

# Effect of Rational Emotive Behavioural Therapy to reduce Fear of Failure among School Students

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## ABSTRACT

Fear of Failure is characterized by the inability to attempt any goal that does not guarantee success. The fear in students which gets stimulated a few weeks or months before an important exam can differ in intensity from person to person. REBT is based on the concept that emotions and behaviors result from cognitive processes, and that human beings can modify such processes to achieve different ways of feeling and behaving. Totally sixty subjects are selected according to the inclusion criteria. The fear of failure of the students was assessed by using the Westside test anxiety scale, noted as pre-test values. The samples are equally divided into two groups, 30 samples in the control group and 30 samples in the experimental group. After the baseline data is obtained, the experimental group underwent Rational Emotive Behavioral Therapy and the control group underwent educational program. After the sessions, fear of failure was again administrated, to get the post-test values. From this study, it was concluded that Rational emotive behavioral therapy is an effective intervention for reducing the fear of failure among school students.

**Keywords:** School students, Fear of failure, Rational emotive behavioral therapy.

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## INTRODUCTION

***"SUCCESS IS NOT FINAL; FAILURE IS NOT FATAL;  
IT IS THE COURAGE TO CONTINUE THOSE COUNTS".***

**- WINSTON S. CHURCHILL**

"Mental health is a state of well-being in which an individual realizes his or her abilities, can cope with the normal stresses of life, can work productively, and can make a contribution to his or her community."

Occupational Therapists work as part of a team of mental health Multidisciplinary professionals. An occupational therapist will help to develop personal goals and to understand what is preventing from reaching these goals. An occupational therapist will then support, using strengths, to achieve these goals. Fear of failure has been defined as "persistent and irrational anxiety about failing to measure up to the standards and goals set by oneself or others" (American Psychological Association 2007, p. 369). Failure fearers tend to be anxious, high in self-doubt, and uncertain about their ability to avoid failure or achieve success (Covington 1992).

### **Aim:**

- To determine the effect of Rational emotive behavioral therapy among school students to reduce fear of failure.

### **Objectives:**

- To determine the fear of failure among school students by using the Test Anxiety Inventory and Westside Test Anxiety Scale.

- To find out the effect of an educational program to reduce fear of failure among school students in the control group.
- To find out the effect of Rational emotive behavioral therapy to reduce fear of failure among school students in the experimental group.
- To compare the effect of an educational program and Rational emotive behavioral therapy between the control and experimental group.

### **RESEARCH HYPOTHESIS**

There will be a significant improvement in reducing fear of failure by using Rational emotive behavioural therapy among school students.

#### **Research Design:**

Quantitative research and Quasi-experimental design.

#### **Sample Technique:**

A convenient sampling technique was adopted.

- Sample size: Totally 60 subjects have participated.
- 30 in the experimental group
- 30 in the control group
- Sample setting: The sample setting was among school students in Government high school, Ennore.

#### **Variables:**

##### **Independent Variable:**

Rational Emotive Behavioral Therapy.

##### **Dependent Variable:**

Fear of failure.

#### **Selection Criteria:**

##### **Inclusion Criteria:**

School students between the age of 15-17 years.

Gender: Both boys and girls.

School-going students of 10th standard.

Students with test anxiety scores above 2 in the Westside test anxiety scale.

##### **Exclusion Criteria:**

College-going students.

Students below the age of 15.

Students with low test anxiety scores.

Students with other mental illnesses.

#### **Tools Used**

##### **Screening Tool**

Test Anxiety Inventory

##### **Outcome Measure**

Westside Test Anxiety Scale

#### **Duration:**

The duration of the study was 24 sessions for 3 months. Every session consists of 45 minutes to 1 hour.

#### **PROCEDURE:**

Totally sixty subjects are selected according to the inclusion criteria. The fear of failure of the students was assessed by using the Westside test anxiety scale, noted as pre-test values. The samples are equally divided into two groups, 30 samples in the control group and 30 samples in the experimental group. After the baseline data is obtained, the experimental group underwent Rational Emotive Behavioral Therapy and the control group underwent educational

program. After the sessions, fear of failure was again administrated, to get the post-test values. The pre and post-test values are statistically analyzed to find out the result of the study.

### Intervention Protocol

The goal of this study was to analyze the effect of Rational emotive behavioural therapy to reduce fear of failure among school students. The students was introduced to various activities. Warm-up and wind-down activities lasted 10 minutes each and the intervention lasted 25 minutes. Warm-up and wind-down sessions were held every day, although with new activities each day.

Role modeling	Blow up technique
Shame attacking exercise	Story telling
Time projection	Picturization
Guided imagery	Journal writing

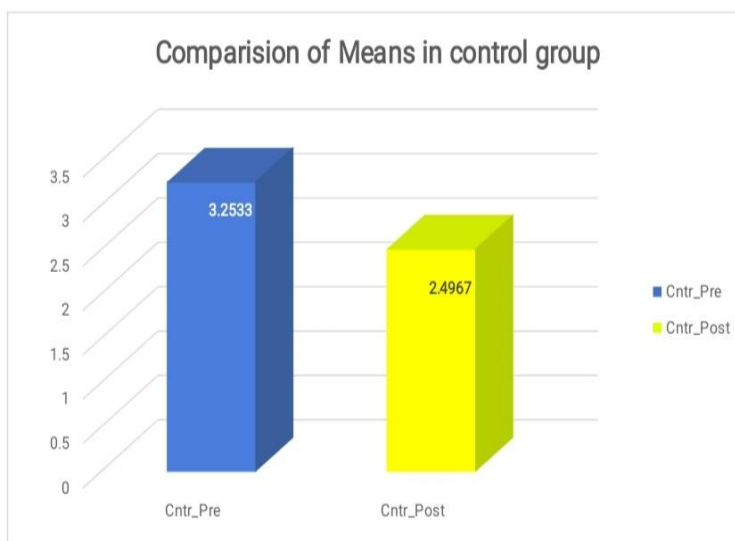
### DATA ANALYSIS AND RESULT

**Table No.1: Statistical analysis of pre-test and post-test in the control group**

	Mean	N	Z value	p-value
<b>Cntr_Pre</b>	3.2533	30	-4.806	0.00*
<b>Cntr_Post</b>	2.4967	30		

\* Significant at 5% alpha level

Since the p-value of 0.00 is lesser than 0.05, alternate hypothesis (1) is accepted. Hence, there is a statistically significant difference between pre-test and post-test scores in the Control Group of the WTAS Scale. This suggests that the intervention received by the control group had significant improvement.



**Figure No.1**

**Table No. 2: Statistical analysis of pre-test and post-test in the experimental group**

	Mean	N	Z value	p-value
<b>Expt_Pre</b>	3.3133	30	-4.786	0.00*
<b>Expt_Post</b>	1.3067	30		

\* Significant at 5% alpha level

In the Experimental group, since the p-value of 0.00 is less than 0.05, alternate hypothesis (2) is accepted. Hence, there is a statistically significant difference in the Experimental Group between pre-test and post-test scores on the WTAS scale. This suggests that the intervention received by the experimental group had significant improvement.

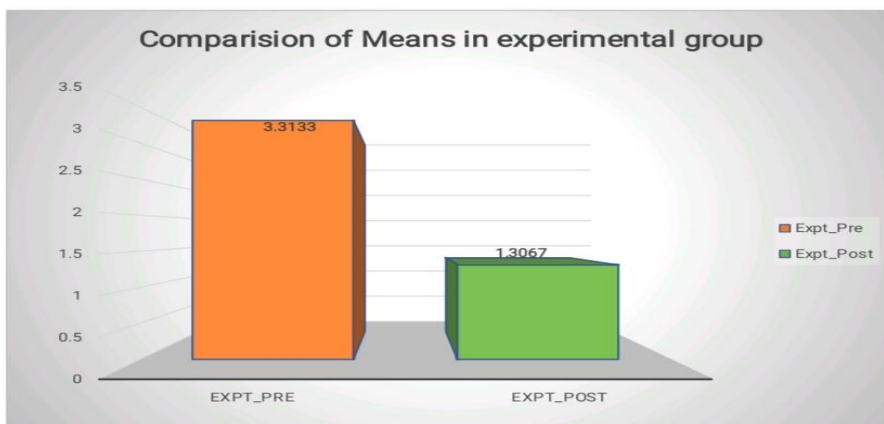


Figure No.2

Table No.3: Statistical analysis of the post-test scores of the control and experimental group

	Mean	N	Z value	p-value
Cntr_Post	2.4967	30	6.57168	0.00*
Expt_Post	1.3067	30		

\*Significant at 5% alpha level

Since the p-value of 0.00 is lesser than 0.05, alternate hypothesis (3) is accepted. Hence, there is a statistically significant difference in post-test scores between the Experimental and the Control Group of the WTAS scale. This suggests that the intervention received by the experimental group had more improvement when compared to the control group.

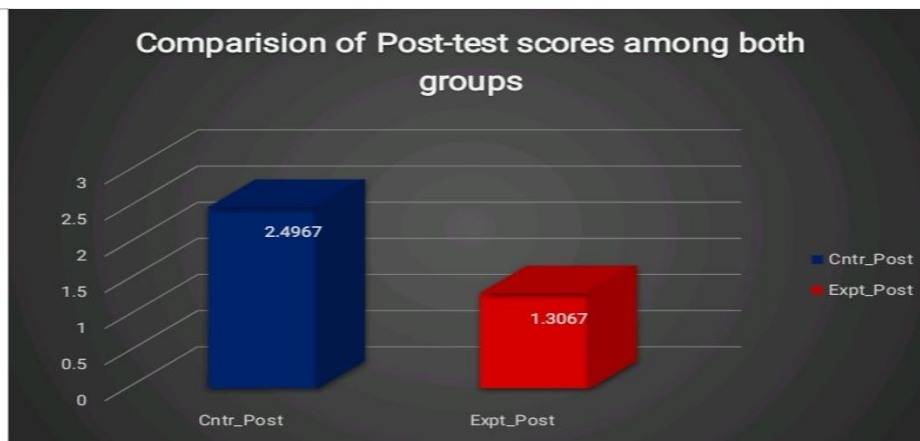


Figure No.3

## DISCUSSION

The study was conducted for a period of 24 sessions among high school students. A total number of 60 students with fear of failure were selected for the study using the screening tool Test Anxiety Inventory and they were randomly divided into an experimental group and a control group. The pre-test was done for both groups respectively using Westside Test Anxiety Scale. The experimental group underwent Rational emotive behavioral therapy and the control group underwent an educational program. After the 24-session period of intervention, the post-test was conducted using the Westside Test Anxiety Scale for the experimental (REBT) and control group (EP) respectively and it was statistically analysed.

The **Table-1** and **Figure-1** were the statistical analyses of the pre-test and post-test of the control group. Since the p-value of 0.00 is lesser than 0.05, alternate hypothesis (1) is accepted. Hence, there is a statistically significant difference between pre-test and post-test scores in the Control Group of the WTAS scale. This suggests that the intervention received by the control group had significant improvement. This study correlates with the study of **Ekechukwu Rosemary Obiagaeri - (2018)** The study aimed to examine the efficacy of REBT and CBT in reducing aggressive behavior among secondary school students in Abia state. The result indicates that aggressive students treated with REBT had the lowest level of aggressive behaviors followed by those treated with CBT.

The **Table-2** and **Figure-2** were the statistical analysis of the pre-test and post-test of the experimental group. Since the p-value of 0.00 is less than 0.05, alternate hypothesis (2) is accepted. Hence, there is a statistically significant difference in the Experimental Group between pre-test and post-test scores on the WTAS scale. This suggests that the intervention received by the experimental group had significant improvement. This study has been in accordance with another study reviewed by **Misdeni, Syahniar (2019)** - The purpose of this study was to examine the effectiveness of the Rational Emotive Behavior Therapy approach using a group setting in overcoming the anxiety of students facing examinations. It was concluded that in general group sessions using the REBT approach effectively changed the anxiety scores of students facing exams.

The **Table-3** and **Figure-3** was the statistical analysis of the post-test of the control group and experimental group. Since the p-value of 0.00 is lesser than 0.05, alternate hypothesis (3) is accepted. Hence, there is a statistically significant difference in post-test scores between the Experimental and Control Group of the WTAS scale. This suggests that the intervention received by the experimental group had more improvement when compared to the control group. This study correlates with the study of **Blessing Agbo Ntamu - (2017)** This study was conducted to determine the effect of REBT on examination malpractice behavior. Specifically, the study seeks to determine the effect of REBT on students' fear of failure. The result indicated that there is a significantly higher reduction in the fear of failure of the students in the experimental group than the students in the control group.

## CONCLUSION

The statistical result showed that there was a statistically highly significant difference between the post-test scores of the experimental group and the control group and thus the null hypothesis is rejected. It revealed that Rational emotive behavioral therapy was more effective in reducing the fear of failure among school students.

## LIMITATIONS AND RECOMMENDATIONS

### LIMITATIONS:

- Less co-operation from the students.
- A long-term intervention has not been provided.
- There was more destruction as it was conducted as a school-based program.

### RECOMMENDATIONS:

- Long-term intervention can be provided.
- Intervention can be provided to a larger population.
- Intervention can be provided for 12th standard students and also college students.

**Source of Funding:** Self

**Conflicting Interest:** None

**Ethics Clearance:** Approval from Institution Scientific Review Board (ISRB) was obtained prior to the study.

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