

Irrational Thoughts Among Students of the Institute of Physical Education and Sports

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Abstract:

This research explored the prevalence of irrational thinking among students in the Institute of Physical Education and Sports, University of Bouira. A targeted sample of 35 students was selected, and their thinking pattern was identified using the scale of irrational thoughts in a descriptive manner. The result revealed that irrational thinking is prevalent among students in physical education and sports.

In the light of this, the team encouraged greater focus to be put on younger generations—the backbone of the community—to create a more unified and resilient society that promotes simultaneous psychological development and academic achievement. They further demanded workshops and sessions to create awareness against illogical thoughts and enhance optimism and confidence of the students to deal with challenges of their impending future.

Keywords: Irrational thoughts, students, physical education and sports.

Problem Statement:

The topic of irrational thoughts is of critical importance in the field of mental health, as it is a primary source of insecurity, poor adjustment, and psychological and social maladaptation. According to Al-Ghafri (2012, p. 2), thinking plays a crucial role in cognitive, emotional, and affective development. Through the process of thinking, individuals come to understand themselves, develop language skills, express their needs, strengthen their capabilities, and contribute to emotional sharing, self-regulation, and self-respect. Thinking involves symbolic expression, transforming the natural environment into symbols. These symbols form the foundation through which events are interpreted as either disruptions or stabilizing experiences. Thinking is considered one of the highest mental and psychological processes, enabling humans to reach symbolic or abstract levels of understanding concerning objects, events, and their interrelations in order to overcome challenges.

Mujalli (2011, p. 22) adds that in recent years, there has been a growing focus on the cognitive dimension of personality in evaluating individuals' emotions and psychological and social adjustment. The field of psychology has seen a rise in the study of cognitive processes related to thinking, perception, and memory, which are extremely engaging for researchers, particularly counselors and psychotherapists. The most popular counseling theories, which emphasize the role of

the cognitive aspect and relate irrational thinking to emotional problems, include Albert Ellis's Rational Emotive Behavior Therapy (REBT), which is one of the most popular and influential theories.

REBT sets the objective of modifying the thought pattern of individuals as a means of influencing their behaviors as well as their emotional experiences based on the assumption that thoughts are central to understanding the emergence as well as the intervention of emotional problems.

According to a definition given by Baghoura (2013, p. 1) of this therapeutic approach: "The crucial factor that determines our reactions to events is our thoughts about those events. When our thought style is rational, our reactions will be constructive. When our thought style is irrational, our reactions will tend toward dysfunction."

According to the researcher, irrational thoughts are defined as beliefs and incorrect attitudes that one acquires from people in their surroundings—family, friends, and broader culture—which, at a later stage, hurt one's mental health. These can push an individual away from calm, healthy lifestyle choices toward biased or destructive opinions, which feed psychological disturbances such as violence, self-isolation, dependency, suicidal thoughts, and excessive crying.

Many scholars have attempted to define irrational thoughts. Abdel Ghafar (2007, p. 56) cites Albert Ellis, who stated that "irrational thoughts are negative, false, illogical, and subjective; because they are designed by a person's biases, failed expectations, speculations, exaggerations, and probabilistic guesses, they go against the person's best interest." Ruby adds that such irrational thoughts are very destructive to one's life in general due to their close relationship with feelings; feelings and thinking combine at times, whereby a change affects not only the brain but also the body as a whole.

In this regard, Epicurus suggested that it's not events which disturb men, but the opinions which they form concerning them. Marcus Aurelius said the same: not events disturb men, but their own judgments about events. If something external has saddened you, it's not that particular event that has caused the pain, but rather your judgment of it. And it is in your power to erase it immediately. If some viciousness in your thinking troubles you, you can change it. Again, this upholds that irrational thought is a source of distress.

According to Yahia (2000, p.20), behavioral and emotional problems channel into irrational thinking. This normally manifests itself through internal struggles such as depression, anxiety, withdrawal, and phobias. Also, this manifests externally through actions directed at other people, for instance, through aggression. The notion of irrational ideas has been of great interest to many academics conducting research work. This reflects an important need to find a strategy to deal with and transform these patterns of thinking. For instance, Belasla Fatiha (2019) investigated how frequently young unemployed people experience irrational ideas so as to determine their intensity. One major conclusion was that irrational ideas can be common among these individuals.

Baghoura Nouredine (2013, p. 11) identified: University-age young individuals are some of the most susceptible to holding Irrational Beliefs because of the transitional period experienced while moving from adolescence to adulthood.

This stage entails the expansion of social interactions and making new friends, as well as having access to the gamut of experiences life has to offer. These interactions and experiences may result in the development of beliefs, some of which may be nonsensical and even irrational.

Students may also be facing on-going life hassles and may feel powerless in their ability to deal with these hassles. These irrational beliefs may add to these pressures and reduce happiness, love, and overall experiences in life, including happiness and hopefulness.

A research question that arises from the above is:

- What is the level of irrational thoughts among students of physical education and sports?

Hypotheses:

- The level of irrational thoughts is high among graduating students of the Institute of Physical Education and Sports.

Definition of Irrational Thoughts:

- **Linguistically:** As Boudiaf (2017, p. 13) comments, Rateb (n.d., p. 493) interprets “to think about something” as an act of engaging the mind to solve or understand it. The term “thought” (plural: thoughts) refers to what comes up in the mind in terms of meanings. To reason, or to rationalize, is to make someone behave rationally.
Sajid Sabri (2014) views thinking as a broad spectrum of mental and cognitive processes the human mind undertakes that enable them to build a unique picture of the world they are living in; it allows gaining more knowledge about the world.
- **Terminologically:** Ellis (1990) defines an irrational thought as an illogical, usually false, unconstructive, and unrealistic thought that is considered highly subjective rather than objective. Such thoughts are the result of a person's individual bias and are based on incorrect expectations and generalizations, with speculation, probability, exaggeration, and overestimation combined together into a conflict with one's real potential (Maleki, 2012, p. 223).
Al-Rashdan (1995), on the one hand, and Hala Al-Qawasmi (1995) on the other describe irrational thoughts as a collection of beliefs and ideas that lack rationality often represented by the goals that some individuals adopt.
Irrational thinking is depicted by Mona Al-Banawi in 2005 as abnormal thought patterns characterized by illogical thinking that pushes an individual toward maladaptation. Irrational thinking, according to Ibrahim Abdul Sattar (1994), is a stream of flawed cognitive beliefs associated with oneself and the surrounding world, which then lead to emotional and behavioral problems.
- **Operational Definition:** Irrational thoughts are defined as the score students are expected to obtain on the Irrational and Rational Thoughts Scale.

Physical Education and Sports Students:

- Nasraoui 2017, p. 587 defines a student as any individual who, academically, is connected with a university, college, or institute with the purpose of gaining knowledge and thereby earning a recognized degree that will open the door to a professional career based upon that qualification.
- **Operational Definition:** all persons who are enrolled in the Institute of Science and Techniques of Physical and Sports Activities.

Previous Studies:

A research study by Rahali Hamza (2014/2015), from the Department of Social Sciences in Batna, investigated if irrational thoughts are present in third-year students in high schools and their relationship to test anxiety and achievement motivation. The aim of the research was to find the prevalence rate of irrational thoughts in the given population and their relationship to test anxiety and achievement motivation.

Adopting the research approach of description, the study used a final sample of 120 students. It made use of three research instruments: the Irrational Thoughts Scale, the Test Anxiety Scale, and the Achievement Motivation Scale.

Findings show:

- There were irrational thoughts among third-year secondary students.
- The correlation between irrational thoughts and test anxiety was positive.
- There was a negative correlation between irrational thoughts and achievement motivation.

Study by Rami Abdel Latif Al-Zaqzouq (2013), Department of Psychology, Al-Azhar University, Gaza: focused on how psychodrama might alleviate anxiety and irrational thinking among technical college students in Gaza. Its objectives were threefold: to measure the anxiety of these students, assess the prevalence of irrational thoughts, and examine how those irrational thoughts would relate to future anxiety.

The study used a combination of both descriptive and quasi-experimental designs to conduct the research. The target population consisted of all students in technical colleges offered training in academic year 2012/2013 within the Gaza strip. The study targeted a sample of 350 students, both male and female, from this population using a survey.

The tools for gathering data included three scales: Taylor's Scale of Manifest Anxiety, the Irrational Thoughts Scale developed by Suleiman Al-Rihani, and the design for a psychodrama program developed the tools used included statistics for mean, standard deviations, and Pearson's specifically for the study. In the identification of results for the study,

These results were telling. There were significant differences between the experimental and control groups concerning future anxiety. Also, there were differences between the two groups concerning irrational ideas following the intervention. Most especially, the psychodrama intervention had a significant effect on reducing future anxiety and irrational ideas.

Theoretical Framework

Types of Irrational Thoughts

Quite simply, irrational thoughts are personal wants and preferences that become absolute, non-negotiable rules insisted upon by the individual. According to Aida (2021, p. 556), Al-Ghamdi (1999) differentiates between three distinct types of irrational thoughts:

A. Thoughts Self-directed: For example, "I must be perfect at everything, and if I fail, it is a disaster that I cannot stand." This type of belief tends to feed fear, anxiety, depression, and guilt.

B. Thoughts about others: For instance, "People must treat me fairly and kindly, and if they don't, I won't tolerate it." These thoughts often lead to anger, aggression, and negative attitudes.

C. Thoughts About Life Circumstances: For instance: "Life must be exactly as I want it, and if it's not, I can't bear it." These thoughts typically cause feelings of sadness and emotional distress.

Characteristics of Irrational Thoughts

Under the topic of devaluing and generalizing, Shehata (2006, p. 86) identifies the central

1) Demandingness: A strong connection between desires, the pressure of requesting them constantly, and the turmoil of emotions. For instance, the need always to succeed, which brings misery through internal speech obliging oneself, others, and the world.

2) Overgeneralization: Drawing general conclusions from inadequate or inaccurate evidence. Making general conclusions from a single observation.

3) Self-rating: A form of overgeneralization where self-esteem depends on performance. Under pressure, individuals use distorted thinking, making unreasonable demands and negatively perceiving oneself. Ellis insists that self-acceptance is more constructive than self-evaluation.

4) Awfulizing: Looking at a situation as a catastrophe. Unrealistic demands create a sense of urgency and panic that disrupt effective problem-solving

5) Attribution Errors: Blame is misplaced, either upon others or upon oneself, leading to misinterpretation of events and emotions. Examples: self-blame and other-blame.

Al-Ghamdi (2009, p. 31) enumerates additional characteristics associated with illogical thinking

- Negativity: "Attributing misfortune to factors outside one's control, such as luck, believing these factors to be unbeatable."
- Defeatism: Habit of avoiding the challenges of life instead of coping with them.
- Dependency: Relying upon others, particularly upon stronger people, for dealing with the responsibilities of life.
- Helplessness Feeling unable to move beyond previous losses and pain.
- Narrow-Mindedness: The inability to see that only one right solution may exist, and that the failure to find it means disaster.
- Tolerance: Intolerance: Believing that only severe punishment will cure errors, while being unwilling to forgive petty wrongs.
- Hyper-Sensitivity: Pessimistic ideas about threats, with a fear of the certainty of failure. - Demand for Unconditional Acceptance: The need to be loved and accepted by others under all circumstances.

Sources of Irrational Thoughts

Abdul Rahman (1998, p. 440) said that Ellis tied irrational beliefs to a mix of our biological makeup and the cultures we grow up in as the main drivers. He postulated:

"Some irrational beliefs come from inherent biological limits, but most are reinforced by how we are raised and socialized-through parents, teachers, the media, and the norms we're exposed to."

Sari, 2000, p.171, added that much irrational thinking originates from the early, not quite logical learning experiences. Individuals are psychologically set to absorb irrational beliefs from the family, culture or surroundings.

According to Shehata (2006, p. 110), thoughts-whether they are rational or irrational-of a person are determined by family, school, friends, work, neighbors, and the media; however, these could be replaced with its rational counterpart by means of cognitive restructuring.

Samia Al-Ansari and Jalila Morsi also emphasized how imperative it is for parents to shape the belief systems of their children. When unreasonable beliefs are instilled, such as those which lead to violence, destructiveness, or rough language, then these could lead to permanent scars (Al-Ansari, 2007, p. 2).

Indeed, David et al. (2010, p. 150) noted that Ellis viewed irrational beliefs as a product of interaction between biological endowment (inborn tendencies of thinking and acting) and social learning (family, school, social environment, and mass media), with the evidence clearly supporting the social learning hypothesis.

Factors in the Emergence of Irrational Thoughts

- 1. Early Irrational Learning:** According to Ellis, irrational thoughts are developed through experiences in early childhood. Individuals possess a predisposition to irrational thinking, which is strengthened by their upbringings, especially through parents, and also by the culture they find themselves around. With time, as they continue to develop, they learn to exhibit emotional reactions to childhood evaluations such as “this is good” or “this is bad.” This, in turn, forms the basis of their emotional and irrational learning. For instance, an individual brought up within a superstitious environment would attribute failure to bad luck (Patterson, 1981). This concept was also supported by Belasla (2018, p. 40), where he said that irrational thoughts are developed through family socialization practices and are stored away to form the foundation of an individual’s worldview, behavior, and personality.
- 2. Socioeconomic and Cultural Levels:** According to Al-Enezi in 2010, society is very important in the spread and development of irrational beliefs and ideas (p. 4). Societies with lower to middle economic and cultural levels are more likely to harbor irrational ideas and beliefs, while those with higher levels have more rational and knowledgeable individuals about events in life.

Dangers of Irrational Thoughts

According to Al-Ghafri (2010, p. 13) and Al-Enezi (2010), irrational beliefs can lead to psychological disorders and life difficulties. Their dangers include:

- Serving as a primary source of emotional disturbance. Ellis emphasized a strong correlation between emotional disorders and irrational, unrealistic beliefs.
- Acting as indicators of life stress, such as divorce, job loss, or the death of loved ones.
- Contributing to socially undesirable behaviors. Nelson observed that irrational beliefs instilled in children can lead to arrogance, indifference, sarcasm, self-centeredness, exaggeration, and flawed reasoning.

Patterns of Irrational Thinking

Ellis realized that individuals consistently aggravate their distress by deliberately pursuing patterns that worsen their own mental disturbance. The sticking points behind this persistent persistence include:

1. **Ignorance:** Many do not know what exactly lies at the root of their suffering and somehow pass it off as natural or unavoidable and never try to overcome it.
2. **Foolish behavior:** Some behave in ways that exacerbate their condition, not realizing they are the problem.
3. **Lack of awareness or insight:** Even when they possess some knowledge, they fail to realize how it relates to them.
4. **Stubbornness:** people hold onto irrational beliefs in their worthiness or their suffering and will not let go, even though they are aware such beliefs only harm them.
5. **Defensiveness:** Individuals tend to avoid addressing their problems directly, using defense mechanisms such as justification, compensation, projection, identification, avoidance, repression, and inhibition—leading to further anxiety.
6. **Indifference:** Physical illnesses may worsen when psychological anxiety is ignored or downplayed.
7. **Changing Circumstances Instead of Themselves:** Some individuals, even if intelligent, prefer temporary solutions rather than addressing the root of the problem (Samah, 2006, p. 106).

Research Methodology and Procedures

1. Exploratory Study

Before continuing further, we undertook a preliminary exploratory analysis. This is consistent with the views expressed by Suleiman (2014, p. 96), that conducting a preliminary exploratory investigation is useful prior to engaging further, which: helps identify where and how the research will take place, and anticipates possible difficulties, like whether public officials will cooperate, or whether the instruments are adequate to complete the work. The undertaken research is typically done when the subject is still new, or when the field has yet to fully investigate it, and typically lack data.

Our pre-study was designed with these goals:

- Determine the total number of students graduating from the Institute of Science and Techniques of Physical and Sports Activities, who represent the target population in this study, and identify their characteristics.
- Ensure you choose a sample that corresponds to the variables in the study as well as the proposed means of sampling.
- Identify the contextual elements that might have an impact upon the execution of the study.
- Make sure that the research tool is apt to the research task. This is the case when it is focused on testing
- Test the validity and reliability of the instrument on the exploratory sample prior to using it on the main sample. - Face validity check by expert judgment.

2. Research Method

A research method, on the other hand, is the systematic procedure followed in conducting an investigation. According to Obeidat, it is “a body of general regulations and systems created, aimed at achieving acceptable truths about phenomena of interest, as observed by investigators in various areas of human knowledge” (1999, p. 35). In light of the objectives as well as nature of the current study, we have employed the descriptive method. According to Boudawoud, it is an “organized and exact description of facts in a particular area of knowledge, both in an objective and exact manner” (2010, p. 88).

3. Research Population

According to Al-Sirfi (2002, p. 185), the population of the study refers to “all individuals, events, or objects that are the subject of a research problem.” Another definition of the population of the study refers to “a collection of units or sampling elements from which data will be gathered” by Mustafa (2010, p. 82). In this case, the population of this study will be students enrolled in physical education and sport courses.

4. Research Sample

Obeidat (1999, p. 84) explains that a sample can be defined as a part of the research population chosen purposefully, the population the study results are tested on, and the results are generalised to the original population with which it began.

For our study, there were various factors that influenced the choice of the sample:

– We conducted the research on volunteers from the three specialties offered by the Institute of Science and Techniques of Physical and Sports Activities.

Finally, the research study consisted of 35 students purposively sampled from the study population. Instruments, Tools, and Devices Used in the Research

Data Collection Methods

Theoretical Study: This involved consulting Arabic and foreign sources, including books, journals, and dictionaries, with the aim of building a solid theoretical foundation to support the implementation of the field study.

Irrational Thoughts Scale

Description of the Scale: In its original form, this scale consists of eleven irrational beliefs developed by Albert Ellis. Al-Rihani developed the scale for the Arabic environment of the Middle East in the year 1985, adding two more irrational belief statements that are common to the Arabs.

This yields a scale containing a total of 52 items, each domain of the scale having four statements, two of which are supporting the irrational belief and two opposing it, and each domain contains a total of 13 irrational belief statements.

Response Format: Respondents answer the 52 items using a binary choice:

- **Yes:** indicating agreement with the statement.
- **No:** indicating disagreement with the statement.

Scoring Method:

- **Total number of items:** 52 statements.
- **Scoring criteria:**
 - A value of **2** is assigned to responses that reflect acceptance of the irrational thought.
 - A value of **1** is assigned to responses that reflect rejection of the irrational thought.

Total Score Range:

- **Minimum Score:** 52 – indicating rejection of all irrational thoughts and a high level of rational thinking.
- **Maximum Score:** 104 – indicating full acceptance of all irrational beliefs represented in the scale.

Table 06: Scoring Key for Al-Rihani's Irrational and Rational Thoughts Test

Statement Type	Yes	No
Positive Statements	2	1
Reversed Statements	1	2

Scale Validity

A. Face Validity:

For the assessment of face validity, we relied on expert judgment. A faculty panel assessed the questionnaire to check if it indeed tests what it purports to test.

Objectivity

Objectivity refers to maintaining outcomes independent of personal bias or subjectivity. Research outcomes should not depend upon personal beliefs, likes, and dislikes (Al-Dhamin, 2007, p. 120). In this research, the items of the scale appeared to be direct and clear. This is reflected by the exploratory stage.

Reliability

To determine how reliable this scale is, we used the measure of Cronbach's Alpha. This is a check of how well a group of items is consistent.

• Cronbach's Alpha Value: 0.705

This score shows strong internal consistency between all 52 items, which suggests that this scale is quite reliable and stable for the measurement of irrational ideas.

Presentation and Analysis of Results

Distribution of Scores for Each Irrational Thought on the Scale

Table: Score Distribution for Each Irrational Thought

Irrational Thought	Score 4	Score 5	Score 6	Score 7	Score 8	Mean
1. It is necessary to be loved by everyone around you	0	0	6	14	15	7.25
2. A person must be highly competent and competitive	1	3	5	12	14	7.00
3. Some people are evil and despicable and must be blamed and punished	0	1	7	23	4	6.85
4. It is a disaster when things do not go as one wishes	1	0	11	11	12	6.94
5. Misfortunes and misery result from external circumstances	1	6	13	10	5	6.34
6. Frightening things require constant, significant attention	1	3	9	12	9	6.74
7. It is easier to avoid personal difficulties and responsibilities than to face them	2	5	11	9	8	6.45
8. A person should rely on others, especially someone stronger	1	9	8	8	9	6.42
9. Past events determine human behavior	1	3	13	10	8	6.60
10. One should feel sorrow and be disturbed by what happens to others	3	1	6	14	11	6.82
11. There is always only one correct solution to every problem	0	4	9	15	7	6.71
12. A person must be serious and formal to be accepted and respected by others	0	2	10	13	10	6.88
13. A man's status is the most important factor in his relationship with a woman	2	5	12	11	5	6.34

Analysis and Discussion of the Results

From the above table, it can be observed that there is an identifiable trend for each of the twelve beliefs:

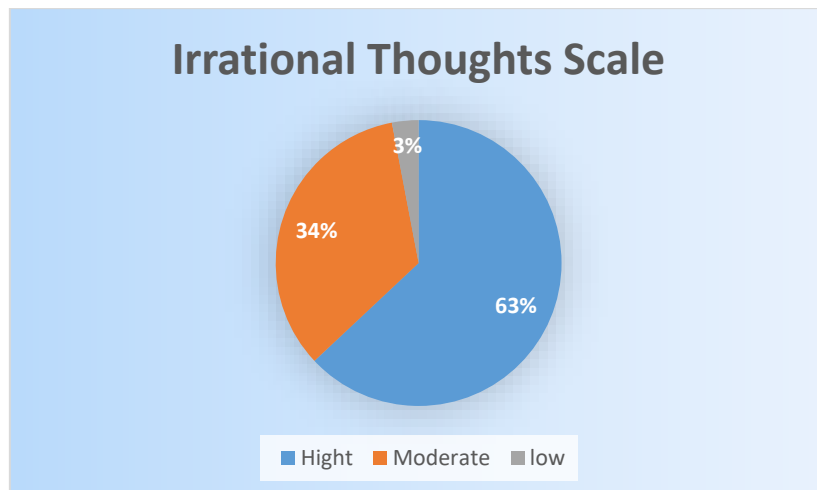
-First Thought: “It is necessary to be loved by everyone around you.” This was viewed positively by most people. 29 people scored 7 or higher, 6 scored 6, and no one scored 5 or lower, with an average of 7.25, which was highly supportive of this belief.

- Second Thought: “A person must be highly competent and competitive.” 26 above 7, 5 at 6, 4 below 4, mean 7.00.

- **Third Thought:** “Some people are evil and despicable and must be blamed and punished.” 27 above 7, 7 at 6, only 1 below 5, mean 6.85.
- **Fourth Thought:** “It is a disaster when things do not go as one wishes.” 23 above 7, 11 at 6, 1 at 4, mean 6.94.
- **Fifth Thought:** “Misfortunes are caused by external circumstances.” 15 above 7, 13 at 6, 7 below 5, mean 6.34.
- **Sixth Thought:** “Frightening things must always be given great attention.” 21 above 7, 9 at 6, 4 below 5, mean 6.74.
- **Seventh Thought:** “It is easier to avoid personal troubles than to confront them.” 17 above 7, 11 at 6, 7 below 5, average 6.45.
- **Eighth Thought:** “One should depend on someone stronger.” 17 above 7, 8 at 6, 10 below 5, mean 6.42.
- **The ninth thought is:** “Past events shape a person’s behavior.” 18 above 7, 13 at 6, 4 below 4, mean 6.60.
- **Tenth Thought:** “One should be upset by others’ misfortunes.” 25 above 7, 6 at 6, 4 below 5, mean 6.82.
- **Eleventh Thought:** “There is always one correct solution to every problem.” 22 above 7, 9 at 6, 4 below 5, mean 6.71.
- **Twelfth Thought:** "One must be serious and formal to be respected." 23 above 7, 10 at 6, 2 below 5, mean 6.88.
- **Thirteenth Thought:** “A man’s status is the most important factor in his relationship with a woman.” 16 above 7, 12 at 6, 7 below 5, mean 6.34. On the whole, the Irrational Thoughts Scale indicates a preference for high levels of agreement with these beliefs, as their means are in the mid-6s to upper-7s.

Table: Overall Levels of Irrational Thoughts Among Participants

Score Level	Frequency	Percentage	Mean Score	Standard Deviation	Assessment
Low	1	2.85%	87.20	5.28	High
Medium	12	34.28%			
High	22	62.85%			
Total	35	100%			



Analysis Results

Based on the data presented in the table representing the levels of irrational thoughts and the accompanying chart, we conclude the following:

- In **first place**, 62.85% of students recorded a **high level** of irrational thoughts.
- In **second place**, 34% of students scored within the **moderate level**.
- In **third and final place**, only 2.85% of students fell into the **low level** category.
- The **mean score** was **87.20**, with a **standard deviation** of **5.28**.

General Conclusion of the Hypothesis

Based on the above, it is evident that the level of irrational thoughts is high among students who are about to graduate.

Discussion of the Hypothesis:

Hypothesis: “The level of irrational thoughts among physical education and sports students is high.”

The results of Table 2, as well as the descriptive statistics, clearly show that 62.85% of students fall within the high range of irrational thoughts, and the mean score of 87.20 reflects a significantly elevated level of these thoughts.

This outcome may be attributed to several interrelated factors:

- **Psychological aspects**, such as personal anxiety and self-perception.
- **Social and familial dynamics**, including parenting style and interpersonal relationships.
- **Religious and cultural values**, which may contribute to rigid or fatalistic thinking.
- **Economic conditions**, particularly the socio-economic background of the students.

These irrational beliefs are often shaped by early-acquired convictions that lack logical foundation and are reinforced over time.

This result supports the initial belief and is consistent with existing knowledge and opinions gathered from the field because,

- As stated by Abdul Rahman (1998, p. 440), “It appears that Ellis correlates the origin of irrational ideas to a combination of biology, environment, and culture. For example, “Many irrational beliefs arise out of biological shortcomings, especially those provoked by aggression, violence, and a failure to empathize, and then reinforced by rearing, particularly by parents and teachers.”
- The importance of parents in moulding the belief system of their children is stressed by Al-Ansari (2007, p. 3):
- According to Al-Ghafri (2012, p. 11): "The negative behavior of some parents has been considered one of the factors. A lack of positive interactions and mutual respect between parents and children has been considered to contribute to the emergence of illogical thinking"
- The impact of socioeconomic class, according to Al-Enezi (2010, p. 4), is that middle-class societies are the most vulnerable to the spread and replication of irrational ideas.
- According to Baghoura (2014, p.104), genetic factors may further increase the person's susceptibility to illogical thought patterns.

These findings align with the results of several **previous studies**, including:

- **Rahali (2014/2015)**, which revealed a high level of irrational thoughts among third-year high school students.
- **Belasla (2019)**, which found elevated levels of irrational beliefs among unemployed youth, with no significant differences based on gender, age group, or educational level.
- **Khadija Laâqouq (2021)**, which also confirmed the widespread presence of irrational thoughts among secondary school students.
- **Salama**, whose study demonstrated high levels of irrational thoughts among both male and female participants in the sample.
- By contrast, **Al-Ghafri (2012)** found that irrational thought levels among students were **moderate** in his study.

In summary, the findings of the current research, along with previous studies, confirm the hypothesis that “the level of irrational thoughts is high among graduating physical education and sports students.”

General Conclusion

The research concerned the irrational beliefs of students close to graduating from the Institute of Science and Techniques of Physical and Sports Activities. The subject is very relevant to the topic of mental health, as irrational beliefs are a major contributing cause to feelings of inadequacy and poor psychological and social functioning.

After the research questions, aims, and the theoretical and practical sections, the results of the field emerge, and from the Irritational Thoughts Scale, one of the important findings revealed is that the graduates of the Institute of Physical Education and Sports have high irrational ideas.

Indeed, as pointed out by Lounis, negative attitudes can hinder proper functionality by filling minds with false and distorted beliefs. This begins to instill anxieties with regards to the future, especially within university-going youth, as they find themselves within a specific life stage where they undergo numerous challenges that surround culture, work, society, economics, and politics.

Conclusion

The issue of irrational thought has gained increased focus by teachers and researchers alike because of the impact that these thoughts have on the beliefs of individuals and groups. Students are right at the center of the education processes, and it is vital that those of us who are concerned with the social and human sciences not just chart the way they learn but examine and take cognizance of their mental and social well-being. What we need is research that examines these aspects together.

Consequently, we conducted research on irrational ideas in Physical Education and Sports involving students. We embarked on this journey while recognizing that youth is an invaluable stage of life that warrants serious investment. Indeed, irrational ideas have great value because they can influence people's actions and, when ingrained, can constitute internal impediments. This research tackles ideas that possess learning value and application relevance because these influence how people perform.

Furthermore, the fact that university students are aware of their culture, are educated individuals, and are busy doing their part in advancing their societies gives added importance to this challenge. It is our hope that these students succeed in their own right and make a difference for good in their world.

Our study utilized a sample of 35 graduating students. It used Irrational Thoughts Scale in gathering data. The data showed that the level of irrational thoughts within physical education/sports-related students is high. There are avenues that could be pursued with a possible addition of variables that could help alleviate irrational thoughts accompanied by resulting anxieties about what is to come.

Recommendations

Based on this study and keeping in mind that science can be an ongoing process with new information surfacing continually, the following recommendations can be made:

- Improve the spiritual/religious roots of students to combat any illogical thoughts. As the Holy Quran puts it: "Say, 'O My servants who have transgressed against themselves, do not despair of the mercy of Allah.'" (Az-Zumar: 53)
- Prioritize youth development because the youth are the backbone of every community and are important to the structure of a well-functioning community.
- Focus more on the psychological development of students along with their academic development.
- Employ psychologists to help students throughout their college life and stress the need for counseling in a college environment.
- Conduct workshops and awareness programs that target irrational thinking.
- Encourage optimism and self-confidence in students, enabling them to look forward to the future in a resilient and optimistic way.
- Bridge the gap between academic training and practical employment to better prepare graduates for life after college.

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