

# THE EFFECTIVENESS OF FEMINIST THERAPY IN REDUCING THE PSYCHOLOGICAL REBELLION AMONG FEMALE STUDENTS IN PREPARATORY STAGE

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## ABSTRACT

*The current research addresses the identification of the effectiveness of feminist therapy in reducing the psychological rebellion among female students in preparatory stage. The researcher built a scale for psychological rebellion consisting of (16) items divided into two fields (direct rebellion and indirect rebellion). The counseling program was built according to (Corey's theory 2010), and the results showed psychological rebellion among the female students and the feminist therapy was effective in reducing psychological rebellion in favor of the experimental group.*

**Key words:** *feminist therapy, psychological rebellion, female students*

## RESEARCH METHODOLOGY

### First: Research problem

The psychological rebellion among adolescents is one of the most complex problems facing families and societies. The manifestations of this rebellion begin in the family through rejecting parents' orders or non-adherence to family traditions with challenge and insistence, then rebellion against school life including attendance rules, preparing homework, obeying rules in the classroom and relations with students, followed by rebellion against law, society and authority. Since female students are the most segment of society seeking to develop their mental abilities by acquiring knowledge and contributing to solving their problems without rebellion against family and society. It has therefore the psychological counseling become a modern process and a feature of contemporary educational systems which is intended to assist those

female students to proper adaptation to school setting and social environment in which they live. Therefore, feminist therapy is one of the means that helps to reduce the impact of such rebellion on their behavior at a critical period in their lives. Thus, research problem can be identified by answering the following question: Does the feminist therapy have an effect on reducing the psychological rebellion among female students in preparatory stage?

### Second: The importance of research

The importance of the current research is reflected by the importance of the sample of female students in preparatory stage for being in adolescence, as it is considered one of critical stages in the structural development of individual in his/her psychological and social life (Eng.& Hanson, 1989:1). Female adolescent are keen to enter the adult world before developing experience to face different situations of life that require

them to prepare adequately for the new stage. They are seeking to express themselves as they see it. Moreover, rejection and rebellion are special characteristics of their behavior that result from their not being convinced of what exists and then rejecting it. The rejection may take the form of rebellion against custody imposed on them by the older on the pretext of their incomplete development. The use of proper counseling programs is intended to help those female students to make changes in their personal and social environment, which lead to resolve problems experienced by them (Berdie: 1995:175). Among these approaches is the feminist therapy, which is based on an understanding of the roles in which women are raised and has given the approach of socialization of women importance and impact on the development of identity, self-concept, goals, expectations and emotional condition of women (Corey: 2011,436-435). A study showed (Wicklund&Berham, 1976) a high degree of female adolescent's psychological rebellion whenever it conflicts with their wishes (Wicklund&Berham 1976: 411), and a study (Guilfogle& Edmund,1985) showed a low level of psychological rebellion of the first group that was treated by feminist therapy, and there were no statistically significant differences between the second and third groups subjected to contradictory therapy, whether high or low reactions (Guilfogle& Edmund,1985: 432).

**Third: Research Objectives:** the current research aims to identify:

1. The psychological rebellion among female students in preparatory stage.
2. The feminist therapy in reducing the psychological rebellion among female students in preparatory stage. To achieve this objective, the researcher has developed the following hypotheses:
  - There are no statically significant differences among female students of (experimental group) who were treated by the feminist therapy in the pre-test and post-test.
  - There are no statically significant differences among female students of (control group) who were not treated by the feminist therapy in the pre-test and post-test.
  - There are no statically significant differences among female students between

the experimental and control groups in the post-test.

3. The effectiveness of feminist therapy in reducing the psychological rebellion among female students in preparatory stage for control group is equal to or greater than Blake quotient (1.2).

#### **Fourth: Research Sample**

After applying the psychological rebellion scale to (100) female students, (20) students, who gained scores higher than the hypothetical mean of the scale of (40), were selected and randomly assigned to the experimental and control groups by (10) students in each group.

#### **THE THEORETICAL SIDE**

**First:Feminist Therapy:** "Is the understanding and knowledge of psychological abuse of women and the restriction imposed by the social and political fabric that women have suffered from". The therapy means awakening a sense of women position to share experiences, which helps them to develop an internal psychological cognitive perspective, (meaning that, the prohibition practiced by women lies in their depths), and focuses on understanding the social and political factors in society that worked on the destruction and restriction of girls and women (Corey: 2011,436-437).

**Second:Psychological Rebellion:** is an attempt by individual to restore removed freedom or threatened to be removed or resort it by doing forbidden or indirectly prohibited behavior, or encouraging others to do or similar behavior, or seeing others indirectly acting or inciting them to do so (Bream, 1966:3). Therefore, behavior of adolescents varies with attitude and things, as they always seek for greater freedom and authority, and full emancipation from parental authority afterwards. They may do things like insulting others, violating order and law, arrogance and insolence in their behavior with others and intentionally misbehave although they know the right and are able to behave well. Young people often tend to practice rebellious and violent manner for self-assertion, particularly when being insulted and criticized, they become infected with s0-called (impulse and haste fever). Therefore, they do not

consider the social and moral controls in their behaviors (Wightman, 1972:306).

### Third: Principles of Feminist Therapy:

1. **Individual is the basis:** this principle is based on the assumption that the basis of personal and individual problems is social and political. For women, these problems include: marginalization, arbitrariness, injustice and subjugation. Then, the recognition of the impact of political and social factors on individual's life is the fundamental pillar of the feminist therapy.
2. **Adherence to social change:** to work towards changing society, not just individual. The performance and direct work to change society is part of therapists' responsibility in this school.
3. **Value women's views as well as the way of knowledge they follow, and appreciate their experiences:** women's views are central to understanding the sense of desperation and oppression among women. The objectives of the feminist therapy are to replace patriarchal system with awareness of women, which recognizes and believes in various ways of accessing knowledge.
4. **Counseling relationship is a relationship of equality and it considers the authority is central in the feminist therapy:** therapeutic relationships are considered as an equal relationship. The treated women know that there is an imbalance in this relationship. Therefore, they strive to form an equal relationship, which is a condition for real communication between therapist and client.
5. **Focusing on strengths to redefine desperation:** treated women consider that the internal and psychological factors are partial changes of the pain which leads people to seek therapy.
6. **Identifying the types of violence and oppression:** political and social inequality has a negative impact on all human beings. It is therefore necessary to help women make difference in their lives (Corey: 2011, 444-446)

### Fourth: Feminist Therapy Strategies:

- 1- **Empowerment:** is empowerment of treated women to overcome crises and be responsible for

managing and guiding their lives, and have their words in the duration of therapy and in procedure planned by the therapist.

- 2- **Self-disclosure:** treated women use self-disclosure technique because this disclosure reduces the rebellion of women.
- 3- **Analysis of the role associated with gender:** it reveals the effect of expectations associated with the sexual role on the psychological health of the client. This information is used when making decisions on future behavior of sexual roles.
- 4- **Intervention and the role associated with gender:** in this technique, the counselor responds to the problem of treated women by placing the problem in the context of societal expectations of women.
- 5- **Analysis of power and authority:** it aims to help women understand unequal channels of access to power and to sources of support and assistance, and how this affects their personal reality with a view to obtaining self-esteem and restoring self-confidence by their own personal qualities and then setting goals to satisfy their needs.
- 6- **Books therapy:** is to read non-fiction books such as psychology, counseling books and biographies.
- 7- **Training on self-assertion:** means learning training on assertive behavior to make women more aware of their rights to interaction, transcend stereotypes concerning sexual roles, change the negative beliefs and set goals to implement the change in their daily lives.
- 8- **Reframing and classification:** means transition from self-blame to examining social factors in the environment that contributed to problems for women. The focus is not on internal psychological factors but on the examination and refutation of political and social dimensions.
- 9- **Social work:** is an essential part of the feminist therapy, empowering women and helping them connect their personal experiences with social fabric in which they live.
- 10- **Working with a group:** working with group of women has become a means for them to talk about losing their voices in many aspects of societal life, empowering women and identifying

many of prevalent social patterns (Corey: 2011,454-458).

**RESEARCH PROCEDURES**

**First: experimental method:** for testing the hypotheses of the current research, the researcher used the experimental design (the design of experimental and control groups with pre-test and post-test). It was designed according to the following steps:

- 1- 20 female students, who received the highest degree in the psychological rebellion scale, were selected as a sample for the research subject after pre-testing.
- 2- The samples were randomly divided into two groups, one experimental and the other control.

- 3- Achieving equivalence between the two groups (experimental and control) in some variables.
- 4- Using (the feminist therapy) with the experimental group while the control group was not treated by this therapy.
- 5- Performing the post-test in order to identify the differences and their significance regarding the experimental and control groups.

**Second:** equivalence between the two groups: equivalence was found equivalence between the two groups in the variables: (psychological rebellion, chronological age, academic achievement of father, academic achievement of mother), as shown in tables (1, 2, 3 and 4).

**Table (1): The equivalence in the variable of psychological rebellion (pre-test) between the experimental and control groups**

variable	Group	No.	Arithmetic mean	Standard deviation	Total of ranks	Ranks mean	Mann-whitney value		Level of significance
							calculated	tabular	
Pretesting psychological rebellion	experimental	10	51.10	5.021	110.5	11.05	44.500	23	Non-function
	control	10	49.60	6.603	99.50	9.95			

**Table (2): The equivalence in the variable of chronological age between the experimental and control groups**

variable	Group	No.	Arithmetic mean	Standard deviation	Total of ranks	Ranks mean	Mann-whitney value		Level of significance
							calculate d	tabular	
chronological age	experimenta l	10	16.50	0.527	115.00	11.50	40	23	Non-function
	contro l	10	16.30	0.483	95	9.50			

**Table (3): The equivalence in the variable of academic achievement of father between the experimental and control groups**

variable	group	No.	academic achievement of father					Smirnov value	Level of significance	
			Primary	Intermedia te	preparator y	diploma	Bachelor		calculated	tabular
academic achievement of father	experim ental	10	2	2	3	2	1	0.224	1.36	
	cont rol	10	1	2	3	2	2			

**Table (4): The equivalence in the variable of academic achievement of mother between the experimental and control groups**

variable	group	No.	academic achievement of mother					Smirnov value		Level of significance
			Primary	Intermediate	preparatory	diploma	Bachelor	calculated	tabular	
academic achievement of mother	experimental	10	1	1	3	2	3	0.894	1.36	Non-function
	control	10	2	4	2	2	0			

**Third:** statistical methods: the researcher used the following statistical methods in analyzing data and interpreting the results with the use of the statistical program (SPSS):

- 1- Mann-Whitney test: to confirm the equivalence of the experimental and control groups in the variable of psychological rebellion and the variable of chronological age in months. It was also used to identify the significance of differences in the psychological rebellion of the experimental and control groups after applying the program.
- 2- Kolmogorov-Smirnov test: to identify the significance of differences between the experimental and control groups in the variables of academic achievement of father and mother.
- 3- Wilcoxon test: to identify the significance of differences in the psychological rebellion of the experimental and control groups before and after applying the program.
- 4- T-test to test the significance of coefficient of correlation: to identify the significance of coefficient of correlation.
- 5- Person correlation coefficient: to calculate the reliability coefficient of the psychological rebellion scale.

6- Blake's equation: to identify the extent of the effectiveness of the counseling program.

**The counseling program (Feminist therapy):**

It was built according to the planning model (programming and budget). The planning steps according to this model are:

**First: Identification of needs:**the needs of the female students were identified throw their answers to the psychological rebellion scale as the scale items were arranged in ascending order according to the weighted mean and percentile weight for each item.

**Second: Identification of priorities:** the priorities were identified by arranging the items of the scale in ascending order. The items scoring weighted mean of (2.5) or greater and percentile weight greater than (67) served as a need leading to increase in the psychological rebellion among the female students. It was shown that all items of the scale were considered needs and would be relied on identifying the program sessions. The researcher set up the needs (items) that were relevant to the subject itself at the same counseling session, as shown in table (5).

**Table (5): The weighted means and their percentile weights of the psychological rebellion scale in ascending order and turn problems into subjects for counseling sessions according to their priorities**

No.	Nos. of items	Items	Arithmetic mean	Standard deviation	Title of the session
1.	2	I disagree with my classmates in the dialogue	2.6400	0.83509	Arts of conversation
2.	3	I refuse to apologize to my classmate if I be asked	2.9400	0.78907	
3.	6	I hold on my convictions when I talk to my classmates	3.0300	0.86987	
4.	10	I insist on accompanying my classmate despite of my father's disapproval	2.8800	0.79493	Listening to other's advice
5.	12	I get angry about my parent's intervention in classmate's class	3.0800	0.82487	
6.	4	I get angry when my freedom is threatened	2.8800	0.91320	Doing desired behavior
7.	5	I refrain from doing what my classmates ask me to do	2.6700	0.93263	
8.	11	I am characterized by the control over my classmates	2.9400	0.80177	

9.	13	I resort to inciting my classmates if my right be taken away	2.8200	0.95748	
10.	14	I am willing to do anything if I feel injustice	2.8700	0.86053	
11.	1	I confront my classmates who hold on their opinion	2.7300	0.83913	stubbornness
12.	7	I feel great when I disagree with my classmate	2.8000	0.86457	
13.	8	I break the rules of uniform	2.6400	0.90476	Adherence to order
14.	9	I feel happy when my classmates encourage me to break the rules	2.6500	0.86894	
15.	15	I incite my classmate mass absence	2.8000	0.88763	
16.	16	I incite my classmates to riot at the school	2.700	0.91954	

**Third:** identification of objectives: is to reduce the psychological rebellion among female students by using the feminist therapy. To achieve this objective, specific objectives were set for each counseling session in line with the subject of the session.

**Fourth:** identification of activities and events that achieve objectives: the researcher prepared the contents of the counseling session by making use of previous studies that explained the feminist therapy. The counseling sessions were set at (7) sessions, one session per week. Each session took (45) minutes,

and a number of activities (techniques) were used in accordance with the feminist therapy.

**Fifth:** evaluating the results: the female students were evaluated at the end of each session to identify their understanding of the session by summarizing its subjects and showing the most positive and negatives points of it.

**Sixth:** home training: to give the female students an opportunity to experience the newly learned behavior in realistic life situations and its results lead to



promote the continuation of that behavior which indicates their psychological rebellion reduction.

**Seventh:** final evaluation: is the extent of change in the experimental group members after applying the feminist therapy which appears through the post-test.

**A counseling session model: the arts of conversation**

Subject	Arts of conversation
Needs related to the subject	<ul style="list-style-type: none"> <li>- To identify the causes of not using the arts of conversation.</li> <li>- To train the female students to use the arts of conversation.</li> </ul>
General objectives	Training the female students to use the arts of conversation, and recognizing the ways of learning these arts.
Specific objectives	Teaching the female students the arts of conversation such as listening and dialogue skills.
Strategies	Empowerment/ books therapy
Provided activities	<ul style="list-style-type: none"> <li>- Discussion about homework of the previous session, and honoring the female students who have done their homework well.</li> <li>- Training the female students to use the arts of conversation.</li> <li>- Training the female students to use (empowerment and books therapy) to learn the arts of conversation.</li> </ul>
Structural evaluation	Allowing the female students to express their views about the session and judgment of to what extent their acquiring necessary skills for the arts of conversation.
Home training	The researcher asks the female students to use the arts of conversation with family and friends.

**Objectives analysis:**

**First:** identifying the psychological rebellion among female students in preparatory stage: to achieve this goal, the T-test was used for one sample to identify the psychological rebellion of the sample, as shown in table (6).

**Table (6): The value of the T-test for the difference between the mean scores of the sample and the hypothetical mean of the psychological rebellion scale**

The sample	Arithmetic mean	Standard deviation	Hypothetical mean	T-test value		Degree of freedom	Level of significance
				calculated	tabular		
100	43.8	1.13614	40	34.239	1.98	99	function

After applying the psychological rebellion scale to a sample of (100), the arithmetical mean is (43.89) by the standard deviation (1.13614) with the hypothetical mean (40). After using the T-test for one sample, it is shown that the calculated T-value is (34.239), indicating that the difference is statistically significant because the calculated value is higher than the tabular value of (1.98) at level of significance (0.05) with degree of freedom (99), that is, the difference is in favor of the sample mean, indicating that the samples have psychological rebellion, as shown in table (6).

**Second:** feminist therapy of female students in preparatory stage: this objective was verified by the following hypotheses:

- 1- **First hypothesis:** there are no differences of statistically significant in the psychological rebellion of the female students (experimental group) who were exposed to the feminist therapy in the pre- and post-test, as shown in table (7)

**Table (7): Wilcoxon value to identify the differences between the pre- and post-test of the experimental group**

Group	Comparison	No.	Arithmetic mean	Standard deviation	Total ranks	Ranks mean	Wilcoxon value		Level of significance 0.05
							Calculated	tabular	
Experimental	Pre-test	10	51.10	5.021	55	5.50	0	8	Function in favor of the post-testing
	Post-test		35.10	2.998	0	0			

In order to verify this hypothesis, Wilcoxon test was used to identify the significance of differences between the pre- and post-test. It was found that the calculated value of Wilcoxon of (zero) was smaller than Wilcoxon tabular value

of (8) at the level of (0.05), indicating that it was a statistically function. That is, there were significant differences between pre- and post-test of the experimental group to which the

counseling program was applied and in favor of the experimental group, as shown in table (7).

2- **Second hypothesis:** there are no differences of statistically significant in the psychological

rebellion of the female students (control group) who were not exposed to the feminist therapy in the pre- and post-test, as shown in table (8)

**Table (8): Wilcoxon value to identify the differences between the pre- and post-test of the control group**

Group	Comparison	No.	Arithmetic mean	Standard deviation	Total ranks	Ranks mean	Wilcoxon value		Level of significance 0.05
							Calculated	tabular	
control	Pre-test	10	49.60	6.603	31.5	5.25	23.50	2	Non-function
	Post-test		49.20	4.185	23.5	5.88			

In order to verify this hypothesis, Wilcoxon test was used to identify the significance of differences between the pre- and post-test. It was found that the calculated value of Wilcoxon of (23.50) was greater than Wilcoxon tabular value of (2) at the level of (0.05), indicating that it was non-function, which means that there were no significant differences between pre- and post-test

of the control group to which the counseling program was not applied, as shown in table (8).

3- **Third hypothesis:** there are no differences of statistically significant in the psychological rebellion of the female students of the two groups (experimental and control groups) in the post-test, as shown in table (9).

**Table (9): Mann-Whitney value for the sample mean to identify the differences in the post-test between the two groups**

variable	Group	No.	Arithmetic mean	Standard deviation	Total ranks	Ranks mean	Mann-whitney value		Level of significance
							calculated	tabular	
Post-testing psychological rebellion	experimental	10	35.10	2.998	55	5.50	0	23	Function in favor of the experimental
	control	10	49.20	4.185	155	15.5			

In order to verify this hypothesis, Mann-Whitney test was used for mean sample to identify the significance of differences between the pre- and post-test of the two groups (experimental and control). It was found that Mann-Whitney calculated value of (zero) was smaller than Mann-Whitney tabular value of (23) at the level of (0.05), indicating that it was a statistically function, which means that there were significant differences between the post-test of the experimental group who was exposed to the counseling program,

and in favor of the post-test of the experimental group, as shown in table (9).

**Third:** the effectiveness of feminist therapy in reducing the psychological rebellion among female students of the experimental group is equal to or greater than Blake's Ratio of (1.2). The researcher calculated the Modified Blake's Gain Ratio in measuring the psychological rebellion of the experimental group for the pre- and post-test, as shown in table (10).

**Table (10): Modified Blake's Gain Ratio in measuring the psychological rebellion of the experimental group for the pre- and post-test**

Scale	Group	Practice	Arithmetic al mean	Final degree	Modified Blake's Gain Ratio
psychological rebellion	experimental	Pre- test	51.10	64	1.490
		Post- test	35.10		

Modified Blake's Gain Ratio (effective)  $\leq 1.2$

By noting the table above, the Modified Blake's Ratio in reducing the psychological rebellion of the experimental group who used the feminist therapy is (1.490), which is greater than the Modified Blake's Gain Ratio (1.2), indicating the effectiveness of feminist therapy in reducing the psychological rebellion among female students in preparatory stage.

**Conclusions:**

- 1- It is shown that the psychological rebellion among female students in preparatory stage is an expression of rejecting reality and a means of expressing the unacceptability of restrictions and norms of society.
- 2- The feminist therapy is one of the most effective means of reducing psychological rebellion because it is based on giving women freedom within the framework of society so that they

have an effective role in authority without the need for rebellion to achieve demands.

**Recommendations:**

- 1- The researcher recommends parents to use sound methods of family and social upbringing, and provide responsible freedom for their children in order to satisfy positively their needs for importance and esteem.
- 2- To make the feminist therapy within the curriculum of training and development for educational counselors for its importance in modifying the behavior of female students at school.

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