Examination of life Skill Training Effect on Addict

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ABSTRACT
The present goal of research is Examination of life Training Effect on coping Style of under Treatment Addict at Tehran city. So in a quasi-experimental plan after recognition of addicts under treatment, a number of 60 persons were selected in two treatment and control groups as per multiphase accidental cluster sampling. All groups were measured after and before intervention and 3 months follow up through coping styles tests and treatment group under treatment was trained in problem-solving. Results were analyzed upon covariance analysis, variance analysis with repeated measurement and T test. Findings show that cognitive coping method as effective strategy and exciting, avoidance method is known inefficient.

INTRODUCTION
One of the main models in field of addiction treatment is behavior- cognitive treatment that tries to make behavioral changes through therapy knowledge and psycho training. One of the training cases is problem-solving skill training. Goal is that people deal with their life problems successfully through problem-solving stages recognition and suitable application of knowledge and skills. Necessary capabilities for successful problems solving leads to self-confidence and value promotion. But you have not enough skills for problem-solving, or use unsuitable methods for solve problems, you face difficulties in coordination with your environment and your psycho health is in danger. By obtaining problem-solving skill, you are able to deal with life problems effectively.


Researchers have examined role of problem-solving training in relation with two factors of personality and addiction through study on 307 addict youth. They conclude that cognitive problem-solving and problem-oriented is a mediator factor in interaction relation between hopeless and take narcotic substances [7]. Other researchers conclude that problem-solving affects people coping methods.

Research methodology:
Current research is quasiiexperimental in terms of research type and data collection. All addicts under treatment at Tehran city form statistical population of research in year of 2011-12. Sampling method in this research is multiphase accidental cluster to increase internal credit of research.

Research tools:
Coping styles questionnaire /CSQ: this questionnaire containing 60 items was formed by Rajer and jarois and najar inyan in England country. It has been optimized in some stages has provided by using cutting line 30% to 60 categories in 4 scales. 4 Questionnaire scales include: cognitive scale with 16 categories, exciting with 16 categories, avoidance with 13 categories and seprative with 16 categories. Internal Parallelism of Alpha keronbach coefficient measured is satisfactory for questionnaire. Coefficient for 4 cognitive, seprative, exciting and avoidance is: 0.853, 0.897, 0.735, and 0.69. Retest constancy coefficient [test methodology-retest] for 4 cognitive, seprative, exciting and avoidance is: 0.801, 0.794, 0.766, and 0.701.

Keywords:
problem-solving skill- coping style- addiction

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1. Knowledge about addiction in an extensive range like routine issues and help people [participants] to find a structured method to: recognition and issue definition and manner of solve them.

Table 1: Average an standard deviation of two groups coping styles in pre-testing, post testing and follow up.

<table>
<thead>
<tr>
<th>Coping style</th>
<th>Pre-testing</th>
<th>Post-testing</th>
<th>Follow up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Test</td>
<td>Control</td>
<td>Test</td>
</tr>
<tr>
<td></td>
<td>Average M</td>
<td>S.D. Q M</td>
<td>Q M</td>
</tr>
<tr>
<td>Cognitive</td>
<td>16.90 6.76</td>
<td>5.23 5.63</td>
<td>5.55 29.28</td>
</tr>
<tr>
<td>Avoidance</td>
<td>26.65 4.43</td>
<td>6.37 4.54</td>
<td>4.43 17.21</td>
</tr>
<tr>
<td>Exciting</td>
<td>24.71 6.54</td>
<td>3.95 6.62</td>
<td>5.42 15.18</td>
</tr>
<tr>
<td>Seprative</td>
<td>16.00 5.31</td>
<td>4.85 1.57</td>
<td>3.35 23.14</td>
</tr>
</tbody>
</table>

Table 1 shows average and standard deviation for two groups coping styles in before and after intervention and follow up. A data show that marks relating to cognitive and seprative style during intervention process has increased.

Hypothesis testing:
To examine research hypothesis first effect of problem-solving skill training on cognitive coping style in 3 stages of measurement was analyzed. First, covariance analysis is used for comparison of post-testing marks for two groups.

Table 2: Results of covariance analysis of cognitive coping style.

<table>
<thead>
<tr>
<th>Changes resources</th>
<th>Total Square root</th>
<th>Freedom degree</th>
<th>F</th>
<th>Meaningful level</th>
<th>Test power</th>
<th>Square root</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intra groups factor</td>
<td>418.53</td>
<td>1</td>
<td>47.38</td>
<td>0.01</td>
<td>0.70</td>
<td>0.31</td>
</tr>
</tbody>
</table>

Meaningful level is equal to 0.01 and is smaller than a. pre-testing effect is controlled by covariance test. We conclude that cognitive problem-solving style variable affects meaningfully problem-solving skill training. Also based on square root 0.31, we conclude that tentative intervention causes changes in tested groups and 0.31 of all changes results from experiments. To analyze average differences in 3 times, variance analysis repeatedly is used.

Table 3: Results of variance analysis upon repeated measurement of cognitive coping style index.

<table>
<thead>
<tr>
<th>Changes source</th>
<th>Total square</th>
<th>Square average</th>
<th>F</th>
<th>Meaningful level</th>
</tr>
</thead>
<tbody>
<tr>
<td>between testing</td>
<td>3291.21</td>
<td>197.68</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intra testing</td>
<td>5500.36</td>
<td>98.73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment effect</td>
<td>4276.11</td>
<td>1289.32</td>
<td>74.84</td>
<td>0.001</td>
</tr>
<tr>
<td>Error or reminder</td>
<td>953.53</td>
<td>16.67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>14021.21</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on above findings, F is larger and is meaningful in 0.001. So zero hypotheses is rejected and we can conclude that there is a meaningful difference between averages under comparison. T-test is used for determining difference between experimental groups in 3 times measurement.

Discussion and conclusion:
Examination of other assumptions shows that using problem-solving skill training leads to increase use of cognitive style of coping. Since there is an increase in marks between averages of two groups and during training intervention in experimental group. Results examination for coordination relation between copings styles show that in this research cognitive and seprative coping style is as effective strategies. This is along with other researches findings [7,13,8].

To determine a desired method for coping, we can not present a unit strategy. There should be enough flexibility. Using suitable coping skills is effective in prevention and treatment of these terms and healthier coping base for narcotic substances consumption is possible. Addict people face problems in necessary skills for solve problems and use abuse as a familiar method for coping.

Problem-solving training causes that people become familiar with their responsibilities against changes and coordinate with others instead of more expectation. Based on problem-solving nature, they must find a solution instead of avoidance and feel satisfaction. This reduces negative behaviors like retreat. It seems that this method plays a therapy, prohibitive and developmental role. So by using problem-solving training method, unhealthy communication patterns are prevented. This method is suggested as an effective intervention to specialties for addiction treatment.
REFERENCES