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The Effectiveness of Cognitive-Behavioral Training on Emotional Self-regulation in Addicts of Urmia

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Abstract

The objective of this research was to investigate the Effectiveness of Cognitive-Behavioral Training on Emotional Self-regulation in Addicts of Urmia. The research method was semi-experimental with pre and post test and control group. The statistical population consisted of all addicts aged 15-30 years old who were resident in medium term well-being centers of Urmia that 30 of them were selected by multi-stage random sampling method in a way that five centers were selected from middle-term centers and six individuals were selected randomly from each center then the 30 subjects were divided randomly to two groups consists of 15 individuals. The experimental group experienced eight sessions of thirty minutes of cognitive-behavioral training. Before and after the end of the sessions, both groups responded to Hoffman and Kahdan (2010) and the Parker & Endler Stress Coping Scale (1990). Data were analyzed by Kolmogorov-Smirnov and Ankoa tests. The findings indicated that cognitive-behavioral training had a positive effect on emotional self-regulation.

Keywords: Self-regulation, Cognitive Behavioral Approach, Excitement.

Introduction

Drug addiction is a mental illness that is associated with severe motility disorders and loss of behavioral domination (Dallas et al., 2010). Evidence suggests that the use of substances as an addictive behavior has mental, emotional and motivational characteristics. Drug abuse is behavioral, mental, and emotional because after a crack-up period, there is a strong desire to consume drugs (Paulus et al., 2002). The cognitive order seeking of excitement is a process through which individuals (willingly or unwillingly) modulate their emotions to achieve a desirable outcome (Aldawo et al., 2010). The emotional adjustment is described as processes through which individuals can describe what excitement they are and when they are experienced and expressed (Gross, 1998). In self-regulation, an individual evaluates his or her behavior, and if it is in accordance with its standards, his behavior is well-appreciated and makes him happy and if these behaviors are not in accordance with standards, he tries to change his behavior to gain standards, then he/she re-evaluates to know if it has been able to reduce or eliminate the distance from the standards (Franzoi, 2000). Strongman (2006) quoted five types of emotional processes. In his view, when

choosing a position, the person treats emotions by approaching or moving away from people, places, or objects that lead to emotional experiences that are good or unpleasant, during the correction of the situation, he focuses on what causes unpleasant emotional experiences and changes it to his desire. With a shift in attention, he attracts his attention to something else and distracts from a position or stimulus that causes emotion. With cognitive change, would change his assessment of some things to change its emotional effect and with the modifying response, tries to change their emotional response to situations or stimuli acts. The strategies that individuals use to regulate their emotions can improve the health of humans on a wide range of biological, psychological, social and ethical issues, and thereby improve the quality of life, efficiency and interpersonal relationships (Salehi and Morakani, 2006). Garenfsky & Graich (2006) argue in this regard that any impairment in the regulation of emotions can make a person vulnerable to psychological problems, including depression and anxiety. Much evidences proves that people with emotional skills, those who know their feelings well and adjust them, and understand the feelings of others and effectively deal with it, they are successful and efficient in different spheres of life, (Yariyari, Moradi and Yahyazadeh, 2007). One of the factors influencing the realization of emotional cognitive regulation is cognitive-behavioral approach. The first research on the role of cognitive-behavioral process was introduced by Lazarus as a moderator of the effects of stress, which its generalization included of defense mechanisms. The response to an event depends on the outcome of the process of evaluating the personality resources (person's abilities in solving problems, ethics, and social support), the interpersonal relationship and the environment, cognitive experiences, and social and cultural variables. The Billings and Mouse model emphasizes a cognitive-behavioral coping that is associated with the assessment of a stressful event to achieve adjustment of emotional stress. A research on stress in cognitive-behavioral psychology considers coping strategies as mental adaptation (Quraishirad, 2010). The cognitive-behavioral approach itself has come from integrating two behavioral therapies (mainly in the context of Pavlofi and Novovaplivian conditioning) and the cognitive approach either in cognitive therapy or in the framework of cognitive psychology and the basic knowledge. This approach that has been achieved in cognitive behavioral therapy, the strengths of behavioral therapy approaches and cognitive therapy, namely, objectivity, evaluation and measurement on the one hand, and the role of memory in the reconstruction and interpretation of information on the other hand, and as a form of knowledge of work the package is closed (Kate Houghton and Salcoes, 2006).
According to the stated purpose, the main purpose of this research is to investigate the effect of cognitive-behavioral approach on emotional self-regulation among addicts of Urmia.

Research Methodology

The research method was semi-experimental with pre and post test and control group. The statistical population consisted of all addicts aged 15-30 years old who were resident in medium term well-being centers of Urmia that 30 of them were selected by multi-stage random sampling method in a way that five centers were selected from middle-term centers and six individuals were selected randomly from each center then the 30 subjects were divided randomly to two groups consists of 15 individuals. The experimental group experienced eight sessions of thirty minutes of cognitive-behavioral training. Before and after the end of the sessions, both groups responded to Hoffman and Kahdan (2010) and the Parker & Endler Stress Coping Scale (1990). Then, after cognitive-behavioral approach, the score of each group was compared in emotional self-regulation. Also, the data were analyzed by Kolmogorov-Smirnov and Ancova tests.

Measuring tools

The scale of Self-Regulatory Strategies of Huffman and Kahdan

The questionnaire was introduced in 2010 by Hoffman and Kahdan. The response spectrum is based on Likert spectrum, and it is scored from is not right for me at all to the infinity is right for me, with a 5

scores. This questionnaire was translated in Iran by Karshaki for the first time (2014). The questionnaire, after translation and re-translation, was provided to the relevant psychologists in terms of content validity and its content validity was confirmed. The questionnaire has three components or subcategories of concealment, compromise and tolerance, which have 8, 7 and 5 questions respectively. After data collection, factor analysis was used to verify the construct validity .The results of Factor Analysis showed that sample size is sufficient and the factors are interpretable (KMO=0/808, χ^2=1409/076, p<0/001). In the research of Karshaki (2009), for determining the validity of the questionnaire, content validity, main component analysis and validity of factor analysis were used. Content validity and structure of this questionnaire were confirmed by three factors. Cronbach's alpha coefficient was used to measure its reliability. The Cronbach's alpha coefficient has been obtained for hidden, compromise and tolerance subscales, which indicates the acceptable reliability of this scale. The Scorecard test also showed the same. 17.8% of the variance was explained by the first factor (compatibility), 14.97% of the variance was determined by the second factor (secretion) and 8.43% by the third factor (tolerance). Of course, questions 18 and 20 of the concealment component and questions 3 and 14 were excluded from the bearing component because the factor load was weaker than 0.30. The reliability of the Cronbach's alpha, the secretion, compromise, and tolerance subscales were 0.70, 0.75 and 0.50 respectively and the total reliability were 0.81. Totally, the validity and reliability indices were satisfactory. In this study, Cronbach's alpha was 0.89.

Cognitive- Behavioral Training Method

In this tutorial, nine special emotional self-regulation skills were introduced to the students according to the Berking model (2010) during eight sessions. Each session was run for 30 minutes and twice a week for the experimental group.

Session 1: Introducing and familiarizing with the members of the group, establishing communication and conceptualization, and the need for the use of emotional regulation training regarding the test anxiety in this session was pointed out for the causes and symptoms of test anxiety.

Second session: Awareness, understanding and acceptance of excitement about exam anxiety.

Third Session: Active Reform of negative emotions to better feel.

Session Four: Flexibility in using the right conditions to adjust the severity or duration of emotional responses to the elimination of emotions in general.

Session 5: Facing (Avoiding) with Emergency (Test Anxiety) in order to achieve important goals.

Session Six: Awareness of the relationship between automatic thoughts, interpretations and behaviors.

Seventh session: Awareness in the complications of emotional avoidance and excitement experiences and suppression excitement.

Eighth Session: Problem-solving skills training that are a systematic and sequential approach to effectively solving problems of life.

Findings

Descriptive Statistics Indexes of Research Variables

The descriptive statistics indexes of the research variables of the control and experimental groups before and after the behavioral-cognitive approach (pre-test) and after teaching the behavioral-cognitive approach (post-test) are presented in Tables 1 and 2.

Table (1): Statistical indices (central and dispersion) of pre-test variables

Stage		Group	Mean	SD	Max	Min	Range
Pretest	Excitement self-regulation	Control	154.4	13.65	176.12	149.34	26.78
		Experiment	153.65	13.79	178.12	146.21	31.91

Table 2: Statistical indexes (central and dispersion) of post-test variables

Stage		Group	Mean	SD	Max	Min	Range
Posttest	Excitement self-regulation	Control	155.47	13.46	179.45	153.24	26.21
		Experiment	210.67	18.54	219.43	2.6.32	13.11

Inferential Statistics

Kolmogorov-Smirnov Test (K-S Test)

According to Tables (3) and (4), it is observed that for all the pre-test and post-test variables, the control and experimental groups the significance level of the test is greater than error level of 0.05 (P-value=sig>0.05) that is, the distribution of all pre-test and post-test variables of control and research groups with 95% confidence is normal and the assumption of zero Kolmogorov-Smirnov test (assuming normal) is confirmed.

Table (3): Results of the Kolmogorov-Smirnov test for fitting the normal distribution of pre-test variables

Stage	variable	Group	Number of observation	Kolmogorov statistics Z	Significance	Result of test
Pretest	Excitement self-regulation	Control	30	1.066	0108	Normal
		Experiment	30	1.093	0.056	Normal

Table 4: Results of the Kolmogorov-Smirnov test for the fitting of the normal distribution of post-test variables

Stage	variable	Group	Number of observation	Kolmogorov statistics Z	Significance	Result of test
Posttest	Excitement self-regulation	Control	30	1.087	0.113	Normal
		Experiment	30	1.142	0.098	Normal

Student t-test for comparing the mean of pre-test variables of control and experiment groups

The results of t-student test with two independent samples including control group and test group are presented in Table (5). The Lone test shows that the variance of the pre-test variables for the control and testing groups is the same, that is, the homogeneous assumption of the variance of the control and test groups is confirmed. Under the significant level of the Loon test for all the pre-test variables is larger than the error level of 0.05 (P-value=sig>0.05). The results of t-student test for comparison of means show that the mean of test-control variables in the control and experimental groups is not significant at the error level of 0.05.

Table 5: Student t-test (t-test) for comparing the mean of pre-test variables of control and experiment groups

Variable	The mean differences	Loon test		t	Degree freedom	Significance level
		F statistic	Significance level			
Excitement self-regulation	0.69	0.023	0.543	0.531	58	0.591

The hypothesis test: The emotional self-regulation of addicts experiencing cognitive -behavioral learning is significantly different from those who did not have such an experience.

As shown in Table (6), the variance of the self-regulatory scores for the control and testing groups is the same (P-value=sig>0.05). Therefore, covariance analysis can be used to examine the emotional self-

regulation of students with test anxiety in experimental and control groups after teaching behavioral-cognitive approach and considering the pre-test self-regulation scores as a change variable. The results of covariance analysis in Table 7 show that the mean of self-regulatory scores of both test and control groups is significantly different at the error level of 0.05 that is the main effect of the group is significant at the error level of 0.05 also the effect of pretest is meaningful (P-value=sig<0.05) that its effect has been eliminated by considering the emotional self-regulatory pre-test score as the co change variable. Chi Eta (effect size) for the group means that 6.45 of changes in the emotional self-regulation have been in the effect of cognitive-behavioral approach. The least significant difference test (LSD) in Table 8 compares the mean scores of emotional self-regulation post-test in both control and experimental groups, which shows a statistically significant difference of 95% (0.05) (P-value=sig<0.05) and the results show that the mean of self-regulatory scores in the experimental group is greater than that of the control group. That is, the teaching of behavioral-cognitive approach has a positive effect on emotional self-regulation of students on test anxiety. In other words, after teaching the behavioral-cognitive approach, the level of emotional self-regulation of students with test anxiety significantly increases, so the first hypothesis of the research is confirmed.

Table 6: Loon test for equality of variance of the mean of self-regulatory scores of the control and experimental group

Variable	Df1	Df2	F	SIG
excitement self-regulation	1	58	1.054	0.654

Table 7: Covariance test for meaningful difference in the mean of emotional self-regulatory scores in both control and experimental groups

The source change	Sum of squares	df	Mean of squares	F	sig	Chi Eta
Pretest	203.324	1	203.324	26.85	0.001	0.174
Group	532.373	1	532.373	70.308	0.001	0.456
Error	431.631	57	7.572			
total	1167.328	59				

Table 8: LSD test for meaningful difference of emotional self-regulation mean in control and experimental groups

Group	Mean	The difference of means	SD	sig
Control	155.47	-55.2	11.423	0.001
Experiment	210.67			
Experiment	3.32			

Discussion and Conclusion

The objective of this research was to investigate the Effectiveness of Cognitive-Behavioral Training on Emotional Self-regulation in Addicts of Urmia. The results of the data analysis showed that the emotional self-control of students with anxiety tests that experienced cognitive behavioral learning was significantly different from that of students who did not have such an experience and this finding is consistent with the twin findings of DavazdahImami and others (2009). In explaining this finding, it can be said that addicts use less emotional self-regulation strategies, cannot effectively control their emotions in their daily lives. On the other hand, adjustment of emotion is related to self-esteem and positive social interactions, and the increase in the frequency of positive emotional experience leads to effective meditation with stressful situations and even raises appropriate behaviors and activities in response to social situations. Emotional

self-regulation can play an important role in reducing physical symptoms, anxiety, depression and impaired social function by informing the individual of positive and negative emotions, their timely acceptance and expression. As stated, cognitive-behavioral training can be controlled by increasing concentration and solving problems that cause discomfort, and also the cognitive-behavioral approach can be due to the use of techniques such as knowledge of emotions, acceptance of emotions, and re-evaluation and expression. Suitable excitement can modify the positive and negative emotions and then adjust the judgment and positive perception of themselves in addicts. This, in turn, can be effective in reducing mental health disturbances, anxiety, and depression and so on. Given that emotions are socially useful and can be used to convey emotions to others, to engage in social interaction, and to create, maintain, and disconnect from relationships with others adjusting them through behavioral-cognitive learning can play an important role in mental health and related variables because emotions act as solutions to the challenges, stresses and problems of life.

These comments are consistency with the personal factors that have been considered in this study but in relation to family, factors can be paid to the effects of this phenomenon. Genetic factors are important in the creation this disorder. The genes have more importance in creating the symptoms of attention deficit hyperactivity disorder and transfer them from a generation to the next generation (Barkley,1990 et al,1980). In another study, they also found that children whose parents were suffered from this disorder fifty-seven percent more at risk of this disorder (Hudziak et al,2005). All These evidence suggests that genetics plays an important role (of parents) plays in the development of these disorder. Here according to the level and the number of classes (low academic level) from the hyperactive children, it seems that when these children as a parent taking care of the children, they would have become lower educational level and with more probability they will be hyperactive and impulsivity children. The results of the present study are in line with the hypothesis of the genetic disorder. In the present study, attempts have done to determine the share of each of the variables. Unfortunately, there was not observed a research that previously had considered this issue in order their results compare or measured but in general results of these study support previous theories and research results both in the individual and in the family.

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