

Irrational Ideas & their Relationship to the Level of Self-Confidence of a Sample of Preparatory Year Students in Imam Abdulrahman bin Faisal University in Dammam

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Abstract

Young people in general, and university students in particular, represent the most important national wealth in all contemporary societies. As a driving force for progress and construction of their constant need to provide care and support in all different aspects, whether scientific, social, physical or psychological to integrate their personalities and enjoy a high level of mental health. Self-confidence constitutes the most prominent manifestation of mental health and logical and rational thinking constitutes the optimal picture of the individual's concept of himself, his handling and his perception of others, which in turn contributes to the achievement of psychological compatibility in general and the desired educational excellence in particular. It is in this spirit that self-confidence must be developed, irrational ideas must be modified and their abilities and creativity invested in the improvement and development of their society, as confirmed by the study (Al- Salameh, 2011; Deffenbacher & Hazaleus 1985; Al-Reyhani, 1987; Ibrahim, 1990; Sa'afan, 1995; , Durm & Stowers 1998; Hisham, 2007).

Keywords: *Ideas, Self-Confidence, university students.*

Introduction

Young people in general, and university students in particular, represent the most important national wealth in all contemporary societies. As a driving force for progress and construction of their constant need to provide care and support in all different aspects, whether scientific, social, physical or psychological to integrate their personalities and enjoy a high level of mental health. Self-confidence constitutes the most prominent manifestation of mental health and logical and rational thinking constitutes the optimal picture of the individual's concept of himself, his handling and his perception of others, which in turn contributes to the achievement of psychological compatibility in general and the desired educational excellence in particular. It is in this spirit that self-confidence must be developed, irrational ideas must be modified and their abilities and creativity invested in the improvement and development of their society, as confirmed by the study (Al- Salameh, 2011; Deffenbacher & Hazaleus 1985; Al-Reyhani, 1987; Ibrahim, 1990; Sa'afan, 1995; , Durm & Stowers 1998; Hisham, 2007).

Moreover, to achieve the above, Saudi Arabia's Vision is ambitious, affirming and supporting many different aspects of Saudi society. Among them, the success of major national projects depends on the younger generation and the extent to which they have confidence in themselves and their community, their rational positive ideas, and the many positive skills, behaviors and skills that earn them entrepreneurship (Saudi Arabia Vision 2030, 28).

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Therefore, the university student is the cornerstone of the pioneering of that desired development and the necessary self-confidence and an appropriate amount of rational thinking. It can be noted that when he receives a course of study and he does not trust himself in achieving the desired superiority despite the likelihood that he can achieve it. This is certainly due to the dominance of certain misconceptions, which are a fundamental impediment to the entire process of learning and the consequent disadvantages that it reflects on society.

Abulaam (2011), asserts that self-confidence is a key requirement for success and excellence in all spheres of life, integrating psychological happiness, achieving quality of life in all walks and activities. It is also an important prerequisite for the advancement of science and technology, as well as for the development of scientific thinking among learners in order to keep pace with the revolution of knowledge and technological information that the world is experiencing in this era. Developing the self-conscious strength necessary to achieve complementarity and psychosocial excellence that in turn leads to psychological happiness.

In the researchers' view, self-confidence is an important factor in achieving psychological compatibility, and an indicator of the complementarity and uniqueness of personality in its work and tasks.

Lahq (2003) also indicates that self-confidence is a feature of people, regardless of differences in their gender, social and economic classes. Those who enjoy it feel happy and satisfied and always seek progress. It represents an important role in an individual's life, a factor of equal emotional development, psychological stability, efficiency and ability to cope with difficulties.

Walker, Lorrain, (2007) considers self-confidence to be a process of compatibility and harmony between the dimensions of personality and seeing the person for himself, as well as seeing others for him as he is. If a person sees himself or feels himself or herself more than his or her actual meal, which is different from what others see him and to excel, as well as if a person's perception of himself was less than his truth, he felt inferior and inferior and was accompanied by shame and anxiety.

In the researchers' view, self-confidence is a virtue that falls between two extremes of vices, either feeling great or feeling inferior or between vanity and vulnerability. In sum, self-esteem is one of the manifestations of mental health that must be instilled in the child's personality as he goes through socialization factors. They are also influenced by genetic factors, and if there is a positive interaction between inheritance and the environment, this results in an individual with a strong, independent, together-minded personality.

(Alwachili, 2007) asserts that mental health is associated with a strong, confident personality, psychologically, mentally and socially integrated. The complementarity reflects the consistency between the elements of the personality, whether physical, or psychological, so that there is consistency between them, to achieve benefits in the field of mental health, adapting to the environment, in contrast, lack of self-confidence creates many negativities and disadvantages in an individual's life.

The researchers emphasize that lack of self-confidence is a serious stumbling block and obstacle in achieving our self-set goals, which are a cause of difficulty in psychological compatibility and fertile ground for problems and mental disorders, and difficulty in social and professional compatibility, as these impediments result in health, social, cultural, economic and educational impediments.

On the other hand, Badran (1990) asserts that self-confidence decreases when an individual cannot distinguish between negative and positive thoughts and leads him to imbalance in his actions and acts and may be a reason for his contempt for himself and his feelings of inferiority or greatness.

Psychological strength is associated with a style of thinking in view of the cognitive structure of thinking that enables psychological, emotional and behavioral balance to occur. These manifests itself in the characteristics of an individual's personality. The more reasonable and rational thinking is, the higher the individual's degree of compatibility, sense of happiness and self-confidence. As the rational and illogical thinking, the less compatible and happier. This is the result of poor self-confidence, as well as a sense of inferiority.

(Heptathlon, 1982; Badran, 1990; Horowitz,1987) indicated that self-confidence decreases when an individual allows himself to dominate irrational ideas to control his actions and acts, leading him to despise himself and his low motivation.

The two researchers agree with previous studies' indication of the seriousness of misconceptions and thoughts held by an individual as a lifestyle that may also play a negative role in directing self-confidence in a negative manner, which in turn has an impact on his or her perception of himself or herself as positive or negative, or the control of feelings of inferiority.

This vision is consistent with the statement made by the pioneer of Carl Rogers' self-theory that the individual always seeks to assert, realize and reinforce himself and, to that end, needs a self-evident concept (Zahran, 2005, 96).

In this context (Al- Salameh,2011) indicates that rational thinking is a means of personal poise, supportive of self-confidence, and vice versa thinking rationally makes the personality unstable and unbalanced emotionally and behaviorally, making the person uncertain, despite the likelihood of being able to carry out some of the work he or she costs efficiently.

The research concludes that the importance of rational thinking and its effective and positive role in influencing the characteristics of an individual's personality to achieve self-confidence, in which case there is a greater chance of doing business with superiority and ability. The researchers warn of the gravity of irrational thinking that negatively affects an individual's personality and makes them uncertain even if he has the ability to carry out his work.

Underlining the nature of the relationship between these two important variables in the study, Al- Salameh (2011) indicates that the relationship is inherent between irrational ideas and self-confidence, the more irrational thoughts, the lower the level of self-confidence, and the more control there is over the course of irrational ideas, the more realistic, the greater the level of self-confidence.

Although current study variables are important in positive personality, there is a dearth of Arab studies that explicitly and directly address the relationship between irrational ideas and self-confidence only through the study (Al- Salameh,2011) in Jordanian society. Some foreign studies have also implicitly addressed this relationship, such as (Howard Kazinov (2010); Jemes, mclelannan (2005). This scarcity is a strong justification for conducting this study on university students in Saudi society to learn about the nature and trends of the relationship, and may be a scientific addition in the psychological library.

Hence, the idea of conducting this study, which addresses two important terms in the life of the individual in general and the university student in particular, namely self-confidence and irrational ideas, each of which may affect or be influenced by the other, which will be demonstrated by the study of the nature of the relationship between the current study variables.

Study Problem & Questions:

The study's problem is identified in the following main questions:

1. Is there a statistically significant correlation between the grades of irrational ideas and the levels of self-confidence of the study sample?
2. Are there statistically significant differences in the level of self-confidence attributable to the course quality variable (healthy/literary)?
3. Are there statistically significant differences in irrational ideas attributable to the variable quality of study (healthy/literary)?
4. Are there statistically significant differences in the level of self-confidence attributable to the sex variable (male/female) in the study sample?
5. Are there statistically significant differences in irrational ideas attributable to the sex variable (male/female) in the study sample?

Study Importance:

I: Theoretical Significance: include:

1. Importance of the sample of university students (preparatory year) of scientific and literary specializations.
2. The importance of studying irrational ideas and their relationship to self-confidence in the study sample.
3. The present study, within the scope of the researcher's science, is the first to deal with these changes in Saudi society and even at the level of Arab society as a whole, with the exception of one study in Jordanian society (Al- Salameh, 2011), published in a foreign journal (Asian Social Science).
4. The researcher hopes that this current study will be a cognitive addition to the field of psychological research and various studies in the psychological field.

II: Practical Importance:

The study derives its practical importance through the following:

1. Codify the study tools used to measure irrational thoughts and self-confidence on the study sample in order to achieve the psychometric characteristics of the validity and reliability of the proportion in Saudi society.
2. The results of the current study can be highlighted with recommendations for building preventive indicative programmes.
3. Highlighting the results of the current study, mentoring programs can be built to help students gain the skills of positive rational thinking that will reflect the student's self-confidence and engage positively with the community in which they live.
4. The researcher hopes to help the recommendations of doing this research will be a source of new and varied studies in this field.

Study Objectives:

The current study aims to:

1. To reveal the nature of the correlation between the grades of irrational ideas and the levels of self-confidence in the study sample of the preparatory year of the Imam Abdulrahman bin Faisal University in scientific and literary disciplines.
2. Recognize differences in students' grades on the measure of self-confidence attributable to the course quality variable (healthy/literary).
3. Identify differences in students' grades on the scale of irrational ideas attributable to the variable quality of course (healthy/literary).
4. Identification of differences in students' grades on the measure of self-confidence attributable to the sex variable (male/female) in the study sample.
5. Identify differences in students' grades on the scale of irrational ideas attributable to the sex variable (male/female) in the study sample.

Limits of Study:

The study shall be determined by the following limits:

1. **Objective Limits:** The current study was limited to the descriptive approach by determining the nature of the relationship between irrational ideas, self-confidence and identifying differences between the sample of the study used, through the use of the criteria used.
2. **Spatial Limits:** Applied in Imam Abdulrahman bin Faisal University governorate - Imam Abdulrahman bin Faisal University - Students of preparatory year.
3. **Time Limits:** Study tools applied through the second semester of the academic year 1443/1444 AH

Study Terms:

1. Irrational Thinking

- They are incorrect, absurd, preposterous, unrealistic and illogical. It expresses irrational thinking in sentences that use absolute compulsions, which are the product of ideas, generalizations and expectations based on a combination of mistrust, intimidation and exaggeration and lead to a lack of comfort and anxiety, and cause problems and psychological disorders (Ellis,1973). It is defined by (Barlow 2002, 583) as mechanical ideas that intercept external events and the extent of an individual's emotional reactions to these events and often go unnoticed, because they are part of the cognitive pattern of thinking, because they occur permanently and very quickly, and rarely stop assessing their credibility because they are highly credible, familiar and habitual.
- It is procedurally defined by the researcher as those misconceptions and unrealistic ideas acquired from the family, society and the media, characterized by subjectivity and logic, which hinder individual adjustment.
- It is determined by the high degree to which an individual receives a measure of irrational ideas as defined by Reyhani in his measurement adopted by the researcher in the current study.

2. Self-Confidence:

Many researchers and specialists have addressed the concept of self-confidence from different perspectives as follows:

- "Asaad" defined it as a position taken by a person from himself or herself and from the surrounding world, a non-random attitude in which he or she is conscious as a clear explanation and view of the external psychological reality surrounding a person with its external reality of objects, subjects and persons. (Asaad, 1998)
- "Al-Mosha'an" defined it as showing a person's sense of physical, psychological and social competence, his ability to do what he wants, his understanding of the acceptance and trust of others. Moreover, the self-confident person is characterized by emotional balance, social maturity, acceptance of reality and the ability to confront crises with reason and thinking. (Al-Mosha'an, 1999)
- "Al-Anazi" defined it as an individual's ability to respond in consensus to situations that confront him and to understand that he or she accepts others and accepts himself or herself to a high degree. (Al-Anzi, 2001)
- It was defined by "Awada" as a kind of thoughtful assurance based on the possibility of achieving success and obtaining the desired goals of man, namely, trust in the existence of the potentials and causes given by Allah Almighty to man. (Awada, 2006)
- "Al-Dwsaqi" defined it as the individual's understanding of his or her competence, skill and ability to know and interact effectively with the different attitudes to which he or she is exposed. (Al-Dwsaqi, 2008)
- The researcher considers that self-confidence is a characteristic acquired from a young age that evolves with the development of an individual, reflects the nature of his level of mental health, and has a direct and effective impact on his behaviors and interactions in the surrounding society.
- Procedural definition: The researcher adopts the definition given by (Sharab, 20013) as: "An individual's ability to rely on himself to make a decision, aware of his

competence and psychological skills through which he interacts effectively with the different situations to which he is exposed in life, and procedurally measured by the degree to which the student gets his response to the scale, and indicates the level of confidence that the student gets.

Theoretical Framework:

I: Irrational Ideas:

The researcher points out that ideas in general reflect the outcome of an individual's cognitive structure. That knowledge structure is shaped by the content of his culture and social development. Therefore, it has been entrenched in his personality since the earliest age. It is shaped by a variety of life attitudes that are either rational or irrational. Its quality is determined by the nature of the situation, and to deal with it. The individual may deal with it objectively and realistically, being a source of happiness and honesty. It would achieve psychological compatibility in its different dimensions, and in this case, it can call as "rational thoughts".

Furthermore, there are other situations where an individual cannot control or tame their ideas, or refute them, and in this case, it can call also as "irrational ideas" and they are the source of general mismatch and inconvenience and lead to many psychosocial problems. It causes the development of a psychiatric disorder that affects the individual, his psychological balance and his relationship with the surroundings. This type often causes an imbalance in personality and in the overall course of an individual's life.

Previous Studies:

They can be divided into several axes as follows:

I: Studies on Irrational Ideas & their Relationship to Certain Psychological Variables.

It included the following studies:

1. Hazaleus & Deffenbacher, (1985) aimed to identify the prevalence of irrational ideas among university students and their relationship to anger. The study sample consisted of (113) male students and (229) female students and applied to the study a set of tools such as Irrational Thoughts Scale, Anger Scale (AI). Statistical Study Method is represented in Multiple Regression Coefficient (IBT)

- The results showed the following:

Irrational ideas spread by one ratio among university students of both sexes, males agreed with the notions of lack of independence and a tendency towards blaming others, while females agreed to the idea of dependency only.

2. Hogg & Deffenbacher (1986) aimed at studying irrational thoughts and their relationship to anger and depression among university students, on a sample of (236) male and female university students, used measures of irrational thoughts, anger and depression from a scale (MMPI).

- The results of the study showed the following:

Anger and depression were low in the experimental group when modifying its irrational thoughts. Moreover, there are differences between males and females in irrational thoughts in favor of males.

3. Al-Rihani (1987) aimed to determine the prevalence of irrational ideas among students in Jordanian University, as well as impact of sex and specialization in the irrational thinking. It also interested in identifying irrational ideas that discriminate between males and females from university students. The study sample consisted of (400) male and female students representing three groups of specialization: The Humanities & Social Sciences Group, the Nature Sciences Group and the Professional Colleges Group. The researcher used the Reyhani Test of Rational Ideas (1985).

- The results of the study showed the following:

The prevalence of irrational ideas covered by the test among university students in proportions ranging from (5%) at the minimum and (40%) at the upper end. Males are distinguished from females in six irrational ideas. There are statistically significant differences between males and females on just two ideas, in which males are more irrational than females. With regard to the impact of sex and specialization in irrational thinking, the results of the analysis of bilateral disparities did not show a significant effect on either factors or their interaction.

4. Ibrahim (1990) aimed at knowing the relationship between irrational thoughts and anxiety (such as condition-characterization, self-investigation and personal orientation, and the prevalence of irrational thoughts among university youth and their difference in gender variability. The study sample consisted of (213) male and female students of Arts and Education at the University of Zagaziq. The Irrational Thought Scale was prepared by the researcher and the Personal Orientation Measure was prepared by Viola Albablawi & Talat Mansour.

- The results of the study showed the following:

The prevalence of irrational ideas between the sexes, that the most widespread ideas among females were (discomfort with others' problems, dependence, avoidance of problems), whereas the most widespread among males were (blame others, intolerance towards frustration). It also found that there is a correlation between irrational ideas and anxiety, and the absence of gender differences over the overall measure of irrational ideas except the idea of reliability, differences came in favor of females.

5. Assafan (1995) aimed to reveal the differences between the levels of education and sex in the grades of irrational thoughts and the degrees of guilt, as well as the correlation between the grades of irrational thoughts and the degrees of guilt. The sample study included (70) male and female students from the Faculty of Education of the University of Zagaziq (40 males, 30 females). The study sample applied the researcher's guilt scale and the researcher's irrational ideas scale.

- The results showed the following:

The absence of significant differences in the degree of irrational thoughts attributable to education or sex and their interaction; a positive correlation and function between the grades of irrational thoughts and the degree of guilt attributable to education, sex or interaction between them. Moreover, the results indicated the effectiveness of emotional rational therapy in lowering the level of guilt.

6. Al-Rashdan (1995) aimed at ascertaining the nature of the correlative relationship between irrational thoughts and self-esteem of students threatened with dismissal from study at the University of Jordan for the academic year 1994/95. The study sample consisted of (301) male and female students threatened with the dismissal.

- The results showed the following:

A negative statistically significant correlation between irrational ideas and self-esteem. That is, the more irrational an individual's thoughts are, the lower his self-esteem is. These ideas were reliability, frustration reactions, overwhelming anxiety and the avoidance of problems, among the irrational ideas contained in the study's Rational and Irrational Ideas Test (1985).

7. Maznoq (1998): the study theme was "Irrational Thoughts & Their Relationship to Certain Personality Variables in Adolescents". The aim was to know the prevalence of irrational ideas among adolescents in the late stage of adolescence, the knowledge of gender differences (male-female) in irrational ideas, and the relationship between irrational thoughts and psychological stresses. The sample of the study consisted of: (332) students from Ain Shams University and Helwan University, including (216) females, and (116) males with an average age of (19.87 years) and a standard deviation of (1.60).

- The results of the study indicated that:

There was a convergence of percentages between males and females over the overall grade of irrational thoughts, and statistically significant differences at the level of (0.01) between males and females at the overall level of the measure of irrational ideas and

difference in favour of females. There are statistically significant differences at the level of (0.05) between males and females at the overall level of the list of daily pressures and differences in favour of females. there is an effect of sex or its interaction with irrational ideas on the grades of sample members on the list of daily pressures while there is an effect of irrational ideas on its own, was found on the grades of daily pressures list of sample members where the size of the effect was moderate.

8. Durm & Stowers (1998) aimed at identifying the impact of sex on rational and irrational ideas. The sample of the study consisted of (46) individuals aged (56-21 years) from males and females. The sample applied a measure of irrational beliefs.

- The results indicate that:

There are no statistically significant differences between males and females in rational and irrational ideas.

9. Ashraf Attiyah & Essam Abdul Latif (2000) the study theme was "Irrational Ideas, their Relationship with Dogmatism, Flexibility, Stiffness & Parental Disapproval in Secondary Youth". It assumed a positive correlation between irrational and dogmatic ideas and stiffness, parental rejection in secondary students, and a negative relationship between them and flexibility. There were differences between secondary students' average grades on school standards, as well as between females and males in favour of females and secondary students. The study sample consisted of (460) male and female students from the Second Secondary Class Division.

- The results showed that

There was no difference between school students on the variable irrational ideas and parental rejection while industrial secondary students were higher in dogmatism and stiffness. And both the dogmatic variable and the intransigence are predictive of irrational ideas. Males did not differ from females in irrational ideas, as well as in the quality of the study is practical or theoretical.

10. Abdullah Osman (2004) the study theme was "Thoughts of irrationality & its Relationship to Psychological Combustion Among the Teachers of Taiz City". The study aimed to know the prevalence of irrational ideas among teachers and the impact of sex (male - female), knowing teachers' level of psychological combustion and whether the gender variable (male-female). Impact on the level of psychological combustion, whether there is a relationship between irrational ideas and psychological combustion of teachers, and the impact of sex. The study sample consisted of (318) teachers including (129) male teachers and (189) female teachers.

- The results of the study indicated that:

The prevalence of irrational ideas among male and female teachers, as well as statistically significant differences in irrational ideas among teachers according to the sex variable (male-female). Irrational ideas in males were higher than in females, and the level of psychological combustion in teachers was moderate. The existence of a statistically significant correlation between irrational ideas and psychological combustion in teachers.

11. Al-Sa'agh (2004) aimed to compare irrational ideas and their relationship to other variables such as abstract thinking, social skills and subjective effectiveness of university students are male and female. The study sample reached (1077) male and female students. It used measures of irrational ideas, social skills and subjective effectiveness of the researcher's preparation, while the abstract thinking scale (Najib Al-Saboh) was used.

- The study found that:

There is a prevalence of irrational ideas in males and females it found also differences between male and female in irrational ideas in favour of males.

12. Hisham (2007) the study theme was "Irrational Ideas Predicting Depression in Secondary Students". The study aimed to identify irrational ideas predicting depression in a sample of secondary students. Its tools included the irrational thoughts scale, the Beck Depression Scale. The sample consisted of (660) male and female students, with an average age of (14 to 17) years. The sample was represented by both general secondary students and Assiut's practical, theoretical and artistic industrial diplomas.

- The results showed the following:
- There is a prophetic function relationship between irrational thoughts and indicators of depression, as well as differences between males and females in the prevalence of depression, and the quantity and type of irrational thoughts in favour of males. Moreover, an effect of specialization appeared for happening the depression in favour of secondary students. The results also indicated the standard efficiency of the secondary students' irrational thoughts measure.

13. Al-Zahrani (2010) the study theme was "Irrational Ideas & their Relationship to Time Management in a Sample of Students of Hail University". The study aimed to reveal the nature of the relationship between irrational ideas and time management among students at Hail University, as well as to identify differences in students' grades on the scale of irrational ideas and differences in students' grades on the scale of time management depending on the gender variable (male, female). In addition to learn about differences in students' grades measure irrational ideas and differences in students' grades on the time management scale according to specialization (Literary, scientific). Also, identifying differences in students' grades on the scale of irrational thoughts and differences in students' grades on the scale of time management. The sample of study consisted of (366) students from the University of Hail, including (160) males, and (206) females.

- The results of the study showed that There were no gender differences over the overall degree of irrational ideas, whereas differences came on the idea of excessive blame for oneself and others for males, and the idea of full solutions came in favour of females. The order of average irrational ideas scores does not vary according to gender, specialization, academic year. The results showed also that there are no statistically significant differences between the average grades of irrational ideas of the first and last two years' students.

14. Abdullah (2011) the study theme was "Irrational Thoughts & their Relationship to Psychological Stress Among Students of the Faculty of Education in Sa'ada - University of Amran". The study aimed to reveal the nature of the relationship between irrational thoughts and psychological stresses. The study also aimed to find out the impact of gender variability on this relationship. It aimed to reveal the prevalence of irrational thoughts, show differences in the prevalence of irrational thoughts. The sample of study consists of (300) male and female students. The measure of irrational thoughts, and a measure of psychological stresses were applied.

- The results of the study indicated that A correlation between irrational ideas and psychological pressures as well as the spread of irrational ideas among college students where their average score is higher than the hypothetical average of the scale. The level of psychological stress was moderate. There were also statistically significant differences in irrational ideas between the students according to the sex variable in favor of males - statistically significant differences in psychological pressures in favor of males.

15. Al-Karama (2012) the study theme was "Relationship Between Irrational Ideas & the Meaning of Adult Life: Field Study". It applied to a sample of Homs and Hama governorates. The aim was to identify the prevalence of irrational ideas among adults in general and to identify the most rational ideas in accordance with the following variables sex (male - female), educational level (preparatory and under-secondary - institute - university and above), place of residence (countryside-city), as well as the relationship between rational ideas and the meaning of life of a sample of adults in Homs and Hama governorates. The sample of the study was formed (300) male and female students.

- The results of the study show that: There are no statistically significant differences in irrational ideas depending on the sex variable; the existence of statistically significant differences in irrational ideas depending on the variable level of education for the benefit of the group of students of the preparatory degree and below. The results also show that the most irrational ideas are widespread at different levels of education in several dimensions, including the request

for approval and discomfort with the problems of the late and the desirability of personal perfection.

II: Studies on Self-Confidence & its Relationship to Many other Variables.

It contained the following studies:

1. Alzoub & Jenan (2000) the study theme was "Mathematical Thinking Among Students of the Mathematics Department & its Relationship to Self-Confidence". The study aimed to identify the level of mathematical thinking and the level of self-confidence among third-level students in the Mathematics Department. The study sample included (49) male and female students. The sample was applied to the measure of self-confidence prepared by Qasima Adnan (1996). The results indicated that there was a significant correlation between mathematical thinking and self-confidence among male students.
2. Al-Rikabi (2000) the study theme was "The level of Ambition & its Relationship with Self-Confidence Among Students of the Faculty of Education of the University of Mustansiriyah". The aim was to identify the level of self-confidence and its relationship to ambition, to ascertain the nature of the differences according to variables (sex, specialization, academic year). The sample consisted of (277) students of the Faculty of Education. The results showed that the average self-confidence of the research sample was higher than the hypothetical average, and that there were differences in favour of males and did not show differences depending on the variable (specialization, academic year).
3. Al-Anzi (2001) aimed to reveal the relationship between life satisfaction, self-confidence, optimism and conscientious balance in a sample of students of the Basic Education Faculty of the State Authority for Applied Education & Training of Kuwait. The sample consisted of (410) students, including (192) males and (218) females. The tools that applied were life satisfaction measure, emotional balance measure, self-confidence measure, and a measure of optimism. The study's findings have resulted in statistically significant differences between males and females in self-confidence in favour of males, while there have been no differences in otherwise. There has also been a positive correlation between life satisfaction, self-confidence, optimism and positive conscience on the one hand, and a negative relationship with negative conscience on the other.
4. Khalifa (2003) aimed to learn the relationship between alienation and both compatibility and self-assurance, control center and anxiety and depression status in a sample of (400) male and female students from Kuwait University. The study tools included six measures to measure these variables. The results showed a positive relationship of statistical function between alienation and both external control center and anxiety and depression and a statistically significant negative relationship between alienation and both compatibility and self-assurance. There are statistically significant differences attributable to the gender variable in both compatibility and self-assertion in favour of males and in external control, anxiety and depression in favour of females, while there are no differences in the alienation variable.
5. Abdel Aal (2006) aimed at identifying gender differences as well as scientific and literary specialization in social skills in its dimensions and its overall degree in the primary teachers' sector. Thus, identifying the impact of gender and specializing in social skills and overall degree, studying the relationship between social skills and both self-confidence and job satisfaction in the study sample of (177) primary male and female teachers. The results resulted in statistically significant differences attributable to the sex variable in the male's self-confidence variable and lack thereof in the job satisfaction and social skills variables. While statistical differences were found in the degree of self-confidence attributable to the specialty variable in favour of the scientific specialization and lack thereof in the job satisfaction and social skills variables.
6. Al-Tai (2007) the study theme was "Self-confidence & its Relationship with Some Variables Among Students of the Faculty of Education of the University of Mosul".

The aim was to identify the level of self-confidence of the students of the Faculty of Education of the University of Mosul and its relationship to the motivation of the academic achievement and to identify the relationship in self-confidence according to variables (sex, class, specialization). The sample consisted of (200) male and female students selected in the random class manner. The results of the study indicated that "males have a high degree of self-confidence in females and the level of self-confidence among students of the Faculty of Education of the University of Mosul is generally high. The results indicated a correlation between self-confidence and the motivation of school achievement and a high degree of self-confidence among males.

7. Al-Mafraji (2010) the study theme was "Self-Confidence, Inquisitiveness (status - trait) & Motivation of Innovation". It aimed to recognize self-confidence and the inquisitiveness (status - trait), self-confidence and motivation to innovation, the inquisitiveness (status - trait) and motivation to innovation, the inquisitiveness (status) and the inquisitiveness (trait). It aimed also to know the differences between study sample in self-confidence and the inquisitiveness (status - trait), and innovation motivation depending on variability (sex, age, class, specialization, study attainment, and nationality). The study sample consisted of (4272) students including (2336) male students and (1936) female students from the secondary level in their three phases (first, second and third) and their various specializations (general, scientific, literary) in the Makkah region (Makkah, Jeddah, Taif). The results of the study showed that there are more common and less common characteristics in the study sample in both self-confidence, the inquisitiveness (status - trait) and motivation of innovation. There is a positive correlation and statistical function between self-confidence and the inquisitiveness (status - trait), while there is no correlation between self-confidence and the inquisitiveness (status - trait). There is also a correlation between self-confidence and the motivation of innovation in the study sample - there is a positive correlation and a statistical function between the inquisitiveness (status - trait) and motivation of innovation in the study sample - there is a positive correlation and statistical function between the inquisitiveness (status) and the inquisitiveness (trait) in the study sample. There are statistically significant differences between the study sample in self-confidence depending on the variable (sex in favor of males, age, class, specialization, nationality). There are statistically significant differences between the sample of study in self-confidence depending on the variable (academic achievement, civilization).

8. Al-Hudabi & Al-Jaji (2010) the study theme was "The Level of Intelligence & its Relationship with the Variable Self-Confidence in a Sample of Outstanding Students at the Yemeni University of Science & Technology". The study aimed to know the level of intelligence and its relationship with self-confidence in the sample of the study. The study sample consisted of (101) male and female students from all the disciplines of the first, second and third phases. The results showed that there is a lack of correlation between students' level of intelligence and their self-confidence - differences between students who excel in self-confidence by sex variable (male/female) in favour of males.

III: Studies on Irrational Ideas & their Relationship to Self-Confidence:

It can be pointed out that this axis was found to be extremely scarce within the limits of researchers' science only through one study that dealt with the two variables in one form and others implicitly and included the following studies:

1. Emad M. al-salameh (2011) the study theme was "Irrational Beliefs & their Relationship to Self-Confidence Among Balqa University Students". The study aimed to examine the relationship between Jordanian students in irrational change of belief, self-confidence and gender differences. The study sample consisted of (500) students from the University of Balqa who were selected in a random manner from the students of the first to fourth phases. The results of the study showed that there is a statistically significant correlation between irrational beliefs and self-confidence in the sample study. In addition, there are statistically significant differences of sex and educational level on the scale of

irrational ideas in favour of males in the first school year. Also, there are statistically significant differences of sex and educational level on the scale of self-confidence in favour of females in the fourth school year.

2. kassinove Haward (2010) the study theme was "The Correlation Between Irrational Ideas & Self-Esteem". The study aimed to reveal the relationship between irrational ideas, self-report. The sample of the study consisted of (70) young adolescents and the elderly, ranging in age from time to time (17-58) years. The results of the study indicated a correlation between neuroscience, negative self-report, and a clearly significant correlation between irrational ideas, frustration and the low self-esteem shown in the sample's self-report image.

3. Jemes, mclelannan (2005) the study theme was "Relationship Between Irrational Beliefs, Self-Esteem & Depression". The study aimed to examine the nature of the relationship between irrational beliefs, self-esteem and depression. The study sample consisted of a multi-Australian sample including (268) students and non-students at varying ages ranging from (19- 36) years. The results of the study indicated a statistical correlation between irrational beliefs and low self-esteem, as well as with depression. The results also indicated a negative and statistical correlation between irrational beliefs and high self-esteem.

Comment on Previous Studies:

By reviewing previous studies according to their interlocutors and chronology, it is clear that:

1. Some studies of the first axis, which revolved around irrational ideas and their relationship to certain psychological variables, were agreed. Their samples were standardized among university students, except for the study (Ashraf Attiyah, 2000; Stowers, 1998; Hisham, 2007; Al-Karama, 2012) that had various samples. Their results confirmed that there are differences between males and females on the scale of irrational ideas, in favour of males. While the results of some studies of this axis indicated differences in favour of females such as (Maznoq, 1998), and the results of other studies indicated that there were no differences between males and females on the scale of rational ideas such as (Al-Karama, 2012; Al-Zahrani, 2010).

2. Through a review of the results of the second axis studies, which revolved around self-confidence and its relationship to certain psychological variables, the results confirmed that there are differences between males and females in favour of males in self-confidence. The sample of studies of this axis was consolidated among university students, with the exception of the study (Al-Mafraji, 2010) conducted on secondary students.

3. Through a review of the results of the studies of the third axis, which revolved around the relationship between irrational ideas and self-confidence, where the study observed a very rare dearth of studies that directly addressed the two variables except in one study (Al-salameh,2011). A sample was of university students and the rest of the studies tacitly dealt with the relationship between the two variables and their samples were varied in age. The results of the studies of this axis were concurrent in the existence of a correlation between self-confidence and irrational ideas in favour of the male but not the study (Howard Kazinov, 2010), which was in favour of the female.

Study Hypotheses:

Through the previous presentation and commentary of previous studies, the study's hypotheses are defined as follows:

1. There is a statistically significant correlation between the grades of irrational ideas and the levels of self-confidence of the students of the preparatory year with its (healthy/literary) tracks.

2. There are no statistically significant differences between students' average grades according to the course of specialization (healthy - literary) on the scale of self-confidence.
3. There are no statistically significant differences between students' average grades according to the course of specialization (healthy - literary) on the scale of irrational ideas.
4. There are statistically significant differences on the measure of self-confidence attributable to the sex variable (male/female) in the study sample in favour of males.
5. There are statistically significant differences in the measure of irrational ideas attributable to the sex variable (male/female) in the study sample in favour of males.

Study Methodology:

The study relied on a descriptive and comparative approach to determine the correlation between study variables and to determine the differences between the study sample at both the bachelor's and postgraduate levels at the irrational thoughts scale, and self-confidence. Also, to know the differences between the members of the sample by sex (male or female) and the quality of the course of specialization (healthy or literary).

Study Sample:

A sample of the current study consisted of (214) male and female students from Imam Abdulrahman bin Faisal University from preparatory year students, Imam Abdulrahman bin Faisal University (males and females in the specialization of healthy and literary tracks, residents of Dammam governorate, ranging in age for students (males/females) between 18 and 17 years. They have an average of (17.5) and standard deviation of (1.4) years. But, after excluding forms that were not fully and correctly responded to reached, the final sample was (194) male and female students. Males were (100) divided into (50) healthy course students and (50) literary course students, while females range to (94) students divided to (50) student healthy course, and (44) literary course students.

Study Tools:

1. Measure of Self-Confidence: Prepared by Shrab (2013)

Meter Description:

The person who prepared the measures determines it in five dimensions: autonomy dimension (10) phrases - social dimension (10) phrases - physiological dimension (8) phrases - psychological dimension (9) phrases - linguistic fluency dimension (11) phrases. After theoretical framework, previous studies and some other metrics, the phrases are divided into positive and negative with the following table:

Table (1)

Positive Phrases	1-2-3-4-5-6-7-8-9-10-16-17-18-19-20-21-28-31-32-34-36-37-38-39-40-42-43-44-45-47
Negative Phrases	6-11-12-13-14-15-22-23-24-25-26-27-29-30-33-35-41-46-48

I: Validity:

It means the measurement tool's ability to measure what it should measure. If experts agree that the tool is appropriate for what it was designed for, their judgment can be relied upon and this is what is known as the validity of the arbitrators, as this has been verified by the meter itself (validity of arbitrators, validity of internal construction). The researcher will focus on conducting validity in two ways:

a. Validity of Internal Consistency:

The strength of the correlation between the tool's phrases grades and their dimensions, and between the individual tool's phrases grades and the overall test score. Validity of internal consistency has been verified by applying a sample of (50) male and female students. The researcher calculated the correlation coefficients, so all phrases were found to have a strong correlation coefficient, i.e. the correlation coefficient of the phrases exceeds (.02) as shown in the following table:

Table (2) It shows the validity of the internal consistency of the coefficients between the grades of the scales' phrases and their dimensions

Dimensions	1 st Dimension	2 nd Dimension	3 rd Dimension	4 th Dimension	5 th Dimension	5 th Dimension	6 th Dimension	Total
1 st Dimension	,667	,677	,747	,724	,517	,723	,620	1
2 nd Dimension	1	1	,295	,295	,343	,184	,359	,775
3 rd Dimension	,295	,295	1	,295	,343	,184	,359	,775
4 th Dimension	,343	,343	,363	1	,341	,293	,362	,343
5 th Dimension	,184	,184	,184	,293	,293	1	,457	,517
6 th Dimension	,359	,359	,359	,385	1	,457	1	,620

The results of the table showed that these values for correlation coefficients are generally characterized by accuracy and determination of the behaviors to be ascertained on the scale, which means that the tool used has a high degree of accuracy and validity.

b. Concurrent Validity (External Test):

The validity of the scale (self-esteem) was calculated by calculating the correlation with an external test, which is a measure (self-esteem) prepared by Hussein El-Drini (2008). The correlation coefficient between the two scales was (0.082), which is at the level of (0.01).

II: Scale Reliability:

The reliability of the scale is calculated by the following:

◆ Split-Half

In the current study, reliability was calculated in the split-half through the creation of the coefficient of correlation between the sum of the individual and even phrases on a sample of (50) students. The coefficient of correlation was reached (0.527), representing the reliability of half of the scale, and compensation in the (Spermann-Brown) equation, it was found to be equal to (0.794), representing the reliability of the whole scale.

2. Measure of Irrational Ideas: preparation by (Reyhani, 1985)

Metric Description:

This scale in its foreign image consists of eleven irrational thoughts placed by Albert Alice, and translated by Al-Reyhani (1985) on this scale and legalized on Jordan's environment, he added two irrational ideas that he felt were widespread in Arab societies:

1. A person should be formal and serious about dealing with others in order to be have a valuable or respectful place among people.
2. Men's place is undoubtedly the most important in relation to their relationship with women.

Therefore, this measure consists of (13) sub-ideas encompassing four questions for each one, half positive and half negative and different. The phrases of the scale were distributed into (52) ideas expressed in a given order that ensured the spacing of phrases measuring the same dimension.

I: Validity of the Scale in the Current Study:

The researcher calculated the validity in the following way:

a. Concurrent Validity (External Test):

The validity of the scale (self-esteem) was calculated by calculating the correlation with an external test (Arabic positive thinking) prepared by Abdelstar Ibrahim (2013), on a sample of (40) male and female students and the coefficient of correlation between the two scales (, 87) which is at the level (0.01).

II: Scale Reliability in the Current Study:

The researcher calculated the reliability of the scale by:

◆ Split-Half

In the current study, reliability was calculated in the split-half through the creation of the coefficient of correlation between the sum of individual and even phrases on the same sample of (40) students, and the coefficient of correlation (0.489), which represents the reliability of half the scale. It stipulates that "there exists a statistically significant correlation between the grades of irrational ideas and the levels of self-confidence of students of the preparatory year at the Imam Abdulrahman bin Faisal University (bachelor's/diploma)."

To verify the validity of the previous hypothesis, the researcher used the Pearson correlation coefficient to calculate the relationship between the study sample on the two measures of irrational ideas, self-confidence and the results of this hypothesis can be discussed by presenting.

Table (3) Coefficient of correlation between university students' grades on the scale of self-confidence and irrational ideas

Variables	Sample size "N"	Pearson coefficient correlation "R"	Level of Function
Self-esteem	194	-0.297	0.01
Irrational Ideas			

Table (3) shows that there is a negative correlation between irrational ideas and self-confidence in the study sample of students of the preparatory year at the Imam Abdulrahman bin Faisal University where the coefficient of correlation has reached (-0.297) at the level (0.01). This indicates the strength of the relationship between the variables but negatively.

The result of this hypothesis is broadly consistent with a correlation between self-confidence and irrational ideas and the study (Emad, M. al- salameh, 2011), and some studies that tacitly addressed that relationship, such as the study of (mclelannan, 2005; kassinove 2010).

Moreover, the result of this hypothesis also agreed with several studies that emphasized the relationship between irrational thoughts and the level of self-confidence directly through (Emad Al-salameh, 2011) study. It emphasized the reliability of the relationship between irrational thoughts, self-confidence and irrational thoughts of university students, as well as the impact of both the sex variable and the school year on study variables.

The result of this hypothesis was implicitly consistent with the results of the studies (mclelannan 2005; kassinove 2010). The results indicated that there is a statistical correlation between irrational thoughts, low self-esteem, as well as with depression. In addition to there is a there is a statistical correlation between statistical correlation between irrational thoughts and high self-esteem.

The result of this hypothesis can be interpreted as a natural result, which can be accepted in scientific and factual terms. This indicates that whenever an individual is found to have irrational and erroneous ideas. It actually causes to individual a set of illnesses and psychological problems that impede him to self-compatibility and social compatibility, as well as professionalism, that would negatively affect himself. It also leads to low self-esteem, lack of confidence in his work and tasks. Table (4) shows this result as follows:

Table (4) The value of "T" and its statistical indicator among the averages of students' degrees according to the level of education (diploma - bachelor's degree) on the measure of self-confidence

Variable	Track Quality	N	Average	SD	T value	Level of function
Self-esteem	Healthy	94	91.76	0	-0.595	Non
	Literary	100	93.30	16.68		

With reference to table (4), it was observed through the "T" Test, its value and its level of function.

The average degree of preparatory year students on the self-confidence scale is (91.76) with a standard deviation of (19.13) and the average degree of healthy course students on the self-confidence scale is (93.30) with a standard deviation of (16.68). This result was confirmed by the current hypothesis, which indicated that there were no differences between students' grades according to the quality of the course between students on the healthy track students and the literary track students on the self-confidence scale, as there were no clearly significant differences between the averages of the sample.

The result of this hypothesis was consistent with the findings of the study (Al-Rikabi 2000; Al-Anzi 200). The results of these studies show, totally, that there are no significant statistical differences between the sample of the study in the level of self-confidence depending on the following variations: (sex, age, grade, specialization). This indicates that the result of the current study hypothesis confirms and supports the aforementioned studies, which is a natural and positive result for each individual level of study.

This can be explained by the researcher's reading of previous studies, and their knowledge of the nature of these students to the fact that each of the students on the healthy track students and the literary track students who have a moderate level of self-confidence, and neither is distinct from the other, whether high or low. This means that each of them has an appropriate degree of self-confidence that makes them go according to the level of education that they are at a steady pace. Both of them are clearly going through their university studies in a distinctive way that guarantees the fulfilment of their hopes and future goals they pursue. They also trust themselves and their capabilities to

reach them. Moreover, they have confidence in their academic and personal abilities to achieve also their future professional success on their current studies. They have an optimistic view of this. Furthermore, literary students have no less confidence than their healthy counterparts, despite their differences in previous achievements and their enrolment in health specializations. This has made their level of confidence high.

Results of the Third Hypothesis:

It states: "There are no statistically significant differences between students' grade averages according to the quality of the course (healthy-literary) on the scale of irrational ideas."

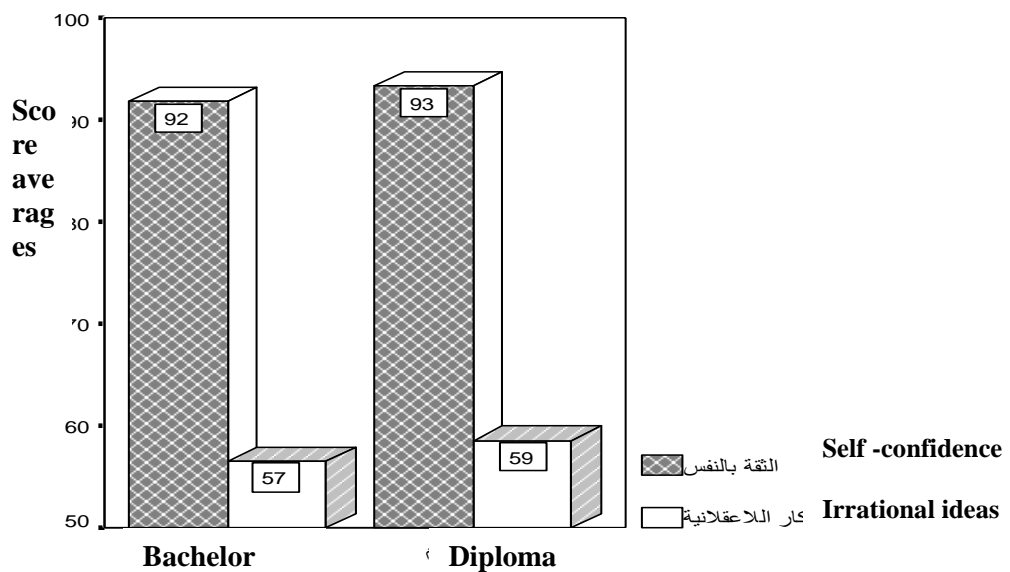
Table No. (5) The value of "T" and its statistical indication among student grade averages according to the quality of the track (healthy - literary) on the scale of irrational ideas

Variable	Track Quality	N	Average	SD	T value	Level of function
Irrational Ideas	Healthy	100	56.54	11.13	-1.266	Non
	Literary	94	58.52	10.64		

With reference to table (5), it was observed through the "T" Test and its value and level of function as following:

The average score of healthy course students on the irrational thoughts scale is equal to (56.54) with a standard deviation of (11.13), and the average degree of students of the literary course on the scale of irrational ideas is (58.52) with a standard deviation of (10.64). The level of function of the value of "T" for bachelor's and diploma groups was non. The percentage of the level of rational thoughts on the chart was also in figure (1) for both healthy track students (57%) and literary track students (59%). This indicates that the results do not indicate clear differences on the scale of irrational ideas between healthy track students and literary track students. Also, the result of the current hypothesis confirms on the validity of the hypothesis of the study itself, which indicates that there are no differences between students' grades according to the quality of the course. The differences between the averages were irrelevant, and the result was confirmed by their graphic representation according to the following:

Fig. (1) The difference between students' score averages according to the quality of the track (healthy - literary) on the scale of irrational ideas and self-confidence



The result of this hypothesis differed with that of the study of: (Abdullah 2007; Al-Karama 2012; Al-Zahrani 2010), where the results of these studies indicated differences in the level of irrational ideas due to the level of education. While the result of this hypothesis was consistent with the results of some previous studies, including the studies of (Hog, diffenbecher1985; Safa'an 1995; Atiyah & Abdul Latif 2000). The results of these studies indicate, totally, that there are no differences in the level of irrational ideas according to the quality of the course. This indicates that the result of the current study hypothesis is a scientific addition to its agreement with studies, which confirmed that there are no differences according to the quality of the specialization and general course.

The result of this hypothesis, which is based on the result of the second one, which indicated that there were no differences between the students of the preparatory year in the (healthy - literary) course on the scale of self-confidence. The result of this hypothesis, reached by the researcher, was that there were no differences between healthy and literary students on the scale of irrational ideas. This is because the level of irrational thinking for each of the two categories of study is one. Although the course varies, everyone thinks in their own way, whether rational or irrational, is commensurate with attitudes and the most recent thing he might go through in his lifetime, the lack of differences between them may also be due to the convergence of age between the two categories of studies, the level of influence of cultural aspects, and customs is one for both categories. The result of the present study has been confirmed by previous studies mentioned above.

Results of the Fourth Hypothesis:

It states: "There are statistically significant differences between students' average grades according to the sex variable (male-female) on the measure of self-confidence in favour of males". This is reflected in the following table:

Table (6) It shows the value and statistical indication of "T" among the averages of students' grades according to the gender variable (male-female) on the scale of trust.

Variable	Sex	N	Average	SD	T value	Level of function
Self-esteem	Male	100	100.48	14.14	7.166	0.001
	Female	94	84.02	17.75		

With reference to Table (6) observed through the "T" Test and its value and level of function:

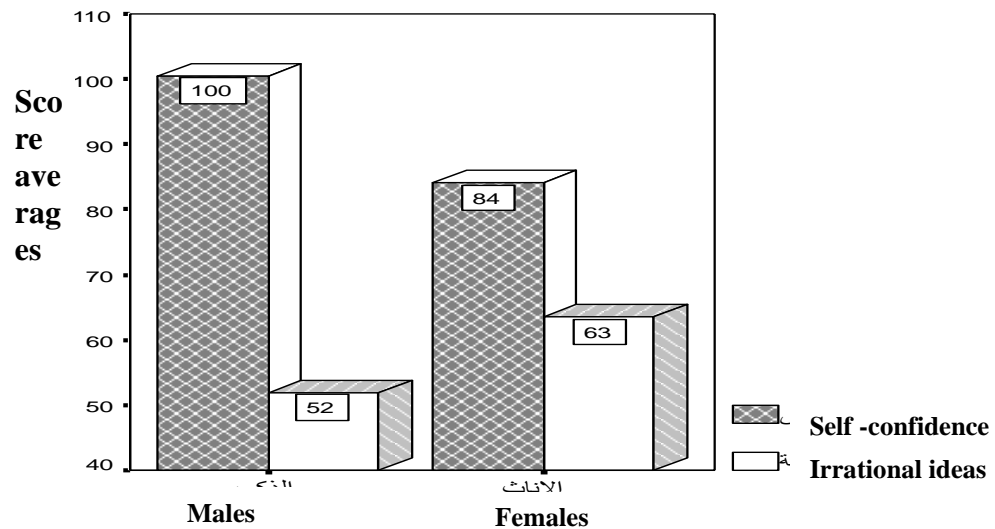
The average score of (male) students on the self-confidence scale is (100.48) with a SD of (14.14) and given fig. (2) below, the percentage of males on the self-confidence scale is (100%), and the average degree of (female) on the self-confidence scale is (84.02) with a SD of (17.75) and given fig. (2), the percentage of females on the self-confidence scale was (84%). The level of function of "T" for both male and female groups is (7.166) which is at the level (0.001). This indicates that males are more confident in themselves than females. As a result of the current hypothesis they have agreed with the text of the same hypothesis that the researchers have tried to prove, pointing out that there are differences between males and females on the measure of self-confidence in favour of males, confirming the validity of the current hypothesis.

The result of this hypothesis was consistent with the result of each study of (Al-Mafraji, 2010; Al-Hudabi & Al-Jaji, 2010; Al-Tai 2007; Abdulaal 2006; Khalifa 2003; Al-Anazi; Rikabi 2000). The results of these studies indicate, totally, differences in the level of self-confidence according to the sex variable (male/female) in favour of males.

However, the results of this study differed with the results of the study (Emad, Mohammed, 20011), which indicated that more females than males enjoy a degree of

self-confidence, and the results of the fourth and fifth hypotheses can be represented graphically as follows:

Fig. (2) Difference between students' score averages according to gender variable (male-female) on the scale of irrational ideas and self-confidence



The result of this hypothesis, which indicated that males enjoy a higher level of self-confidence than females, is explained by a combination of factors, for example:

The nature of the social climate in the Saudi environment, the ease of movement, mobility and interaction from place to place, and from one occasion to the other for males to the other than females. Also, females may think of certain misconceptions about themselves and the nature of their social role, which may be too negative. Therefore, their subjectivity, their difficulty in expressing themselves and their opinions are low. They look at themselves as the powerless. The researchers' view is that this is due to their lack of understanding of the nature and reality of women's place and active role in society for every time and place, and that it is nothing less than males.

Results of the Fifth Hypothesis:

It states: "There are statistically significant differences between students' average grades according to the sex variable (male-female) on the scale of irrational ideas in favour of males."

Table (7) The value of "v" and its statistical indication among the student score averages according to the gender variable (male-female) on the scale of irrational ideas

Variable	Sex	N	Average	SD	T value	Level of function
Irrational Ideas	Male	100	51.90	6.19	8.676	0.001
	Female	94	63.46	11.69		

With reference to table (7), it was observed through the "T" Test and its value and level of function:

The average score of (male) students on the scale of irrational ideas is (51.90) with a SD of (6.19). And given fig. (2), the percentage of males on the scale of irrational ideas was (52%), and the average degree of female students on the scale of irrational ideas is (63.46) with a SD of (11.69). And given fig. (2), the percentage of females on the scale of irrational ideas was (63%) and the level of function of the value of "T" for both male and female groups is (8.676) which is at the level of (0.001). The current hypothesis indicated differences between males and females on the scale of irrational ideas in favour of males. By reviewing the tabular results, this hypothesis proved invalid, as differences in the

degree of irrational ideas in favour of females, the result of which was logically the result of the fourth hypothesis previously reviewed.

The result of this hypothesis was consistent with the results of some previous studies in the existence of differences by sex in general. The results of the same studies partly differed with the result of the current hypothesis in terms of directing these differences at the level of irrational ideas in favour of females rather than males, which were confirmed by the results of previous studies, such as (Al- Mafraji; Salim Mohammed (2010); Al-Hadabi, Dawid Abdulmalek & Al-Jaji; Mohammed Raja (2010); Al-Tai;, Anwar Ghanim (2007); Abdulaal (2006); Khalifa (2003); Al-Anazi (2001); Al- Rikabi (2000); Al-Azw & Jenan (2000) and Emad, Mohammed, 2001). The results of which indicated, totally, differences in the level of irrational ideas according to the gender variable (male/female) in favour of males, which is the opposite of what they have come to as a result of this current hypothesis.

The result of this hypothesis, which refers to the high degree of irrational ideas among females, can be explained by males. So, it is natural and logical that the result of the fifth hypothesis is a conditional response to the fourth hypothesis, which is the control of irrational ideas in females over males. In addition to the interpretation of this finding, what is stated in the interpretation of the Fourth hypothesis, where both the results of the fourth and the fifth hypotheses are based on the other.

Study Recommendations:

The researcher recommends a set of recommendations in the light of which a set of future research serving the psychological field can be carried out based on the current study in question as follows:

1. Attention to the education and development of thinking through the development of curricula at different levels of education.
2. Interest in the student's participation in many subjects related to the development of the educational process, to instill confidence in themselves, and to develop the assumption of responsibility.
3. Attention to holding seminars and educational lectures, and open meetings with students to develop their awareness of the gravity of irrational thinking and its role in reducing the level of self-confidence.
4. Detect cases of students who may be initially observed in the low level of self-confidence, or distort ideas, and refer them to the psychological guide of the educational institution.

Proposed Research:

1. Self-confidence and its relationship to the academic achievement of university students.
2. Self-confidence and its relationship with both motivation for achievement and irrational ideas.
3. The effectiveness of a selective mentoring programme in modifying irrational ideas to develop the self-confidence of university students.
4. The effectiveness of a cognitive-behavioural mentoring programme in modifying irrational ideas to develop self-confidence among secondary students.

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