International Academic Institute for Science and Technology

International Academic Journal of Social Sciences
Vol. 1, No. 2, 2014, pp. 91-96.
ISSN 2454-3918

International Academic Journal of Social Sciences

www.iaiest.com

Identifying the effect of life skills training on addicts' mental health who referred to the methadone addiction recovery centers

Mostafa Akbari [a] , Arezoo Mehrabi [b], Javad Karamkhani [c], Hamid-Reza Shahbaz-poor [d], Masoume Hemmati [e],Mojtaba Ranjbari [f], Saeide Hooshiar [g] , Ayoub Moradi [h]

[a] *PhD of Medicine, Razi University, Kermanshah, Iran.*

[b] *Master of General Psychology, Islamic Azad University, Kermanshah, Iran.*

[c] *PhD of Sociology, Islamic Azad University, Tehran, Iran.*

[d] *Master of General Psychology, Islamic Azad University, Tehran, Iran*

[e] *Master of General Psychology, Razi University, Kermanshah, Iran.*

[f] *Master of Counseling, Mashhad Ferdowsi University, Iran.*

[g] *Master of General Psychology Islamic, Azad University, Tehran, Iran.*

[h] *Master of Counseling, Allameh Tabatabaei University, Tehran,* Iran.

Abstract

Mental health can be considered as the ability to grow and expanding emotions, making relationship with others and facing with hardships. Life skills training has an important role in mental health, so that it can be said that the roots of many psychological disorders are caused by some defects in the development of basic life skills. The purpose of the present research is to study life skills training on addicts' mental health that referred to the methadone addiction recovery centers.

Method: semi-experimental method was used in the research, as well as pre-test and post-test have been applied for control group. Statistical population includes all addicts who referred to the addiction recovery centers of Kermanshah. 40 individuals have been selected by one-center cluster sampling. Pre-test was carried out by GHQ questionnaire and subjects have been placed randomly in two groups of experimental and control. Experimental group has received ten sessions of the ten life skills training, and then post-test has been applied for both groups. Data has been analyzed by covariance analysis and SPSS software.

Findings: life skills training led to increase mental health of addicts who referred to methadone addiction recovery centers (MMT).

Keywords: life skills, mental health, addict, methadone addiction recovery centers.

Introduction:

Addiction is a physical and mental illness that endangers all different aspects of individual's life, family and society because of its progressive nature (Le Moal, 2007). Indeed, it is considered as a great individual and social problem with physical and mental complications on addicts, moreover it effects on community health in terms of socially, economic, politically and cultural damages (Asgari, quoted by Hojjati, 2009). Annual report of the World Health Organization (2005) indicated that there are almost 200 million addicted individuals to different types of opioids. Unfortunately, the same report mentions that the highest prevalence of addiction with 2.8 percent is related to Iran and 2.3 percent for Kazakhstan, and 1.2 percent for Russian (Askari and Abbasi, quoted by Hojjati, 2009). Nowadays, addiction and substance use disorder is one of the health issues in our country, so that according to the report of control headquarters of drugs, 2 million individuals (2.5 percent) of Iran are addicted to drugs (Farhadian, quoted by Hojjati, 2009). Psychologically, substance abusers have a vulnerable personality trait (Boyd, 2005). Psychological and personality characteristics of addicts are not only as the result of drug abuse, but also addicts had several psychological and personality disorders before being addicted, and these disorders have been appeared more destructive, so drug is not the only problem of addicts but also it is an interactive relationship between his personality and addiction (Ketabi, quoted by Hojjati, 2009). Different factors such as social excitation, peers pressure, family and genetic factors, and emotional and psychological problems are considered as pathology for substance abuse disorder (Hojjati, 2009). Also, poor family functioning, problems, and family conflicts are known as other reasons of tendency toward drug abuse (Noorani-Poor, quoted by Hojjati, 2009). Mental health of addicts is in greater danger than regular people. A survey study (Regier et al.) on more than 20 thousand individuals indicated that there is 2.7 percent for any psychological patient to develop problems related to alcohol or other substances than individuals with no psychological disorder; most of addicts have psychological symptoms in other psychological aspects such as depression, anxiety, personality disorder and anti-social characteristic in addition to addiction problems (T Beck and Feredi, 2001). Consuming opioids, causes some psychological and behavioral changes that makes individuals to have euphoric feeling but step by step it would be replaced with anger and slow psychomotor activities and dysfunction in social and occupational performances (Bakhshi-Poor, and Roodsari, 2004). Drug abuse is a dangerous and underlying factor to endanger individuals' mental health. Nowadays, life skills training is a solution to promote mental health of addicted people. In this regard, psychologists attempt to prevent mental illnesses and social disorders of life skills training, increasing psychosocial abilities and finally prevention of harmful behaviors for health and improving mental health of individuals with the support of national and international organizations (World Health Organization, 1996). Researches indicate that life skills training are helpful for health promotion and mental health of addicted people. Life skills training has effect on reducing cigarette smoking, alcohol consumption and dependence to drug (Botvin and Williams, 1980; Botvin, Botvin, Filazzola and Millman, 1984), preventing violence (Giener, Webster and Champion, 1993), preventing to commit suicide (Lafrom Baise and Hoard Pitney, 1994), reducing negative symptoms (functional psychosis) (Lucchi, 1998), reducing symptoms (Troner and Pokmonton, 1997), emotional compatibility (Darden et al., 1996), self-image, self-efficacy, emotional and social compatibility, reducing anxiety and preventing sexual promiscuity (World Health Organization, 1994). Wickroski (2000) suggested that life skills training increases self-esteem and flexibility against changes. Albertan et al. (2001) also suggested that

this training increases individuals' ability in managing problems and these individuals reach to autonomic relaxation (Gilbert, 1996). They may become able to handle activities such as plans related to problem solving and they can apply more successful methods for problem solving. It decreases the level of anxiety and anger and increases cognitive skills and self-esteem. Life skills training have an underlying role in mental health, so it would have a prominent role in an appropriate level of development. So that, it can be mentioned that most of neurosis and psychosis are caused by a defect in underlying life skills development and they have therapeutic effect (hartely, Brewer, 2001). There are many researches that indicate positive effects of life skills on mental health. Studies showed that life skills training reduces neurosis symptoms, self-destructive behaviors and obesity, and preventing sexual promiscuity, as well as it has positive correlation in interpersonal functions and emotional compatibility and accelerates patients' recovery. Mental health of addicted people is threatening due to the fact that the effects of life skills training in the past researches indicate positive effect of such skills on mental health, and nowadays addiction is considered as one of the most important psychological disorders in Iran. The purpose of the present research was to study the effects of life skills training on mental health of addicts in methadone addiction recovery centers (MMT).

Method

Semi-experimental method was used in the research and pre-test and post-test has been applied on control group. One of the methadone addiction recovery centers of Kermanshah has been selected by clustering sampling. 40 individuals were selected and have been placed in two groups of 20 (experimental and control). Then experimental group received ten sessions of ten life skills.

Measuring tools

General Health Questionnaire (GHQ): 28-item mental health questionnaire was utilized as measuring tools of the present research. Original edition of general health questionnaire included 60 items but there are some shorter editions and the most important short questionnaires include 28, 30 and 12 items. It contains 4 scales such as: physical symptoms, anxiety and sleeplessness, social dysfunction, and depression. 5 scores would be obtained for each person in this test. 4 scores are related to subscales and 1 score is related to the total score. In grading, the scores of zero, one, two and three belong to the options of A to D. Therefore, the score of each person would be 0-21 in each subscale and 0-84 in total (Ashtiani, 2009). Validity of the questionnaire was reported 0.95in the study of Gldenberg and Willams (1988). In the study of Chuan (1985), internal consistency was reported 0.93 by Cronbach's alpha. The level of significance for validity coefficient of Farsi edition of 28-item general questionnaire by retesting was reported 1% (Plahang, 1995). It has been obtained 0.85 for physical symptoms, 0.78 for anxiety and sleeplessness, 0.79 for dysfunction in social performance, 0.91 for chronic depression and 0.85 for total questionnaire (Bahmani and Asgari, 2007).

Findings

Table1. the results of mean and standard deviation in post-test for control and experimental group

Group	N	Mean	Standard deviation
Control	20	26.9	9.68
Experimental	20	17.6	8.7
Total	40	22.25	9.13

As it is presented in table 1, mean of experimental group indicates a reduction in post-test than control group.

Table 2. the results of covariance analysis to study the effect on life skills training on mental health

Source of change	Total squares	Degree of freedom	mean of squares	F	Level of significance
Correction model	2514.273	2	1257.13	39.8	00.0
Pre-test	2197.63	1	2197.63	68.6	0.052
Group	392.6	1	392.6	10.56	0.00
Error	1273.62	37	37.12		
Total	6904.6	40			

As it is presented in table 2, F is calculated as $\frac{392.6}{37.2} = 10.56$ and it is significant in α=1%, and it means that life skills training improved mental health of addicts who referred to the methadone addiction recovery centers of Kermanshah.

Conclusion

The purpose of the present research was to study the effect of life skills training on mental health of addicts who referred to methadone addiction recovery centers. The results demonstrated that ten life skills training (self-awareness, empathy, communication, interpersonal relationships, decision making, problem solving, creative thinking, critical thinking, inhibiting emotions and coping with stress) promotes mental health of experimental group, and the results indicate that life skills training can be a preventive factor for threatening mental health of addicted people. Unfortunately, nowadays despite profound cultural changes and variation in lifestyle, most of people lack necessary activities in coping with life issues and it made them vulnerable in facing with daily problems and its requirements. Life skills training can be applied to

promote the level of communications, and increase the power of decision making, self-understanding and working in group (Traver and Chiv, 1997).

Findings of the present research are consistent with the results of the past researches based on studying the effects of life skills training on mental health of addicts and non-addicts. For example, carried out research by Wichrosky (2000) and Albertan et al. (2001) in studying the effect of life skills training on mental health and the research of Asadi et al. (2007) based on studying the effect of life skills training on clients' health, and the study of Yasha and Yadavari (2007) in studying the effect of life skills on general health, self-esteem, the research of Khoda-bakhsh and Mansoori (2010) based on evaluating the effect of life skills training on mental health of individuals. Also the researches show that life skills have positive effect on increasing self-awareness and decision making, preventing AIDS (World Health Organization), self-efficacy, preventing violence (Giener, 1993), promoting mental health (Nick-poor, 2003), and improving behavioral condition. Also, life skills training has been reported effective on individuals' attitude toward drug, e. g. the research of Hojjat-khah et al. (2010) and the research of Poor-Chenari and Golzari (2008). According to findings of the present research and past researches it can be concluded that life skills training can be applied as a solution to promote mental health of individuals such as addicted people and also it can be utilized as a preventive factor for threatening mental health.

References:

Asadi, M., Mahmood-nia, A., (2007). Studying the effect of life skills training on clients' health, Journal of Applied psychology, first period, no.3, 72-81.

Ashtiani, A., Dastani, M., (2009). Cognitive tests, third ed., Tehran: Besat publication

Bahmani, B., Asgari, A., (2006). Casual normalization and evaluating mental psychometric indicators of General Health Questionnaire (GHQ) in medical sciences students of Iran. Collection of the third Seminar of students' mental health, 62-67.

Bakhshi-Poor Roodsari, A., (2004). Guidelines to prevent and treat substance abuse, Tabriz: Salman publication.

Hojjati, H., et al., (2009). Studying mental health and its relationship with the quality of life among addicts.

Hojjat-Khah, M., et al. (2010). Studying the effectiveness of life skills training to change the attitudes of students toward substance abuse, the first conference in narcotics, Kermanshah.

Khoda-Bakhsh, M., Mansoori, P., (2010). Studying the effect of life skills training on individuals' mental health. Journal of medical sciences research, Zahedan.

Nick-poor, R., (2003). Introducing life skills training program. Department of cultural and preventive affaires, Welfare organization, Iran, Tehran.

Plahang, H., Berahani, M. et al., (1996). Studying epidemiologic mental disorders of Kashan, Journal of thoughts and behavior, second year, no.4, 19-27.

Poor-Chenari, A., Golzari, M., (2008). Studying the effectiveness of life skills training on changing attitudes of high school male students of Sirjan toward substance abuse. Scientific Journal of addiction studies, second year, no.8, 33-54.

Scientific-research Journal of Shahid Sedooghi medical sciences of Yazd, 18th period, no.3, special issue on high risk behaviors conference, 207-214.

T. Beck; Feredi, R., (2006). Cognitive therapy of addiction to drug, translated by Goodarzi, M., Shiraz: Rahgosha publication.

World Health Organization (1996). Life skills training program. Translated by Noori-Ghasem Abadi, R.; Mohammad-Khani, P., Tehran: department of cultural and preventive affaires of Iran.

Yasha, Gh., Yadavari, M., (2007). Studying the effect of life skills training on general health, and self-esteem, Journal of youth studies, no.11, p.29.