

The Effectiveness of Cognitive-Behavioral Education with a Focus on Religious Principles in Jealousy in Adolescent Girls

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Abstract

Background and Objective: Although cognitive psychology with more than seven decades of history corrects people's irrational beliefs and negative thoughts, few studies have combined this method with Islamic teachings. Therefore, the purpose of this study was to investigate the effect of cognitive correction training based on Islamic knowledge on jealousy in adolescent girls.

Methods: The present study is quasi-experimental with a pre-test, post-test control group design and the statistical population of the study included all adolescent girls aged 16 to 18 in secondary school in Isfahan in the academic year 2019-2020. The sample size was 30 participants, who were selected using available sampling method. Samples were randomly assigned to experimental (n=15) and control (n=15) groups. The measuring instrument used in the study was Valizadeh and Azerbaijani's Jealousy Questionnaire. The experimental group underwent eight one-hour sessions of intervention in cognitive-behavioral training with a focus on religious principles. The control group did not receive any intervention. The collected data were analyzed at two levels of descriptive statistics (mean, standard deviation) and inferential statistics (analysis of covariance). In this study, all ethical considerations were observed and the authors reported no conflict of interests.

Results: The results showed that cognitive-behavioral training had an effect on jealousy in adolescent girls and its dimensions on the post-test in the experimental group. The rate of this effect was 24.7% in jealousy and 21.3% in the dimensions of jealousy components, cognitive dimension of jealousy, 18.6% in emotional jealousy and 22.5% in behavioral jealousy. The significance value considered to be lower than 0.01.

Conclusion: Considering that religious beliefs are considered as human values in Iran, cognitive-behavioral training based on religious teachings affects people's behavior and cognition; in this study it changed the level of jealousy in the students. Therefore, they can examine their irrational thoughts and emotions and change the destructive behaviors within themselves.

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Summary

Background and Objective

Adolescence is a period in which individuals experience many physical, psychological and social changes during their developmental process from childhood to adulthood (1). One of the

negative traits that teens develop is jealousy. Jealousy is a negative feeling that is accompanied by feelings of sadness, arrogance, dissatisfaction with the happiness of others (especially loved ones), which in its extreme form causes aggression towards the other party, and this feeling occurs when a person feels what he has is less than what s/he should have (2).

Based on previous studies, it can be concluded that cognitive-behavioral education has had an effect on jealousy (3-6). Cognitive-behavioral therapy is a therapeutic approach based on the fact that a psychological disorder is created or maintained by poor thought patterns and lack of coping strategies (6). The results of the study by Mohammadi showed that dialogical therapies including CBT are more common in treatment of jealousy (7). CBT helps an individual to change his/her way of thinking and practice, which makes his/her problem more tolerable (8).

Adolescents are more prone to jealousy during adolescence (7), which affects their mental health. During the outbreak of coronavirus, the mental health of this age group is also affected and according to the results of the previous studies, there is a need for educational and therapeutic interventions in this age group.

Methods

Compliance with ethical guidelines: In order to observe the ethical principles of the research, training sessions were held for the control group after the completion of the research, and also the research samples were assured about the confidentiality of the information.

This research was a quasi-experimental study with a pretest-posttest control group design. The statistical population of the study consisted of all adolescent girls aged 16-18 in secondary school in Isfahan in the academic year 2019-2020. The participants were selected by convenience sampling (one school was selected) and 30 participants obtaining the highest scores in the Jealousy Questionnaire had (and above the cut-off score) were selected as the statistical sample and were randomly assigned into the experimental (n=15) and control (n=15) groups. The experimental group was then trained in nine 60-minute sessions per week. One week after the sessions, post-test was administered to both groups. It should be noted that due to the prevalence of the coronavirus, the trainings were conducted virtually using Skyroom software and the control group was not involved. Data were analyzed using descriptive statistics (mean and

standard deviation) and inferential statistics (multivariate analysis of covariance).

Results

There were 30 students in the present study; 15 participants were assigned to the control and 15 to the experimental group. 10 participants were in the tenth grade, 10 in the eleventh and 10 in the twelfth grade in mathematics and experimental disciplines. The two groups were similar in terms of grade and field of study; however, the effects of pre-test were controlled in the analyses. Considering the fact that the assumption of normality had been met and given random selection of the participants and uniformity of variance, analysis of covariance was performed to obtain inferential results.

The results showed a significant difference between the adjusted means of jealousy scores and cognitive, emotional and behavioral dimensions of jealousy based on group membership (experimental group and control group) on the post-test ($P < 0/01$).

The results also showed that counseling with a cognitive therapy approach based on religious principles affects adolescent girls' jealousy by 27/7% and counseling with a cognitive therapy approach based on religious principles affects the cognitive, emotional and behavioral dimensions of adolescent girls' jealousy in the experimental group.

Conclusion

The purpose of this study was to examine the effectiveness of cognitive reform education with a focus on religious principles in jealousy and its dimensions. A similar study was not found in this field, but the studies by Dolan and Bishay (5), Buss and Abrams (3), and Bavandpour and Sohrabi (8) pointed to the effect of cognitive-behavioral therapy on jealousy (3, 5, 8). According to Maslow, jealousy always leads to more rejection and deeper insecurity, and is not always an act of love, but an expression of insecurity and dependence. According to this view, anyone with higher insecurity experiences more jealousy (11), not paying attention to it and the development of jealousy endangers mental health (12). In the cognition of the individual and the correction of his irrational mental foundations, the triangle of attitude towards God, towards the environment and towards the future is transformed and, as a result, instead of focusing on disabilities, worthlessness and despair and worrying about the future, the adolescent finds flexibility and avoids comparing him/herself with others, which arouses

jealousy (13). Therefore, religious beliefs are consistent with the mental experiences and cognitive views so that these beliefs can be considered as a contributing factor in solving problems when faced with challenges in life.

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Ethical considerations

According to the authors of the article, the Research Vice-Chancellor of Al-Zahra University approved this research in a letter numbered 01/5/554; It has been approved in terms of not contradicting the ethical principles.

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According to the authors, this study had no sponsor and was done at the authors' personal expense.

Conflict of interest

The authors declared no conflict of interests in this study.

Authors' contribution

Editing the article and making corrections: first author; holding the training sessions and statistical analysis: second author; and Content editing and final review of the article: third author.

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تأثير التربية السلوكية المعرفية بالتركيز على المبادئ الدينية، على الغيرة عند المراهقات

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الملخص

خلفية البحث وأهدافه: لقد اهتم علم النفس منذ نشأته بتصحيح وترشيد السلوك اللاعقلاني لدى البشر ومعالجة الأفكار السلبية، إلا أنّ ثمة عدد قليل من الدراسات نظرت إلى علم النفس من زاوية الدين ودجت المعارف الإسلامية بعلم النفس. ولهذا تسعى هذه الورقة البحثية دراسة تأثير التعاليم المعرفية الصحيحة من وجهة نظر العلوم الإسلامية وتأثيرها على حالة الغيرة لدى المراهقات.

منهجية البحث: تعتمد هذه الدراسة على المنهجية شبه التجريبية مع دراسة النتائج قبل الإختبار وبعده مع المجموعة الضابطة. كما اشتمل المجتمع الإحصائي للدراسة جميع الفتيات المراهقات من سن ١٦ إلى ١٨ سنة في المرحلة الثانوية في مدينة أصفهان في العام الدراسي ٢٠٢٠-٢٠٢١. وقد اختير ٣٠ مشاركاً حسب منهجية أخذ العينات المتاحة. وقسم القائمون على الدراسة المشاركين على فئتين مكوّنتين من ١٥ مشاركاً و ١٥ للفتة الضابطة. أما آلية التقييم فهي استبيان حالة الغيرة لوي زيادة وأذربيجاني. كما خضعت الفئة المشاركة ثماني جلسات إرشادية وتحليلية ومعرفية/سلوكية وتلقت تعاليم خاصة لرصد درجة تأثير النظرة الدينية على حالة الغيرة، لكن لم تتلق الفئة الضابطة أية تعليمات خلال البحث. كما تم تحليل المعطيات عبر الإحصائيات الوصفية (المعدل والانحراف المعياري) والإحصائيات الإستنباطية من خلال تحليل التباين. وقد تمت مراعاة جميع الموارد الأخلاقية في هذا البحث وأضافة إلى ذلك فإنّ مؤلفي البحث لم يشيروا إلى أيّ تضارب في المصالح.

المعطيات: أظهرت النتائج أنّ التربية السلوكية المعرفية المرتكزة على المبادئ الدينية لها تأثير كبير على حالة الغيرة لدى المراهقات. كما بلغت درجة تأثير حالة الغيرة لديهن ٢٤/٧ بالمئة، اما عند دراسة أبعاد أسباب حالة الغيرة ودلائلها أي البعد المعرفي فقد كانت ٢١/٣ بالمئة، و ١٨/٦ للبعد العاطفي، و ٢٢/٥ بالمئة للبعد السلوكي. أما معدل P فلم يكن يتجاوز ١% من مجموع النتائج.

الاستنتاج: بالنظر إلى أن العقائد الدينية في إيران تعتبر من ضمن القيم الإنسانية، فإنّ تعاليم السلوك المعرفي الصحيح القائم على التعاليم الدينية، تؤثر بشكل كبير على سلوك الفرد ونظرة المعرفة تجاه الحياة. ومن هنا استطاعت هذه النظرة أن تؤثر على حالة الغيرة لدى المراهقات. إذن يستطيع التلاميذ الإطلاع على الأفكار غير المنطقية والإضطرابات الفكرية التي تراودهم في مثل هذه الحالات. إذ هذه المعرفة تساعدهم على تغيير السلوك السليبي وتجاوز النفسات السلبية التي قد تراودهم في هذه المرحلة الخطيرة.

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اثربخشی آموزش تصحیح شناختی مبتنی بر معارف اسلامی بر حسادت دختران نوجوان

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چکیده

سابقه و هدف: هر چند روان‌شناسی شناختی با بیش از هفت دهه سابقه به تصحیح باورهای غیرمنطقی و افکار منفی افراد می‌پردازد، اما پژوهش‌های اندکی این روش را با معارف اسلامی تلفیق کرده است. از این رو، هدف از این تحقیق بررسی تأثیر آموزش تصحیح شناختی مبتنی بر معارف اسلامی بر حسادت دختران نوجوان بود.

روش کار: این پژوهش از نوع نیمه‌آزمایشی با طرح پیش‌آزمون-پس‌آزمون با گروه کنترل است. جامعه آماری پژوهش تمامی دختران نوجوان ۱۶ تا ۱۸ سال مقطع متوسطه دوم شهر اصفهان در سال تحصیلی ۹۹-۱۳۹۸ بود. حجم نمونه ۳۰ نفر بود که به صورت دردسترس انتخاب و به صورت تصادفی در دو گروه آزمایشی (۱۵ نفر) و کنترل (۱۵ نفر) گمارده شدند. ابزار اندازه‌گیری پرسش‌نامه سنجش حسادت ولی‌زاده و آذربایجانی بود. گروه آزمایش تحت مداخله هشت جلسه یک‌ساعته آموزش شناختی-رفتاری با محوریت مبانی دینی قرار گرفت ولی گروه کنترل مداخله‌ای دریافت نکرد. داده‌های به‌دست‌آمده با آمار توصیفی (میانگین و انحراف معیار) و آمار استنباطی تحلیل کوواریانس تجزیه و تحلیل شد. در این پژوهش همه موارد اخلاقی رعایت شده است و مؤلفان تضاد منافی گزارش نکرده‌اند.

یافته‌ها: نتایج نشان داد آموزش تصحیح شناختی مبتنی بر معارف اسلامی بر حسادت دختران نوجوان و ابعاد آن در پس‌آزمون گروه آزمایشی تأثیر داشت. میزان این تأثیر در حسادت ۲۴/۷ درصد و در ابعاد مؤلفه‌های حسادت یعنی بُعد شناختی حسادت ۲۱/۳ درصد، بُعد عاطفی حسادت ۱۸/۶ درصد و بُعد رفتاری حسادت ۲۲/۵ درصد بود. مقدار P نیز کمتر از ۰/۰۱ در نظر گرفته شد.

نتیجه‌گیری: با توجه به اینکه در کشور ما باورهای دینی از ارزش‌های انسانی تلقی می‌شود، آموزش تصحیح شناختی مبتنی بر تعالیم دینی بر رفتار و شناخت افراد تأثیر می‌گذارد و در این پژوهش توانسته است میزان حسادت دانش‌آموزان را تغییر دهد. بنابراین، دانش‌آموزان می‌توانند افکار غیرمنطقی و هیجانانگیزشان را بررسی کنند و رفتارهای مخرب وجودی‌شان را تغییر دهند.

واژگان کلیدی:

آموزش تصحیح شناختی
 حسادت
 مبانی دینی

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