

The Effect of Therapeutic Program in Improving Victim's Mentality in a Sample of Female Students in the Education College for Girls - University of Baghdad (sample)

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Abstract

The research aims to identify the impact of a therapeutic program on improving the victim's mentality in a sample of female students of the College of Education for Girls / University of Baghdad, to achieve research objectives, a scale of the victims mentalities, where sincerity and persistence was extracted and was applied to students of the College of Education for Girls at the University of Baghdad.

A group of female students were identified of which they obtained the highest grades according to the victim's mentality scale, and divided into two groups control and experimental, the experimental group underwent a therapeutic program that was built according to the behavioral cognitive theory.

The program consists of (14) treatment sessions applied over (7) weeks. Statistical analysis of research hypotheses showed the effectiveness of the therapeutic program in improving the mentality of the victims in a sample of students of the College of Education for Girls / University of Baghdad.

1- Introduction

Individuals are exposed to many positive and negative experiences, and each individual deals with his problems in his own way, and controls the course of his life without any obstacles or problems, but some may have a big problem, by sliding into thinking of themselves as victims and feeling sorry for themselves, they feel that they have no control over their lives and the world seems to be against them, and if they face a problem, they have no ability to take any action, beside feeling sad and sorry for themselves, it is usually the victim's feeling that the events of life are out of control, loss of ability to control them or even the ability to change. They soon come up with some questions, "Why do negative things happen to me" or "why me", and they always have an excuse for themselves for anything that does not match their desires in life, while ignoring any means that may change their position or improve their chances (Abd, 2018).

People who live as victims, believe that nothing is right, and that problems are inflicted on them wherever they go... They do not invent things but on the contrary, there is a proportion of the truth in their stories, as such those who do not have the mentality of the victim when faced with obstacles they deal with them and continue to live, while those who have the mentality of the victim, they are unable to do so, therefore, their negative outlook on life, each setback turned into a monumental drama, even their way of receiving information causes confusion and anxiety, this way of thinking is probably due to the nature of perception and the irrational way of thinking, which is adopted by the person and his interpretation of events around him, where (Albert Ellis) thinks: " There is a range of irrational ideas and beliefs, and the subsequent assumptions are responsible for most emotional disorders. This is

because when people accept the turmoil and perversions of irrational ideas. They tend to become oppressed - aggressive - defensive - worried - guilty - ineffective - self-described - unhappy, if they try to help themselves to get rid of those irrational thoughts, they cannot fall victim to emotional disturbances "(Ellis 1975, Taher, 1995), so researchers focused their efforts on helping these people by building outreach programs and remedies.

Treatment programs have been used for more than 40 years, to treat many behavioral and cognitive problems experienced by individuals, McKinham suggested behavioral cognitive methods to treat many problems such as anxiety, depression, frustration and lots of cognitive behavioral problems.

As Kendall and Mendel (Kendall & Mindel, 1995) pointed out, the cognitive trend focuses on how to interpret experiences, rather than focusing on the experience itself, it is used to change the confused cognitive experience. Therefore, the cognitive trend has been demonstrated through many previous studies, it is effective in reducing overall life problems, as in the study of Barkiey (1992) and the study of Muhammad (2013). So, the researcher wondered about the effectiveness of the therapeutic program in improving the victim's mentality for a sample of students of the College of Education for Girls at the University of Baghdad.

2- The Importance of the Study:

The importance of this research stems from the importance of the study segment, who are the university students who have the most caring and nursing in all societies because they are the foundation of the future and the hope on which the aspirations of countries are based. They have the energy to change, due to the potential powers and abilities they have, which make them capable of overcoming any problems and obstacles they face, and if one solution did not work, they will retry many times until they succeed with minimum loss. On the other side, the individuals who hold the victim mentality, they feel weak when facing the crisis, blaming people around them and they don't take responsibility for their actions, therefore they are considered a great loss to their societies, therefore, understanding the victim mentality, knowing how to deal with them, and helping them will assist them to find appropriate solutions to their problems and will invest their energies and abilities for themselves and the community they belong to.

On the other hand, the importance of the current study stems from the relative novelty of the subject, due to the lack of researches and studies that deal with the psychological mentality of the victim and the scarcity of therapeutic programs that seek to develop the skills necessary to improve the victim's mentality. This study may provide researchers with the basis for building a therapeutic program that includes many skills and strategies that help to improve the victim's mentality.

3- Objectives of Study:

The present study aims to:

- Recognition of the therapeutic program effectiveness to improve the victim mentality in a sample of students of the College of Education for Girls / University of Baghdad.

By investigating the validity of the following hypotheses:

- The first hypothesis: There are no differences of statistical significance at the level of (0.05) in the victim mentalities in the experimental group on the victim scale after applying the therapeutic program.
- The second hypothesis: There are no differences of statistical significance at the level of significance (0.05) between the mean scores of the experimental group and the control group that did not receive the therapeutic program.
- The third hypothesis: There are no differences of statistical significance at the level of significance (0.05) between the mean of the control group in the pre and post tests on the Victim's Mental Scale.

Limits of the study:

This study is specific to the students of the College of Education for Girls / Department of Quran Sciences and the Department of Educational and Psychological Sciences at the University of Baghdad for the academic year (2017 - 2018).



4- Terms of the study:

The mentality of the victim

Defined as follows:

- A psychological term that refers to a kind of mentality that seeks to feel persecuted in order to attract attention and avoid self-responsibility. They believe that life is beyond their control and that others intentionally do harm to them. This belief leads to constant blame of others (Mateo et. al.).
- A personal trait that tends to make the person consider him or herself, a victim of negative acts from others. Since the victim thinks, speaks and acts as if it is, even in the absence of evidence (Edberg, 2006).
- A gained Personal behavior gained reinforced by the individual who feels the benefits of this role, whether consciously or unconsciously, to play the role of the victim in his thinking and behavior and build his speech and the evidence on this basis, even if it does not seem logical enough (Saad, 2014).
- A personal feature that points the finger at the circumstances or people when they have problems, or do not achieve what they want, and the source of this behavior, the feeling of inability to face the problem or solve it, and the easiest way is to blame others and hold any external circumstances responsible for what happens to them. (Sharks, 2015).
- A term that refers to individuals who refuse to take responsibility for their behavior and actions, they unconsciously choose to be victims, have a permanent sense of betrayal, negative emotions are dominant in the personality, and these feelings are (fear, anger and guilt) (Manfred, 2012)
- A pattern of personality complaining of bad events that occur in their life because of uncontrollable conditions, believing that nothing is okay and problems are caused wherever they go.
- The victim's mentality is defined as procedural: it is the total score obtained by the respondent to the victim's mindset prepared for this study.

5- Therapy program

Procedurally, it is defined as the program prepared by the researcher in order to improve the victim's mentality, which was based on behavioral cognitive theory, and her treatment sessions included the following strategies: Cognitive reconstruction, self-directed talk, Emotional discharge, educational lectures and discussion.

Theoretical framework

In this life, there are many people who consider themselves victims, which makes them feel little, and they do not have control over their circumstances. This category always invokes repetitive phrases such as "I did not commit any guilt, but the reason for this is that person", meaning that they tend to blame others for the problems and difficulties they face, they think they are too weak to be able to change their circumstances and often assume the others responsibility. From the above, we can recognize that the victim's feeling comes from the belief that he/she is unable. This belief comes in several ideas that continue to be repeated, such as "I cannot get what I want" or "I cannot trust anyone" or "Life is difficult" (Manfred, 2012).

The victimized person realizes that he is victim based on the extent of exhaustion and weakness that is caused by this feeling, so the sufferers of the victim mentality are more likely to exacerbate the problems they find themselves in thus making the situation worse, and what makes their situation worst is that they are difficult to deal with, because of the disastrous outlook they adopt, and the exaggeration for everything that happens to them, because they believe in their inability to control, therefore, according to their mentality every bad or negative result in their lives is due to people or positions beyond their control (Mateo et al.), and every effort to help them or provide a solution to their problems, is met with a variety of reasons for the failure of proposals, some of these reasons are very innovative (to appear that their problems are unique and impossible to resolve), they will make an effort to prove that the helper is wrong in his action.

People who have a victim's mentality are aggressive and negative in their interactions with others. This aggressive negative mode is an innovative and indirect way to get what they want, and they have difficulty recognizing their anger directly because of the way they feel for themselves, so they are



willing to meet others' demands superficially but they are experts in their passive resistance (Manfred, 2012).

The blame is part of the victim's repertoire, and although their actions are responsible for any situation, they find themselves in, they are gifted with excuses for not succeeding (Al-Sharkh, 2015).

They have their own way to get what they want, since they make the people who they deal with feel guilty through different kinds of emotional blackmail. They are oppressors, angry, withdrawers, saboteurs, and always have excuses to justify their behavior. Beside they are welcoming the process of being hurt and attracted to problems and complex situations and relationships.

They have a fixed and consistent behavioral pattern, in extreme cases, gambling, alcoholism, excessive smoking, drug abuse, sexual addiction, self-mutilation, and in severe cases they have such negative feelings that could lead to suicide.

6- The Victim, the Aggressor and the Savior Cycle

The mindset of the victim sees the world as a dangerous place, and they must be prepared for the worst, and with their negative perspective on life they know how to contact others to seek help and rescue. This is done with their talent to drag others to their emotions and appear as victims dramatically and the next moment they turn into aggressors to hurt people who are trying to help them.

It seems like they welcome others to help them, to prove that the rescue operation is futile, by claiming that "the efforts of the person who was supposed to save them are in fact destructive to them", this proves the truth of their expectations, and their negative beliefs. So the people who suffer from the mentality of the victim, do not have clarity which determines why they followed this way, they also do not have the vision for the reasons for their self-destructive behavior, even when the reasons are obvious and the optimization methods are available, they do not want to hear what is being said.

They seem to prefer to be in the midst of confusion, and this makes their behavior puzzling and angering and provocative, it is also difficult to ignore the cries for continued assistance, Although the help lasts for a very short time "like mosquitoes in the fire "(the helpers are burned), any effort by the savior will be ignored or underestimated,

Therefore, we find rescuers frustrated, we will find them walking out of the subject and away, of course, the question will be why they ask for help, and not to take it... The answer may be: attention only, where any negative attention would be better than non-attention, we note that the victim mode becomes a relational mode – as it is a useful activity to confirm their lives, from the point of "I am so miserable then I exist".

7- Attributes of those who possess the victim mentality:

- Gives up his/her own responsibilities: where the victim focuses all their attention in perfecting their victim role... as such giving up on their personal responsibilities, behavioral responsibilities, mistakes and even personal decisions. Thus, extracting themselves from responsibility by putting the blame on others.
- Blaming others: for a problem the victim him/her self greatly contributed to.
- Believing that others always have better luck and happiness; and they constantly repeat the question "why don't I have what others have".
- They get short-term happiness from feeling sorry for themselves; that is by gaining pity from others, and getting sympathy by telling stories and over-exaggerating other people's negative actions (for example: gossiping)
- They engage in complicated and convincing arguments which support their thoughts; which the use to convince themselves and others of the state of victimhood they are in.
- They have a tendency to focus on the negatives in every situation rather than the positives.
- Self-Confined: unable to think of the logic of others in any situation faced.
- Defensive: During the conversation he/she reads negative intentions that do not exist in any neutral question and reply by appropriate accusations which prevent a collective solution of problems and instead causing an unnecessary conflict.



- Classification: The tendency to classify other people into two good and bad, without a gray zone between them.
- Unintentional: unwilling to take risks and exaggerating the importance of potential negative outcomes.
- Demonstrate disability: they have a reduced ability to accomplish an action or influence a situation.
- Tendency: to reject suggestions or constructive criticism from others who listen to him and care about him.
- Lower self-esteem reduces the value of oneself.
- Speak language phrases, for example: I cannot... I do not know... must.
- Justifying aggression against others, by believing that they are bad and deserve it.
- Negative view: They have a belief that the world is bad, and nobody can trust anyone.
- Complaining: Expressing many complain and dissatisfaction and harassed by others.
- Supplicant: Supplication to others to meet their demands and adopt the sentence (you are the only one who can help me).
- Victim minded: The victim minded people goes to extremes for revenge, for example (destroying private property and falsely accusing another person of responsibility).
- Aggressor: Stimulate the aggressive behavior of others and minimize their role in it.
- Failure: to complete tasks, they prepare themselves for failure, because of their negative self-esteem.
- Refusal: They refuse opportunities for pleasure, or they resist to acknowledge their enjoyment (Davies, 2012) (Maciel, 2018)

8- Problems experienced by those associated with the victim's mentality people:

- Unemployment and job dissatisfaction, people with a victim's mentality have the potential and skills but miss opportunities because of excessive fear of risk, fear of being unable to deal with something new, or inability to take responsibility.
- Obesity, dissatisfaction with current weight, access to a more appropriate weight through small adjustments is possible, but there are always obstacles to these changes, the victim's mentality has a lot of shady and exaggerated ideas, and find a lot of justification attributed to the cause of obesity (Edberg, 2006)

Gains gained by the victim's mentality persons:

- 1 – Attention: Get attention from others and get the feelings that he asks; "when others are worried about him."
- 2- Attempts of assistance appear but do not last as long as people are tired of their complaint.
- 3 –Does not take responsibility for making risky decisions, avoiding failure or rejection.
- 4 - Does not take heavy responsibilities, so the easiest option, is not to take responsibility.
- 5 - Get a good feeling when he/she feel they are a victim, so others are bad and they are right, this leads to a sense of pleasure.
- 6 - Raise attention and get support from others (Saad, 2014).

9- Explanatory theories:

9.1 Personal theories:

The victim's personality person, is viewed that it is no different from the dimensions of Neurosis and psychotic personality, since the Neurosis Personality is characterized by emotional imbalance, and the tendency to acquire personal qualities and behavior is fragile and unstable, while complaining a lot of pain and suffering, were psychotic personality, always blame others, and does not find it embarrassing to declare his anger and hostility towards others, refusing to accept any personal responsibility for the events, but those who adhere to the victim mentality combines the Neurosis and psychotic personality, where he is angry one day and emotionally collapses another day, therefore, it is not fair to say that the



three mentalities are fixed in the individuals, but tend to change and interact with the surrounding environment conditions on an ongoing basis. (Altamimi, 2015)

9.2 Cognitive view:

Mathews (2011) believes that the belief system and cognitive construction of a person with a victim's mentality contains key points:

- Life is difficult.
- Do not tire yourself and get up, you will fall back anyway.
- Beware of the scammers that they are everywhere lurking in you.
- No one can be trusted.
- I cannot do it.
- Others cannot imagine how difficult it is on you.
- Everyone is aiming to harm me.
- Others are stronger and smarter than me, and worse.

This system of beliefs aims not only to protect the person, but even prevent him from any real experience in life that may cause him pain or difficulty, and that taking any step is just an unnecessary great risk, then it is best to step aside. It also identifies all crises and difficulties in his life by playing the victim's role as a survival strategy, preferring not to recognize that life is a long battle, and that the ambitions and hopes of one may afflict or disappoint, and in his view, then why not avoid all this chaos and always be a victim.

He will not stop complaining and moaning about the difficulty and cruelty of life, and that any help will be met with a long list of "Yes", but at times he pleads with you to help him and when you do he will start blaming you and may reject everything you offer.

Those who have the victim's mentality suffer from deep sadness. This sadness is often associated with real trauma and difficulties in childhood. It may suffer from a real tragedy and thus lead to the unconscious role of the victim. However, the victim's mentality is not related to those difficulties and challenges, but his mentality is based on empathy and being one with the idea of being victim in itself and that this unconscious identification in the concept of the victim insists that the person can only be a victim, and builds his life on the basis of ideas and feelings that confirm that he is a victim even if the reality is quite the opposite (Mathews, 2011).

Learned Helplessness: Helpless reflects the lack of the number of attempts as a result of the individual's belief that whatever he tried will not succeed and will not reach a result, in the sense that the person after a series of experiences in which he sees that his response does not change anything of the result, he learns that he cannot control the causes of the results, therefore, he has a tendency to prefer not to exert effort, and Prefer being negative rather than being positive, and when the individual grows in anticipation that a number of events are uncontrollable, this will act as a factor in the conduct of helpless, as a result of the individual's perception that he is used to failure, and the futility of his attempts, and thus falls victim to himself, this is done with reluctance for any attempt or effort, when faced with problems in different life situations. (Selgman et al,1978).

10. Previous studies:

Aquino and Bladfield (2014) study aimed to define the role of the variables (functional class, aggressive characteristics and negative feelings) of employees and their role in predicting individuals who believe themselves as victims. The questionnaire was used for a sample of 350 employees in 15 government departments, randomly choosing 5% of the employees, from which 180 questionnaires were approved for their complete responses. The study concluded that the functional level did not significantly affect the individual's belief of being a Victim, while those who have high aggressive behavior and negative feelings were seen and believe themselves as victims.

While the study of Aquino et al (1999), was designed to identify Effects of Negative Effectiveness, the functional degree, and self-determination in the composition of the victim in the workplace. The research sample consisted of 490 employees in the public sector. Were 76% of the sample was subjected

to statistical analysis. In order to measure negative effectiveness, the Clark and Tellgen scale (1988) was used consisting of ten paragraphs describe negative feelings such as fear, annoyed, guilt, in which the measurement of the characters and not the mood. The respondents were asked to determine their functional grades, and to measure the self-determination of the victim, the (Spreitzer) scale consisted of (14) paragraph, and the study showed that the staff with negative effectiveness view themselves as victims, also those who have little feeling of self-determination see themselves as victims also. The study also revealed that there is no positive correlation between negative efficacy and the individual's perception of himself as a victim for those of high degree of employment, while there is a positive correlation between negative efficacy and the belief that he is a victim of low-grade employees.

10.1 Discussion of studies:

In the two studies found by the researcher had the employees as the study sample, while the current study sample consisted of university students. The scales used in the first study were based on a questionnaire, while the second study used a scale prepared by the researcher, and in this study the researcher used a scale prepared by herself.

The two studies have found that those who have negative feelings, those who do not possess self-determination and those who have aggressive behavior, think that they are victims of others; and there is a positive relationship between the lower job rank employees and those who think themselves are victims.

11. Study Methodology:

The researcher used semi-experimental design when analyzing the results of this study, using the appropriate statistical methods when responding to the hypotheses of the study.

11.1 Method and procedures:

Research Community:

The research community is determined by the students of the Faculty of Education / University of Baghdad / third year in the academic year (2018-2017). Accordingly, the female students in all sections of the Faculty of Education for Girls numbered (965).

11.2 Study sample:

The following procedure was used to choose the study sample.

- Victim Mentality Scale was applied on third year students in all College of Education for Girls sections.
- Quran science and educational and psychological sciences departments were selected, because of the appropriate number of students who have obtained low grades on the Victim Mentality Scale.
- After applying the Victim Mentality Scale test on the student; (24) students who scored (45) or higher from the above-mentioned departments were chosen.
- The study sample was divided into two group:
- The experimental group: consisted of 12 students from the department of education and psychology sciences, who participated in therapeutic program for (7) weeks on the basis of two sessions per week, each session lasted (60) minutes, a pre and post-test were applied to measure victim mentality.
- The control group: consisted of (12) students from Quran Science department, they did not participate in the therapeutic program, and they were also subject to receive a pre and post-test to measure victim mentality.
- The existence of parity of the experimental and control groups in some variables has been shown for the possibility of their effect as extraneous variables on the experimental variable. And parity was applied at the level of victim mentality between the two groups of experimental and control groups as shown in table (1).

Table (1)



Mann-Whitney Test results to identify the difference in the victim mentality between the Control and Experimental groups in the pre-test

Sig.	sig	U Value		Control group		Experimental group		No.
		tabular	calculated	level	degree	level	degree	
Not sig.	0.05	37	60.5	22.5	45	22.5	45	1
				13.5	43	19	44	2
				8.5	42	3	40	3
				5.5	41	19	44	4
				19	44	13.5	43	5
				5.5	41	3	40	6
				24	47	1	36	7
				19	44	13.5	43	8
				19	44	13.5	43	9
				13.5	43	8.5	42	10
				3	40	8.5	42	11
				8.5	42	13.5	43	12
				161.5		138.5	Total levels	
13.46		11.54	Average level					

From table (1), the calculated Mann-Whitney value is equal to (60.5) which is more than tabulated value equal (37) and its significance at level of (0.05) with Degree of Freedom (DF) equals (12-12), which means that there is no differences between the experimental and control groups in Victims Mental Health.

11.3 Study tools:

• Victim's Mental Scale:

In order to prepare a tool to measure the mentality of the victim, the researcher reviewed the previous psychological and cognitive literature related to the victim mentality in general and the previous studies. The researcher found that the previous studies were applied to a sample of employees. The measures were open questions. Therefore, this required her to build a measure for Victim Mental Health.

The theory of knowledge and Matthews (2011) was adopted in order to interpret the victim's mentality. The scales were constructed according to the following procedures:

- Two open questions were directed to the students in girls education college, and the questions are as follows:
 - Do you feel that you are a victim of the actions and behavior of others?
 - What are your feelings about these actions and behaviors, and what are you doing about it?
- The theoretical literature of the victim's mentality has been used to help forming some paragraphs, which represent the characteristics of the victim's mindset and its behavior.
- Margetson Scale had been checked out; do you live the mentality of the victim?
- When preparing the questionnaire paragraphs, (30) paragraphs, it was considered to be in a clear and understandable manner, and each contain one idea only.
- The paragraphs of the scale were presented in its preliminary form to (10) arbitrators who are specialized in the field of educational psychology science, they were asked to express their opinion in the scale paragraphs and the extent to which they achieve the research objectives. In light of the arbitrators' answers to the clauses of the scale, the proportion of the agreement was approved to be (80%). If this percentage was obtained or higher, the paragraph was adopted, but if it received less than that percentage, it was deleted or amended.



11.4 Preparation of instructions for the scale:

- easy to understand: It has been taken into account that the instructions of the scale are prepared so as to be easy to understand, capable of delivering what is required, and the purpose of the scale was explained and how to answer, by setting an example showing how to answer.
- Scale correction: in order to obtain the total score, each paragraph has two alternatives: (yes) with two points, and (No) with one point, so the total score was calculated on the basis of total sum on all the questionnaire paragraphs.
- Since the number of paragraphs of the scale are (30) paragraph, the highest score would be (60) and the lowest score is (30) and the degree of neutrality is (45), Which represent the assumed average on which those with a victim's mentality were diagnosed, so if the respondent receives this degree or higher, this indicates that the respondent had the victims' mentality?

11.5 Statistical analysis of the victim's mindset

Discriminatory power (the two extremist groups):

For the purpose of extracting the discriminatory power of paragraphs, The questionnaires of the members of the research sample (199) were arranged in descending order from the highest grade to the lowest grade 27% of the highest scores were selected and (27%) of the forms with the lowest grades to represent the two extremist groups, In light of this ratio, And by extracting the value of Kai Square and the value of alpha To calculate the significance of differences in the upper and lower groups of each paragraph, the results showed that all paragraphs were distinct because the calculated values of Kai are higher than the value of the ki-tabular (3.84) at the level of significance (0.05) freedom (1), except paragraphs (5,14) the results showed that they were not suitable as such the paragraphs of the scale became 28 paragraphs as shown in table (2).

Table (2)
Discriminatory power

No.	High group		Low group		Chi	Phi value	Sig.
	1	2	1	2			
1	32	22	50	4	16.41	0.39	Yes
2	16	38	44	10	29.40	0.52	Yes
3	31	23	48	6	13.62	0.35	Yes
4	3	51	21	33	17.35	0.40	yes
5	21	33	20	34	0.39	0.19	No
6	21	33	28	26	1.83	0.13	yes
7	21	33	42	21	16.80	0.39	yes
8	10	44	19	35	3.85	0.18	yes
9	8	46	46	8	53.48	0.70	yes
10	11	43	43	11	37.92	0.59	yes
11	4	50	23	31	17.82	0.40	yes
12	11	43	33	21	18.56	0.41	yes
13	14	40	38	16	21.36	0.44	yes
14	12	42	12	42	0.00	0.00	Not sig.
15	11	43	26	28	9.25	0.29	yes
16	27	27	48	6	19.24	0.42	yes
17	18	36	42	12	21.60	0.44	yes
18	8	46	34	20	26.33	0.49	yes
19	6	48	19	35	8.79	0.28	yes
20	19	35	43	11	21.81	0.44	yes
21	21	33	33	21	5.33	0.22	yes



22	21	33	33	21	5.33	0.22	yes
23	20	34	44	10	22.09	0.45	yes
24	13	41	42	12	31.15	0.53	yes
25	37	17	49	5	8.22	0.27	yes
26	37	17	53	1	17.06	0.39	yes
27	5	49	46	8	62.45	0.76	yes
28	9	45	30	24	17.69	0.40	yes
29	7	47	27	27	17.17	0.39	yes
30	31	23	48	6	13.62	0.35	yes

11.6 Scale authenticity:

Since the measure was prepared to measure the mentality of the victim in a sample of university students, this kind of authenticity is achieved through:

The relation of the paragraph to the total degree of the scale:

To extract the correlation between the degree of each paragraph of the scale and the total score, A correlation coefficient (Point Pacerial) was used, all of which were statistically significant at (0.05) when compared with the table value (0.14) and with freedom degree (198), Table (3) shows that:

Table (3)

The relation of the paragraph to the total degree of the scale

Para.	Coloration coefficient	Para.	Coloration coefficient
1	0.339	16	0.322
2	0.398	17	0.385
3	0.278	18	0.362
4	0.328	19	0.303
5	0.021	20	0.349
6	0.123	21	0.232
7	0.322	22	0.218
8	0.202	23	0.377
9	0.534	24	0.411
10	0.418	25	0.256
11	0.299	26	0.310
12	0.346	27	0.572
13	0.402	28	0.300
14	0.163	29	0.372
15	0.203	30	0.147

• Stability of the scale:

In order to extract the stability of the scale, the Alpha Kronbach equation was applied, where it is equal to (0.82). This value is suitable for the stability of the scale.

12.Second: Therapeutic program:

The researcher prepared a therapeutic program to improve the mentality of the victim, based on theoretical literature and previous studies. The researcher adopted the cognitive behavioral theory in building the program, for the following reasons:

- The cognitive behavioral theory holds that individuals have the potential to grow and achieve themselves, and that this possibility facilitates their ability to replace irrational ideas with rational ones.
- This possibility facilitates and helps the facilitator with what he needs to facilitate change. In addition, the leader who adopts cognitive behavioral therapy is a teacher capable of teaching, confronting, challenging and encouraging logical thinking and awareness of irrational ideas.

- And the possibility of training patients with new experiences and experiences in the form of homework (Cory, 2013).

In constructing the remedial program, the researcher relied on the system of planning, programming and budget. This system is one of the most effective planning methods, as it seeks maximum efficiency, benefit and low costs (Al-Dosari, 1985).

12.1 The program included the following steps:

- Identifying the topics covered by the sessions/theoretical literature, previous studies.
- Selection of priorities / meetings order according to their importance and logical sequence.
- Defining the general objectives, and the specific objectives of each session.
- Identification of activities.
- Conducting sessions / group therapy sessions.
- Participants / clients and counsellors
- Evaluation includes: preliminary assessment, tribal testing, structural evaluation, direct observation and response to discussions, final evaluation represented by post-test and commitment to end of program.

To ensure the validity of the program, it was presented to a group of experts in the educational and psychological sciences to express their views and guidance in relation to the content of the session, objectives and the extent of appropriate activities related to the objectives and the time appropriate for each session. In this move, some activities were modified and others were added. Therefore, the program was ready to be implemented.

12.2 Procedures for research tools:

A- Steps to apply:

- Applying of a victim mentality measure on students of the College of Education for Girls / University of Baghdad, Department of Sciences of the Koran and the Department of Educational and Psychological Sciences, on (1st of March, 2018).
- Meeting with students who obtained high grades according to the victim's mental scale and to obtain their consent to participate in the program after the general and specific objectives of the program were determined on (5th of March 2018).
- The pre-test of the victim mentality measure control groups in the Department of Quranic and Experimental Sciences in the Department of Educational and Psychological Sciences.
- Implementation of the program activities on the experimental group on (7/3/2018) until (20/4/2018).
- The post-test of the victim mentality criterion was applied to the experimental and control groups on (21/4/2018).

B. program Application procedures:

When applying the program, the researcher adopted the following strategies:

- Lecture: identified by Zahran (1998) It is a method in which counselor assists the client and guide the victimized person to understand himself and understanding his abilities, readiness, understanding of emotions and motives of the behavior and factors influencing, and identify the sources of the problem to identify ways to solve, by choosing the subject of the lecture that is directly related to the faced problem.
- The group discussions: The discussion is based on continuous thinking and revision of misconceptions, with persuasion, as well as learning new ways to solve problems and achieve more realistic goals. The practical content of this procedure is the exchange of opinion and dialogue on the subject of the lecture, which will help in changing the misconceptions of group members to promote communication between members of the guidance group.

- **Role play:** It is represented by different positions in a dramatic way, for the members of the group, were roles could be reversed, that is, the members of the group exchange roles, as playing the role provides the opportunity to learn, identify and training on possible solutions in certain situations, including many aspects of social learning, and one of its most important features is the opportunity to express freely, honestly and spontaneously of the group members (Schaefer and Melliman, 1996).
- **Social reinforcement:** This procedure includes praise to the participants by the counselor when mastering the desired behavior and must be taken into account that the response sought will be formed gradually through praising, and these enhancers have many advantages of the natural stimuli and can be provided after the behavior (Khatib, 1995).
- **Cognitive reconstruction:** Emotional disorders are assumed to be the result of non-adaptive modes of thinking. The task of the counselor is to reconstruct the cognitive aspects of non-adaptation (Granvold, 1994). This strategy focuses on identifying irrational rational beliefs, negative expressions and ideas, and replacing them with rational beliefs and ideas (Cormier and Cormier, 1991).

The steps of cognitive reconstruction are as follows:

- Provide logical justification for treatment.
- Identify the ideas of the client in the situations of the problems.
- Introducing and practicing adaptive ideas (moving from negative (self-destructive) thoughts to positive adaptation ideas.
- Presenting and the practice of self-reinforcing sentences.
- Homework and follow-up.
- **Training:** which is exercising the skills required and encouraging participants to apply what they have learnt in similar life situations (Cory, 1982).
- **Self-directed conversation:** It is a cognitive strategy developed by Meichenbaum in 1974 to train on positive self-dialogue as an adaptive strategy, based on helping the client to focus on internal dialogue, since it is well acknowledged that individuals who have problems or who feel anxious about self-talk that contain negative phrases about themselves, because negative talk reduces self-confidence, destroys attempts to change behavior and impairs the individual's perception. The counselor shares with the client the identification of negative and defeatist self-statements, and then draws sentences and phrases that promote confidence needed by the client, in an attempt to change the negative automatic thoughts that reflect a misunderstanding of things, so the basis in the training to help participants to deal realistically with their experiences and change their thinking patterns, and this process need three stages:
 - Training the client on the identification of generated ideas that show a false perception of reality.
 - Training the client to deal with these ideas objectively and help them to perceive in a different way.
 - Correction of wrong and non-adaptive ideas, random conclusions, redundant generalizations, and intimidation (Granvold, 1994).

12.3 Problem Solving:

To develop an individual's ability to understand and think logically to solve problems, the following steps are required:

- Recognition and identification of the problem, and dealing with planning and organization, leading to understanding the problem and self and others.
- Determine the elements of the problem and what to do, which will lead to knowledge of the causal relationships of the incidents that are exposed to them.
- Generate the largest number of alternatives and possible solutions, for example: What will I do?
- Implementation of the plan and results evaluation.

12.4 Emotional discharge:

Emotional discharge is the expression of thoughts in mind, feelings and emotions expressed through playing roles and telling stories about previous events. Here, the role of the counselor is determined by facilitating the expression of those feelings and providing support. This will help the client to stand and



test the various emotions that were frequent at the time of exposure to previous positions and experiences.

The following is a brief description of the content of the program and illustrated in the following diagram:

Diagram (1)

Session title	Special target	Session execution
First session (Acquaintance)	1. Clarification of the overall objective of the program. 2 - Acquaintance.	Work on breaking the ice between the participants, through the art of acquaintance. Determine the location and dates for each counselling session. Confirming cooperation and commitment to homework.
Second meeting (Recognition)	1. The participants admit that they have wrong ideas. 2. Recognize that they are addicted to repeating phrases that reflect their victimization.	1-Form A is distributed to participants: <div style="border: 1px solid black; padding: 5px;"> Model (a) I admit I admit that I did not have the strength to change my life, and I can't control my issues, and I will control it now. I have to believe that I have the strength to change my life. I should believe that my choices are in my hands. I should be frank and express my fears and personal values. I admit to myself that I have sinned against others. I am fully prepared to be completely cleansed of my personal impotence. I am ready to receive help. I can make a list of the names of those who I hurt them. I am willing to fix things directly with those whom I hurt. I will continue searching for myself and admit when I made a mistake. I will seek self-development by meditating and praying to God to give me strength to continue to change my life. I promise myself to change and what I will accomplish is a goal for the last day of my life. </div> 2. Ask the participants to read the form. 3 - Discuss each paragraph and ask the participants to express the opinion of each paragraph, and the extent of their consent. 4 - clarification of the posts, that their faith in each paragraph, means the beginning of change. homework: 1 - Write a full page to write about: I am ready to change from this moment. 2 - Write the names of those who insulted them. 3 - How will you reconcile with these people?
3rd and 4th sessions (Cognitive reconstruction)	Learn how to recognize and discuss irrational ideas.	1 -Review the homework. 2 – instructor ask the participants: How do you see life? Is life harsh? Is life difficult? Is everyone busy crafting plots on you?



		<p>3. Many questions are asked, and all illogical ideas are devised and discussed with the participants.</p> <p>4 - Working to refute those ideas.</p> <p>5 - Make the participants refute their ideas through awareness that they are not weak or failed or exploited.</p> <p>6 - Work with the participants to be able to stop self-trial and look at their ideas in an objective manner.</p>
Fifth session (Negative self-talk control)	<p>1. Defining the impact of negative self-talk.</p> <p>2. Increase awareness of the impact of negative self-talk</p>	<p>homework:</p> <p>Asking for posts when you come up with an irrational idea, say to yourself, I'm not so ...</p> <p>Executing Session:</p> <p>1 - A brief explanation of what negative self-talk means.</p> <p>2 - The definition of posts impact of self-talk negative.</p> <p>3 - The guide refers to positive self-talk and how it affects the emotional and cognitive abilities and focus on the idea (the need to treat yourself in the same way you like to treat people in it)</p> <p>4 - Distribution of the model (B) control self - talk negative.</p> <p>5 - The guide explains the model, which contains four classifications:</p>

Session execution	Special target	Session title
6th Session Gratitude	Develop the sense of gratitude.	<p>Procedure:</p> <p>Showing a documentary about natural disasters and starvation in the world.</p> <p>Discuss film content with participants</p> <p>Asking the participants to compare themselves with the cases that have seen in the movie.</p> <p>Question the participants: who is better off if you? Or those you just watched.</p> <p>the result of the discussion to get participants to realize the fact that they are better off than the millions of people who are fighting for survival or for a living.</p> <p>Homework:</p> <p>Write a list of the blessings that God gave us.</p> <p>Write a list of the achievements obtained, during the previous four years.</p> <p>Reading the 9th chapter of the book (Let anxiety and start life).</p>
7th session Be Satisfied with the available situation	<p>Develop the sense of satisfaction.</p> <p>Develop the awareness that there are things of life you can't change whatever you do.</p>	<p>Review the homework.</p> <p>Discuss Chapter (9) of the book (Let anxiety and start life)</p> <p>Title of the chapter (be satisfied with current situation).</p> <p>Question to the participants, what did you deduce from reading this chapter?</p> <p>The group is divided into two parts, the first tells the story that appeared in the chapter, and the second tells what the characters did to face the and hardships of life.</p> <p>Reach a fact with the participants that there are things we lose in life and we cannot do anything about it, but we can accept the loss</p>

		and work to create other opportunities to make life more enjoyable to us... Homework: 1 - Ask the participants, to write the losses they encountered, what they have done back then, what they might do today regarding it.
8th session Emotional discharge	1 - Freedom from negative emotions. 2. Freedom from fear. 3. Freedom from self-pity. 4 - Refuting irrational ideas.	Review of homework: Asking participants to recount their past events, which made them feel as victims. The counselor provides moral support to each partner and encourages him to show negative feelings. Through the narrative of each story is useful to note down the negative ideas that appear during the narrative process. Make the participants support each other. Through the narration each participant can compare her status with the others, to reach a conclusion, that it is not only you who face problems and difficulties, and this will free self-pity feelings. homework: 1. Ask the participants to write the feelings that they encountered during the narration process.
9th session Volunteer work	1 - Make the participants think about others and stay away from self-centered. 2. Feeling of accomplishment and self-efficacy.	Executing Session: Homework Review. Watch the video of the work of good and results, available at: https://www.youtube.com/watch?v=XfM8VewNXug HYPERLINK " https://www.youtube.com/watch?v=XfM8VewNXug&t=4s "& HYPERLINK " https://www.youtube.com/watch?v=XfM8VewNXug&t=4s "t=4s 3. Discuss the content of the video. 4 - Question the participants if they had made charity work in the past? 5. What feelings did you have? 6. Focus of the dialogue on the results of good well work. 7. The participants are asked what they would like to offer for help and assistance, to which age category, children, adolescents, the elderly, etc. 8. Participants are directed to any volunteer work that suits their abilities and preferences. 9. Provide continuous support and support. homework: 1 - Planning for the idea of volunteer work and present it during the next session and then instantaneous it.
10th session Be positive	1- Training in positive reactions. 2. Break the complaint Whining cycle	1- homework review 2 - Show a short film (be positive) 3 - Discuss the content of the film 4 - Suggest actions can be a source of happiness and rejoicing for others. homework: List and document positive positions they have made.
11th & 12th sessions	Awareness of the need to take	1- Review of homework.



Take responsibility	responsibility for our actions	<p>2- The instructor asks questions such as: a student did not pass the exam, why?</p> <p>3- Listening to the opinions of participants, another question, a person with medicines and did not improve his health, why? waiting for answers from participants.</p> <p>4- participants reach the conclusion that: each person is responsible for the results of his actions and not someone else he is the primarily responsible.</p> <p>Homework: Write four situations, you felt that you are responsible for their actions.</p>
13th & 14th sessions Helping others	<p>- Awareness of the importance of helping others.</p> <p>- Feel the feelings of others.</p> <p>- Stay away from self-centered</p>	<p>- Review of homework.</p> <p>- Review the recommendations of the ninth session and the participation of all guided in the implementation of voluntary work, which was proposed by the guidance, and was voluntary work:</p> <p>Assist orphan care organizations in the preparation of meals, participate in recreational activities.</p> <p>Contribute to a popular campaign to organize and decorate the classrooms.</p> <p>Contributing to organizational work in the library of the College of Education for Girls.</p> <p>homework: _ Ask the participants to write their feelings regarding their participation in such voluntary work, whether those feelings are positive or negative.</p>
15th session Wrap up	<p>post Measure Evaluation of sessions.</p> <p>- Evaluate the expectations of the participants</p>	<p>homework Review</p> <p>Applying post victim's mental scale</p> <p>Ask the participants to evaluate all the sessions of the program, and what they benefited from everything that was provided to them.</p> <p>Mention the negatives and positives for all sessions of the program.</p> <p>Determine the proportion of their expectations of the program.</p> <p>Ensure communication between the guided and the guider.</p> <p>The conclusion by showing video presentation of their participation in the voluntary work and the presentation of comic clips made them, presenting a snack, in order to retain some memories for the program sessions and taking photographs.</p> <p>Closing, thanks to everyone for active participation.</p>

13.Reviewing and discussing the results

To identify the effectiveness of the therapeutic program in improving the victim's mentality, the following hypotheses were tested:

13.1 The first hypothesis:

There were no statistically significant differences at the level of significance (0.05) in the level of victim mentality in the group studied pre-post-applying of the treatment program.

The hypothesis has been validated using the Wilcoxon test for two interconnected samples pre and post-test, the average scores for the experimental group (42.08) were in the pre-test, but after applying the



program to the experimental group, the mean reached (33.92) degrees on the post scale, and The tabulated value is equal to 14 degrees at a level of significance (0.05) with equal freedom, the calculated value is equal to (0) which is smaller than the tabular value, which is equal to (14), this means that there is a statistically significant difference between the pre- and post-experimental tests of the experimental group, as illustrated by table (5):

Table (5)

The value of the (Lukoxin Test) for experimental group scores in the victim's mentality scale before and after applying the program

T	Test degrees		Differen ce	Differen ces level	Total posi tive levels	Total negati ve levels	W value		Sig .	Signific ant variant
	pre	post					Calculat ed	Tabulat ed		
1	45	30	15	12	78	0	0	14	0.05	Signific ant
2	44	35	9	9						
3	40	34	6	3						
4	44	35	9	9						
5	43	32	11	11						
6	40	34	6	3						
7	36	31	5	1						
8	43	36	7	5.5						
9	43	34	9	9						
10	42	34	8	7						
11	42	36	6	3						
12	43	36	7	5.5						
Mea n	42.08	33.92								
St.D	2.43	1.98								

13.2 Second Hypothesis:

There are no statistically significant differences at level of (0.05) between mean values for experimental and Control groups on the (victim mentality scale) after applying the treatment program.

The study used Mann-Whitney test for two independent samples, experimental group Mean value was (7.33) and Control group Mean value was (17.67) on the victim mentality scale, Mann-Whitney calculated value = (10) and its less than tabulated value = (17) at level of (0.05), that assure there are a statistically significant differences between experimental and control group, and the variance was in favor of experimental group as shown in table (6)

Table (6) Results of the Mann Whitney test to identify the difference in improving the victim mentality between the control and experimental groups in the post-test

T	Experimental group		Control group		U value		Mean	Significant variant
	Degree	Level	degree	Level	Calculated	Tabulated		
1	30	1	45	22.5	10	37	0.05	Significant
2	35	9.5	34	6				
3	34	6	41	17				
4	35	9.5	42	18				
5	32	3	39	16				
6	34	6	36	13				
7	31	2	36	13				
8	36	13	43	20				



9	34	6	46	24				
10	34	6	43	20				
11	36	13	43	20				
12	36	13	45	22.5				
mean		88		212				
St.D		7.33		17.67				

13.3 Third Hypothesis:

There are no statistically significant differences at level of (0.05) between mean values for the Control groups on the pre and posttest for (victim mentality scale).

The study used Wilcoxon test for two correlating samples on the pre and posttest, Mean value for control group was (43) in the pretest, Mean value after applying the treatment program for the control group was (41.5) on the post test, tabulated value was (14) at level of (0.05), and calculated value = (17) and its more than tabulated value, that assure the variance not significant between the pre and posttest for the control group as shown in table (7)

Table (7): The value of the test of the control group's scores in the Victim Improvement Scale before and after applying the program

T	Test results		mean	Variants rank	Total positive variants	Total negative variants	W value		Mean	Significant variants
	pre	post					Calculated	Tabulated		
1	45	45	0	0	38	17	17	14	0.05	Not significant
2	43	34	9	9						
3	42	41	1	2						
4	41	42	-1	2						
5	44	39	5	7.5						
6	41	36	5	7.5						
7	47	36	11	10						
8	44	43	1	2						
9	44	46	-2	4						
10	43	43	0	0						
11	40	43	-3	5.5						
12	42	45	-3	5.5						
Mean	43	41.08								
St.D	1.95	3.96								

14. Discussion of Results:

Statistical analysis of hypothesis testing revealed clear signs of therapeutic program effectiveness in improving victim mentality, This may be attributed to: That the therapeutic program was organized on the scientific and practical basis, where the general and specific goals and objectives were set to meet the needs of the individuals with a victims mindset, and the program sessions included methods and techniques of cognitive behavioral therapy.

Cognitive behavioral therapy seems to have helped the victims to focus on their ideas, And observe the close link between thinking, feelings and behavior, since the treatment began by observing behavior and emotional awareness, then refuting those ideas that formed the problems, and to repel those self-defeating ideas that have long been strengthened, by employing cognitive behavioral therapy



techniques: Cognitive reconstruction, suggestions, persuasion, confrontation, education, learning and refutation of irrational ideas.

Community counseling may play a prominent role in the success of the therapeutic program, Rogers identified the expected changes from collective guidance, Since the victim sees himself in a different way than before, and accepts himself and his feelings and becomes more self-confident and more capable of directing himself, also becomes more flexible in his perception and changes his non-adaptive behaviors and builds realistic goals, and becomes more open to the outside world, and expresses his personal characteristics in a positive way.

Adaptive skills training may play a role in improving the victim's mentality, such as Socrates' dialogue and discussion, watching the negative self-talk, Self-awareness, Self-promotion. Also the variety of techniques used in the program, where lectures and discussions were used, the films also showed awareness and education, books were also read and discussed, acting and playing roles was also implemented, all of this makes the victims more active, there were no signs of fatigue or boredom throughout the program implementation period.

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