



Comparison of the Effects of Mode Deactivation Therapy and Emotion Regulation on the Negative Self-Concept in Teenagers with Emotional Dysregulation

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Abstract

The aim of this research was to compare the effectiveness of mode deactivation and emotion regulation therapy for negative self-concept in adolescents with emotion dysregulation. The research method was semi-experimental with pre-test-post-test with the control group. 30 people were selected from among teenagers who were referred to selected counseling centers in Isfahan through interviews and high scores in the emotion regulation difficulty questionnaire, and they were placed in 3 groups (mode deactivation, emotion regulation & control). The intervention groups received 8 weekly 90-minute sessions, but the control group did not receive any intervention. Before and after the intervention, people responded to Roger's self-concept questionnaire. The data were analyzed with UNCOVA. The findings indicated the reduction of negative self-concept as a result of emotion regulation treatment. The results showed that emotion regulation therapy is more effective in reducing the negative self-concept of teenagers than mode deactivation.

Keywords: Emotional dysregulation, emotion regulation, mode deactivation therapy, self-concept

Introduction

One of the issues in adolescence is the problems related to emotion dysregulation, so that it can predict problems related to adolescent performance and play a role in the emergence of high-risk behaviors during this period. The way of coping with the problems of adolescence, especially the management of emotions, has a significant impact on people's self-concept (Sagar, 2021). Self-concept is a set of personal evaluations of a person about himself, and a negative self-concept can cause problems such as anxiety, aggression, and academic failure (Salavera, et al., 2019). Therefore, according to the problems of teenagers in managing their emotions, it is desirable to use psychological interventions in this field. One of the treatment approaches that has recently received special attention is emotion regulation therapy (Newman and Lira, 2011). This treatment consists of two general parts, the first part focuses on creating the necessary skills and the second part focuses on the application of these skills, and in this way, it can improve people's performance. Another exclusive treatment for adolescents is relaxation therapy (Apache, et al., 2005), which focuses on creating a new understanding of the beliefs that lead to the continuation of unhealthy behaviors. More than anything else, this treatment emphasizes achieving balance and creating harmony in the lives of teenagers. Considering the difference between the two recent approaches in terms of dealing with adolescent problems (content/process), it seems desirable to compare these two approaches. Therefore,

on the bases of this research, the hypothesis was to compare the effect of therapy based on mood calming and emotion regulation on negative self-concept teenagers with emotional dysregulation.

Method

This was a semi-experimental study with a pre-test-post-test design with a control group. Among the adolescent girls aged 14 to 19 years who visited the three selected counseling centers in Isfahan city in 2021, 30 people were selected through interviews and high scores (>90) on the Difficulty in Emotion Regulation Questionnaire (DERS). And they were randomly placed in three groups of 10 people for mode deactivation, emotion regulation intervention, and control. People answered the self-concept questionnaire (Rogers, 1954) before starting the intervention sessions. Then, the people in the two intervention groups received 8 sessions of weekly 90-minute therapy individually. After completing the interventions, all the subjects answered the above questionnaires again. The resulting data were analyzed by univariate analysis of covariance test by SPSS-24 software

Tool

Emotion regulation difficulty scale: This scale was presented by Gertz and Roemer (2004) to measure emotion regulation difficulty. It has 36 items and 6 subscales, which are graded according to the Likert scale (1-5). The internal consistency of this questionnaire was 0.83 and the validity of the cognitive emotion regulation questionnaire was 0.57. In this study, the internal consistency of this scale was 0.88.

Rogers self-concept questionnaire: Rogers (1954) designed this questionnaire with two forms(a) and (b) to measure real and ideal self-concept. Each form has 25 items and is scored according to the Likert spectrum from 1 to 7. The internal consistency of this questionnaire is 0.82 and its validity has been confirmed by Beck's self-concept questionnaire at 0.67 (Ybrandt, 2008). In this study, the internal consistency was 0.78

Finding

To test the hypothesis of the research, first the assumptions of homogeneity of variances (Levin's test: 0.83; $P < 0.44$) and normal distribution of data (Shapiro-Wilk test: 0.93; $P < 0.051$) were checked and the establishment of both were confirmed. In the following, the results of the research hypothesis test using UNCOA with control of the pre-test effect are given in table (1). As the findings of table (1) show, the participants have a significant difference in the variable of self-concept with the control of the pre-test effect of the three groups of emotion regulation, mode deactivation, and control ($P < 0.05$). Therefore, the hypothesis of the research based on the effect of emotion regulation treatment and mode deactivation on the negative self-concept of teenagers was confirmed

Table 1: UNCOVA test results for the self-concept variable between groups

Stages	Variable	SSM	Df	MS	F	P value	Statistical power
pre-test	self-concept	53	1	53	21.35	0.01	0.99
group	Self-concept	17.28	2	8.54	3.48	0.04	0.58

To determine the difference between the groups, the three groups were compared by post hoc test(LSD) and the results are shown in table (2). the findings show, the emotion regulation treatment was able to be effective on the participants' self-concept, so a significant difference is observed between the control group and the emotion regulation intervention group(P<0.05). While there is no significant difference in this variable between the mode deactivation intervention group and the control group(P<0.05).

Table 2: The results of a two-by-two comparison of group averages using the LSD post hoc method

Variable	Group1	Group2	Dif. mean	Eroer SD	P value
Self-concept	MDT	ERT	-0.23	1.28	0.85
	ERT	Control	-2.40	0.91	0.01
	Control	MDT	-2.63	1.53	0.1

Conclusion

The findings of the research showed that education based on emotion regulation can reduce the negative self-concept of teenagers with emotional dysregulation more effectively. This treatment by using the training of emotion regulation skills such as distress tolerance and returning attention was able to reduce the experiential avoidance of teenagers and improve their resilience in order to overcome the problematic situations. Therefore, the experiential avoidance of people in facing annoying situations is reduced and the person can start to perform new behavior in new situations, which subsequently improves self-expression and increases efficiency, which is a decrease in negative self-concept observed in this research. One of the limitations of this research was less access to young people due to conducting the research during the outbreak of covid-19. It is suggested to train young people in schools and institutions related to this age group. To moderate and regulate their emotions and improve their self-esteem, emotion regulation therapy should be used.

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Conflicts of interest

The authors declare no conflict of interest for this study



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