

The Effect of Learning Coping Strategies with Irrational Beliefs based on the Theory of Rational-Emotional Alice on Students' Attitude toward Premarital Relations in Yazd-Iran

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Abstract

Introduction

This research was done with the objective of "Determine the effectiveness of learning coping strategies with Irrational Beliefs based on the theory of rational-emotional Alice on students' attitude toward premarital relations in Yazd city".

Materials and Methods

In this semi experimental research 60 female students of Yazd-Iran, selected by using of Cochran's formula and divided in two groups of control (30 persons) and experiment (30 persons) randomly. Learning of coping strategies with Irrational beliefs based on the theory of rational-emotional Alice during the 8 sessions of 90 minutes was conducted on experiment group, and the control group did not training; then post-test was conducted in two groups. Also, analysis of covariance (ANCOVA) used in order to data analysis in descriptive statistics and inferential statistics.

Results

The adjusted mean attitude scores of the relationship with the opposite sex in control group, on the pre-test and post-test was 51.27 ± 12.16 , 50.30 ± 14.46 and in experimental group was 69.53 ± 8.91 , 43.63 ± 10.96 respectively. The result Alice rational-emotional treatment method is effective on attitude to relationship before marriage of high school girls ($P < 0.05$).

Conclusion

Overall results of this research indicated effectiveness of educational intervention of Alice rational-emotional treatment on students' attitude toward premarital relations and led to attitude adjustment of teenage girls than connection before marriage in the experimental group.

Key Words: Attitudes, Irrational beliefs, Theory of rational-emotional Alice, Students.

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Introduction

Humans are social creatures and one of its basic needs is interact and communicate with others. Studies show that people on average spend 70% of their time communicating with other people and the majority of their behaviors as communication behavior are called. Among human relations need to communicate with the opposite sex arise in a section of human life. Kids in the throes unusual communication before marriage tend to many irrational beliefs (1).

Males and females relationship in modern time and in Iranian society have features that eject it from limit of a simple relationship, random, emergency and a relationship that is done in order to achieve other goals and change into relationship that the aim of the association is located. On the other hand the structures of cultural, social and technological in modern time improve the relationship fields and urge people to relationship (2).

Adolescent's irrational beliefs toward males and females relationship before marriage; the beliefs that can causing cognitive distortions and causing great damage at the levels of personal-social and family and rational-emotional treatment based on Alice theory can helpful in this field. According to mentioned features the first task of the therapist in the treatment is engaging them with thought and adaptive behavior and reducing the severity of absolutism and autocracy in their thoughts and behaviors (3).

Therefore it is necessary treatment planning and set to assist in this process. Rational-emotional-behavioral treatment (REBT) in addition to treatment of mental disorders, also improve mental health component. Hachslr and Bernard (4) reported REBT in 71.5% of cases caused change external locus of control to internal locus of control and in 57 % of cases caused increasing self-esteem(4). Addis J

and Bernard (2002) observed as results of participation in REBT meetings (Participants were 61 married couples), 40 peoples of participants answered that their confusion of thought have been fewer, 48 peoples answered that better and suitable answer to their problems, 58 peoples said that they feel fewer agitated from their problems, 26 peoples expressed that they have found more risk, 23 peoples reported that further their everyday affairs and 24 persons offered other emotions and reactions (5).

Cognitive behavioral therapy (CBT) as their name suggests, have added cognitive aspects to traditional medical treatment. Albert Alice founder of rational-emotional-behavioral therapy believe that psychological problems caused by improper thoughts. The constituent's elements of this wrong thought are irrational beliefs. These beliefs are irrational because they are irrational and non-empirical means fact of life not confirm them, they are also non-functional that's mean import to person behavioral and emotional damages (6).

So according to importance of selecting a spouse and attitude toward marriage and with more attention to adolescence and incidence of non-logical-rational thoughts in adolescents toward marriage and with growing attention to application of the theory of rational and emotional Alice, this study was conducted with the objective of "determine the effectiveness of learning of coping strategies with Irrational Beliefs based on the theory of rational-emotional Alice on attitudes to communicate before married female high school students in Yazd city, center of Yazd province in Iran.

Materials and Methods

In this semi experimental study 60 persons from second grade course of female students of Yazd in the academic year 2014-2015 selected by using of

Cochran's formula and divided in two groups of control (30 persons) and experiment (30 persons) randomly.

$$n = \frac{\frac{z^2 pq}{d^2}}{1 + \frac{1}{N} \left(\frac{z^2 pq}{d^2} - 1 \right)}$$

- n: Sample size;
- z: Standard normal deviate (1.96 for 95% confidence intervals, 2.576 for 99% confidence intervals);
- d: 1 - proportion of types in sample;
- p: Estimated proportion of types;
- q: 1 - proportion of types in sample.

Informed verbal and written consent was secured from each participant for their participation after the purpose of the study was clearly explained for them. The right to refuse was respected and the information collected from the participants was kept confidential as the collected information was stored in a file without the name of study participant.

Then on experiment group conducted training course (coping strategies with irrational beliefs based on Alice rational-emotional theory). Educational interventions were performed to groups of 8 sessions. Each week two sessions of 90 minutes and according to a training package at the different meetings, coping strategies with irrational beliefs were taught to them. Then later of performing later training course, from both of experiment and control groups were asked to complete the questionnaire (attitude toward about the relationship before marriage).

The results of two groups compared and analyzed, finally, thereby, determined the

rate of effectiveness (learning of coping strategies with irrational beliefs).

Table.1 show the procedures and learning sessions of coping strategies with Irrational Beliefs. In order to measure the attitude of teenage girls toward the relationship before marriage based on the principle of existing theoretical, used from the scale of researcher made reviews (feeling, recognition and performance towards relationship with the opposite sex before marriage).

The desired scale included 25 items and in this questionnaire 3 question measure performance of persons towards the opposite sex relationship and also 22 questions measure the attitude (feeling, recognition) of people towards communicate with the opposite sex. Some psychologists, including (Shafiabadi et al.) have paid to review the scale; and reflection of unrelated deleted and has been applied the expect reforms of professors (7).

Tehran National Youth Organization (2001) have been reported the reliability of this questionnaire with Cronbach's alpha 0.93 method that demonstrate the high validity of scale in Yazd in the study of Salehi and Divband (2010) amount alpha 0.72 have been reported for this scale; in general amount of reliability and validity of this scale in previous research has been approved (8).

Also, in order to measure variables parents' education and household income level, three questions were inserted made by researchers at the beginning of the questionnaire.

Table 1: Procedures and learning sessions of coping strategies with Irrational Beliefs

Training sessions and its content	
First session	Aim: Familiar with each other, familiar with class goals, familiar with law class; Creating friendly environment; The introduction of attitude, types of attitude, and the three dimensions of attitude (emotional dimension, cognitive-emotional dimension and behavior dimension, performance).
Second session	Aim: Familiar with factors that affect the formation of attitudes, and familiarity with the principles of A-B-C; Introduce Alice as a theorist of attitude, and the introduction of three-dimensional attitude from his perspective; Event activator A → opinions and beliefs B (rational and irrational) → Consequences (rational and irrational) C with examples to justify the concept of this three dimensions; Getting ideas of students towards effective factors on create an attitude and summary of factors ... presentation of therapist ideas towards factors affecting the formation of attitude; Exercise: Giving exercise for the next session.
Third session	Aim: The introduction of cognitive errors and 12 irrational beliefs for students reviews (requirements, dos and don'ts) and the introduction of rational and irrational beliefs related to it; The main begin discussing. The definition of male and female relationships, types of relationships, the limitation of relationship, and getting students ideas and summarize it; Then provide a rational and irrational beliefs about male and female relationships require students ... dos and don'ts of wrong about male and female relationships (i.e. I should be friend with a boy, otherwise consider my friends lagging). Review its rational and irrational, check the rational and irrational consequences of it; Exercise: Giving exercise for the next session.
Forth session	Aim: Continue discussion of male and female relationships, students' attitude toward the relationship with the opposite gender; Check the irrational belief (catastrophic), its concept and examples; Check the catastrophic consequences and ways to deal with it; With examples about male and female relationships before marriage; Exercise: giving exercise for the next session.
Fifth session	Aim: Follow the topic of male and female relationship; provide a three-step procedure about it: 1- Adjust and review of attitude of students towards male and female relationship, perspectives and expectations, positive or negative attitude (check the type of attitude of people), 2-challenging attitude. Is it rational or irrational thoughts? What are the consequences of each one? 3-If our beliefs are irrational, what should we do and how belief and rational behavior replaced it (provide solution by the therapist); Exercise: giving exercise for the next session.
Sixth session	Aim: Continue discussion of rational and irrational beliefs; bring up the beliefs about your value, and check the low tolerance for failure by the therapist; Check Causes of tendency girls to communicate with the opposite gender before marriage, provide a three-step procedure for it: 1- What is the cause of tendency to relationship with the opposite sex before marriage from the perspective of students? 2- Challenging beliefs regarding the causes. Is it rational or irrational thoughts? What are the consequences of each one? 3-If our belief in the causes of tendency to boy and girl friendship before marriage is irrational, what should we do and how belief and rational behavior replaced it (provide solution by the therapist); Exercise: Giving exercise for the next session.
Seventh session	Aim: Continue discussion of male and female relationships; the consequences associated with the opposite gender before marriage, provide a three-step procedure for it: 1- What is the consequence of relationship with the opposite sex before marriage from the perspective of students? 2- Challenging beliefs regarding the causes. Is it rational or irrational thoughts? What are the consequences of each one? 3-If our belief in the causes of tendency to boy and girl friendship before marriage is irrational, what should we do and how belief and rational behavior replaced it (provide solution by the therapist); Exercise: Giving exercise for the next session
Eighth session	Aim: Final summary of content related to attitude (emotional dimension-cognitive dimension and behavioral dimension, performance); Final summary of content of students attitude toward the male and female relationship, cause and its consequences; Performance of posttest (attitude questionnaire towards male and female relationship before marriage and irrational beliefs).

The obtained data from questionnaire in pre-test and post-test; processed and analysis, we used SPSS software version 16. In order to process and analysis of research data, in section descriptive statistics used from frequency statistics, percentage, variance and standard deviation (SD) and in deductive statistics section frequency statistics, percentage, mean, variance and standard deviation and deductive statistics section as well as analysis of covariance (based on assumptions about reviews).

Results

In the semi experimental research 60 female students of Yazd-Iran, selected and divided in two groups of control (30 persons) and experiment (30 persons) randomly. In the experiment group: in terms of father's education, 63.3 percent had diploma degree, 10 percent Associate Degree; 10 percent Bachelor (BA), 10 percent under diploma; 3.3 percent had high school education and 3.3 percent had elementary education. In the control group: In terms of father's education; 40 percent under diploma; 26.7 percent of their fathers had elementary education; 23.4 percent with diploma degree; 3.3 percent BA; 3.3 percent high school education and 3.3 percent of their fathers were illiterate.

In experiment group: In terms of mother's education; 44.8 percent of their mothers had diploma degree, 10.3 percent BA; 3.4 percent associate degree; 24.1 percent under diploma; 3.4 percent had high school education and 13.8 percent had elementary education. In control group: in terms of mother's education; 40 percent of their mothers were elementary; 33.3 percent under diploma and 26.7 had diploma education.

Research hypothesis

Alice rational-emotional treatment method is effective on attitude to relationship before marriage of high school girls.

The adjusted mean attitude scores of the relationship with the opposite sex in control group, on the pre-test and post-test were 51.27 ± 12.16 , 50.30 ± 14.46 and in experimental group were 69.53 ± 8.91 , 43.63 ± 10.96 respectively.

As it stands, the mean attitude to relationships with the opposite sex compared to pre-test post-test experimental group but decreased in the control group pre-test and post-test isn't much change.

These results are shown in (Figure 1). To investigate this hypothesis, analysis of covariance was used. The results are expressed in (Table.2).

Table 2: Covariance analysis of Alice rational-emotional treatment method on attitude to relationship before marriage of high school girls

Variables	Total squares	df	F value	P value	R	R Squared
Group	2660.582	1	42.202	.000	.448	1
Father's education	35.921	1	.570	.454	.011	.115
Mother's education	207.048	1	3.284	.076	.059	.428
Income Families	198.145	1	3.143	.082	.057	.413
Pree test	5224.230	1	82.867	.000	.614	1.000
Error	3278.249	52				
Total	142400.0	60				

df= degrees of freedom.

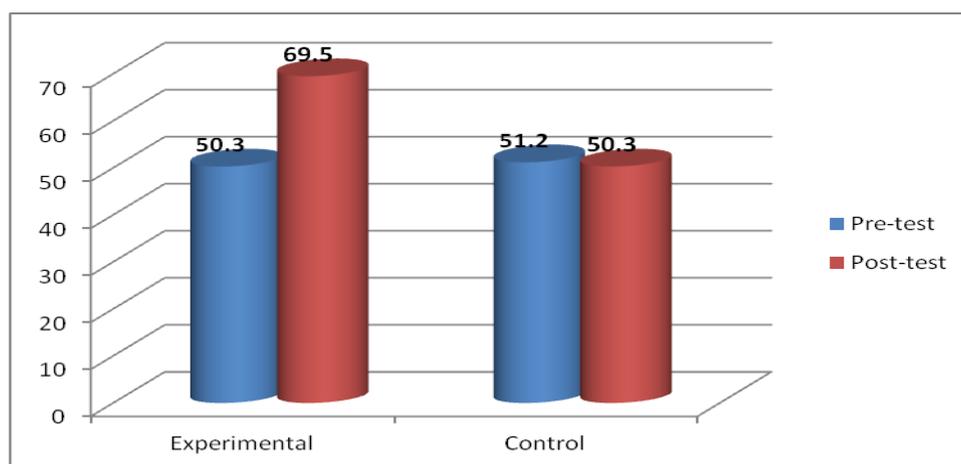


Fig.1: Comparison of the mean attitude towards the relationship with the opposite sex in two experimental and control groups

The result in Table.3 shown that there is a significant difference among mean adjusted of attitude scores to the relationship with the opposite sex participants in group membership (experimental and control groups) in the posttest stage ($P < 0.05$). Therefore, the null hypothesis based on lack of difference will be rejected. So, Alice rational-emotional treatment method has had significant effect on attitude to relationship before marriage of high school girls. The impact of the post- test stage was 44 percent. Statistical power of 1 and also a significant level of 0.01 represents the sample size has been sufficient.

Discussion

The results showed that after removing the effect of synchronous (pre-test, parent's education and family income) on dependent variable of attitude to the relationship with the opposite sex and according to the coefficient calculated F, there is a significant difference among the average adjusted of attitude scores to the relationship with the opposite sex participants in terms of group membership (control and experiment groups) in post-test stage ($P < 0.05$). Therefore, the null hypothesis based on lack of difference will

be rejected. So, Alice rational-emotional treatment method has had significant effect on attitude to relationship before marriage of high school girls of Yazd. Impact of the post test stage was 44 percent. Statistical power of 1 and also a significant level of 0.01 represents the sample size has been sufficient. So, educational education "rational-emotional treatment method has had significant effect on attitude to relationship before marriage of high school girls of Yazd".

In the research literature and previous studies, not found studies that have been paid to check the Alice rational-emotional treatment method has had significant effect on attitude to relationship before marriage and from this perspective there was no basis for comparison of research findings; but many researchers have been paid to check the effect of (rational-emotional treatment) on other individual-social variables and psychological such as (reduce marital conflict, reduce stress and anxiety, exam stress, increased self-esteem, increase general health and emotional expressiveness, compatibility, reducing irrational beliefs) that from this perspective with regard to empirical research background; effective method

(rational-emotional treatment) compare with results of previous studies.

These findings is somewhat similar with the results of Shafiabadi (2007); in this study that researchers have been paid to check the Alice couple therapy individually and associate reducing marital conflict, the statistical results showed that both method of couple therapy has been effective in reducing marital conflict and theoretical foundations of Alice has been effective (9). Also this result of our research is consistent with the results of Ahmadi et al. (2011) that was compaired the effectiveness of two interventions of rational-emotional-behavioral and reality therapy in increasing public health (Through Educational intervention); the results indicate both of interventions of rational-emotional-behavioral and reality therapy are efficient in increasing public health(10).

As well as our findings is consistent with research of Farah Bakhsh et al. (2006) that is paid to check the (marriage counseling with the method of rational-behavioral-emotional Alice, Glasser's reality therapy and a mixture of these in reducing marriage conflict). Their results also showed that all three methods have been effective in reducing conflict (11).

Also our findings is consistent with researches of "Biabangard (2002), Rezaei et al. (2012), Dadpoor et al. (2012), Jalili Mahin Dokht (2012) and Tripp et al and McMahan (2007), Crocker (2000), "based on the effectiveness of treatment rational – emotional-behavioral on individual variables and psychological (12-17).

Conclusion

The summary of our research showed that educational intervention Alice rational-emotional treatment method has had significant effect on attitude to relationship before marriage of high school girls of Yazd- Iran and led to attitude

adjustment and reduce the positive attitude of teenage girls towards the relationship before marriage.

The theory of Alice rational-behavioral treatment is considered one of cognitive theories. Cognitive therapy is a general term that uses for many therapy methods and emphasizes on the destructive thoughts and wrong as the main cause of emotional problems, behavioral problems and try to change the destructive thoughts and wrong by using of difference technique so that the person be treated(18 , 19).

In this approach, the treatment process was designed in a way that determined irrational beliefs, links between knowledge, emotion and behavior identified and the evidence was assessed against irrational thoughts, until we replace the realistic change with irrational beliefs and finally with the increasing knowledge and understanding of students; finally their attitudes toward friendship with the opposite sex modified before marriage.

Conflict of Interest: None.

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