develop cognitive trends that result from previous experience, and part of this knowledge organization revolves around charts, which Kelly prepares for advanced mental organizations of information that have evolved through previous experiences and are used to categorize new events. These charts facilitate the coding of new events, and direct individuals to deal with those events, indicating the search for more information and the provision of default information to fill in gaps in understanding and interpretation. (Kelly) believes that these structures direct, filter, code, and evaluate the new experience, as well as that the scheme can affect the memory with a proactive or retroactive effect. (Rosenfeld, 2004: 23).

Second: Beck Theory, 1967)

Cognitive distortion in the Beck model results from regression to the primary (early) information processing system and activates through the individual's interaction with environmental factors, and the factors that cause this problem include the personality structure and basic beliefs about the self and the world, this basic or planned cognitive structure develops in childhood. Early is the result of an individual's personal experience and interaction with others of importance in his environment. Therefore, the individual's development and additional learning experiences are based on early formulas, which enhances the dynamic process that influences the development of additional beliefs, values, and attitudes. According to the Cognitive Model (PIC) model, the schemes may be positive and adaptive, or they may be negative that lead to a dysfunction. In addition, the schemes may be public or private, and there may be competing schemes at the same time, and the cognitive model assumes that the charts are usually idle but are active when activated (Beck & Weishaar, 1989: 250) believes that negative thoughts constitute part of a set of perceptions, which he describes as verbal and graphic events in the course of consciousness based on trends, assumptions, expectations, and schemes, and because these perceptions Mainly outside the control of consciousness, spoke without will, and described those ideas That they are automatic, and that automatic thoughts that arise from interpretations of events based on a network of secondary beliefs, assumptions, formulas, and rules are often associated with related memories, which are still at a deeper level of awareness as dysfunctional beliefs about the self and this cognitive structure develops during an early stage From life through personal experiences, relationships with others, and through reinforcers. Consequently, the fixed formulas of generalization, deletion, and so on distort the internal and external stimuli and reinforce the constant bias that supports a number of beliefs that do not accurately reflect the current environment of the individual (Yurica, 2002: 15) and cognitive distortions play a fundamental role in the beginning in supporting mental disorder and in The end is in improving this disorder because it acts as a predictor of various mental disorders (Rosenfeld, 2004: 4).

Third: Yurica Theory (2002) Eureka (2002) reviewed the theories that dealt with cognitive distortion and found that there are multiple factors assumed by scientists such as Beck, who identified six factors, and Alice who formulated eleven types called irrational beliefs, and Burns who developed ten factors, As well as Freeman and DeWolf (1992), which added three other factors: comparison with others, external evaluation of self-

worth, and absolute perfection, and Gilson & Freeman: 1999 added other factors that included attachment, control, anxiety, and fear From change, ignoring, correcting opinion and visualizing reward (Morris, 2011: 47). She concluded that cognitive distortion results from deep-rooted beliefs or assumed facts about the individual and his environment that usually develop from early childhood experiences. Research conducted on the topic of mental models and reasoning led to the suggestion that people are rational in principle but make mistakes when it comes to practice, and cognitive distortion arises when assumptions and beliefs are supported by patterns of thinking that are unable to adapt and adapt and that distort, generalize, and delete information From an individual's environment and inner experience, therefore, mental disorders such as depression develop and persist with cognitive deformity (Yurica, 2002: 101). Cognitive deficits result from a lack of cognitive activity with an unintended negative result that constitutes an incomplete treatment, and, in contrast, the wrong reasoning process distorts the active thinking that appears then as an unintended result of what constitutes distorted treatment, meaning that cognitive deficits are a lack of thinking, and cognitive distortion is distortion Active thinking, so cognitive distortion may occur in some intellectuals or some thinkers (Yurica & DiTomasso, 2005: 8). Yurica (2002) added another factor of cognitive distortion to the Burns list, bringing the number of factors to eleven, and here is a breakdown of these factors:

1- External evaluation of self-worth: The development and survival of self-worth depends exclusively on how the individual world sees the individual, and individuals who have this kind of distortion tend to be from the center of external control, and they search for acceptance, appreciation, and recognition from others As a means of self-evaluation.

2- Fortune Telling: Fortune Telling is the tendency of individuals to anticipate or anticipate future events for themselves, and individuals with this type of distortion tend to anticipate bad outcomes or consequences despite the lack of objective evidence to support that belief.

3- Intimidation or magnification: Magnification A tendency to magnify or exaggerate the importance of negative or positive matters, attributes or consequences of some personal events or surrounding circumstances, and individuals who have this kind of distortion tend to amplify problems or give them greater importance than they deserve without justification, and this leads The kind of distortion of catastrophic or tragic thinking, individuals here tend to be more alert and aware of things related to their needs, motivations and tendencies, or to realize these things on the basis that they

are greater or greater value and more attractive.

4- The adjective (Labeling): Labeling is the tendency to refer to the self or others by a contemptuous adjective, because the adjective is usually extreme or strict, and this type of deformation is shared with other types such as divided thinking, excluding positivity and expressive terms.

5- The tendency to absolute perfection: Perfectionism The continuous struggle and effort by the individual to reach a level of internal or external perfection, and individuals who have this kind of deformation tend to adhere to unreasonable standards that they set for themselves.

6- Compare with others: Compare with Others: The tendency of individuals to compare themselves with others and reach negative conclusions about themselves such as (they are inferior to others in some way). Individuals who have this type of deformation tend to feel inferior in comparison with others instead of feeling evaluated Just and right.

7- Emotional Reasoning: Individuals with this type of distortion tend to use emotional connotations to form conclusions about themselves, others, and situations. When an individual feels something, it must be correct in his belief.

8- Random Inference / Jumping to conclusion: Individuals who have this kind of distortion tend to form negative conclusions with the absence of specific evidence supporting this conclusion, they give biased and negative assessments of situations, especially ambiguous ones.

9- Mind Reading: Individuals who have this kind of distortion tend to think that they know what others think about them, and they arbitrarily produce negative conclusions without any evidence to support those conclusions.

10-Underestimation: Minimization Individuals who have this type of deformation tend to reduce, diminish or not calculate the importance of some events, features or circumstances, they usually reduce the positive characteristics of their actions and achievements, reduce their self-evaluation, and are less aware of those things that are not They are related to it and perceive it as being less valuable and attractive, and this kind of distortion may cause individuals to ignore or misunderstand situations that degrade or harass them.

11- Motional reasoning and decision-making This factor has emerged as a new factor in Eureka's study, and individuals with this type of distortion tend to rely on their emotions to make their decisions (yurica, 2002: 105).
Second: stressful life events

The concept of stressful life events The events of stressful life or stresses

are one thing and the word stress means stress, which is the process by which an event is evaluated as harmful, threatening or challenging, and it assesses the individual's ability to deal with it and control it as insufficient, which are events that She understands that it is a burden on the individual, or that it exceeds its resources to cope and promises to create tension, and this was confirmed by Tolor in that pressure is any change that places a burden on the adaptation capabilities of the individual (Gabriel, 1999: 468).

Sources of stressful life events There are a large number of events in our daily life that can be a source of stress. There are general events that put pressure on all people, or events that a few individuals or individuals suffer from (Witting and William, 1984: P.471). Examples include:

1. Emotional and psychological pressures (anxiety, depression, and pathological concerns).
2. Family pressures, including family conflicts, frequent arguments, separation, divorce, raising children, and having sick or disabled children in the family.
3. Social pressures such as interaction with others, frequent or few meetings, isolation, wasteful visits or parties and work pressures, including intense or little work, and conflicts, especially with superiors and supervisors, or the person demanding responsibilities, but it is not rewarded With the same effort
4. Transfer pressures, change such as travel and migration, change of residence or residence, transfer to a new job.
5. Chemical pressures such as misuse of drugs, alcohol, caffeine, nicotine.
6. Organic pressures: illness, sleeping difficulties, excessive body fatigue through sports, poor health habits, and diet disruption (Ibrahim, 1990: 107-108).

Theories of stressful life events: Some theories have attempted to explain the phenomenon of pressures, and among these theories are the following:

1. Fight or Flight 1933 Theory (Walter Cannon, 1932) found that there are a number of activities carried out by the organism that stimulate the glands and nerves in order to prepare the body to resist the danger called (symptoms of confrontation - flight) (Al-Qaisi, 2004: 40 This theory confirms that human life brings with it many desirable and unwanted stressful events that may threaten life, which forces humanity to resist these events or flee away from them (Al-Amiri, 1998: 4). This theory is based on the concept of equilibrium, which expresses the effectiveness of the body in order to maintain the stability of its basic properties. The concept of equi-

librium is the main factor in the ability of humans and animals to resist stressors (Hackett & Lonborg, 1983: 5).

2. The theory with stress coping 1966 that was developed by Lazarus (1966), as he found through his laboratory work that pressure arises from dealing between the individual and the environment when the alarm is prepared as a threat, harm or challenge, and that the awareness of the requirements Stressful situations constitute a burden or transgression of the means available to him, in addition to that these requirements imposed on the individual may be in various patterns, as they may be psychological, physiological, or civilizational, and that the basis of any change in balance requires other means of dealing with it (Sutterley, 1981: P.3). Lazarus treated all the effort made by an individual to control external and internal requirements, and And one of the components according to which the individual interacts with the environment, and tries to control his awareness of the requirements of the threat he faces and emphasizes Lazarus to the cognitive organization first, and the evaluation of emotion secondly, and the promise to deal with stress is something that includes the use of appropriate strategies for it, and that dealing with stresses includes the expressive moving behavior of the behavior in order to maintain the integrity Personality, Lazarus sees that events, stimuli, and situations may be stressful for a person while it is normal for another person. According to Lazarus, the individual's exposure to stressful factors passes through three stages:

1. The stage of exposure to stressors: Individuals are exposed to two types of stressors (environmental requirements, personal requirements).

2. The stage of evaluating and assessing the stressful situation: There are two stages for evaluating the stressful situation: (primary or primary evaluation, secondary evaluation).

3. The stage of confrontation or pressure response: It is the last stage in the process of exposure to pressure in which the individual tries to choose one of the available alternatives (physiological, epistemic or behavioral) with the aim of eliminating the effect of the stressful stay (Coyne, 1980: p150-152).

3. Buss 1962 Theory Boss sees that juveniles are harmful stimuli that confront the individual in his daily life through the different situations that the individual is going through, and among those events is represented by the frustrations that hinder the instrumental response and the promise of deprivation and loss among those mysterious events experienced by the individual (Buss, 1995 And there are specific types of harmful stimuli such as social rejection and the threat, as he gave those stimuli attention,

whether their occurrence was verbal or behavioral, and their promise is very influential, since counting against the aggression are previous events that are pressing on the individual and permanently (Buss & Warren, 2000: 11 According to this theory, rejection can be in various forms Of them:

1. Anvarnishe dismissal: It is intended to confront the situation directly, such as forcing him to leave the place in front of or without others.
2. Indirect verbal rejection: Indirect verbal rejection: it is felt directly by the individual, such as the situations that the individual is exposed to, such as mocking others and ridicule and about which the individual feels low self-esteem.
3. Criticism: It is a series of criticisms that an individual is exposed to in his life, such as critically accusing parents or teachers, which are unforgettable situations, and criticism may be on appearance and clothing or on the way of talking, all of which lead to belittling the individual.

As for the threat: it is represented by verbal attitudes such as threatening the parents with their children to be beaten and punished, and the threat is considered alarming and fearful, in addition to the fact that these situations are difficult for the individual to face, or to reciprocate because he lacks the courage and the courage to confront directly (Buss & Warren: 2000: P.36). Boss sees that sudden changes in events constitute pressure sources for the individual, as well as frustration, which is a kind of harmful stimuli to the individual (Buss & Perr, 1992: 143). It can be said that the events of stressful life are threatened by nature, but they are more close to causing loss Safety, as threat is a term defined as anticipating danger and continuing to anticipate the possibility of it occurring to a degree that is accompanied by the individual using the strategy of spiritual orientation, and belief in the judiciary and destiny may have passed through it and its experience, and then he can expect it to happen suddenly so the threat of death or theft, and other events are among the events Threatening to Security (Coyen & Lazure, 1980: 148-1 50). The researcher adopts this theory as the theoretical basis for the scale of stressful life events used in the current research. previous studies

First / studies dealing with cognitive distortion

- Rady Study (1993, Rhady) “The concept of self and cognitive distortion and the difference between the sexes in depression” The study aimed to identify the evaluation of the concept of self and cognitive distortion to determine their relationship to the level of depression in individuals, and to detect differences between male and female in self-esteem and cognitive distortion, the researcher chose randomly (168) Male and female

students from the university students, the study tools included the depression scale, the cognitive distortion test and the realistic and idealistic self scale, and after analyzing the data statistically, it was among the results that there were no significant differences between the sexes on the research variables, and the presence of a correlation reverse Its function is between self-esteem and cognitive distortion. (Rhady, 1993: 43)

- Daniel (2001) study, “Anger Motivation, Cognitive Deformities, Cognitive Deficiencies and Aggression”. The study aimed to uncover the correlation of cognitive deformity and cognitive deficiency with expressing extreme anger during experimental experience. The study sample consisted of (96) male and female students who were randomly selected By (46) students and (50) students, the study tools included anger scale, list of severe anger expression, and a scale of ideas appearing in artificial situations to determine the frequency of cognitive distortion, and after analyzing the data using the Pearson correlation coefficient, multiple regression and triple contrast analysis, it was from U.S They are the results of the study, there are differences between males and females in cognitive distortion, where males have demonstrated a high level of cognitive distortion, and all subjects have demonstrated irrational beliefs, cognitive distortions, threats, and aggressive behavior fraught with risk during a depressing situation (Daniel, 2001).

- (Al-Saadawi, 2014) study “Perceptual distortion and its relationship to learning methods and the five major personality factors among preparatory stage students” The study aimed to identify the relationship between cognitive distortion and learning methods and the major personality factors among middle school students, and the study sample consisted of (400) students and after Applying research tools and collecting data and statistically analyzing some of the results indicated a decrease in the level of cognitive distortion among members of the sample in general, and the absence of a statistically significant difference in the level of cognitive distortion due to the gender variable. There is a statistically significant difference in the level of cognitive distortion attributable to the variable of the academic specialization and in favor of students of the human specialization (Al-Saadawi, 2014: i).

Second / studies dealing with stressful life events

- The study of Al-Nayyal and Abdullah (1997) “Methods of facing the stress of life events and its relationship to some emotional disorders among a sample of male and female students of the University of Qatar” The

study aimed to know the relationship between some methods of facing the pressures of life events and some emotional disorders such as anxiety, depression, obsessive-compulsive and neurotic disorders among students of Qatar University. The researcher used the Pearson correlation coefficient, and the study found that there were statistically significant differences in methods of facing stresses of life events according to the levels of emotional disorders (high - medium - low), as it was found that the group of high emotional disorders were more inclined to rely on the use of the emotional orientation method as one of the negative strategies in dealing with stressful situations, while it was found that a group of low emotional disorders were more likely to rely on the use of the approach to performance as one of the positive strategies in the face of stresses of life and for variables such as specialization, gender, social status and age, and did not. There are statistically significant differences between groups (Sahl and Hanoura, 2001: 213-214).

- Brende Study (1999) "Hostility and its Relationship to Stressful Life Events and Problem Solving" The study aimed to identify the relationship between hostility and stressful events and problem solving experienced by individuals during the previous year. The sample of the study consisted of (318) male and female individuals who provided them with a hostility scale, a problem-solving test, and a measure of the stresses of social life. The results showed that there were differences in hostility and in favor of females, and the results also showed that there was no relationship between hostility and social pressure, while the results showed a relationship between life events, problem solving and a correlation coefficient (0.89), and the study concluded that when individuals face pressure they try to get rid of them in positive ways. Acceptable, not negative, since hostile and negative solutions may be difficult to relieve stress, so individuals resort to using appropriate strategies to solve their problems logically (Brende 1999: 107-140).

- Abdul-Wadood Study (2002) "Adaptation Strategies for Stressful Life Events and Their Relationship with the Mental Health of University Students" This study aimed to uncover the strategies used by university students in adapting to life events and the degree of their health, and the research sample consisted of (460) male and female students from the scientific and humanitarian specialists from Students of the University of Baghdad, the researcher built a scale for coping strategies, and a (Colberg) scale was used to measure mental health. The results of the study showed that students' use of coping and challenge strategies was more than sur-

render, avoidance and aggression strategies. The results showed that the students did not differ in their use of the five strategies according to the variable of specialization and the mental health of students was greater than that of the female students, and there was a relationship between each of the five strategies and mental health (Abdul Wadood, 2002).

• The Sultan's Study (2009) "Social Support and its Relationship with Stressing Life and Psychological and Social Compatibility Events for University Students" The study aimed to identify the relationship between social support and stressful life and psychological and social compatibility among university students, and the study sample consisted of (400) male and female students and after applying tools Research and data collection and statistical analysis. Some results indicated a decrease in the level of stressful life events among the sample members in general, and the presence of a statistically significant difference in the level of stressful life events attributable to the gender variable and in favor of males. There is a statistically significant difference in the level of stressful life events attributable to the variable of specialization and for the benefit of students of human specialization. The results of the study also indicated a negative relationship between the two variables of stressful life events and psychological and social compatibility according to the variable of specialization, and in favor of the human specialization (Sultan, 2009: k). Comment on previous studies of the concepts of cognitive distortion and stressful life events. The researcher reviewed a set of previous studies that dealt with the concepts of the current research and noticed their difference in objectives, the concepts that discussed the relationship with them, the sizes and type of samples and the tools that relied on them in measuring and estimating different concepts, as they differed in the use of statistical methods according to their purpose, as previous studies have reached Various results. Previous studies have helped the researcher to increase knowledge and knowledge of all that would enrich her research and support his methodological procedures and enhance the importance of her research concepts and highlight the important role of the current research concepts in the lives of individuals and discussing the results. JH in the light of the results of previous studies.

Chapter Three (Research Methodology and Procedures)

This chapter includes a presentation of the methodology used in the current research and the procedures for achieving its objectives as follows: First: Research methodology: - In the current research, the researcher relied on the descriptive approach, as it is appropriate to the current research

topic, as he describes the phenomenon as it exists in reality, and reveals the circumstances and relations between existing between reality and facts, in addition to understanding, interpretation and comparison, highlighting the past to be more Foresight and implemented into the future to extract predictions (Abdul Rahman, Zangana 2007: 38).

Second: Research Society: - The current research community consists of Iraqi University students for the academic year (2018-2019) and from all colleges and for the scientific and humanitarian specializations and Table (1) shows the total number of students in the morning study for each of the Iraqi University colleges:

Table (1) Search population by total number of college students for morning study

Total	No. of student	the college	s	No. of student	the college	s
15609	1059	Administration and Economics	6	2661	Literature	1
	1237	media	7	3225	Islamic sciences	2
	637	Medicine	8	2616	Education for girls	3
	535	Engineering	9	2014	Education	4
	366	dentist	10	1259	Law and political science	5

Third: The research sample: The current research sample consisted of Iraqi university students who were chosen in the simple random class method and according to their agreement to volunteer to participate in this research and from different colleges, as the current research sample number reached 200 students, including (100) male and female students from the departments The scientific, by (50) male students and (50) female students, (100) male and female students from the human departments, by (50) male students and (50) female students and table (2) shows that: -

Table (2) The basic research sample

Total	No. of female	No. of male	Section	the college	Specialization
25	13	12	Arabic	Literature	The human
25	12	13	Date		
25	13	12	Quran Sciences	Education	
25	12	13	Educational and psychological sciences		
25	12	13	Computers	Engineering	Scientific
25	13	12	Networks		
25	12	13	Chemistry	Education	
25	13	12	Life science		
200	100	100			Total

Fourth: Research tools: -

1- Cognitive Deformity Scale In order to achieve the goals of the current research, the researcher relied on a tool to measure cognitive deformity (Yurica & DiTomaso, 2001), and the scale included (69) items, and the quadrant answers were (always applicable to me) , It applies to me often, it applies to me sometimes, it does not apply to me at all), as the scores are given when correcting the scale (1,2,3,4), respectively, where the subject chooses one of these alternatives to express the extent of the match with his reality, and thus be less A score that can be obtained is (69), the highest score is (276), and the hypothetical mean of the scale is (172.5).

2- The scale of stressful life events. The researcher adopted the pressure of life events scale (Al-Sultan, 2009). The scale included (50) paragraphs, as each of the paragraphs of the scale contains two alternatives to the answer (I passed it, I did not pass it) and (2) is given for the alternative I passed With it, and a score of (1) for the alternative I did not pass, and the total score is calculated through the compulsory addition of degrees, and thus the highest possible degree can be obtained (100) and the lowest degree is (50).

Logical analysis of the paragraphs of the two research criteria: - The

apparent honesty is one of the basic ingredients that should be available in the research tool. As the research tool is honest when you measure what was put in place to measure it (the stranger: 1985: 87), the apparent honesty represents the extent of the content of the paragraphs gaining the measured feature, and the researcher relied on this for the arbitrators. Experts are attached (1) in order to benefit from their experience in (judging the validity of the paragraphs in terms of their appropriateness to the scale, modifying what needs to be modified, an occasion to include the answer), and after collecting expert opinions, observations and analysis, the paragraphs of the perceptual distortion scale of (69) paragraphs were retained to get All paragraphs are on ratios More than 80% of the experts agreed, and the life pressure events paragraphs obtained the approval of the experts by 80%. Thus, 50 paragraphs remained, taking into account the amendment of some paragraphs.

Statistical analysis of scale paragraphs: A statistical analysis of scale paragraphs is useful for judging the paragraphs in terms of whether they are valid or invalid, and to reveal their accuracy in measuring what was set to measure them, and the standard characteristics are indicators of the validity of the scale as a whole, and an explanation for that comes: -

The discriminatory power of the research tools The discriminatory power refers to the ability of a paragraph to measure individual differences and reveal them in the measured characteristic or trait by distinguishing between those with lower levels of individuals and those with higher levels with respect to the characteristic that the paragraph measures (al-Ghareeb, 1985: 235) and to extract strength The distinction of the cognitive distortion scale paragraphs on the statistical analysis sample of (200) male and female students from the original research community. After data has been emptied and grades are arranged, the researcher used the method of the two extremist groups and chose (27%) of the highest grades and (27%) of the lowest grades, thus the number of the group The one (54), and the researcher used the T-test for two independent samples (t-test), and the extracted T-values were considered an indicator for distinguishing the paragraphs in light of their comparison with the tabular value, and the calculated T-values for the cognitive deformity paragraphs numbered (69) showed their ability to distinguish from being larger Of the tabular value of (1.96) at the degree of freedom (106) and the level of significance (0.05), as shown in Table (3).

Table 3 Parameters for cognitive distortion measure paragraphs

VALUE T CALCULATE	(54)Low set		(54) High set		No. of item
	standard deviation	SMA	standard deviation	SMA	
3.542	0.892	1.73	1.130	2.22	1
3.075	0.898	3.16	0.837	3.52	2
4.981	0.981	2.16	1.039	2.85	3
6.208	0.994	2.18	957.0	3.00	4
5.556	0.874	1.82	1.053	2.56	5
4.174	1.031	2.18	1.056	2.77	6
6.313	1.095	2.25	0.924	3.12	7
6.481	1.043	2.34	0.928	3.21	8
7.768	0.837	1.51	1.122	2.56	9
6.731	0.872	1.88	0.965	2.72	10
5.214	0.920	1.94	0.984	2.61	11
3.063	0.843	2.29	1.027	3.21	12
6.528	0.721	1.39	1.113	2.22	13
4.811	1.057	2.20	1.120	2.92	14
6.448	0.844	2.19	0.927	2.96	15
6.146	0.760	2.24	0.956	2.96	16
8.856	0.908	2.25	1.030	3.12	17
5.859	0.933	1.73	1.146	2.56	18
8.110	0.742	1.86	1.015	2.84	19
3.546	1.113	2.78	0.822	3.25	20
9.080	0.804	1.63	0.930	2.70	21
8.038	0.770	1.88	0.994	2.85	22
7.647	0.875	1.60	0.137	2.66	23
4.754	0.933	2.09	2.160	3.17	24
7.824	0.737	1.79	0.969	2.70	25
5.300	0.724	1.41	1.132	2.09	26
10.612	1.123	2.19	0.75	3.57	27
5.903	0.779	1.46	1.126	2.24	28
7.765	0.728	1.74	0.987	2.66	29
7.581	0.887	1.79	1.095	2.81	30
2.078	1.069	2.58	0.958	2.87	31
6.698	0.791	1.88	1.147	2.45	32
6.531	0.653	1.68	1.016	2.44	33
6.333	0.887	1.58	1.196	2.49	34
7.507	1.081	2.17	0.945	3.20	35
2.822	1.032	2.90	0.892	3.27	36
6.723	0.871	1.77	1.044	2.65	37
6.106	0.990	2.52	0.854	3.29	38
9.718	1.008	2.35	0.801	3.56	39
6.863	0.929	2.08	0.915	2.094	40
3.005	1.101	2.85	0.879	3.26	41

3.794	0.870	1.81	1.091	2.31	42
6.752	0.897	1.79	1.014	2.67	43
3.888	0.911	1.74	1.045	2.26	44
6.556	1.024	2.19	1.010	3.09	45
3.881	0.949	2.16	1.080	2.069	46
4.369	0.952	2.31	0.948	2.87	47
6.509	0.972	1.63	1.113	2.56	48
7.860	0.872	1.88	0.977	2.87	49
6.441	0.897	2.21	1.022	3.06	50
6.636	0.852	1.85	0.891	2.64	51
6.073	0.765	1.78	0.991	2.51	52
6.985	0.997	1.81	0.951	2.74	53
7.090	1.004	2.40	0.893	3.31	54
2.155	0.978	1.84	1.161	2.16	55
7.490	0.766	1.55	1.063	2.49	56
5.131	1.008	2.05	1.111	2.79	57
6.701	0.814	1.54	1.095	2.42	58
2.502	0.962	1.83	1.049	2.18	59
0.136	0.786	1.59	1.046	2.49	60
3.435	1.140	2.48	1.037	2.99	61
4.477	0.922	1.86	1.106	2.48	62
7.48	0.848	1.97	1.000	2.86	63
3.802	0.971	2.53	0.961	3.03	64
8.212	1.047	2.23	0.939	3.34	65
7.608	0.808	1.60	1.085	2.59	66
5.155	0.828	1.88	0.912	2.49	67
4.420	1.147	2.11	1.193	2.81	68
2.738	0.987	3.16	0.791	3.49	69

Table T value (1.96) with a degree of freedom (106) and significance level (0.05)

Table T value (1.96) with a degree of freedom (106) and significance level (0.05)

2- Correlation of the degree of the paragraph with the total degree. The researcher used the Pearson correlation coefficient to extract the correlation coefficient between the degrees of each paragraph and the total degree of the scale, where the forms subject to analysis in this method were (200) forms, and they are the same forms that were analyzed in the light of the method of the two extremist groups. The correlation was statistically significant when compared to the tabular value of the Pearson correlation coefficient at the level of significance (0.05) and degree of freedom (198) of (0.13), as the greater the correlation coefficient of the paragraph to the total, the inclusion in the scale increases the probability of obtaining a more homogeneous scale (return etc.) Here, 1988: 304) As shown in Table 4.

Table (4) Parameter correlation coefficients with the overall score of the cognitive distortion scale

Correlation	S	Correlation	S	Correlation	S
0.409	47	0.234	24	0.464	1
0.341	48	0.466	25	0.438	2
0.471	49	0.361	26	0.450	3
0.470	50	0.342	27	0.465	4
0.312	51	0.320	28	0.361	5
0.454	52	0.246	29	0.252	6
0.414	53	0.303	30	0.328	7
0.325	54	0.334	31	0.414	8
0.327	55	0.358	32	0.216	9
0.366	56	0.321	33	0.385	10
0.341	57	0.276	34	0.440	11
0.414	58	0.361	35	0.457	12
0.321	59	0.475	36	0.367	13
0.381	60	0.353	37	0.237	14
0.362	61	0.432	38	0.278	15
0.364	62	0.339	39	0.450	16
0.440	63	0.284	40	0.244	17
0.450	64	0.241	41	0.337	18
0.464	65	0.170	42	0.406	19
0.224	66	0.326	43	0.535	20
0.384	67	0.328	44	0.341	21
0.438	68	0.235	45	0.297	22
0.406	69	0.373	46	0.265	23

3- The discriminatory force of the stressful life events scale paragraphs and to extract the discriminatory power of the stressful life events scale paragraphs on the statistical analysis sample of (200) students from the original research community, the researcher used the method of the two extremist groups and chose (27%) of the highest grades and (27%) From the lowest grades and thus the number of one group is (54), and the researcher used the T-test for two independent samples (t-test), and the extracted values promised an indicator to distinguish the paragraphs in light of their comparison with the tabular value, and I have shown the T-values calculated for the paragraphs of the measure of stressful life events, which number (50) Paragraph is estimated This is due to the distinction being greater than the tabular value of (1.96) at the degree of freedom (106) and the level of significance (0.05), as shown in Table (5).

Table (5). Coefficients for measuring stressful life events

VALUE T CALCULATE	(54)Low set		(54) High set		NO. OF ITEM
	standard deviation	SMA	standard deviation	SMA	
6.277	0.47454	1.3363	0.18561	1.0354	1
10.780	0.46069	1.6991	0.33093	1.1239	2
4.956	0.44817	1.2743	0.20656	1.0442	3
5.690	0.44356	1.2655	0.13244	1.0177	4
4.164	0.39773	1.1947	0.16138	1.0265	5
6.122	0.46444	1.3097	0.16148	1.0265	6
9.184	0.50205	1.5133	0.20656	1.0442	7
12.667	0.38336	1.8230	0.38336	1.1770	8
7.023	0.45255	1.7168	0.45672	1.2920	9
4.834	0.39773	1.1947	0.09407	1.0088	10
5.838	0.44817	1.2743	0.13244	1.0177	11
2.401	0.25763	1.0708	0.09407	1.0088	12
7.122	0.41082	1.7876	0.48296	1.3628	13
9.945	0.50205	1.4867	0.09407	1.0088	14
9.827	0.41082	1.7876	0.42833	1.2389	15
9.234	0.45672	1.7080	0.39071	1.1858	16
12.772	0.49348	1.5929	0.0000	1.0000	17
10.387	0.44817	1.7257	0.36758	1.1593	18
4.015	0.37566	1.1681	0.13244	1.0177	19
3.668	0.46444	1.3097	0.32050	1.1150	20
5.979	0.46800	1.3186	0.18561	1.0354	21
5.423	0.49508	1.4159	0.32050	1.1150	22
6.054	0.43365	1.7522	0.48768	1.3805	23
8.835	0.50221	1.4956	0.20656	1.0442	24
6.120	0.48978	1.3894	0.25763	1.0708	25
9.970	0.49348	1.5929	0.25763	1.0708	26
6.577	0.48033	1.3540	0.18561	1.0354	27
5.002	0.49984	1.5487	0.42833	1.2389	28
7.776	0.42833	1.7611	0.46069	1.3009	29
9.071	0.48296	1.6372	0.34081	1.1327	30
5.431	0.48296	1.3628	0.27195	1.0796	31
10.785	0.48541	1.6283	0.25763	1.0708	32
7.496	0.48033	1.3540	0.09407	1.0088	33
9.306	0.49651	1.5752	0.27195	1.0796	34
5.998	0.47454	1.3363	0.20656	1.0442	35
5.838	0.44817	1.2743	0.13244	1.0177	36
12.826	0.48978	1.6106	0.09407	1.0088	37
7.651	0.49508	1.4159	0.18561	1.0354	38
10.801	0.38336	1.8230	0.42833	1.2389	39
4.827	0.48033	1.3540	0.29775	1.0973	40
3.852	0.36758	1.1593	0.13244	1.0177	41

8.424	0.39773	1.8053	0.46800	1.3186	42
5.198	0.50063	1.5398	0.41693	1.2212	43
11.063	0.42833	1.7611	0.37566	1.1681	44
11.729	0.44356	1.7345	0.33093	1.1239	45
11.063	0.37566	1.8319	0.42833	1.2389	46
5.196	0.48978	1.3894	0.30946	1.1062	47
7.651	0.49508	1.4159	0.18561	1.0354	48
7.023	0.45255	1.7168	0.45672	1.2920	49
3.171	0.35019	1.1416	0.16148	1.0265	50

Table T value (1.96) with a degree of freedom (106) and significance level (0.05)

4- Correlation of the degree of the paragraph with the total degree of the stress life events scale, the researcher used the Pearson correlation coefficient to extract the correlation coefficient between the degrees of each paragraph and the total degree of the scale, where the forms subject to the analysis were (200) forms and it was found that all the correlation coefficients were statistically significant when compared to the tabular value of the correlation coefficient Pearson is at the significance level (0.05) and the degree of freedom (198), which is (0.13), as the greater the coefficient of the correlation of the paragraph with the total, the inclusion in the scale increases the likelihood of obtaining a more homogeneous scale (Odeh and Al-Khalili, 1988: 304) as shown in Table 6).

Table (6). Paragraph degree correlation coefficients with the aggregate degree of the stress life event scale

Correlation coefficient	S	Correlation coefficient	S	Correlation coefficient	S	Correlation coefficient	S	Correlation coefficient	S
0.43	41	0.32	31	0.42	21	0.52	11	0.33	1
0.57	42	0.38	32	0.44	22	0.70	12	0.41	2
0.66	43	0.51	33	0.29	23	0.49	13	0.45	3
0.43	44	0.58	34	0.48	24	0.43	14	0.72	4
0.62	45	0.46	35	0.55	25	0.67	15	0.39	5
0.42	46	0.59	36	0.47	26	0.48	16	0.61	6
0.56	47	0.37	37	0.36	27	0.53	17	0.57	7
0.44	48	0.47	38	0.48	28	0.57	18	0.52	8
0.37	49	0.35	39	0.41	29	0.47	19	0.47	9
0.49	50	0.31	40	0.54	30	0.38	20	0.51	10

The reliability of the search tool to verify the validity of the research tool is one of the main factors that a test user or its developer should verify. The veracity of a scale is its ability to measure what it was intended for or the feature to be measured. Honesty indicates the extent to which paragraphs measure the phenomenon to be measured. In order to ascertain the sincerity of the current scale, the researcher extracted the following: - The apparent honesty: - This was achieved through the presentation of the research tools' paragraphs and their alternatives and how to answer them on a group of experts specialized in the field of educational sciences to estimate the validity of the paragraphs of the cognitive deformity and stressful life events. , Which is mentioned in this chapter.

- Constructive honesty: - The researcher has verified this type of honesty for measures of cognitive distortion and stressful life events by finding the parameters of the correlation of the vertebrae with the total degree. , And as explained in the relation of the paragraph to the overall degree.

- The stability of the research tools: -

Stability means stability in the sense that if you repeat the measurements of a single individual, his degree will show a degree of stability, as it also means objectivity in the sense that the individual gets the same degree, whatever the corrected or applied. The fixed scale is the scale that can be relied upon. To achieve this, the researcher applied the two research tools to a sample of 60 students, who were randomly selected from university students from the scientific departments and human departments. The stability of the cognitive distortion scale was confirmed by the test retest method. As the researcher extracted the persistence coefficient in this way after re-applying the test to the same sample after 15 days had passed, and using the Pearson correlation coefficient, the coefficient of stability between the test scores in the first application and the test scores in the second application was (0.78) and this is a good indicator of persistence or A measure of stressful life events. The result of the retest method showed that the value of the stability coefficient between the first test scores and the second test scores was (0.79), and this is a

good indicator of stability. (Jaber, 1989: 310).

The final application After the researcher has completed the necessary procedures to ensure the suitability of the research tools to the objectives of the current research and its sample and verify the validity and stability of the two measures, the researcher applied the cognitive distortion scale (Appendix 2) and the stressful life events scale (Appendix 3) to the applied research sample of (200) students and Students chosen in the simple random stratification method from all colleges of the university, and in the light of two variables (gender and specialization) as explained in this chapter, the results will be presented and explained in the fourth semester of the current research.

Statistical means: The researcher used the statistical means that suit the research and the nature of its goals based on the advice of some specialists in statistics. The methods used were as follows:

1- Arithmetic mean and standard deviation: - To reveal the mean and standard deviations for the scores of the research sample.

2- Pearson correlation coefficient: - In calculating the stability coefficient by the way of re-testing, revealing the correlation of the degree of the vertebra with the overall degree of research tools, and revealing the relationship between the cognitive deformation variables and stressful life events.

3- T-Test for one sample: - To identify cognitive distortion and identify the life stressful events for university students.

4- T-Test for two independent samples: - To reveal the differences in cognitive distortion among university students according to the variables of sex and specialization.

5- Binary variance analysis: - To identify the significance of the differences in the level of stressful life events and according to the variables of sex and specialization.

the fourth chapter

First: search results

The first goal: to identify “the level of cognitive distortion among Iraqi university students”

To achieve this goal, the researcher analyzed the data statistically by using the T-test for one sample and found that the calculated T

value is equal to (2.343) and it is greater than the tabular value at the level of significance (0.05) and degree of freedom (199), and Table (7) illustrates this.

Table (7) T-test results to indicate the difference between the calculated mean
The theoretical mean of the cognitive distortion variable

Significance level		Value t		The average	deviation	The average	Sample
		table	calculate	Theoretic al	The normative	Calculated	
No function	0.05	1.96	-2.343	172.5	31.29	167.31	200

The result presented in the above table indicates a decrease in the level of cognitive distortion among the members of the sample in general, this result varies with the study (Daniel, 2001), which indicated the high level of cognitive distortion among the members of the sample in general, and the current result is consistent with the study (Al-Saadawi, 2014) This result can be interpreted as a natural indication because cognitive distortion is an abnormal condition indicating a personality disorder, and this is consistent with Eureka's view that people are rational in principle but make mistakes when it comes to practice (Yurica & DiTomasso, 2005: 8).

The second goal, "Statistically significant differences in the level of cognitive distortion according to the sex and specialization variables among Iraqi university students" to achieve this goal, the researcher statistically processed data using the T-test for two independent samples as shown in Table (8).

Table (8) T-test results to indicate the difference in cognitive distortion.
Depending on the sex and specialty variables

Significance level 0.05	Value t		standard deviation	Average score	No.	the group	variable
	table	calculate					
No function	1.96	0.706	31.73	168.88	100	Female	Sex
			30.92	165.75	100	Male	
	0.630	31.20	165.92	100	Humanitarian	Specialization	
		31.44	168.71	100	scientific		

The results shown in the above table indicate the following:

1. There was no statistically significant difference in the level of cognitive distortion according to the gender variable (male - female).
2. There is no statistically significant difference in the level of cognitive distortion according to the variable of specialization (scientific, human), the current result varies with the study (Daniel, 2001), which indicated the differences in the level of cognitive distortion by gender and in favor of males, and it differs with the result of the study (Al-Saadawi, 2014) which indicated that students differ in the level of cognitive distortions according to their specialization, and the current result is consistent with my studies (Al-Saadawi, 2014) and (Rady, 1993) in that students do not differ in the level of cognitive distortions according to their gender, and the result of the current research can be explained to The tremendous cognitive openness in receiving information and knowledge from various sources made The recipient is in a state of continuous learning, and diverse sources of knowledge are available to individuals of both genders and various scientific and human specialties.

The third goal, “Stressing Life Events for Iraqi University Students,” to achieve this goal. The researcher analyzed the data statistically by using the T-test for one sample and found that the calculated T value is equal to (6.446), which is a function at the level of significance

(0.05) and degree of freedom (199), and table (9)) That clarifies.

Table 9. T-test results to indicate the difference between the calculated mean.
The theoretical mean of the variable life stress events

Significance level		Value t		The average	deviation	The average	sample
		calculate	calculate	Theoretical	The normative	Calculated	
function	0.05	1.96	6.446	75	22.64	85.70	200

The result presented in the above table indicates that there is a difference between the calculated average and the theoretical average of the stress events, and since the difference is in favor of the calculated average, this means an increase in the exposure of the sample members to the pressures life in general. We can explain this result because the reason for this is due to the difficult life conditions that university students have experienced in previous years and the instability of the security conditions in the country, and the current result varies with the findings of the study (Sultan, 2008), which indicated a decrease in students' exposure to life events The compressor.

The fourth goal, "Statistically significant differences in stressful life events according to the variables of sex and specialization among Iraqi university students". To achieve this goal, the researcher used binary variance analysis and table (10) illustrates this.

Table (10). The results of the binary variance analysis to detect differences in stressful life events depending on the sex and specialty variables

Significance level	Value t		Average squares	Degree of free	Sum of squares	Source of contrast
	Calculate	calculate				
function	3.84	8.30	639.598	1	639.598	Sex
No function		3.10	238.751	1	238.751	Specialization
			77	198	15245.468	The error
				199	16123.817	Kidney

The results presented in the above table related to differences in lev-

els of stressful life events according to the sex and specialization variables, and the presence of a statistically significant difference at the level (0.05) in stressful life events according to the gender variable, and this result is consistent with the findings of the results of the study (Sultan, 2008), which She indicated that there are statistically significant differences in students' exposure to stressful life events and by gender variable, as the results of the current research showed that there is no statistically significant difference in stressful life events according to the variable of specialization, and this result differs with the results of a study (and Sultan, 2008) that indicated There are differences in the events The stressor, according to the academic specialization, and this result is consistent with the findings of the study (Abdel-Wadood, 2002), which indicated that there are no statistically significant differences in students' exposure to stressful life events and according to the variable of specialization. Fifth goal "Cognitive distortion and its relationship to stressful life events among Iraqi university students" To achieve this goal, the researcher extracted a Pearson correlation coefficient between the degrees of the individuals in the research sample on the cognitive deformity and stressful life events scale and table (11) illustrates this:

Table (11) Correlation coefficient of the degrees of cognitive distortion and stressful life events of the research sample

Significance level	Correlation coefficient	Relational relationship
function	0.62	Cognitive distortion and stressful life events

The current result indicates that the correlation coefficient value is greater than the critical value of the correlation coefficient of (0.13) at the level of significance (0.05) and degree of freedom (198), and this means that there is a statistically significant correlation relationship between the two research variables among Iraqi university students, and the current result can be attributed To the nature of the age

and cultural level of individuals in the current sample of research, as their ideas are logical that helps them to explain the facts rationally, as it appears that the exposure of individuals to a high level of stressful life events increases their awareness and flexibility of their thinking so that their effect is similar to the effect of training on problem-solving. A lead to the expansion of cognition and increase mental awareness of the individual.

Second: Conclusions In light of the results reached, we can conclude the following points:

1. University students are not characterized by having cognitive distortion.
2. The student's gender or specialization does not affect his level of cognitive distortion.
3. University students suffer from their high exposure to stressful life events.
4. The sex of an individual does not affect his level of exposure to stressful events in his society.
5. The individual's specialization affects his level of exposure to stressful events in his society.

Third: Recommendations to complement the benefit envisaged from the research, the researcher provides the following recommendations: 1. Emphasis on the role of the family in preparing students for a positive response to the daily stressful life events

2. The need for the university to pay attention to providing counseling services to students in order to guide them on how to deal with stressful life events and methods of confronting those events.
3. Increasing interest in developing students' abilities and developing cognitive skills, and by encouraging students to participate positively in university activities.

10. Holding courses and workshops to raise awareness of the danger of perceptual distortions in the lives of individuals in general and university students in particular, and to clarify prevention mechanisms and possible remedies to protect individuals from heading towards cognitive distortions.

Fourth: The proposals to complement the aspects of the research, the researcher suggests the following:

1. Conducting similar studies on different samples.
2. Designing a training program aimed at developing the skills of university students to deal with stressful life events.
3. Conducting a study (balance of knowledge in light of the stressful life events among university students).
4. Conducting a study (ways to prevent cognitive distortion among primary school students).

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