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The effectiveness of cognitive - behavioral therapy and emotional disclosure on reducing students' anxiety in roshtkhars Payam Noor University

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Abstract

The aim of study was to evaluate and compare the effectiveness of cognitive-behavioral therapy, emotional Disclosure(spoken and written), in reducing test anxiety. The research is semi-experimental and design tools used in this study,is Beck Anxiety questionnaire. The study population included all male and female students studying in Roshtkhars pnu for masters in 93-92. After the primary screening test stress test randomly into 3 groups of 15 persons (2 groups) were classified as controls. Cognitive_ behavioral treatment group, 4 weeks, 2 sessions and each experimental group, the 2-week and 4-week session for spoken and written emotional expression individually, to see their therapist. After the sessions, the test was performed on both groups. For data analysis of covariance and t-test was used. The results showed that the experimental group after receiving training in their anxiety level of cognitive-behavioral therapy and treatment of emotional expression, showed significant changes.

Keywords: Emotional Disclosure (spoken and written), anxiety, cognitive-behavioral therapy

Introduction:

Since one of the major groups in every country that plays an important role in the future of Society are students. While attending college for many students have positive experiences for some other educational content such as quizzes, papers, presentations, and is associated with stress experience. No doubt experiencing stress of academic issues, has negative impact on subjective well-being, psychological and physical accompany of students, also causes a waste of financial and human resources.

Academic failure is one of the most important problems of the Third World and Iran, each year more than half a million students across the world come to attend college, dropped out, or can not be provided in due course to finish his studies.

Also, many students' educational problems such as school failure, school dropout, maladaptive behaviors, resulting from the adverse and negative perceptions towards themselves. the idea that students have about themselves and their talents and abilities and effectiveness is so importat and effective and effective in their success and failure.

Statistics on the prevalence of mental disorders in different countries and Iran, makes clear the importance of attention to mental health. The World Health Organization estimates that in, approximately 500 million people worldwide suffer from Mntal disorders, about half of them are minor disorders, such as depression and anxiety.

Mental health of students, is a fundamental problem in student life , which is due to its direct impact in the development of society and addressing the main condition for efficient and optimum use of educated people. As a student, for reasons such as being away from family, participation in social responsibility, and link of this period of time with teenagers, young adults, and curriculum and academic pressures, makes this period special.Admission to the university, with the transformation in the human and social phenomena, as well as expectations and new roles, mostly with the pressure and concern, affects the functioning and the efficiency of the person (Lehtinen, 2008).

Being strange with many of the college on arrival, detached from family, lack of interest in the field of education, conflict with others the economic environment and lack of amenities, are some of the conditions that could cause problems and psychological distress and weak performance (laps Lee, 1989) and affect their mental health. This group must meet the demands of a growing world who want to make decisions on issues such as jobs, lifestyle, friends, family, religion and politics, the confidence and expectations of family, teachers, friends and other groups to meet; therefore, , by creating emotional and important links with the environment and people outside the family, they created their own system of values, which in most cases, affected by their family and cultural influences that they have been risen (Pillay, 1998).

To enhance the mental health of students, we should create circumstances that they get familiar with facing issues, such as dealing with reality, adapting to changes, suffering from anxiety and daily stress, coping with emotions and so on.

One of the theories of counseling, is Albert Ellis approach that focuses on cognitive and behavioral dimensions and, judgment, decision making, analysis of stresses. According to this approach, these events are not events that make people upset, but the idea that the result of beliefs, schemas and information process in a way that affected his attitude and the emotion and reactions of the person. Those who insist irrational beliefs about themselves and events, always face difficulties in their lives. Ellis shows that people can learn how to identify the assessments illogical and irrational to act to correct them.

When stress factors, affect human life, the emotional and physiological thought we were out of the normal and balanced, cognitive activity, is vulnerable and behavioral problems as anxiety and depression is called.

Enter university, major change in social life, family and individual creates. During this period, a person with a lot of changes in social relations and human faces and new faces with expectations and roles. Being in such circumstances, is often stressful, it affects the performance and efficiency (Ratk, 2000).

The White (2000) when people are under stress, should have the coping skills necessary to work to reduce stress. If you stress management and coping skills to be effective, a person will be able to cope with the needs and challenges of your life in a better way. Research also indicates that those who expected more efficiently with confidence high (heck Recklinghausen, 2001) in his life commitment, challenge and more control, they are humorous (Godfrey , 2004) had more social support (Howie, 2000) show greater resistance to it and later called the distressed and the distress, resistant

That is why the issue of pregnancy and diagnosis of various psychological approaches have been considered for it from the beginning. Today the consensus among therapists often therapeutic approaches, there is one common aspect of treatment is that the authorities be allowed to express in words their emotional experiences (Penelope Baker, 1995; Prochaska and Norcross, 1999) .

Based on the theory of cognitive changes in people's emotional expression through exposure to traumatic experiences helps them better understand and review the events of life and new meaning in their work eventually leads to emotional experiences with structural Byabnd.ayn emotional attract new system and personalize it as one of the ordinary experiences of life accept (Penelope Baker, 1997).

The aim of this study was to compare the effect of two methods of cognitive - behavioral therapy and emotional expression in reducing test anxiety in students that will be examined along with variable stress.

Research Hypothesis:

The main hypothesis:. The effectiveness of cognitive - behavioral therapy in reducing anxiety than students with emotional expression there is a significant difference.

Second Hypothesis : 1 - Training cognitive-behavioral therapy is effective in significantly reducing test anxiety

2 - Emotional expression method significantly impact on reducing test anxiety level is

This study compared the effectiveness of cognitive behavioral therapy as a treatment to reduce test anxiety is the emotional expression.

This study aimed to assess and compare the efficacy of cognitive - behavioral therapy and emotional expression in reducing anxiety of college students, a quasi-experimental study of students in the persons of Bvdndbtvr during the study were randomly divided into three groups have been Dcharaztrab

Statistical society : The study population included male and female undergraduate students in academic year 91 to 93 are studying at the University Nvrrshtkhvar message that our total population is 560 people

Sample and Sampling Distribution

In order to answer these questions, quasi-experimental study on the number of students who had been referred for examination anxiety disorder were selected randomly. First, an initial screening was performed on the variable in the stage after the screening output a control group and experimental groups were created. In each group, the patients were divided into group has from about age, education, did not homogenous.measurements were taken.

First of all participants to conduct research in order to measure anxiety, the Beck Anxiety Inventory is a pre-test, post-test questionnaire to practice again Md.vps the end of the interventions was Beck

The instrument used in this study, Beck Anxiety Inventory Beck whose Vhrsval the 4 options provided in Article 21 and distributed among students the necessary information was obtained.

Table 1 determine the degree of anxiety on the Beck Anxiety Inventory

Numbers	Anxiety Degree
0-7	Noting or Minimum
8-15	Slight
16-25	Average
26-63	High

Studies show that this questionnaire has high reliability and validity

Its internal consistency coefficient (Cronbach's alpha), 92%, 75%, within a week test-retest reliability and correlation of 30% to 76% of its range.

Five types of content validity, concurrent, construct, test and diagnostic agent for this is that they represent the measured efficiency of this tool is to measure the severity of anxiety (Black □, 1988).

Some research has been done in Iran about the psychometric properties of this test, it test-retest reliability coefficient and 80% have reported an interval of two weeks. The Freedom Vmvsvy and Environment (1380), in examining the psychometric properties of this test in Iranian population, about 72% validity and reliability test - retest interval of one month, 83% and 92% have reported Cronbach's alpha.

Analysis Method

In this season of descriptive and inferential analysis of the data provided. To check which of the two methods of cognitive-behavioral therapy and emotional expression analysis of variance method is more effective and to evaluate and compare the effect on test anxiety cognitive-behavioral therapy and emotional expression is provided table

The descriptive findings

Table 2. Describing the subjects in both experimental and control groups in terms of gender

Control		**Emotional Disclosure**		**cognitive behavioral therapy**		**Gender**
Percent	**Abundance**	**Percent**	**Abundance**	**Percent**	**Abundance**	
0/40	6	0/35	5	0/40	6	**Male**
0/60	9	0/65	10	0/60	9	**Female**
100	15	100	15	100	15	**all**

Table data show that in the experimental group cognitive-behavioral therapy, 60% of women and 40 Drsdmrd and experimental group emotional expression 65/0% were females and 35/0 percent are male and controls 60% of women and 40% are male

Inferential findings

The effectiveness of cognitive - behavioral therapy in reducing anxiety than students with emotional expression there is a significant difference

Table 3. Data normality test (Kolmogorov-Smirnov)

Significance level	Kolmogorov-Smirnov	Numbers
0/738	/5987	15

According to the table above is the fact that the significance level of 05/0, after the data are normally distributed and therefore parametric statistics used

Table 4. Levine test (homogeneity of variances)

F	Freedom degree1	Freedom Degree 2	significance level
0/716	2	41	0/430

Results The table shows the significance level (34/0) is bigger groups, we conclude that the variances are equal

Table 5. Descriptive statistics difference between pretest and post test in three groups:

Standard error average	**The standard deviation**	**Average**		**Group**
1/51	5/85	-9/40	15	**Cognitive-behavioral**
1/41	5/47	-6/07	15	**Emotional Disclosure**
1/26	4/88	-2/00	15	**Control**

According to Table 4.4, the average difference between pre-test and post-test can be observed in cognitive-behavioral therapy to 40/9 - 07/6 in emotional expression - in group Kntrl2- is. And cognitive behavioral therapy is the most widely average difference is

Table 6. ANOVA difference between pretest and post test

Significance Level	**F**	**Squares Average**	**Freedom Degree**	**Sum of squares**	**Variable**
10/00	15/561	515/356	2	1030/711	**Beetwen Groups**
		29/346	42	1232/533	**Intergroup**
			44	2263/244	**All**

According to Table 4.5 in the pre-test and post-test analysis of variance between the 56/15 and the level of significance is 001/0. Given that the null hypothesis is rejected is significantly less than 01/0 and can say with 99% confidence level of anxiety between the three groups (cognitive - behavioral, emotional expression and control group no significant difference Dard.jht closer look and ratings that differ from the Fisher exact test (LSD) used

Table 7. LSD Fisher test

Significance Level	***Averages difference***	***J***	***I***
0/099	3/33333	**Emotional Disclosure**	**Cognitive - Behaviral**
0/001	11/40000*	**Control**	
0/099	-3/33333	**Cognitive - Behaviral**	**Emotional Disclosure**
0/001	8/06667*	**Control**	
0/001	-11/40000*	**Cognitive - Behaviral**	**Control**
0/001	-8/06667*	**Emotional Disclosure**	

Due to the high level of significance between the control group cognitive-behavioral and emotional expression less than 05/0. Therefore, the null hypothesis is rejected and consequently the level of anxiety level is significantly different. Other groups (cognitive-behavioral with emotional expression) was significantly higher than 05/0 level is not so different in their level of anxiety. This suggests that both methods are effective in reducing anxiety

Training cognitive-behavioral therapy has an effect on reducing anxiety in students.

Table 8. Data normality test (Kolmogorov-Smirnov)

Post-test	Pre-test	Test index
15	15	Numbers
0/861	1/035	Kolmogorov-Smirnov
0/439	0/234	Significance Level

According to the table as the significance level for all tests was higher than 05/0, the data are normally distributed and therefore parametric statistics used

Table 9. Levine test (homogeneity of variances)

F	Freedom degree1	Freedom Degree2	Significance Level
1/134	1	28	0/296

Results The table shows the significance level (29/0) is bigger groups, we conclude that the variances are equal

Table 10. The results of descriptive pretest and post test anxiety due to the Group

Standard deviation	**Average**	**Numbers**	**Test**	**Group**
5/53	19/40	15	**Pre-test**	**Test**
3/48	12/00	15	**Post-test**	
3/08	18/60	15	**Pre-test**	**Control**
6/05	15/50	15	**Post-test**	

Results Table shows that the highest average pre-test of the experimental group (40/19) and the lowest average pre-test of the control group (50/15) and the highest average post-test of the control group (50/19) and the lowest pre-test of the experimental group (0.12), which shows the effect of CBT on anxiety

Table 11. Analysis of Variance

Test Ability	**Effectiveness**	**Significance Level**	**F**	**Sum of squares**	**Freedom Degree**	**Sum of squares**	**Variable**
0/931	0/321	0/001	12/788	284/553	1	284/553	**Membership**
0/461	0/121	0/064	3/722	82/829	1	82/829	**Pre-test**
				22/251	27	600/771	**Error**
					29	918/800	**All**

Results Table 4-10 shows the pre-test anxiety among subjects there is no significant difference between control and experimental groups. (F 27,1) = 3/72, p> 0/05)

But between the two groups of test anxiety and post-test control group f (27,1) = 12/78, p <0/01) there is a significant difference. Education 99%, we conclude that cognitive-behavioral therapy is effective in reducing anxiety in students. Is. The effect of education on cognitive-behavioral therapy of anxiety is 32/0 percent

Emotional expression method is effective in reducing anxiety in students

Table 12. Data normality test (Kolmogorov-Smirnov)

Post-test	Pre-test	Test Index
15	15	Numbers
0/649	0/575	Kolmogorov-Smirnov
0/793	0/896	Significance Level

According to the table as the significance level for all tests was higher than 05/0, the data are normally distributed and therefore parametric statistics used

Table 13. Levine test (homogeneity of variances)

F	Freedom Degree	Freedom Degree2	Significance Level
0/276	1	28	0/604

Results The table shows the significance level (60/0) is bigger groups, we conclude that the variances are equal

Table 14. According to the descriptive results of pretest and post test anxiety

Standard Deviation	Average	Numbers	Test	Group
4/11	17/00	15	**Pre-test**	**Test**
4/22	10/93	15	**Post-test**	
3/08	18/60	15	**Pre-test**	**Control**
6/05	16/60	15	**Post-test**	

Results Table shows that the highest average pre-test of the control group (60/18) and the lowest average pre-test of the experimental group (17) and the highest average post-test of the control group (60/16) and the lowest after the test of the experimental group (93/10) which shows the effect of emotional expression on anxiety.

Table 15. Analysis of Variance

Test Ability	Effectiveness	Significance Level	F	Squares Average	Freedom Degree	Sum of Squares	Variable
0/710	0/201	0/015	6/795	167/422	1	167/422	**Membership**
0/483	0/128	0/057	3/947	97/262	1	97/262	**Pre-test**
				24/640	27	665/271	**Error**
					29	1003/367	**All**

Results Table 4-14 shows the pre-test anxiety among subjects there is no significant difference between control and experimental groups. (F 27,1) = 3/94, p> 0/05)

But between the two groups of test anxiety and post-test control group f (27,1) = 6/79, p <0/05) there is a significant difference. With 95% confidence, we conclude that teaching emotional expression is effective in reducing anxiety in students. Is. The effect of education on emotional expression of anxiety is 20/0 percent

Conclusion

As mentioned in the previous section, the main purpose of this study was to evaluate the effectiveness of two methods of cognitive - behavioral and emotional expression in reducing anxiety among students. For this purpose, a group of 15 students from as experimental (emotional expression and speech), and another group testing (group cognitive - behavioral therapy), selected after 8 training sessions, within 30 days of their scores in anxiety compared the results showed that education and cognitive - behavioral and emotional expression are significantly reduced anxiety levels.

As a result of the second hypothesis, that of emotional expression is effective in reducing anxiety level of students, the results Labath (1992), co-ordinates. Labath and colleagues, in their study on the impact of emotional expression of anxiety and depression found that after completion of emotional expression, depression and anxiety in the experimental group compared with the control group significantly reduced.

The results also achieved (2004) showed that the thoughts of important modulators of stress and emotional expression with reduced working memory capacity and this opinion was higher working memory capacity

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