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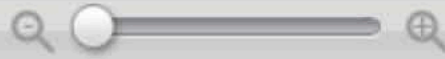
Clinical benefits of ¹ rational-emotive stress management therapy for job burnout and dysfunctional distress of special education teachers

Onuigbo LN *et al.* Clinical benefits of rational-emotive stress management therapy

Liziana N Onuigbo, Charity N Onyishi, Chiedu Eseadi

Abstract

It has been observed that managing job burnout and dysfunctional distress constitute part of the major challenges among special educators, and that empirical data on the management of burnout and dysfunctional distress associated with the job of special education teachers are lacking in the literature. The current article discusses the clinical benefits of a rational-emotive stress-management therapy program in reducing the level of job burnout symptoms and dysfunctional distress in special education teachers, using evidence from a 2018 clinical trial study that reported the efficacy of this intervention. Results show the clinical benefits and implications of conducting a rational-emotive stress management intervention, and recommendations are made for future research.





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Background/objective: Different studies have shown the prevalence of high level of **stress** among undergraduate students. The objective of the present study was to investigate the effect of **rational emotive behavioral therapy** (REBT) as a **stress management** intervention among English Education undergraduates in Universities in Southeastern Nigeria.

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