
INCREASING TOLERANCE IN ADOLESCENTS THROUGH RATIONAL EMOTIVE AND BEHAVIORAL EDUCATION

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Abstract

The objective of this study is to evaluate the efficiency of a rational emotive behavioral program (REBE) based on low frustration tolerance modification. The low frustration tolerance is the inability to tolerate the reality when it is different from our expectancies expressed in terms of absolutistic demands to life conditions that have to be ideal and comfortable. We supposed that following the program, the students will manifest less anger, will behave less disruptive and will believe less in the low frustration tolerance cognition. A number of 214 students (5th grade, 9th grade, and 10th grade) were divided into three groups: experimental (87), placebo (58) and control (69). All subjects were evaluated in pretest and in posttest with Scale of LFT for students, form B, STAXI –CA, CASI. The secondary school students completed MPACI, and high school students were evaluated with MACI. The results supported the efficiency of REBE in LFT beliefs decreasing to high school students. The anger and undisciplined behaviors were not significantly modified.

Keywords: *rational emotive education, LFT, students, anger, indiscipline*

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