

PROBLEM SOLVING TRAINING AND ITS EFFECT ON REDUCING CONFLICTS AND IMPROVING EMOTIONAL LITERACY OF TEENAGE GIRLS WITH ADDICTED PARENTS

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Abstract- Purpose: The Purpose of the present study was to examine the effectiveness of problem solving techniques by on reducing conflicts and improving emotional literacy of teenage girls with addicted parents. Method: For this purpose, in a semi-experimental study with pre-test, post-test and Sham Control group, 20 teenage girls in the range of 13-15 age with addicted parents who referred to the counseling centers of Bojnord in the first six months of the academic year of 2013-2014 selected by available sampling and randomly replaced in two groups of Experimental and Sham Control group. Teenage girls who addicted parents of the experimental group received the intervention of training the problem solving and Sham Control group received training of computer. Parent- adolescent conflict questionnaire of AsadiYounesi and Kimiaei's questionnaire of Iranian families Psychological functioning Scaletto fill by members. Result: the data analyzed by statistical software SPSS-20 and by using descriptive statistical indexes, independent t- test and covariance analysis (ANCOVA). The result show that the problem solving training leads to reduce the frequency and severity of parent-adolescent conflicts in teenage girls with addicted parents of the experimental group in contrast with Sham Control group. But this intervention not effect on increasing the emotional literacy of teenage girls. Conclusion: since problem solving intervention has significant effect in reducing the frequency and intensity of parent-adolescent conflict of teenage girls with addicted parents, suggested that not only teenage girls, but also parents of this teenage received this program.

Key Words- Problem solving, Emotional literacy, Teenage girls, Addiction

I. INTRODUCTION

Drug addictions one of the most important factors threatening the welfare and social security all of the country. And it also leads to increase in crime and high risk behaviors and disruption of the social security. The prevalence of drug abuse and low age of its beginning is one of the most important challenges human faces with that (Rasouli, 2011). In accordance with the statistics of the National Institute of Drug Abuse and National Survey of Drug Use and Health in 2006, 5.22 million of people who are higher than 12 years old (about 10 percent of the whole population of the United States) were exposed to a substance- related disorder (Kaplan and Sadock; cited by Rsouli, 2011). It means that this phenomenon is so dangerous even among adolescents.

Conflict between parents and adolescents is one of the effective factors on increasing rage in this period that lead them to make friend with their inappropriate peers (Buehler, 2006). Some researches emphasize on the importance of conflicts and its necessity on growth process of adolescents. Conflicts can act as an emotional draining and warn the inefficiency of interactions. Conflicts provide opportunities to review the interactions for both parents and adolescents, but most of the researches in conflicts between parents and adolescents are about a negative relation between conflicts and adaptation of adolescents (Bapiriet al., 2009).

Raising emotional literacy is one of the methods that can increase the emotional and affective relationships between parent and child. Bar-On was one of the first people who have attempted to measure the emotional

intelligence as emotional quotient. His definition of emotional intelligence is related to the potential for performance and success and it represents his emphasis is on learning (Brown & Stys, 2004). The Bar-On model has evolved based on Darwin's studies about importance of emotions in survival of the organism. In this view, the emotional intelligence is considered as a set of non-cognitive capacities, abilities and skills that effects on the successful adaptation of the person with environmental pressures and demands (Bar-On, 2006).

People with higher levels of emotional intelligence, has better performance in dealing with environmental pressures and requirements. Lack of emotional intelligence can also mean reducing probability of success and increasing emotional problems, and follows lack of skills needed to reality verification, problem solving, stress tolerance and impulses controlling (Brown & Stys, 2004). Bar-On believes that emotional intelligence is growing over the time, and it can be promoted by training and can be planned; on the other hand, research findings suggest that adolescents who cannot properly find appropriate solutions for their own problems and evaluate their solutions and the consequences of their behaviors, more commit the crimes, have disciplinary problems and bad social behaviors (Salami et al., 2010).

On the other hand, problem solving is one of the effective factors in improving relationships. Problem solving training in cognitive behavioral therapy was the base of solving conflicts since 1970s. Problem solving skills are directly linked to the issue of consent. defects in problem-solving processes leads to various disorders such as depression, aggression,

and problems related to the marriage and child learning and inappropriate inter-personal relationships. In other word, problem solving is an important coping strategy that increases the ability of personal and social improvement (Barghandan, Enayatiand MehrarabiZade Honarmand,2009). The usual problem-solving process is divided into two parts: 1. using to solve the problem, 2. using the rational problem-solving skills. Using to solve the problem usually includes problems as challenges, thinking about solving the problems and realizing that solving the problems requires systematic time and efforts (Nezo,.&Dzurrilla2001).Problem-solving skills consist of: 1. Trying to identify a problem when it occurs, 2. Defining the problem, 3. Trying to understand the problem, 4. Determining related goals, 5. Producing alternative solutions, 6. Choosing the best alternative, 7. Choosing a nana-gram in selected options, and 8. Assessing the effectiveness of efforts to solve the problems (Malouff, Thorsteinsson & Schutte, 2007).

Problem solving training has been efficient about problems such as martial conflicts, depression, psychological pressures of life, anger management, assertiveness and adaptation in school for all ages (Kimiaei and Beigi, 2010). The level of usage of the problem solving training is expanding every day because of some significant factors such as being structured and short term, and also having simple and understandable principles (Malouff, Thorsteinsson&Schutte, 2007).

In this regard, the present study seeks to answer the question that is the problem solving training effective on reducing the parent-adolescent conflicts and increasing the emotional literacy of teenage girls with addicted parents?

II. METHOD

According to the target subjects, goals and hypothesis, the present study is semi-experimental and its plan is pre-test and post-test with Sham control group. The statistics of this research includes all teenage girls with addicted parents who refer to counseling centers of Bojnord in the first six month of the academic year of 2013-2014. Our sample population consisted of 20 teenage girls in age of 13-15 with addicted parents who refer to the counseling centers, after matching were placed in two groups of Experimental and Sham Control. Sampling of this research was available sampling. Tools used in this study are:

Iranian Family psychology function scale: this scale has been made by Kimiaei, Khademian, Farhadi and Gheimati (2011) with the purpose of constructing and evaluating the psychometric characteristics and credit-seeking scale of Iranian families psychology function scale. This scale consisted of 12 subscale and 91 questions. Pearson correlation coefficient

confirms a significant relation 0.99 level of confidence between scores for the general functioning of the questionnaire. The highest and lowest coefficients respectively arerelated to the dimensions of emotional literacy ($r=0.72$) and conflict solving ($r=0.44$).

Parent-Child Conflict Scale: this questionnaire has been made by AsadiYounesi, Mazaheri, Shahidi, Tahmasian and Fayyazbakhsh(2011),with the purpose of evaluating conflicts between parents and adolescents. This scale contains 92 questions that there are two parts for each question. The first part evaluates (Frequency of conflict) and the second part (intensity of conflict). Questions in each section are scored separately and according to the Likret scale. YounesiAsadi and et al. (2011) obtained 0.96 alpha coefficients for internal similarity of frequency of conflicts and 0.98 alpha coefficients for intensity of conflicts. Retesting coefficient for this scale has been also obtained 0.72 for frequency of conflicts and 0.74 for intensity of conflicts. Concurrent validity of the scale was evaluated by coincides implementation with assessment scale of parent-adolescent conflicts that the results represent significant correlation of CBQ with both frequency of conflicts ($r=0.31$) and intensity of conflicts ($r=0.39$).

III. FINDINGS

As it is indicated in table 1, mean and standard deviation age of Experimental group members respectively are ($X=13.80$ & $SD=1.22$). And also mean and standard deviation age of Control group members are respectively ($X=13.90$ and $SD=0.73$).

Table1. Mean and standard deviation of both Experimental and Sham Control groups who participates in research

Variable	group	number	mean	SD
age	Experimental	10	13.80	1.22
	Sham Control	10	13.90	0.73

According to table 2, it is indicated that quantity of F related to the pre-test is not significant ($p>0.05$). So pre-test did not effect on total score of post-test. So it can be concluded that problem solving training by affected on reducing parent-adolescent conflicts and made significant difference between experimental group conflict and Control group conflict in the level of 0.95. Also according to the eta coefficient, 0.30 of the effectiveness, of the difference of groups in conflict scores in post-test is related to the effectiveness of the problem solving training .

Table 2. The results of covariance analysis to compare the parent-adolescent conflict in Experimental and Sham Control groups

Source	Total squares	Degree of freedom	Mean square	F	Probability	Eta coefficient
Pre-test	285.9	1	285.09	0.09	0.76	-
Group intervention	2242.847	1	2242.847	7.40	0.01	0.30
Error	5148.580	17	3028.57	-	-	-
Total	3652.017	20	-	-	-	-

Next purpose of the study is to examine the effectiveness of problem solving training by on improving the emotional literacy of teenage girls with addicted parents in comparison with Sham Control group.

Table 3. The results of covariance analysis to compare the emotional literacy in experimental and Sham control groups

Source	Total squares	Degree of freedom	Mean square	F	Probability	Eta coefficient
Pre-test	0.50	1	0.50	0.07	0.93	-
Group intervention	4.54	1	4.54	0.67	0.79	0.004
Error	115.929	17	68.19	-	-	-
Total	306.56	20	-	-	-	-

According to table3, it is observed that obtained quantity of F that is related to the pre-test is not significant ($p>0.05$). So pre-test did not effect on total score of post-test. In addition, the amount of F that is related to the effects of dependent variable is 0.067 and in lower than 0.05 statistical level is not significant. So it can be concluded that problem solving training did not effect on improving the emotional literacy and made no significant difference in the level of 0.95 between emotional literacy of experimental and control group.

Next purpose of the study is to examine the effectiveness of problem solving training by reducing the frequency of parent-adolescent conflicts in teenage girls with addicted parents in comparison with Control group.

Table 4. The results of covariance analysis to compare the frequency of conflicts in Experimental and Sham Control groups

Source	Total squares	Degree of freedom	Mean square	F	Probability	Eta coefficient
Pre-test	59.90	1	59.90	0/083	0/77	-
Group intervention	4510.51	1	541.051	6/53	0/020	0/278
Error	1173.661	17	690.38	-	-	-
Total	8547.17	20	-	-	-	-

According to table 4, it is observed that obtained quantity of F that is related to pre-test is not significant ($p>0.05$). So pre-test did not effect on total score of post-test. In addition, F that is related to the effects of dependent variable is 6.53 and in lower than 0.05 statistical level is not significant. So it can be concluded that problem solving training affected on reducing the frequency of conflicts and made significant difference between frequencies of conflicts of experimental group with Control group in the level of 0.95. Also according to eta coefficient, 0.27 of the effects of group differences in frequency of conflicts in post-test is related to the effects of problem solving training.

The last purpose of the research was to examine the effectiveness of problem solving training on reducing the intensity of parent-adolescent conflicts of teenage girls with addicted parents in comparison with Sham Control group. The results of statistical analysis for the research hypotheses are presented in table 5.

Table 5. The results of covariance analysis to compare the intensity of conflicts in Experimental and Sham Control groups

Source	Total squares	Degree of freedom	Mean square	F	Probability	Eta coefficient
Pre-test	0.521	1	0.521	0.001	0.98	-
Group intervention	6650.67	1	6650.67	4.84	0.042	0.222
Error	2333.347	17	-	-	-	-
Total	9824.78	20	-	-	-	-

According to table 5, it is observed that obtained quantity of F that is related to pre-test is not significant ($p>0.05$). So pre-test did not effect on total score of post-test. In addition, the amount of F that is related to the effects of dependent variable is 4.84 and in lower than 0.05 statistical level is significant. So it can be concluded that problem solving training affected on reducing the intensity of conflicts and made significant difference between the intensity of conflicts of Experimental and Control group in the level of 0.95. Also according to the eta coefficient, 0.22 of the effects of the group differences in the intensity of conflicts in the level of post-test is related to the effects of problem solving training.

DISCUSSION

The results suggest that problem solving training had significant effect on reducing the parent-adolescent conflict with addicted parents, not only in severity of conflict but also on intensity, but had no effect on improve the emotional literacy of teenage girls with addicted parents. To define this finding it can be said that studies prove that using problem solving methods in conflict solving works better than preventing conflicts or disrespecting toward occurred conflict (Bapirie et al., 2009).

More conflicts within the family, especially when they are not solved or they are accompanied by negative emotions, are dangerous for both parents and adolescents (Pearson, 2005). Lots of researches claimed that communicative problems i.e. learned verbal patterns and non-verbal behaviors, lack of problem solving skills in relations and bi-lateral interactions inside the family are the main reasons of conflicts (Peterson and et al., 2005, cited by Vedadian, 2011). Conflicts, make in parents a sense inefficiency in training their children and make them sad, while children's view about conflicts is that they are the result of their efforts to get rid of being under control and limitation and they get angry (Stinberg, 2006).

CONCLUSION

problem solving is a good intervention for reduced conflict between parent-adolescent especially adolescent with addicted parents, not only in severity of conflict but also on intensity, but had no effect on improve the emotional literacy of teenage girls with addicted parents.

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