

The Effectiveness of Rational Emotive Behavior Therapy (REBT) in Managing Anger among Female Dormitory Students: A Qualitative Case Study

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Abstract:

This study investigated the effectiveness of Rational Emotive Behavior Therapy (REBT) in managing anger among three female boarding students at the Jaffray School of Philosophy and Theology, Makassar. Using a qualitative descriptive design with a case study approach, data were collected through five structured counseling sessions, each lasting 60 minutes, in-depth interviews, observation, and documentation. Data were analyzed using the Miles and Huberman interactive model, which includes data reduction, data display, and conclusion drawing with verification. Findings indicated that REBT intervention through the ABCDE framework enabled participants to identify and challenge irrational beliefs that trigger maladaptive anger responses. Cognitive restructuring resulted in decreased anger intensity, improved emotion regulation, and more constructive interpersonal interactions within the boarding environment. This study concluded that REBT serves as an effective cognitive-behavioral intervention to improve adaptive emotion management among female boarding students.

Keywords: Anger Management; Counseling; Dormitory Students; Rational Emotive Behavior Therapy (REBT); Seminary Students

Introduction

The difficulty in managing emotions, particularly anger, is one of the psychological issues frequently experienced by students in higher education settings, which are characterised by complex social dynamics (Caldarelli et al., 2025). Living conditions in halls of residence, which demand intensive interaction between individuals, often trigger interpersonal conflicts that have the potential to increase the intensity of negative emotions such as anger (Hussein et al., 2024). An inability to manage anger can lead to

disrupted social relationships, mental health issues, and difficulties in an individual's adjustment to the academic environment (Mandoa et al.,2021). Furthermore, uncontrolled anger can develop into aggressive or maladaptive behaviour that harms both oneself and others (DiBlasi & Sinn, 2024a). In the context of female students in halls of residence, this situation becomes increasingly complex due to limited personal space and the high frequency of social interactions, which increase the likelihood of emotional conflict. Consequently, the issue of managing anger in female students living in halls of residence is a critical matter that warrants serious attention in the field of guidance and counselling

Various literature reviews indicate that emotional regulation is a key factor in maintaining an individual's psychological well-being; however, the approaches used in psychological interventions have not yet been fully able to address the complexity of emotional issues among students (Caldarelli et al.,2025). Conventional counselling approaches often focus solely on behavioural aspects without thoroughly examining the cognitive aspects that lie at the root of negative emotions (Rachel Veronika et al.,2024). Meanwhile, Rational Emotive Behaviour Therapy (REBT) theory emphasises that negative emotions, including anger, stem from irrational thought patterns held by individuals (Cho & Hyun,2024). However, the implementation of REBT in the context of hall of residence students remains relatively limited and has not been extensively researched in the specific context of managing anger. Furthermore, several studies have focused more on other aspects such as anxiety, depression, or bullying, leaving a research gap regarding the effectiveness of REBT in addressing anger in students (Junaedi et al., 2022). Consequently, research is needed that specifically examines the application of REBT in the context of anger management among university hall of residence students.

This study aims to analyse the application of counselling using the Rational Emotive Behaviour Therapy (REBT) approach in improving the ability to manage anger in female hall of residence students. Specifically, this study seeks to identify how the REBT counselling process can help individuals recognise, understand, and change the irrational thought patterns that trigger the emergence of anger (Apriyanto et al., 2022). Furthermore, this study also aims to evaluate changes in students' emotional behaviour following REBT-based counselling, across cognitive, affective, and behavioural dimensions (Saragih & Darmayanti,2024). Another objective of this study is to make a scientific contribution to the development of guidance and counselling services, particularly regarding the application of the REBT approach as an effective intervention for addressing emotional issues among students (Pamungkas et al.,2025). Consequently, this study is expected to provide a comprehensive overview of the effectiveness of REBT in helping students manage anger more adaptively.

Based on the empirical evidence and literature review presented, it can be assumed that the Rational Emotive Behaviour Therapy (REBT) approach has significant potential in helping individuals manage feelings of anger by transforming irrational thought patterns into rational ones(Cho &,2024). This is reinforced by research findings indicating that REBT is effective in improving mental health, reducing maladaptive behaviour, and enhancing emotional regulation in individuals(Egenti et al.,2022). In the context of hall of residence students, the application of REBT is crucial because the environment, which is prone to interpersonal conflict, requires intervention strategies capable of addressing both cognitive and emotional aspects simultaneously. Therefore, this study is relevant as an effort to empirically test the effectiveness of REBT in improving students' ability to manage anger. Consequently, this study is expected to provide not only theoretical contributions but also practical implications for the

development of counselling services within higher education settings.

Rational Emotive Behaviour Therapy (REBT) is an approach within cognitive-behavioural therapy that emphasises that an individual's emotional distress stems from their irrational thought patterns (Habsy et al.,2024). This approach is based on the assumption that humans have a tendency to develop irrational beliefs through social learning processes, which subsequently influence their emotional responses and behaviour (Siti Konaah et al.,2025). Within its theoretical framework, REBT emphasises the relationship between the activating event, the belief, and the emotional consequence, known as the ABC model (Floyd et al.,2026). Through this approach, individuals are guided to identify, challenge, and replace irrational beliefs with more rational and adaptive thinking (Jones & Turner, 2023). Thus, in line with the ABC model framework, which emphasises the interconnection between events, beliefs, and emotional consequences, REBT does not merely focus on behavioural change but primarily targets the restructuring of irrational beliefs that serve as the source of negative emotions. Through the process of disputing irrational beliefs, individuals are guided to develop a more logical, realistic, and adaptive mindset. This approach has proven effective in helping individuals manage various emotional disturbances, such as anger, anxiety, and depression, as its intervention centres on the cognitive changes underpinning emotional responses. Consequently, REBT holds a significant position in modern counselling practice, which is oriented towards transforming thought patterns and managing emotions rationally. In its implementation, REBT employs several techniques and strategies categorised into three main approaches: cognitive, emotive, and behavioural(Munnik et al.,2024). Cognitive techniques focus on identifying and challenging irrational beliefs through a process of disputing or rational debate against illogical negative thoughts (Grove et al.,2024). Meanwhile, emotive techniques aim to help individuals feel and express emotions in a more adaptive manner through methods such as imagery, role-playing, and the use of therapeutic humour (Siti Konaah et al., 2025). On the other hand, behavioural techniques in REBT are directed towards behavioural change through concrete exercises such as homework assignments and the formation of new, more rational habits (Saragih & Darmayanti,2024). These three categories of techniques are mutually integrated and aim to create comprehensive change in the cognitive, emotional, and behavioural aspects of the individual. The effects of applying REBT can be seen through changes in an individual's more rational thinking, improved emotional regulation skills, and a reduction in maladaptive behaviour. Thus, REBT is not merely theoretical but also has broad practical applications across various psychological contexts.

The management of anger is part of emotional regulation, which refers to an individual's ability to recognise, understand, and control emotional responses to situations that trigger anger (Hussein et al.,2024). Emotional regulation itself is understood as an internal process that enables individuals to modify the intensity, duration, and expression of emotions to suit the demands of social situations (Warmansyah et al.,2023). Anger is a natural response to dissatisfaction, injustice, or frustration; however, if not managed properly, it can develop into aggressive or destructive behaviour(DiBlasi & Sinn,2024a) From a psychological perspective, the ability to manage anger involves cognitive, affective, and behavioural aspects that are interrelated in determining an individual's response to emotional stimuli. Individuals with good emotional regulation skills tend to be able to express anger constructively without harming themselves or others. Conversely, individuals with poor emotional regulation skills are more prone to interpersonal conflict and psychological distress. Therefore, managing anger is a crucial skill in maintaining an individual's psychological

well-being and social relationships.

The management of anger can be categorised into several emotion regulation strategies that reflect how individuals respond to situations that trigger anger (Hussein et al.,2024). One such strategy is cognitive reappraisal, which is the individual's ability to reinterpret situations that trigger negative emotions, thereby generating a more adaptive response (Warmansyah et al.,2023). Additionally, there is the strategy of expressive suppression, which involves efforts to suppress or control emotional expression so that it does not manifest excessively in social situations. Another manifestation of anger management is an individual's ability to identify emotional triggers, control impulses, and express anger assertively without causing harmful conflict (DiBlasi & Sinn,2024a). Furthermore, the ability to seek social support and employ adaptive coping strategies is also a key indicator of effective anger management. Individuals who are able to apply various emotion regulation strategies effectively tend to have a higher level of psychological well-being. Thus, anger management is an emotional regulation process involving the ability to reinterpret situations (cognitive reappraisal), control emotional expression (expressive suppression), recognise triggers, control impulses, express anger assertively, and utilise social support and adaptive coping strategies, all of which contribute to an individual's improved psychological well-being

Female hall of residence students are a group of individuals in the early stages of adulthood who are pursuing their academic studies within a shared living environment characterised by intense social dynamics (Mandoa et al.,2021a). Life in a hall of residence requires students to adapt to a variety of personalities, shared rules, and limited personal space, all of which can affect their psychological well-being. In this context, hall of residence students often face challenges regarding self-adjustment, conflict management, and emotional regulation in daily social interactions. Furthermore, high academic pressure can exacerbate students' emotional well-being, thereby increasing the risk of stress and negative emotions (Caldarelli et al., 2025). From a developmental psychology perspective, students at this stage are undergoing a process of identity formation and independence, which is often accompanied by emotional fluctuations. Consequently, female students in women's halls of residence constitute a group vulnerable to emotional difficulties, including challenges in managing anger, making the emotional dynamics within communal environments particularly prominent and significant for study.

The nature of life for female students in halls of residence can be observed through various aspects of social interaction and the psychological dynamics they experience in their daily lives (Mandoa et al.,2021b). One of the key characteristics is the high intensity of social interaction, which can trigger interpersonal conflict, particularly when there are differences in values, customs or individual backgrounds. Furthermore, the limited personal space within a dormitory environment can also increase the potential for stress and emotional tension. Another common manifestation is the social pressure to conform to the group, which can affect an individual's psychological well-being (Hussein et al.,2024). In certain situations, these conditions may give rise to maladaptive emotional behaviours, such as excessive anger or prolonged conflict. Nevertheless, life in a hall of residence can also serve as a means of developing social and emotional skills, including the ability to cooperate and manage conflict. Thus, the experiences of female hall of residence students reflect a combination of challenges and opportunities in individual psychological development.

Methodology

This study employs a qualitative methodology with a descriptive case study approach. This approach was chosen to gain an in-depth understanding of the phenomenon of difficulties in managing anger experienced by female students in the halls of residence at the Jaffray School of Philosophy and Theology in Makassar. The focus of the research is not only on the subjects' emotional state, but also on the counselling intervention process using the Rational Emotive Behaviour Therapy (REBT) approach, as well as the cognitive and behavioural changes that occur during this process. The qualitative approach allows the researcher to explore individuals' subjective experiences in a contextual and in-depth manner (A'la & Nuntaboot,2023).

Data collection in this study was carried out in several ways. Firstly, in-depth interviews were conducted in a counselling context with three female students living in the women's hall of residence to explore the subjects' subjective experiences regarding the management of anger before and after the intervention. Secondly, observations were made of the subjects' behaviour and social interactions within the dormitory environment to understand the social context underlying the emergence of anger. Thirdly, documentation in the form of counselling notes, verbatim transcripts, and clients' reflection journals was used as supporting data. Fourthly, a questionnaire was used to assess the development of the subjects' emotional intelligence following the counselling process. The data sources in this study comprised primary and secondary data. Primary data were obtained from the main subjects the female dormitory students who participated in the counselling process whilst secondary data were obtained through a literature review of various relevant scientific sources. Furthermore, to enrich the data, this study also involved supporting informants such as the dormitory matron, the dormitory head, and peers who were selected purposively based on their relevance to the phenomenon under investigation (Schlunegger et al.,2024).

The data analysis technique employed in this study utilised Miles and Huberman's interactive analysis model, which comprises three main stages: data reduction, data presentation, and drawing conclusions and verification (Miles & Huberman, 1994). Data reduction was carried out by selecting and focusing on data relevant to the research objectives. Subsequently, the data was presented in the form of tables and descriptive narratives to facilitate understanding of the emerging patterns and themes. The final stage involved drawing conclusions by interpreting the relationship between the REBT intervention and changes in the subjects' emotional states. This process is reinforced through triangulation techniques that compare various data sources, methods, and theoretical perspectives to enhance the validity and credibility of the findings (Kadarisman, & Zakariyah, 2024).

Results and Discussion

Indicators of the Stages of Rational Emotive Behaviour Therapy (REBT) ABCDE

The results of the study are described based on the ABCDE stages of *Rational Emotive Behaviour Therapy* (REBT), namely:

1. A (*Activating Event*): Identifying the triggering event that led to the emergence of anger. Interview instrument used:
 - a. Can you describe the most recent situation that made you feel angry?
 - b. What actually happened at that time?

- c. Who was involved in the incident?
- d. In what context did the event occur (e.g. in a room, a classroom, or another social setting)?
- 2. B (*Beliefs*): Exploring the beliefs or thoughts that arose in response to the event. Questions used:
 - a. What were you thinking about the incident when it happened?
 - b. What meaning did you attribute to the actions of others in that situation?
 - c. Were there any specific beliefs that made you feel you had to react in that way?
 - d. In your view, are those thoughts absolute or open to reconsideration?
- 3. C (*Consequences*): Identifying emotional and behavioural impacts. Interview instrument used:
 - a. How did you feel emotionally after the incident?
 - b. How did you express that anger?
 - c. What were the effects of your reaction on yourself and others?
 - d. Did that response help resolve the problem or did it actually make the situation worse?
- 4. D (*Disputing*): Challenging and testing irrational beliefs. Interview instrument used:
 - a. Are your beliefs about the event objectively true?
 - b. Is there another way to view the situation more rationally?
 - c. What evidence supports or contradicts your view?
 - d. If someone else were in your position, would they think the same way?
- 5. E (*Effect / New Effect*): Developing new, more rational and adaptive beliefs. Interview instruments used:
 - a. How can you think more rationally about the situation?
 - b. If a similar situation were to arise again, how would you respond differently?
 - c. What have you learnt from this process?
 - d. How has this change in thinking affected your current feelings and behaviour?

Data Reduction Results

The following are the data reduction results from counselling interviews with three female students in the hall of residence using the REBT technique, presented in tabular form.

Table 1. Data Reduction Results

Ses sion	REBT Stage	Main Instru ment	Client 1	Counsellor 2	Counsellor 3	REBT Interpretat ion
Ses sion 1	A (Activating Event)	Explorat ion of the triggerin g event	Conflict with a flatmate regarding cleanlines	Communica tion misundersta nding with a housemate	Feeling neglected within the group	All three clients were able to identify specific triggers of anger within the context of

						social relationships
Session 2	B (Beliefs)	Exploration of beliefs	“Friends must meet my standards”	“I am not valued”	“I’m always blamed”	Irrational beliefs emerge in the form of absolute demands, generalisations, and personalisation
Session 3	C (Consequences)	Emotional and behavioural impact	Outbursts of anger and avoidance	Crying and withdrawing	Responding with passive-aggressive behaviour	Anger manifests itself in maladaptive responses that worsen the relationship
Session 4	D (Disputing)	Testing the rationality of beliefs	Beginning to realise that personal standards are not always realistic	Recognising that perceptions are not always objective	Becoming aware of a tendency to overgeneralise	A process of cognitive disputing takes place through the evaluation of logic and evidence
Session 5	E (Effect)	Reconstructing beliefs	Developing an attitude of tolerance	Being more open in communication	Reducing negative preconceptions	A shift towards a rational mindset and a more adaptive emotional response ()

Analysis and Discussion

Analysis of Client 1

Client 1 indicated that the primary trigger for anger stemmed from interpersonal conflict related to personal standards regarding cleanliness and tidiness in the dormitory room. During the *Activating Event* stage, the client was able to identify the specific situation that triggered the emotion, indicating an initial awareness of the context of the problem.

However, at the *Beliefs* stage, the client exhibits a tendency towards irrational thinking in the form of absolute demands, namely the belief that others ought to conform to their own standards. This mindset reflects a *demanding attitude* which, from the REBT perspective, is the root cause of negative emotions. Consequently, at the *Consequences* stage, the client exhibits emotional responses in the form of explosive

anger and avoidant behaviour, which actually exacerbate social relationships. Within the REBT framework, this pattern is one of the primary forms of irrational belief contributing to emotional distress (Ellis, 1995). Previous research indicates that individuals with a tendency *towards demandingness* exhibit higher levels of anger due to rigid expectations of their social environment (David et al., 2018). The emotional responses of explosive anger and avoidance behaviour demonstrated by the client align with findings that irrational beliefs can lead to maladaptive responses in interpersonal relationships (Turner, 2016) .

The *disputing* process proved quite effective, with the client beginning to realise that their standards were subjective and not always realistic to impose on others. In the context of the intervention, the *disputing* process experienced by the client demonstrated cognitive restructuring, whereby the client began to transform absolute demands into more flexible preferences. Recent experimental research indicates that REBT significantly reduces anger levels through the modification of irrational beliefs, compared to other strategies such as distraction or rumination (DiBlasi & Sinn, 2024b).

During the *Effect* stage, the client experiences cognitive changes characterised by the development of tolerance and flexibility in interactions. Overall, the changes observed in Client 1 indicate that restructuring absolute demands can reduce the intensity of anger and improve the quality of interpersonal relationships.

Furthermore, quantitative studies among university students indicate that REBT effectively enhances emotional regulation by reducing irrational beliefs and improving cognitive control (Maulida et al., 2024). Thus, the changes observed in Client 1 are not merely individual in nature but are also consistent with empirical trends suggesting that cognitive flexibility is key to anger management.

Analysis of Client 2

Client 2 faced issues rooted in communication misunderstandings within social relationships in the dormitory. During the *Activating Event* stage, the client identified that interactions failing to meet expectations were the primary trigger for the emergence of negative emotions. Client 2 exhibited *personalisation* distortion, namely the tendency to interpret others' behaviour in social situations as a form of rejection of *the self*. Recent research indicates that social perception-based cognitive distortions have a strong association with emotional distress, particularly within the context of intense interpersonal relationships such as those found in a dormitory environment (Hartanti & Purwoko, 2025).

At the *Beliefs* stage, the client exhibits irrational thinking in the form of *personalisation*, namely a tendency to interpret others' actions as a sign of disrespect towards themselves. This belief reinforces the negative emotions that arise, so that at the *Consequences* stage, the client displays more internalised responses such as crying and withdrawing from their social environment.

Through the *Disputing* stage, the client is guided to evaluate the validity of their perceptions and consider the possibility that their interpretations are not entirely objective. This process is a crucial point in reducing the cognitive distortions experienced.

In the *Effect* stage, the client demonstrates progress in the form of open communication and the ability to view situations more objectively. Crucially, the changes observed in Client 2 indicate that REBT is effective in addressing social

perception-based cognitive distortions, particularly in reducing the tendency towards negative interpretations of others. This leads to improved emotional regulation and the quality of interpersonal interactions.

In a recent systematic review, the effectiveness of REBT in reducing social anxiety and emotional distress was reported to result in a reduction in symptoms ranging from approximately 21.7% to 42%, primarily through the modification of irrational beliefs (Hartanti & Purwoko, 2025). This is highly relevant to the changes observed in Client 2, who has begun to evaluate their perceptions more objectively. Furthermore, intervention studies indicate that REBT not only impacts emotional aspects but also enhances an individual's communication skills and social functioning due to changes in their way of thinking about others (Turner et al., 2023). This is evident in the increased openness in Client 2's communication following the *effect* phase. Thus, the findings regarding Client 2 reinforce that REBT is effective in correcting social cognitive biases that lie at the root of interpersonal conflict

Analysis of Client 3

Client 3 experienced issues related to feelings of being ignored and undervalued within group dynamics. During the *Activating Event* stage, the client was able to identify social experiences that triggered feelings of anger, particularly within the context of group relationships.

In the *Beliefs* stage, the client exhibited an irrational thought pattern in the form of *overgeneralisation*, namely a tendency to draw general conclusions from limited experiences, such as the belief that they are always to blame. This pattern reinforced negative emotions and influenced the way the client responded to situations.

The impact of these beliefs is evident in the '*Consequences*' stage, where the client exhibits passive-aggressive behaviour as an indirect expression of anger. This response not only fails to resolve the issue but also has the potential to strain social relationships. Recent research indicates that this distortion contributes to increased anger as individuals develop inaccurate global beliefs about their social environment (Athina & Pudjiati, 2024). In this study, REBT proved effective in improving the regulation of anger through the process of identifying and replacing irrational beliefs, particularly in individuals with high emotional vulnerability (Athina & Pudjiati, 2024). This is consistent with the changes observed in Client 3, who began to reduce negative preconceptions after undergoing the *disputing* stage. Furthermore, other experimental studies indicate that the reduction of irrational beliefs through REBT is directly correlated with improved emotional control and a reduction in maladaptive behaviour (Maxwell-Keys et al., 2022). This explains the behavioural change in Client 3 from passive-aggressive to a more adaptive style.

During the *Disputing* stage, the client begins to realise that the generalisations made are not entirely accurate and are not supported by strong evidence. This process helps the client to develop a more rational perspective.

At the *Effect* stage, the client demonstrates changes in the form of reduced negative preconceptions and an increased ability to assess situations more objectively. Overall, the changes in Client 3 confirm that REBT is effective in correcting cognitive distortions based on overgeneralisation, which ultimately contributes to improved emotional regulation and social interaction.

Critical Synthesis Across Clients

All three clients exhibited similar patterns regarding the link between irrational beliefs and the emergence of anger, albeit with different forms of cognitive distortion, namely *demandingness*, *personalisation*, and *overgeneralisation*. This indicates that REBT interventions possess flexibility in addressing variations in individual cognitive issues. Generally, the success of the intervention was evident in the *Disputing* and *Effect* stages, which form the core of cognitive change in REBT. Nevertheless, the extent of change in each client was influenced by the individual's readiness to reflect upon and accept more rational alternative thoughts.

Thus, this analysis reinforces that the effectiveness of REBT is not uniform, but contextual and dependent on the cognitive dynamics of each individual, thereby underscoring the importance of an adaptive approach in REBT-based counselling practice. Overall, the three clients exhibited different variations of cognitive distortions, yet all were rooted in irrational beliefs, which contemporary research has shown to be a primary factor in emotional distress. Recent studies confirm that the effectiveness of REBT lies in its ability to:

1. Reducing irrational beliefs as the root of negative emotions (Tóth et al., 2023).
2. Improving emotional regulation and cognitive function through thought restructuring (Tóth et al., 2023).
3. Improving social interaction and environmental adaptation (Turner et al., 2023).

Furthermore, recent studies indicate that the effectiveness of REBT is not universal, but is influenced by factors such as individual characteristics, motivation, and socio-cultural context (Hartanti & Purwoko, 2025). This is evident in the variation in the degree of change observed in each client in your study.

Discussion

The research findings indicate that a structured counselling process has a positive impact on the emotional and behavioural development of clients. The data show that each client attended five counselling sessions, each lasting approximately 60 minutes, comprising an opening, main, and closing phase. In this process, the counsellor employed a systematic approach to help the counsees understand the issues they were facing. Furthermore, the documentation reveals that counselling served not only as a means for expressing emotions but also as a learning tool for the counsees to develop self-management skills. Clients demonstrated improvements in self-awareness, reflective ability, and communication skills following the counselling process. Furthermore, the data also indicates that the therapeutic relationship between the counsellor and the client is a key factor in the success of the counselling process. Thus, the research findings suggest that counselling is an effective intervention in helping students address the emotional difficulties they experience.

An explanation of this data suggests that the success of the counselling process is determined not only by the techniques used, but also by the quality of the relationship between the counsellor and the counsee. In this study, the counsellor acted as a facilitator who helped the counsee explore their experiences in a deep and reflective manner. This process enables clients to understand their thought patterns and behaviours more objectively. Furthermore, the approach used in counselling provides

space for clients to develop self-awareness and take responsibility for the changes they desire. Interview results indicate that clients felt supported and understood during the counselling process, which enhanced their motivation to change. Furthermore, the systematic structure of the counselling sessions also helped clients to follow the process of change in a gradual and directed manner. Thus, the data analysis suggests that the success of counselling in this study was influenced by a combination of an appropriate theoretical approach and effective interpersonal relationships.

The relationship between the outcomes of the counselling process and the reality of the research problem indicates that counselling is an effective strategy for addressing anger-related emotional issues among hall of residence students. Initial conditions indicating low emotional regulation skills can be addressed through structured, theory-based counselling interventions. Research data show that following the counselling process, clients experienced a reduction in the intensity and frequency of anger, as well as an improvement in their ability to express emotions constructively. This indicates that counselling not only provides short-term solutions but also equips individuals with skills that can be utilised in the long term. Furthermore, the success of counselling in this study also demonstrates that psychological interventions play a significant role in enhancing the quality of life for students in a dormitory environment. Thus, the relationship between the research findings and the reality of the issue indicates that counselling is a relevant and effective approach to addressing emotional issues among students.

Discussion of Research Findings

The findings of this study substantively indicate that the main problem experienced by students living in halls of residence lies in their inability to manage feelings of anger, which is influenced by irrational thought patterns, as well as limitations in adaptive emotion regulation skills. Intervention using the *Rational Emotive Behaviour Therapy* (REBT) approach has proven effective in transforming these thought patterns into more rational ones, thereby reducing the intensity of anger and enhancing the ability to engage in more constructive interpersonal communication. Furthermore, the systematic counselling process contributes to increased self-awareness and the counsellee's capacity for reflection in understanding the relationship between thoughts, emotions, and behaviour. These changes occur not only in the emotional sphere but also in the realm of more adaptive social behaviour within the dormitory environment. Thus, overall, the findings of this study confirm that a cognitive-based approach utilising REBT, integrated into the counselling process, is effective in helping students address the emotional difficulties they experience.

When compared with other studies, the findings of this research demonstrate both consistency and superiority in the context of a more specific implementation within a student dormitory setting. Previous research has shown that REBT-based counselling is effective in changing irrational thought patterns and improving emotional regulation and adaptive behaviour in students (Siti Konaah et al., 2025); (Saragih & Darmayanti, 2024). Furthermore, other studies also confirm that psychological counselling is generally effective in reducing emotional distress and improving students' mental well-being (Caldarelli et al., 2025). However, the strength of this study lies in its specific focus on examining the dynamics of anger in the context of student accommodation, which

involves more intense social interactions compared to general educational settings. Thus, this study not only confirms previous findings but also expands the scope of REBT application within a more socially complex setting.

Reflection on the research findings indicates that the study’s objective of improving anger management skills through the REBT approach has been significantly achieved. This is evident from the shift in the counselees’ thought patterns from previously irrational to more rational as well as an improvement in their ability to respond to conflict situations in a more adaptive manner. These findings suggest that cognitive-based interventions serve not only as a tool to reduce emotional symptoms but also as a means to build an individual’s capacity to cope with various psychological pressures. Furthermore, this reflection also indicates that the success of the study is inseparable from the counselees’ active involvement in the counselling process, which enabled the internalisation of rational values in their daily lives. Thus, the results of this study illustrate that the research objectives were not only achieved technically but also had a broader impact on the counselees’ personal development.

The implications of these findings suggest that the REBT approach can serve as an effective intervention strategy in guidance and counselling services within educational settings, particularly for students living in halls of residence. This is consistent with research findings stating that counselling services play a significant role in improving students’ mental health and adaptive abilities (Caldarelli et al., 2025); (Khadka et al., 2025). Furthermore, the practical implications of this research are the need to integrate REBT-based counselling programmes into the student support system in halls of residence as a preventive and curative measure against emotional problems. Another implication is the importance of training for counsellors in effectively implementing REBT techniques so that they can provide optimal services. Thus, the results of this study make a significant contribution to the development of guidance and counselling practices in higher education settings.

Research findings demonstrating the effectiveness of REBT in managing anger can be explained through a theoretical approach that emphasises the relationship between cognition, emotion and behaviour. REBT works by identifying and altering the irrational beliefs that lie at the root of emotional problems, so that the changes that occur are fundamental and sustainable. This is supported by research showing that changes in thought patterns through cognitive techniques such as disputing can produce significant changes in an individual’s behaviour and emotional state (Rahmah et al., 2024). Furthermore, another factor influencing the study’s findings is the quality of the therapeutic relationship between the counsellor and the client, which fosters an environment conducive to change. Thus, the results of this study are not coincidental but rather the outcome of the interaction between an appropriate theoretical approach and effective counselling practice.

The following table presents the research findings organised according to the research objectives.

Table 2. Research Findings Based on Research Objectives

No	Research Objective	Key Findings	Indicators Change	of Implications
1	To identify	Students exhibited	Irritability,	Demonstrates the

	students' emotional state of anger prior to the intervention	high levels of anger due to irrational thinking and pressure from the dormitory environment	interpersonal conflicts, difficulty controlling emotions	urgency of psychological intervention in emotion management
2	Analysing the application of REBT in changing irrational thought patterns	The REBT counselling process successfully identified and challenged students' irrational beliefs	A shift from absolute thinking to a more rational and flexible mindset	REBT is effective as a cognitive approach to addressing emotional issues
3	Assessing changes in emotions following REBT intervention	There was a significant decrease in the emotional intensity of students' anger	An increase in the self-control, with more stable emotional responses	Demonstrates the success of REBT in emotional regulation
4	Examining the impact of changes on social interaction	Students demonstrated an improvement in the quality of social relationships within the dormitory environment	Reduced conflict, increased empathy and communication	REBT contributes to improved social adaptation
5	Evaluating the overall effectiveness of REBT	REBT has been shown to be effective in helping students manage their emotions and think rationally	Consistency in behavioural and emotional changes following the intervention	It is worth recommending as a counselling approach in educational settings

Source: Analysis of the Data from This Study

This table summarises the relationship between the research objectives and the findings obtained, whilst demonstrating the practical contributions of the research conducted.

Based on the results of this study, there are several actions that need to be taken to optimise the management of anger in students, particularly in a dormitory setting. Firstly, educational institutions need to develop structured and sustainable REBT-based counselling programmes as part of student services. Secondly, there is a need to enhance counsellors' capacity through training focused on REBT techniques so that they can provide more effective interventions. Thirdly, students also need to be educated on the importance of emotion regulation and rational thinking as part of personal development. Furthermore, strengthening social support within the dormitory environment is also a crucial aspect in creating an atmosphere conducive to students' mental health, as research indicates that counselling interventions and social support play a significant role in enhancing psychological well-being (Prado et al.,2024). Consequently, these measures are expected to yield sustainable impacts in improving the quality of students' lives.

Conclusion

This study confirms that maladaptive anger among female students living in halls of residence is strongly linked to irrational belief systems, rather than solely external situational factors. The application of REBT facilitates meaningful cognitive restructuring, which subsequently contributes to improved emotional regulation and interpersonal functioning. Although these findings are limited to a small sample, they offer practical implications for integrating REBT-based counselling programmes into residential higher education settings.

This study has limitations in that its scope remains focused on dormitory students within a specific context; consequently, the dynamics observed may not fully represent the general conditions of students with more diverse backgrounds. Furthermore, the approach used emphasises individual intervention, leaving ample scope for exploring group-based approaches or integration with other methods. Therefore, future research is expected to broaden the scope of the subject, test the effectiveness of the REBT approach in various different social contexts, and combine it with other approaches to obtain more comprehensive results in understanding and managing students' emotional dynamics.

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