Efficacy of dialectical behavior therapy on reducing anxiety symptoms in students of Islamic Azad University of Sanandaj

ABSTRACT

Background and purpose: Anxiety is a reaction against the violent situation, i.e., a situation in which the stimulation of either external or internal overestimate the impact of the individual in the inhibition of them powerless. The purpose of this study was the efficacy of dialectical behavior therapy to reduce symptoms of anxiety, Islamic Azad University of Sanandaj, respectively. Materials and methods: This study was experimental, pretest-posttest control group design was used. For this purpose, 32 students were selected randomly and were divided into an experimental group and a control group. Anxiety questionnaire was used to collect data. The experimental group were trained for 8 sessions of one hour. Results: The results of analysis of covariance on the pre-test-post-test showed that dialectical behavior therapy training group and the control variables are significant anxiety. Conclusion: training of dialectical behavior therapy on reduce anxiety symptoms, in students of Islamic Azad University of Sanandaj been effective.

KEY WORDS: behavioral therapy, dialectical behavior therapy, anxiety

INTRODUCTION

One of the issues that humans have always been involved with is the phenomenon of anxiety. Although anxiety is a global and pervasive phenomenon and it is signs of human nature of man, but why some people are more anxious than others, and why some people become anxious in non-threatening situations has not been studied enough and it cannot easily be said that these conditions are normal (4).

Anxiety is not a new phenomenon, and people of all ages and from any culture have experienced it. Anxiety for a short period is considered as a normal and natural part of human life (14). In a comprehensive definition, anxiety can be defined as an excitement with features such as a feeling of tension, repetitive thoughts or concerns, avoidance of certain situations to avoid the anxiety which is determined with physical symptoms such as sweating, tremors, dizziness or rapid heart rate (15).

Students with anxiety are prone to many confusion and difficulties in understanding the relatively simple structure, organization, and encryption and information retrieval (5). Because of the potentially damaging effects of anxiety and a large percentage of students who fail in school or are at risk for academic failure and loss, research in this area is very important. Anxiety is a major challenge for the profession of mental health and academics practitioners to create effective programs that target the problem solving (24). Anxiety as a common and main phenomenon in educational center is a kind of mental self-employment which is determined by self-minimization, doubts about his inabilities and it leads to a lack of concentration, and unpleasant physical reactions. The negative effect of it is reducing the ability to deal with the situation of test and academic failure (20).

According to Freud, if anxiety and discomfort motivate people to learn ways of coping with life’s problems can be compromising. Whether adaptive or non-adaptive, anxiety can lead to serious disability. A boy or girl student who feels anxious will lose his/her confidence and will not be able to use his/her abilities and talents (26).
Gyoda and Ludlow (1994) defined the students’ anxiety as an unpleasant emotional response to an evaluation situation in University and classroom. The emotional state is associated with stress, anxiety, fear, confusion and irritation in nervous system.

A low amount of anxiety has constructive effects and is an effective stimulus for creativity, problem solving and activity. Severe anxiety results in the disability and makes one restless and unhappy, so that make person to express a certain behavior. The effects of anxiety appear in social behavior and mental activity (27).

Causes of anxiety among students is very diverse and numerous. But the most important reasons are: a. Student personal and characteristics factors such as the general anxiety, low self-esteem, intelligence, cognitive assessment, lack of preparation, lack of focus, false study methods and high expectations; b. Academic and social factors such as expectations of teachers, competition, educational system of the university, type of course, the location and degree orientation; c. Family factors such as parenting style, their expectations, emotional environment of the family, parental personality characteristics and socio-economic class (1).

To reduce anxiety and prevent its devastating consequences, many medical practices and coping methods with anxiety are formed. Methods of psychotherapy, behavior change techniques and other techniques are trying to help people overcome these problems. Although, the type of methods to deal with anxiety depends on the etiology of the problem, currently the widespread use of these practices is to the extent that sometimes makes choosing a particular way difficult (25). Another factor that is involved in the emotional processes like anxiety is learning strategies and methods of the study. Practicing strategies have an important role in the management of emotional and situations (28).

Dialectical behavior therapy is a type of cognitive-behavioral psychotherapy was developed by Marshall Linhane in the late eighties. dialectical behavior therapy, first for the treatment of patients with borderline personality disorder diagnosis was used. Also, this approach has recently been modified for Applications in other disorders and has shown its effectiveness. dialectical behavior therapy (DBT) is a novel treatment approach which effectiveness on anxiety is very promising. dialectical behavior therapy is an approach that combines client-centered acceptance and empathy with the behavior - cognitive problem solving of social skills (12). also dialectical behavior therapy has targeted the emotional instability and tries to help patients and reduce their symptoms. due to medical goals of dialectical behavior therapy, it is also tried to change the painful experience and train the inevitable pain of life and also minimize the life-threatening behaviors and increase the quality of life, life skills and self-esteem in these patients.

DBT therapy, psycho-education is mainly focused on the acquisition of behavioral skills. research suggests that the dialectical behavior therapy strengthens the ability of people to deal properly with the problems, without losing their control or do destructive behaviors (19). Theoretical orientation of the DBT approach is a combination of three theoretical perspectives: behavioral science, dialectical philosophy and Zen practices (18). Indeed, DBT it is an approach which combines the acceptance and client-centered empathy with behavior - cognitive problem-solving and training social skills (12). DBT is based on the belief that providing a treatment plan will lead to the improvement of signs border (23).

According to the information set forth above and the effects it creates anxiety for the patient and family and community. the purpose of this research is to answer to the main question is which the use of dialectical behavior therapy to reduce symptoms of anxiety, students.

Research Methodology:

Research projects:
This study was conducted in a semi-experimental research component and the target component is applied research and the test was conducted As a quasi-experimental design with pretest and posttest control group.

Diagram layout is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Experiment</th>
<th>Pretest</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>$T_1$</td>
<td>X</td>
<td>$T_1$</td>
<td>$R_e$</td>
</tr>
<tr>
<td>$T_2$</td>
<td></td>
<td>$T_1$</td>
<td>$R_c$</td>
</tr>
</tbody>
</table>

Statistical Society:

Statistical Society the study included male and female graduate students in various academic disciplines (Executive Management, Law, Physical education, Biochemistry, Accounting, Electrical and Computer) Islamic Azad University of Sanandaj. which were studying in the academic year 2013-2014 in the city.

Sampling method: using sampling available and voluntary, anxiety questionnaire was given to 237 of them of the target population, 32 person which were used in this test the highest score (70). and randomly in two groups experimental ($n = 16$) and control ($n = 16$) were replaced.

Method of practice: After replacement of the subjects in the experimental and control groups, after the pretest for both groups, the experimental group, during 8 sessions were dialectical behavior therapy training.
Experimental intervention within 8 sessions an hour and a half as following describe, did for the experimental group,

Method of treatment:
Method of treatment intervention is as follows: first session: anxiety symptoms and cognitive skills, emotional, behavioral, and enhance the ability of authorities to achieve positive results. Second session: using development of techniques for positive thoughts and anxiety management. Third Session: Being aware of the behavior, thoughts and feelings references, When anxious. fourth session: Exposure to violent agitation. fifth Session: Using relaxation techniques and relaxation. sixth session: managing successful social and professional relationships and interactions. seventh session: Interaction with distressing situations. eighth session: helping to maintain a balanced life by using these techniques.

Research Tools:
1: Cattell Anxiety Inventory: in this study of test Arnold bi Cattell (1975), was used to collect information anxiety. Cattell anxiety inventory deals anxiety measurement. which forty question was provided in the form of a short questionnaire. the questionnaire can be completed clinical diagnosis. This scale can be used for men and women after the age of 14, in most cultures. in the scales answers are grading based on 0,1,2. after determining the answers to the questionnaire scores, scores 20 to the first question (questions 1 to 20) and 20 next question (from 21 to 40) are specified separately. and then obtain the total score. so who or score more points, his anxiety is very severe. and who earn low scores his anxiety level is lower. the reliability and validity Cattells anxiety is at an acceptable level. the internal consistency, the alpha coefficient for this tool include: anxiety 83% and the validity, the tool may well be public anxiety and trait anxiety in the individual. and the correlation coefficient of the questionnaire, the anxiety inventory Spilberg is 86% (2).

method analysis the data:
In the present study, in addition to the descriptive data for Ermont theory study of inferential analysis of covariance univariate(ANCOVA) was used. it should be noted that all statistical data using SPSS software version 21 was analyses.

Findings:
As shown in Table 1 Descriptive Index, the average anxiety in the experimental group pre-test and post-test 49/43 and 143/56 and in the control group pre-test and post-test 56/81 and 56/81. and the standard deviation in the experimental group pre-test and post-test anxiety 2/44 and 15/10 and in the control group pre-test and post-test 3/46 and 3/83.

Table 1: Mean and standard deviation of anxiety

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Frequencies</th>
<th>Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>56/81</td>
<td>56/81</td>
<td>16</td>
<td>Anxiety</td>
</tr>
<tr>
<td>Experimental</td>
<td>43/56</td>
<td>49/43</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

For the analysis of statistical data related to the assumption of the analysis of (ANCOVA) covariance was used. the mean post-test analysis of the experimental group compared with the control group pre-test and post-test scores were used as a covariate. it is necessary to respect the equality of variance, the results of which are reported in Table 2 and 3.

Table 2: Levene’s Test

<table>
<thead>
<tr>
<th>Sig</th>
<th>df2</th>
<th>df1</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/398</td>
<td>30</td>
<td>1</td>
<td>0/736</td>
<td></td>
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</tbody>
</table>

The information contained in Table 2 indicate that dispersion error for variable anxiety that equality is attained. and F-value is obtained at a high level 0/05 and the default for the variable anxiety ANCOVA researcher.

As can be seen in the table 3, and the interaction between the groups and pre test at anxiety was not significant. In other words, the data supports the hypothesis of homogeneity of regression slopes (F= 0/412, P≤0/412). Therefore, the analysis of covariance was used to evaluate the hypothesis that the results, are presented in Table 4.

<table>
<thead>
<tr>
<th>Square Eta</th>
<th>Sig</th>
<th>F</th>
<th>Mean Square</th>
<th>df</th>
<th>Sum of Squares</th>
<th>variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/033</td>
<td>0/000</td>
<td>0/977</td>
<td>1/161</td>
<td>1</td>
<td>1/161</td>
<td>pretest</td>
</tr>
<tr>
<td>0/948</td>
<td>0/000</td>
<td>531/67</td>
<td>6320/81</td>
<td>1</td>
<td>6320/81</td>
<td>group</td>
</tr>
</tbody>
</table>

As can be seen in Table 4 after adjustment for pretest scores between the two groups anxiety Control There is a significant difference. (F=531/67 and P≤0/001). therefore, the null hypothesis of no difference between the two groups will be rejected. In other words, dialectical behavior therapy training on reducing anxiety impact and the impact is significant.

Discussion and Conclusion:

On account of the above findings, we can say that the teaching of dialectical behavior therapy in the experimental group were able to reduce the symptoms of anxiety in students. and the findings Yekta talab, Parsanejad and Jahan miri (2004), Yaghobi, Atif vahid and Ahmadzadeh (2004), Yaghobi, Mohammadzadeh and Sohrabi (2013), Ali rezaei motlagh and Asadi (2010), Haji hasani, Sadipour, Jafari nejad and Rostami (2013), Ghamaril (2009) and Fritz, Dorothy and DeMarinis (2008), Menning, Holaway, Fresco, and Moore (2007), Cardaciotto, James, Herbert (2004), Blanchard (1985), Waszczuk, Zavos and Eley (2013) are consistent. Dialectical behavior therapy is based on the assumption that the non-adaptive patterns of behavior cause the person not to have control over his behavior. Addressing non-adaptive behavior during treatment teaches people how to act to benefit from positive reinforcement and finally, the positive reinforcement reduces their anxiety. Dialectical behavior therapy aims to strengthen personal and social adjustment which following it we can control the anxiety and achieve self-consciousness about the treatment and its outcomes. Finally, it can be argued that dialectical behavior therapy can reduce patient anxiety. In addition, it improves their behavior and can easily change their life style. Also the dialectical behavior therapy can effectively reduce the anxiety of clients, because it can be assumed that the anxiety is one of the manifestations of social phobia that is determined with obvious fear of social situations or the functionality that puts a person at risk for observation or evaluation by others, and dialectical behavior therapy can reduce anxiety in students. Indeed, the overall objective of dialectical behavior therapy is that human beings can minimize their emotional disorders, lower their distressing behaviors, become prosperous and have a happier life, think more clearly, feel better, and be more effective in achieving their objectives. Dialectical behavior therapy helps people be able to cope with negative feelings like anxiety. Dialectical behavior therapy also aims to enhance the quality of life and adjustment through behavioral restructuring and reducing the anxiety that is one way of raising life quality. With the help of dialectical behavior therapy skills like interpersonal relationships, emotional regulation skills, and distress tolerance, the anxiety of people can be reduced and make them to dare more and be more successful in controlling their anxiety. The dialectical behavior therapy is also a technique in which new ways of thinking and behaving are taught to replace them with defective and negative attitudes that have about themselves, environment and future and by doing so they can control their anxiety.

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