The Efficacy of Emotional Written Disclosure on the Emotion Regulating Difficulty

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ABSTRACT

Emotional disclosure has a significant impact on physical and psychological health. In this study, the purpose is the effect of written emotional disclosure on the emotional regulation difficulties in students. The sample was 40 students from Sistan and Baluchestan University; participants were in both control and experimental groups and completed the emotional regulation difficulties scale of (DERS) before intervention and after the first session and a month later. Repeated measures analysis of covariance is increase in experimental group compared to control group in post-test and decrease in follow-up tests. Disclosure and more treatment sessions are required in order to reduction of emotional regulation difficulties.

Key words: Written emotional disclosure, emotion regulation difficulty.

Introduction

Over the history, people were solved experience stress-causing life by talking with others. Talking therapy has taken root in psycho-analytical (catharsis) concept. This opinion, that strong feelings expression can remove and release bitter past experiences. Written emotional disclosure is a method in which individuals is writing injury-causing experience life frequently with all they excited may [9]. Emotion Regulation are to be defined, maintain, modify or alter in indicate, severity, the incidence, or inner sense of continuum and excitement associated with the psycho-social processes, physical for accomplish individual goals as a process to start [11]. Emotions are high quality; these would be cause positive or negative reaction in people. Reactions are positive If these emotions be appropriate with conditions, otherwise can be negative reactions. Emotions need to adjust so when these are intense, long or unsuitable with conditions. Researchers are exploring different emotions and aspects in individuals with importance of this subject those memories and untold emotional experiences have a major role in to creating the multiple physical, emotional and cognitive consequences. In fact Emotional disclosure are means a person express for others or to itself the most profound experiences in own emotional as verbal or written [4]. The recent experimental and theoretical instructions are reflected a wide range of mental cognitive processes that allow researchers the perception that emotions are written disclosure of interests when written emotional disclosure has change in feeling and understanding for both the through writing. Feel that the disclosure required by the process of writing emotion. Habituation and spontaneous regulation of negative emotions instead Simple expression of feeling are the essential process feelings which which facilitate by written emotional disclosure by [8]. Discovered that, with regard to evidence in research that has been done to reduce the not set thought, Participants who are writing about traumatic events reduced their intrusive thoughts associated with the event [8]. A number of studies were using several methods of manipulated about disclosure emotion. However, they failed to explain random communicate processes of hypothetical and theoretical results. This problem was created to lack of clear definitions of functional processes in the range of writing sessions. King and mener was found it is useful for health that writing about positive benefits about disrupted past experiences and they were suggested that this may be due to the self-regulatory skills. However, these Studies cannot measure changes in self-regulatory, self-affected and confirmation proposed mechanism in practice. Processes that are selected for review, selected from process of theory revision - a selection of common sense that is includes exposure and evaluation of new and positive growth [5]. Several studies in recent years have emphasis on the role of writing in enhancing psychological health, improved immune system and reduce health problems. With regard to
research findings about Written expression on the role of mental health, this study seeks to answer is whether the written emotional disclosure effective on the emotional difficulties of students?

**Material and Methods**

**Participants and study design:**

This study was used quasi-experimental design with pretest - posttest and control group. Independent variable and dependent variable are scores for the written emotional disclosure and emotional regulation. The Statistical Society was student from University of Sistan and Baluchestan (2010–2011). The sample was included 40 cases who volunteered and were matched had written emotional disclosure on the basis of the pre-test scores in two groups of 20 persons including experimental (free text) and control group. Participants were completed before the first session, after first intervention and one month after the end of intervention the scale of emotional regulation difficulties (DERS). The content and objectives of the workshop of Written emotional disclosure were: First session: Introduction of Members, providing explanations about the emotions and of excitement. Second to fifth sessions: assigned to write freely about the emotions that have experienced in this period and control group have Activity other than writing.

**Instrument:**

Scale that was used to measure of the variables of emotional adjustment difficulties (DERS). The scale is made by Graz and Romer (2004), has 36 inquiries and how to respond to questions is the fifth option that completed the self-evaluation. Replies range varies from almost never to almost always and is considered grade 1 for almost never, 2 for sometimes, 3 for half the time, 4 for most of the time and grade 5 for almost always. To check the reliability of results, indicating that this scale has high internal consistency. The reliability of internal consistency has been reported form translated into Farsi of this scale in an Iranian population, a preliminary study on 48 students following the whole scale (86/0), for sub scale, rejection (75/0), goals (74/0), and momentum (76/0), awareness (63/0), strategies (74/0) and transparency (85/0). (Alavi, 2009).

**Practices implemented:**

The applicants were called with installation statement in relation of the workshop to the different places in university. Subjects were invited with a short message from them to participate in research projects after selecting. In the first session, each group was given the necessary explanations about the research, their presence at meetings of the subject's days was determined with agreement. Then subjects completed the scale of emotional regulating difficulty (DERS) before the first intervention session. Groups are specified to the pre-test score and then was placed on emotional disclosure in 5 sessions and carried out during two weeks. The Time was 45 minutes and instruction group was to write home work about as the task performed. Subjects did an activity other than writing in the control group. Subjects were reception during the sessions. Subjects were responded to questionnaire study after the last meeting and after a month follow up.

**Results:**

<table>
<thead>
<tr>
<th>Emotional Options</th>
<th>Pre test</th>
<th>SD</th>
<th>Post test</th>
<th>SD</th>
<th>Follow up</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test</td>
<td>92.23</td>
<td>25.61</td>
<td>112.26</td>
<td>81.33</td>
<td>17.80</td>
<td>17.80</td>
</tr>
<tr>
<td>Control</td>
<td>0.82</td>
<td>17.50</td>
<td>83.61</td>
<td>7.30</td>
<td>80.70</td>
<td>17.89</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>index</th>
<th>f</th>
<th>hypothesis</th>
<th>Errors</th>
<th>p</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test group</td>
<td>0.193</td>
<td>33/36</td>
<td>2</td>
<td>16</td>
<td>0/000</td>
</tr>
<tr>
<td>Control group</td>
<td>0/939</td>
<td>0/48</td>
<td>2</td>
<td>15</td>
<td>0/62</td>
</tr>
</tbody>
</table>

Results Table 2 shows that emotional configuration difficulty was significant differences in over the time and these differences is exist in pretest, post-test and follow up test in experimental group. But there were no significant differences in control group over time.

**Discussion:**

The purpose of this study was the efficacy of emotional written disclosure on the emotional adjustment difficulties in students. Results showed that emotional adjustments difficulties score had significant difference during the time in the experimental group and scores has significantly improved after in the intervention but scores have shown a decrease at follow up test, these results are evidence that this intervention increases the
emotional adjustment difficulties in the test group is compared with the control group. Any research is not paid examine the impact of this procedure (written emotional disclosure) on emotional adjustment difficulties in the way that study. The results indirectly will be in line with a number of other research results such as Vedhara et al., [10], Kelly and et al, [7] and Hamilton- west and Quine [6] and indirectly against research findings as Cameron and Nicholls [3]. Results suggest that the disclosure of feelings cannot be useful in short term and may be a negative impact. Why after revealing may have a bad feeling on individual in the short term? Because the subjects reveal their emotions in short time, but, this was not enough time to adjust, therefore subjects were manipulated psychologically without the full benefit of exposing their own emotions. This returns to the nature of this inhibition revealed generating. Emotional disclosure is broken in the inhibition process, and that are uncomfortable and painful for a person once puts in strong negative emotions. Disclosure of these emotions affected the person for the revival of exciting negative memories in short term. Is thus resumption this experience in cognitive system as a normal experience and replaced negative emotions with positive feelings in the long term. Because scores of subjects of the emotional regulating difficulty scale are reduction in the experimental group a month later (follow-up test), it can be concluded that the written disclosure has been effective on emotional regulation difficulties in subjects in long-term. Limitation: first limitation of this study can be voluntarily choice who limit the generalized and second, don’t reviews of the role of gender, age and demographic variables that limited compare the results of this study with results of similar Research. Suggestions for future research, research will be implemented in other samples with different demographic characteristics and compared its effectiveness with other methods.

Reference


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