

Effectiveness of cognitive behavioral group interventions on the self concept runaway girls

Azita Keshavarz¹, Reihaneh Akbarzadeh², Sayd Ali kimiaee³

¹Departemant of psychology, Torbat-e- Jam branch, Islamic Azad University, Torbat-e- Jam, Iran

²cilindrical phychology univesiti Torbat jam

³faculty of Education Department, Counseling, Ferdowsi University of Mashad, Iran

Abstract. The purpose of this reaserch was to determine of the cognitive behavioral group interventions on the irrational belif and self concept runaway girls. Too this end total of 30 runaway from a Social venerable center in selected by available sampling method, they were that a total of 15 in the experimental group and a total of 15 in the control group. experimental group were under cognitive behavioral group intervention the along 14 session in twice a week for 1:45H, and control group did not get these interventions. Research instrument were the irrational belif runaway questionnaire and Rajerz self concept questionnaire, that subject answerd to it befor and after interventions .data were analyzed by spss. The result showed, that the cognitive behavioral group interventions had significant effect on the irrational belif and self concept runaway girls. According to pervalance of runaway and negative side effects cognitive behavioral interventions for improv and reform their irrational belif and self concept are very effective .

Keywords: cognitive behavioral group interventions, irrational belif, self concept, runaway girls

1. Introduction

Today in most countries around the world "girls' running away" [from home] is considered a serious social dilemma. In Iran, based on the religious, social and family norms and values, this phenomenon is regarded as a social damage and problem. According to W.H.O¹ statistics, annually more than a million 13- and 25-year old adolescent and young persons running away from home, 74% of which beings girl and 26% being boy. On the other hand, the age in which girls runway from home is increasingly reduced, so that in year 2007 we observe that this age declines from 16 to 14. (WHO, 2009)

The most important common characteristics among girls who run away from home:

Being 13- to 18-years old; a history of abuse (esp. physically, sexually and emotionally); educational failure and dropout; running away; committing crime repeatedly; unstable family life; parents' full ignorance (Witbeack & Jonz, 2006); lack of communication; social isolation; a history of corrupted affairs especially with older men; lack of physical and psychological health (Kaminack, 2001); drug abuse; leading a low life (socially and economically); family problems. (Bolom, Rohner and Stefani, 2006).

According to these statistics economic social and family problems are known as the most important factors that play the key role in inducing running away especially among girls in the developing countries. However, psychological factors are another important cause of girls' running away from home. Though these factors are less noticed, more complication is associated with them because these factors are not only the underlying factors triggering escapes, but also are add to the risk associated with this action. That is, if economic, social and family problems do still exist but the person [subjected to them] is has a high level of capability to face such problems, the probability of running away will be decreased (MuhammadKhani, 2007).

The most important psychological factors leading girls to run away from home include: abilities and defects; isolation; lack of self-esteem and self-concept; irrational beliefs; depression; low self-efficiency; lack of enough awareness; behavioral disorder; drug abuse and lack of coping skills, etc. (Priy, 2005).

In 2007, Saaki, Saafa, Jazayerie, Alestie and Jaarianie demonstrated that conflicts, emotional tensions, spiritual disorders, defects, lack of self-concept, low self-esteem and frustration are some of the factors playing role in girls' running away from their houses. Studies conducted by Beheshti (2006) and suggest that there exists a significant relationship between rational and irrational way thinking observed in normal and runaway girls, respectively. Besides, runaway girls are more irrational than normal girls. Tehranizadeh, Tabatabaee and Fallah (2005) also reported that one of the effective factors for causing girls' running away is the ineffective low level attitude they can have. Studies of this sort put emphasis on the role played by personal and personality-related factors in diminishing escapes from home.

According to Beak's cognitive theory, irrational beliefs form one of the main components of cognitive schemas, which is of high significance due to its importance in interpreting different situations. These beliefs can be revealed as low self-esteem, poor self-concept and low self-efficiency all of which can result into strict, determined and irrational beliefs in relation to different situations and issues a [runaway] person is faced with (Hale & Tairrer, 2002).

Runaway girls do not have a positive [true] understanding of their abilities and talents due to their living in special family environments. Moreover, factors including the following lay tiles for the formation of a negative cognitive approach in the adolescent and the youth towards the world and their lives, and also make them have poor self-concepts: lack of parental support; lack of stable behavioral role models; lack of enough social and tangible supports; lack of stable known roots underlying a clear identity; lack of the required motives for avoiding corruption (Akhoundzadeh & Qadimie, 2003).

Self-concept means one man's comprehensive view regarding his own characteristics, traits, abilities and in sum regarding himself (Masen, 1996; translated by Yasae, 1996). Since people's abilities and traits change in the course of time by means of experiments, learning and environmental factors, it can be said that self-concept is not an unchangeable, uncompromising, determined phenomenon. Self-concept is a mental reflection of a person perceived by himself: exactly the same way as a person perceives reflections of other people, location and events, he perceives reflections of himself. People create reflections based on feedbacks on their everyday events which reveal their personal traits and preferences (Reuo, 2001; translated by Seyyed Muhammadi, 2003).

Running away from home, planning not to come back again and leaving families without parents' or legal executor's permission is in fact a kind of reaction to a situation considered unsuitable, intolerable and sometimes unchangeable by the runaway person. This reaction is usually a defense mechanism for reducing unpleasantness of life, getting rid of annoying and harmful motives and achieving one's unachievable dreams or desires (Javadie & Adl, 2007). This definition clearly suggests that why sometimes even though girls live in similar situations, some of them run away from their houses and some do not. Therefore, an effective solution for preventing girls from running away from their houses is studying their cognitive-behavioral disorders and teaching them life and coping skills. This can greatly influence a girl's level of self-esteem, irrational beliefs, her self-concept and other psychological personal factors involved. In 2009, Myunng, Hyang and Jalee conducted a research on the impact of cognitive-behavioral disorder on self-esteem, depression and self-efficiency of runaway girls. According to this study, one way to prevent girls' running away is changing their beliefs and thoughts as they live in stressful environments because these thoughts and understandings highly influence the level of their self-concept, stress, depression and self-efficiency.

A study of the effects of teaching emotional intelligence and its impact on the coping styles observed in runaway girls showed that through such teachings we can contribute to modifying these styles (Lotfie, Kimiaee, Ebrahimie, 2010).

Shakibae, Tehranidoust, Shahrivar and Asaarie in year 2010 demonstrated that "group therapy" if performed by employing a cognitive-behavioral approach regarding the orphan juveniles (who are under the coverage of the welfare organization) can have a significant effect on their ability to control wrath, and also their self-efficiency. Rahimian (2008) in another study put emphasis on the fact that employing the

"cognitive group therapy" method contributes to the balancing of the primary disorder schemas existing in runaway girls (especially those schemas of: failure, self-sacrifice, lack of self-control and merit).

Cognitive-behavioral intervention is a kind of psychotherapy which covers the basic elements of cognitive theory and behavioral theory. It deals with people's way of interpreting events and experiences, and also the ability to identify defects or deviations that occur during the cognitive process. In this method it is supposed that psychological damages are results of a disorder in the cognitive process. Here the focus is on developing an understanding of people's irrational interpretations, the abnormal reactions they show as a result of their beliefs and schemas, and growing the knowledge of such factors on people's behavior and thrills (Stallard, 2002; translated by Alizadeh, Rouhie and Goudarzie, 2010).

Based on the DSMIV categorizations, running away is considered as one of the behavioral disorders and is known as "immature social aggression" (Esfidanie, Malakouti and Shahroudie moqadam, 2010). Therefore, through the cognitive-behavioral intervention method we can change the runaway persons behavior by changing their irrational beliefs and their poor self-concept. Hence, according to the theoretical basics and the conducted studies, the research before you is in search of effective solutions for decreasing girls' escape from their houses and answering the following question:

Does cognitive-behavioral intervention method impact the runaway girls' irrational beliefs and self-concepts or we shall be searching for other solutions?

2. Methodology

The statistical society under study for this research includes any 15- to 25-year old runaway girl living in the social damage center of Mashhad city for the purpose of being taught and recovered. Our statistical sample includes 30 fifteen- to twenty five-year old runaway girls (who have ran away from their houses) that lived in the TC- women social damages center in Mashhad between years 2010 and 2011. Because of the limited number of testees in this statistical society, a sampling method is employed.

This study is a quasi-experimental research that includes two tests : the pre-test and the post-test which is performed on a control group (Delaavar, 2004). 15 subjects were included in each group who took 14 sessions of training (two sessions a week, each session lasting for one hour and forty five minutes) in which the cognitive-behavioral intervention method was employed. This method was not of course for the other group known as the "control group". The training plan, and the content and structure of each session was designed based on the Paul Stallard's cognitive therapy method employed for the adolescents and the youth, Michael Frey's cognitive group therapy method and Ladan Fathi's life skills teaching method (which uses a cognitive approach). Before starting the sessions, some pre-evaluations are performed. The first session starts with an introduction of the group members, then the goals, tasks, and rules of the group are clarified for the members along with their duties in the course of the [intervention] therapy sessions. In the second session the ABC three-component model is explained. In the third session a definition of spontaneous thoughts, thinking hierarchies and different types of irrational beliefs are discussed. The fourth session covers different sorts of cognitive errors. In the fifth session it is described that how the cognitive errors can be corrected using the arrow down method. In the sixth session the pros and cons technique, distracting one's self, and cessation of thinking methods are illustrated. Session seven teaches the testee how to calm themselves down and relax. Session eight covers the problem solving skills and session nine covers the effective communication skills. In session ten the venturing skill is taught. Session eleven discusses the wrath-control skill. Session twelve teaches the decision making skill to the subjects. In session thirteen the self-expression skill is covered. Session fourteen is also the ending session in which tracking changes after implementation of this [intervention] method are discussed. Rogers' self-concept questionnaire: this document consists of 26 questions which can be answered by numbers 1 to 7. This document includes two forms (A , B). In form A the testee chooses between numbers 1 to 7 based on his understanding of his traits; the subject has cross the related square. Form B consists of questions about the character the testee wishes to be (here the subject has also to cross the related squares). The validity coefficient related to this test, which is performed on a sample of 400 subjects, is equal to 0.87 based on the Cronbach's Alpha (Saabetie, 1996). Using the marking method, we write numbers related to form A in the X column and numbers related to form B in the Y column. Then we subtract these two from each other and raise the resulting number to a power. Next, we calculate the D

array and square it. The resulting number must be compared with the form data: if this number is between 0 to 7, the person's self-concept is considered normal; and if this number is larger than 7, the person has a poor and negative self-concept. That is, for numbers larger than 7, the person's self-concept does not match his real being.

3. Results

Table (1) includes the cognitive traits of the sample society under study. As it can be seen, 65.5 % of the subjects are between 15 to 21 years old, and 31.5% are 21 to 25 years old. In addition, 5.0% of the testees were in the elementary level, 16.5% were to middle school and 33.5% were high school students. In terms of marital status: 54.34% of the testees were single, 23.33% married and 23.33% were divorced. In terms of the number running away attempts: 26.66% of the subjects were first-time runaways and 73.34% had running away attempts of more than once.

Table 1. Demographic characteristics of subjects in experimental and control groups

percent	frequency		Variable
65/5	21	21_15	Age
31/5	9	25_21	
5/0	12	Elementary	Education
16/5	15	tips	
33/5	5	High	
54/43	16	Single	Marital Status
23/33	7	Married	
23/33	7	Divorced	
26/66	8	Once	Tdadaqdam to runaway
73/43	22	More than once	

Table (2) shows the significant impact of the pre-test sessions using the covariance analysis

That is, the pre-test sessions have a significant effect on the efficiency of the post-test sessions (and it contributes to the group therapy); In other words, by omitting the pre-tests there emerges a substantial difference between the self-concept perceived by the testee group and the control group. Therefore, we veto the mentioned hypothesis and come to this conclusion that the cognitive-behavioral intervention method does have a significant impact on runaway girls' self-concept.

Table 2. Analysis of covariance self-concept

f	ms	df	ss	Resources
91/48	338/85	1	338/8	Effect Before the test
35/05	129/97	1	129/97	Effect Group 000/0
	3/704	27	001/0	Error 000/0
29	517/498		Total	

4. Conclusion

The main goal pursued by this research was to determine the efficiency of the cognitive-behavioral intervention method in correcting the runaway girls' false beliefs and self-concepts. Findings suggest that cognitive-behavioral intervention method greatly contributes to modifying runaway girls' self-concept and irrational beliefs. Therefore, with 95% certainty it can be said that this method has been effective and useful. Myunng, Hyang and Jalee (2009) believed that the most important factors in making a girl to run away from her home are: low self-esteem, low self-efficiency and a high level of depression. In this regard, in order to prevent such a reaction, the best prevention method is studying the psychological involved factors. According to their study, the effects of such a psychological intervention are known, thus it can be said that one of the most effective methods for preventing girls from running away from their houses is a psychologically intervening into their psychological traits. This is also compatible with the results of this research about the method of changing irrational beliefs and false self-concepts.

Shakibae, Tehranidoust, Shahrivar and Asaarie (2010) in a study named "group therapy by using a cognitive-behavioral approach regarding the orphan juveniles" (who are under the coverage of the welfare organization) in order to study their ability to control their wrath and express themselves, and also their self-efficiency. According to this study this method can help develop their self-expression skills, wrath-control skills, and self-efficiency. These results are also compatible with results of the research before you.

Rahimian in another study conducted in 2008 under the title "cognitive group therapy" proved that this method can contribute to the balancing of the primary disorder schemas existing in runaway girls (especially those schemas of: failure, self-sacrifice, lack of self-control and merit).

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6. References

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