

# **The Islamic Cognitive-Behavioral Rehabilitation of Adolescents in the State of Qatar**

**By**

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## **Abstract**

Islam is considered a necessary too to achieve a Cognitive-behavioral therapy for adolescents at several levels. The general objective is to direct the effectiveness of cognitive-behavioral therapy, which is based on a religious orientation, to improve self-esteem of adolescents. The researcher used the quantitative approach and the quasi-experimental approach to achieve the objectives of the study. The researcher reached several results, the most important of which is that adolescence is one of the vital and critical stages in human life, where thoughts, psychological beliefs and images of the self are formed. The researcher recommends several recommendations, most significantly is that there is a need to study adolescence from all scientific aspects, especially the behavioral and cognitive ones.

**Keywords:** Adolescence, Cognitive-behavioral therapy, Islam, Qatar.

## **1. Introduction**

Psychotherapy has gone through many stages of development and has taken many forms until researchers have reached a type of psychotherapy that depends on the active interaction between the psychotherapist and the patient, and is based on the connection between them by implementing a set of cognitive strategies and behavioral techniques that are built on the basis of identifying the nature of the problem, specifically cognitive distortions that need to be modified. Cognitive-behavioral therapy has provided effective solutions and treatments for many psychological problems, the most important of which are general anxiety, stress, post-traumatic stress disorder, and depression. (Zaghboush, 2009)

This cognitive development prompted the researcher to think about providing a solution to a problem that entails many psychological problems and is considered by some to be the origin of psychological problems, which is the image of the self. This age was considered by "Adler" as the subjective system of the person that contains all experiences and thus changes the feeling of the individual towards others when it changes towards himself (Al-Dhaidan, 2003). In other words, it can be called "self-esteem", which is evident in adolescents' behaviors due to physiological, and emotional changes at this stage, which leads to Low self-esteem (Alawi, 1999, 81).

The adolescent's self-esteem is of great importance, adolescence is a stage of different transformations, the adolescent at this stage re-evaluates himself and always compares

himself with others. The transformations of his self-view come from being affected by others and even his academic achievement is affected as a result of his negative view of himself (Kafafi, 2009: 403). The adolescent's self-concept is one of the basic structural and developmental components of self-realization to achieve successes (Asaad, 1999: 232)

The cognitive school looks at self-esteem as a cognitive component formed when the individual processes, develops, and improves the information that comes from outside in different cognitive contexts. During this stage, the cognitive structures that make up the self and are linked by a self-reference that affects the way information and data are processed (Mohammed, 2010, 73).

Al-Ghazali pointed out that the attainment of beautiful morals requires changing ideas first and then behavior, this is the main idea on which cognitive behavioral therapy is based (Al-Muhareb, 2000).

Interest in the cognitive-behavioral trend began at the beginning of the twentieth century and received great attention from specialists. Some religious trends began to integrate it into the treatment of various problems (El-Shennawi, 1998).

## **2. Study Problem**

Adolescence is one of the vital and critical stages in human life, where his thoughts, psychological beliefs and image of himself are formed. This image forms a strong sense of the self. (Kashkoush, 1989: 166). This is due to the psychological, social, physical and sexual changes referred to in the Qur'an: "They are youths" (Al-Kahf: 5), as well as the hadith of the Prophet: "Take (benefit from) five before (the occurrence of) five: Your youth before old age." (Al-Hakim: 7846). This importance was confirmed by most of the previous and subsequent psychologists. For example, Albert Allis considers that childhood and adolescence are a problem for human behavior. Aaron Back believes that cognitive structures are formed in childhood and adolescence, and this is also confirmed by Adler in the psychoanalytic school (Alnuiran, 2012: 88). Therefore, this stage is a stage of psychological storms, and sharp emotions, and violent, emotional and psychological tensions (Abulkhair, 2004: 149). These emotions change positively with the development of cognitive structures of the adolescent during the stage of psychological and emotional construction at the level of thoughts, feelings and behavior. (Shrem, 2009: 212).

Through the investigation and study of a number of previous studies, it was found that there is a close association between low level of self-esteem and a number of psychological problems, the most famous of which is depression, as well as what "Yoland" added that the low level of self-esteem significantly affects the qualitative levels of mental activity and the consequent stress and sense of failure (Yolanda William, 2018). Thus, the existence of a cognitive-behavioral program based on a triple correction of thoughts, feelings, and behavior that develops self-esteem in adolescents is essential and necessary.

## **3. Objectives Of the Study**

The general objective is to direct the effectiveness of cognitive-behavioral therapy, which is based on a religious orientation, to improve self-esteem of adolescents, and the sub-objectives are as follows:

- 1- Identify the effectiveness of cognitive-behavioral therapy (CBT) when it is based on

- an Islamic approach in improving self-esteem.
- 2- Integrating CBT techniques with religious values to develop adolescent skills and raise self-esteem.

## **4. Study Questions**

The main question of research is how **effective a religiously-based CBT program is in improving adolescent self-esteem?**

The main question is divided into two sub-questions:

- 1- How effective is CBT when it is based on an Islamic approach?
- 2- What is the impact of incorporating religious concepts into CBT techniques to raise self-esteem and develop adolescent skills?

## **5. The Importance of The Study**

This study is considered an Islamic psychological study concerned with psychological treatment from an Islamic perspective. Its importance lies in the fact that it combines the psychological and Islamic aspects. It is concerned with one of the major problems, which is the self-esteem of a great group of Muslim society. The study is considered the first study in theory and practice that combines between Cognitive-behavioral therapy with a religious approach and self-esteem in adolescents.

Psychological specialists will apply a new and specific approach and direction in the treatment of an important problem that leads to other problems among one of the most important groups of society, which is adolescents. The study sheds light on the value, religious and societal dimension in cognitive behavioral therapy. The study addresses the problem of low self-esteem by integrating cognitive-behavioral therapy techniques with Islamic orientations through a well-tested program, as well as providing a measure that combines Islamic orientations with cognitive and behavioral orientations, thus drawing a new direction in psychotherapy. The study contributes to the protection of the next generation, the formation of a state of normality and balance among adolescents, the development of Islamic approaches in psychotherapy, and a new idea for treating the problem of self-esteem and contributes to the treatment of other problems related to self-esteem.

## **6. Study Hypotheses**

The study assumes a relationship between the independent variable, which is the effectiveness of behavioral therapy in a religious framework, and the dependent variable, which is self-esteem in adolescents. The following are the hypotheses of the study:

- ii. The combination of CBT techniques and religious values develops adolescent skills and raises self-esteem.
- The religiously oriented CBT program provides a clear picture for educators and specialists to raise adolescent self-esteem.
- Acquiring a set of cognitive and behavioral skills and techniques affects the improvement of the level of self-esteem.
- The new program provides development and support to adolescents and develops their abilities.

## 7. Literature Review

The study of **Mukhtar Ali (2001)** on the use of cognitive behavioral therapy as a mechanism to contain and treat mental disorders associated with diabetes patients in the light of personal variables shed light on the use of cognitive behavior program as a tool and means of containment. The study reached a result that there is a mechanism in cognitive behavioral therapy to that includes a number of skills and practical behaviors and did not neglect the religious aspect.

**Khawaja (2004)** conducted a study on the effectiveness of a collective counseling program based on the rational emotional trend and problem-solving method in reducing the psychological pressures facing the gifted adolescents. The results of the study confirms the effectiveness of the counseling program in reducing psychological stress among the gifted, but it adopted a rational direction without religious aspects.

The study of **Omari (2011)** deals with the effectiveness of a cognitive behavioral counseling program in reducing the level of anxiety among orphaned students in Taif. The study used techniques and strategies of cognitive behavioral therapy The sample included 30 students on two control and experimental groups. The statistical results showed significant differences after using the counseling program, and thus the study indicated the effectiveness of the counseling program in reducing the level of anxiety.

The study of **AlSamman (2006)** has identified anxiety as a variable dependent on the strategies of cognitive behavioral therapy in a study titled "Islamic therapeutic program employs strategies of cognitive behavioral therapy theory in the treatment of psychological anxiety." The study used the scale psychological anxiety in a sample of secondary school students. The researcher designed two groups, control and experimental, to see the impact of the new program designed on the basis of Islamic nature, but the study did not show real differences after the use of the program developed on religious basis.

In the same sense, **Amber et al. (2009)** in an American study entitled "Integrating Religion into CBT for Anxiety and Depression in the Elder people". The study provided recommendations for integrating religion into psychotherapy and came out with impressive results about the existence of a positive relationship between religion and mental health and that the integration of religion in CBT may significantly increase treatment acceptance for the elder people.

In the same year, **Al-Ghamdi (2009)** presented a study entitled "Islamic perception of guidance and cognitive psychotherapy". The study aimed to provide a descriptive psychological perception and connect it to the Islamic religion in the framework of the development of an Islamic theory of psychotherapy that includes a set of assumptions as well as cognitive and emotional examples from the Holy Quran and the Sunnah. This study can be used as a theoretical basis in psychotherapy.

**Jennifer study (2010)**, addresses the religious behavioral therapy for depressed patients. The study aimed to detect religious behavioral cognitive therapy for depressed patients. The study reached distinctive conclusion: people who value religion and spirituality are greatly affected by treatment. The results indicate that people with strong religious beliefs are affected by religious cognitive behavioral therapy more in reducing depression through spiritual and scientific cognitive constructs. But the study did not have a measure of knowledge of people with spiritual and religious tendencies.

In another study of **Mutlaq et al. (2011)** titled “The effectiveness of traditional cognitive behavioral therapy and cognitive behavioral therapy with religious content in the treatment of anxiety among a sample of students”. It aimed to measure the impact of traditional treatment and treatment with religious content on the problem of students’ anxiety. The results of the study showed that there were no differences between the two samples, as CBT proved equally effective with the two groups in reducing the level of anxiety and a number of scales.

The study of **Al-Hamsi and Al-Jeraisy (2013)**, addresses the therapeutic indications in the Holy Qur'an to identify the trends of psychotherapy in the Holy Qur'an as well as the role of Muslim scholars in psychotherapy. The study adopted the descriptive analytical approach. It highlighted the role of religion as one of the therapeutic methods for psychological problems based on the Holy Qur'an. The study recommended conducting many field and experimental researches to provide a sophisticated model for solving the problems of humans from an Islamic perspective.

**Abu Amira (2014)** conducted a study entitled “The effectiveness of a collective program based on the experimental approach in improving self-esteem and family atmosphere” among a sample of battered wives. The study aimed to provide a therapeutic program for battered wives to measure the extent of improvement in self-esteem. The experimental approach of Satir was integrated and the study was applied to a sample consisting of 20 women who were distributed to two experimental and control groups. The results of the statistical analysis indicated that there were significant differences in favor of the experimental group, which indicates the impact of the program on improving self-esteem and family atmosphere.

**Hassan's study (2015)** entitled “The Impact of a Group Counseling Program on Reducing Social Withdrawal and Improving Self-Esteem” among a Sample of Orphaned Male Children Placed in Two Care Institutions in Jordan. It included a group program for psychotherapy to reduce withdrawal and increase the level of self-esteem. The sample consisted of 32 students who were divided into two groups, control and experimental. and the program consisted of 14 group counseling sessions. The results showed significant differences in favor of the experimental group in reducing the level of withdrawal and increase self-esteem.

**Nassar's study (2015)** entitled “Cognitive distortions and their relationship to self-esteem” among a sample of students in the Galilee region in Palestine. The study aimed to measure the impact of cognitive distortions in influencing the level of self-esteem. Cognitive distortion is one of the techniques of cognitive behavioral therapy, through which it is possible to provide psychological guidance to solve problems. The results showed that there are statistically significant differences in the level of self-esteem due to gender variables in favor of males. The grade is in favor of the eleventh grade. The results of this study indicate the effectiveness of cognitive behavioral therapy in the treatment of low self-esteem, but lacks the religious dimension and values.

## **8. Study Methodology**

Based on the objectives that the study attempts to achieve; the researcher used the quantitative approach and the quasi-experimental approach by applying the therapeutic program to the deliberate sample by conducting a pre- and post-test on the sample members and designing a note card to know the development of the sample members during the

program.

Quantitative research is a type of scientific research that assumes the existence of social, objective, unique facts and isolation from the feelings and beliefs of individuals and adopts statistical methods in data collection (Kandalaji, Al-Samra'i, 2008).

The quasi-experimental approach is defined as the method that studies the relationship between two variables as they are in reality without controlling the variables, where the researcher selects an intentional sample from the community in addition to not controlling some external variables (Hashem, 2012).

The researcher will apply the experimental or quasi-experimental approach to prove the validity of the hypotheses and the relationship of the independent variable. That is, the cognitive-behavioral therapy program with a religious nature to the dependent variable, which is self-esteem among adolescents through testing and observation card.

Therefore, the research attempts to prove the effect of the independent variable, which is religious-oriented cognitive behavioral therapy, on the dependent variable, which is an improvement in the level of self-esteem of adolescents.

The quasi-experimental approach clearly illustrates the features of the scientific method of thinking because it includes an organization that collects evidence in a way that allows testing hypotheses and controlling the factors that affect the phenomenon under study, as it links the phenomenon to the result or cause (Aishour, 2017).

## **9. Results And Their Interpretation**

The first hypothesis states that there are statistically significant differences between the average scores of adolescents of the experimental group (in pre-measurement and post-measurement) and the scale of self-esteem among adolescents in favor of post-measurement.

There are statistically significant differences between the average scores of the experimental group of adolescents on the self-esteem scale after applying the program in favor of the experimental group adolescents, as all the values ranged between (21.24-35.23) for the sub-dimensions and (60.32) for the total degree of self-esteem. The value of the ETA square to calculate the size of the effect was between (0.919-0.961) sub-dimensions, and for the total score (0.990) for self-esteem, and it was calculated by the following equation:

$$\eta_p^2 = \frac{SS_{effect}}{SS_{effect} + SS_{error}}$$

The second hypothesis states that there are statistically significant differences between the average scores of adolescents of the experimental group (in pre-measurement - post-measurement) and the self-esteem observation card of adolescents in favor of post-measurement ".

There are statistically significant differences between the average scores of the adolescents of the experimental group on the self-esteem observation card after applying the program in favor of the adolescents of the experimental group, as all the values ranged between (60.13-13.22) for the sub-dimensions and (92.81) for the total degree of self-esteem.

The value of the ETA square to calculate the size of the effect was between (0.849-0.990) sub-dimensions, and for the total score (0.995) for self-esteem, and it was calculated by the following equation:

The partial ETA square is calculated as follows:

$\eta^2 = 0.01$  indicates a small effect;  
 $\eta^2 = 0.06$  indicates an average effect;  
 $\eta^2 = 0.14$  indicates a significant effect.

$$\eta_p^2 = \frac{SS_{effect}}{SS_{effect} + SS_{error}}$$

Thus, these values indicate a significant effect, and all of them were functioning at the level of 0.01. This indicates the effectiveness of the religiously oriented cognitive behavioral counseling program to raise the level of self-esteem of adolescents, which indicates acceptance of the second hypothesis.

It is clear from the results of the first and second hypotheses that there is an improvement in the level of self-esteem among adolescents in the experimental group after the application of the cognitive behavioral counseling program with a religious orientation. Its positive impact on raising the level of self-esteem among adolescents in the experimental group is apparent.

The researcher explains the improvement in the level of self-esteem among the adolescents of the experimental group in the post-measurement to direct the adolescents of the experimental group to identify their problems and try to solve them and improve their lives and their positive interactions in their school life and in their family life. This combination has an effective impact on developing their personalities and changing their view of themselves, especially changing their view of adolescence and its encounters with the family and society in an attempt by the adolescent to prove himself, the problems they suffer from and their problems in social life. There is a significant impact of self-esteem on improving their behavior in these situations, and training them on cognitive and behavioral strategies and techniques to be applied in reality during new life situations or when facing future problems, in addition to guiding them to direct instructions to themselves through positive internal dialogue, and to work on cooperation and participation with other members of the experimental group, while helping others in carrying out the activity. Self-esteem helps adolescents solve problems in a way that helps them come up with the best solutions, which facilitates the reduction of problems to improve their self-esteem.

The researcher explains this improvement in the level of self-esteem of adolescents to the impact of the program's techniques and its various sub-components on self-esteem, including:

- Discussion and dialogue: where the researcher allows adolescents to express the problems and circumstances of the topic of the session under discussion and how to solve them.
- Promotion: The method includes applauding, smiling, and verbal reinforcement (well done, God bless you...etc. for those who have done the homework, or those who have discussed, cared and came up with new ideas for the program, and provided solutions

to the problems facing them, provided that the reinforcement takes place immediately after the correct response occurs.

- Relaxation: Training in this method reduces mental tension, and is of therapeutic benefit in facing stressful situations. Thus, it reduces its negative effects on adolescents.
- Thinking suspension: functionally different intrinsic ideas are directly responsible for the suffering of adolescents.
- Cognitive reconstruction: it contributes to identifying disorder and cognitive imbalance. This helps adolescents form more accurate and adaptable ideas, and thus replacing these dysfunctional ideas with healthy ones that are able to modify their behaviors.
- Monologue: This method is used to provide adolescents with the skill of positive self-evaluation, and thus improve their self-feeling and their view of themselves in light of the circumstances surrounding them..

It can be said that all these techniques and trainings on cognitive-behavioral counseling with a religious orientation have borne fruit, as the program has achieved its objectives. This has been reflected on the improvement of the level of self-esteem of adolescents.

Therefore, the researcher chose cognitive-behavioral counseling because of its techniques capable of reducing the stress of adolescents and encouraging them to express themselves freely, and refute the negative thoughts responsible for their suffering from problems resulting from low self-esteem. The program provides them with a set of techniques that enable them to solve the problems they suffer from, achieve the objectives they seek, and benefit from the information available to them to solve the problems they face in their lives and deal with them, which reduces a lot of problems.

The researcher attributes the effectiveness of the program to its efficiency, and the desire of the adolescents of the experimental group in the program to improve their self-esteem. This entails a positive impact on their life path and help them develop their skills in solving the problems they face as a result of the decline of self esteem in adolescence. Adolescents shall learn some strategies that improve their self-esteem, and help them to establish a relationship of understanding, cooperation and participation with those around them. The evaluation and follow up techniques at the beginning of each session led to the effectiveness of cognitive-behavioral counseling with a religious orientation to improve self-esteem, which consequently led to the cooperation of the adolescents of the experimental group, their response to the researcher's instructions during the sessions, cooperation with him, and their completion of homework that was associated with the program's concepts, techniques and procedural objectives.

## **10. Results**

The researcher reached many results, most notably:

- 1- Adolescence is one of the vital and critical stages in human life, where thoughts, psychological beliefs and images of the self are formed.
- 2- Self-esteem is a cognitive component formed when the individual processes, develops and improves information that comes from outside in different cognitive contexts.
- 3- Acquiring a set of cognitive and behavioral skills and techniques affects the improvement of the level of self-esteem and thus affects other aspects of the

individual's life.

## **11. Recommendations**

The researcher recommends several recommendations, the most important of which are:

- 1- There is a need to study adolescence from all aspects, especially the behavioral and cognitive aspects.
- 2- It is important for the individual to work on developing and processing the information obtained from the environment in order to maintain psychological and cognitive health.
- 3- There is a need to study and examine the impact of behavioral and cognitive skills on the level of self-esteem and development.

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