



Investigating the effect of emotion-oriented couple counseling on the threatened self-image of couples

Mojtaba. Reisi Sarteshneizy ¹* Ameneh. Reisi Sarteshneizy ²

- 1. *Corresponding author: PhD in Educational Psychology, Department of Psychology, Shahrekord Branch, Islamic Azad University, Shahrekord, Iran
- 2. Master of Counseling, Counseling Department, Faculty of Educational Sciences and Psychology, Isfahan, Iran

Journal of Applied Family Therapy

> eISSN: 2717-2430 http://Aftj.ir

Vol. 4, No. 2, Pp: 173-185 Summer 2023

Original research article

How to Cite This Article:

Reisi Sarteshneizy, M., & Reisi Sarteshneizy (2023). Investigating the effect of emotion-oriented couple counseling on the threatened self-image of couples. *aftj*, 4(2), 173-185.



© 2023 by the authors. Licensee Iranian Association of Women's Studies, Tehran, Iran. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International

(CC BY-NC 4.0 license) (http://creativecommons.org/licenses/by-nc/4.0/)

Email: mojtabahreisisarteshneizy2023@gmail.com Received: 29.10.2022 Acceptance: 29.07.2023

Abstract

Aim: The purpose of this study was to investigate the effect of emotion-oriented couple counseling on threatened selfimage. Method: The method of this research was semiexperimental and pre-test-post-test type with a control group. The statistical population of this research included couples who referred to the family culture center and counseling centers in Isfahan city. To select the desired sample, 40 couples (80 people) were selected as volunteers and randomly divided into two experimental and control groups (20 couples in the experimental group and 20 couples in the control group). The research tool was the threatened self-image from the NI-90 questionnaire. The independent variable was emotion-oriented couple counseling, which was applied to the experimental group in 10 sessions. Results: The results of covariance analysis showed that emotion-oriented couple counseling had an effect on the threatened self-image, but it had no effect on the dimensions of hope, distortion of reality, departure to a feeling of harmony, and the threatened self variable. Conclusion: it can be concluded that emotionoriented couple counseling reduces the self-threatening image of couples.

Keywords: *emotion-oriented couple counseling, negative emotions, threatened self-image*

Introduction

On the other hand, continuous disturbances and divorce impose a lot of psychological and social costs on individuals and society. Cultural changes in the last half century have greatly influenced the expectations and experiences of couples. In recent years, peace and intimate relations between men and women have become weak and divorce and separation have increased. Therefore, if there is a time when experts need effective couple therapy models more than ever, that time is now (Hosseini, 2011).

One of the problems of people with various disorders is their unfavorable experience of themselves, which originates from the unfavorable experience that is generally from past bitter memories and ineffective coping with them, and may be seen as self-negative, self-distorted, self-confined, and self-incompetent. Ineffective, distorted, or negative self-images negatively affect the goals one is trying to achieve. Therefore, in examining the threatened self, the goal is to rewrite the images related to oneself (Stupa, 2012). The perception or negative perception of being evaluated by others and as a result the occurrence of aggressive and antisocial behavior is called self-threat (Bamister, 1996). Due to these problems, helping couples and families is felt, among the couple therapy approaches, until now, emotions were not given much attention as a factor of change. In fact, in the field of couple therapy until now, there was a phobia of emotions (Goldman and Greenberg, 1992).

"Self" is one of the foundations of personality, which is emphasized in most theories of personality in psychology. It is possible to consider oneself as the starting point of personal correction and treatment in psychology. Self, one of the dominant aspects of human experience, is about the forced feeling of self-existence (Davila, 2001). What is desired in psychology about self, myself and me, refers to one's actions and characteristics, which can be measured and measured. This term has been proposed in different theories and branches of psychology, especially in the field of social, developmental, personality and pathological psychology. Selftheories are a system of theories in psychology, especially in the topics related to personality psychology, which focus on the explanation and explanation of the phenomenon, evolution and formation of personal identity and self. If in psychology the starting point of psychological studies is nature, then it can rightly be considered as the starting point of personal correction and treatment in psychology. Self is one of the dominant aspects of human experience about the forced feeling of self existence. For this reason, he attributes all his actions to it (Hosseini, 2017).

One of the most valid approaches to couple therapy, which looks at couple relationships from an attachment perspective, is emotion-oriented therapy (Johnson et al., 2003). This approach is a structured and short-term approach in couple therapy that is based on clear concepts of marital helplessness, recognition of emotions, adult love and emotional responses (Rostami et al., 2018); According to this point of view, marital disturbances are created and continued by pervasive states of negative emotion and attachment injuries, inattention to inner needs and desires, negative interaction patterns, and inappropriate emotional experience. Therefore, during the treatment, in order to improve the relationships of the spouses and free them from marital and family problems, the defective interactive cycle should be eliminated.

Despite the effectiveness and very good empirical support of emotion-oriented couple therapy abroad, few articles and researches have been devoted to this approach in Iran. According to the studies, the effects of this treatment approach on couples' marital stress, as well as on negative emotions and threatened self-image, have not been investigated in Iran, and most of the studies are focused on marital compatibility and couples' satisfaction. Sufficient knowledge of the effectiveness and dimensions The effectiveness of this type of couple therapy, which emphasizes emotional and emotional aspects in addition to cognitive aspects, can help in choosing the correct type of therapy according to the client's problems and its predictable results. This research has also taken a step towards checking its efficiency by examining this approach. Therefore, the main goal of the present study was to investigate the effect of emotion-oriented couples counseling on the threatened self-image of couples, and the following research questions were addressed:

- 1- Is emotion-oriented couple counseling effective on the threatened self-image of couples in the post-test phase?
- 2- Is emotional couple counseling on the threatened self-image of couples stable in the follow-up phase?

Method

The method of this research was semi-experimental and pre-test-post-test type with a control group. The statistical population of this research included couples who referred to the family culture center and counseling centers in Isfahan city. To select the desired sample, 40 couples (80 individuals) were selected as volunteers and randomly divided into two experimental and control groups (20 couples in the experimental group and 20 couples in the control group). The research tool was the threatened self-image from the NI-90 questionnaire. The independent variable was emotion-oriented couple counseling, which was applied to the experimental group in 10 sessions.

Results

The average and standard deviation of the age of the research sample are divided by gender, as can be seen, the average age among men is 35.35 years and among women is 31.23 years. Also, the average and standard deviation of the length of marriage of the research sample is given. As can be seen, the average length of marriage in the experimental group is 7.7 years and the control group is 6.4 years.

The results of the Benfrini test show that the difference in the mean scores of self-threat (P=0.001) between the pre-test, post-test and follow-up phases is significant, but the mean difference between the post-test and follow-up is not significant in the research variable. It indicates that the results obtained in the follow-up phase did not return and the effect of the intervention was stable.

Conclusion

The aim of this study was to investigate the effect of emotion-oriented couple counseling on threatened self-image. The main hypothesis of the research is that the effect of emotion-oriented couple therapy on the threatened self-image was significant. In other words, the results showed that there is a significant difference in the self-threatened variable between the two test and control groups, so emotional couple therapy is effective on the self-threatened image of the test group, and the research hypothesis was confirmed.

References

- Aghili M, Tan zadeh B. (2022). The effectiveness of mindfulness-based cognitive-behavioral therapy on perfectionism and self-focused attention in infertile couples in Isfahan. *Journal of Assessment and Research in Applied Counseling*. 4(2), 1-13. doi:10.52547/jarac.4.3.1 (In Persian)
- Berkeley, S., & Larsen, A. (2018). Fostering self-regulation of students with learning disabilities: Insights from 30 years of reading comprehension intervention research. *Learning Disabilities Research & Practice*, 33(2), 75-86.
- Chaves-Barboza, E., Trujillo-Torres, J. M., & López-Núñez, J. A. (2015). Accomplishments in learning self-regulation in personal environments. *Creative Education*, 6(11), 1108.
- Chin, K. Y., Hong, Z. W., & Chen, Y. L. (2014). Impact of using an educational robot-based learning system on students' motivation in elementary education. *IEEE Transactions on learning technologies*, 7(4), 333-345.
- Cleary, T. J., Durning, S. J., & Artino, A. R. (2016). Microanalytic assessment of self-regulated learning during clinical reasoning tasks: recent developments and next steps. *Academic medicine*, *91*(11), 1516-1521.
- De La Paz, S., & Wissinger, D. R. (2017). Improving the historical knowledge and writing of students with or at risk for LD. *Journal of Learning Disabilities*, 50(6), 658-671.
- Ghorashy S. (2020). The Effectiveness of Emotionally Focused Therapy (EFT) in Reducing Women's Marital Conflict. *Journal of Assessment and Research in Applied Counseling*. 2(4), 1-10. doi:10.52547/jarcp.2.4.1 (In Persian)
- Heiman, T., & Berger, O. (2008). Parents of children with Asperger syndrome or with learning disabilities: Family environment and social support. *Research in developmental disabilities*, 29(4), 289-300.
- Keamu, H. P. (2017). Student academic performance: The role of motivation, strategies, and perceived factors hindering Liberian junior and senior high school students learning. *Education Research International*, 2017.
- Kitsantas, A. (2013). Fostering college students' selfregulated learning with learning technologies. *Hellenic Journal of Psychology*, 10(3), 235-252.
- Kusiak, M. (2001). The effect of metacognitive strategy training on reading comprehension and metacognitive knowledge. *EUROSLA yearbook*, *I*(1), 255-274.
- Lynch, D. J. (2010). Motivational beliefs and learning strategies as predictors of academic performance in college physics. *College Student Journal*, 44(4), 920-928.
- Masoumi Jahandizi, H., Hejazi, M., Ahmadi, MS., and Vakili, MM. (2019). Investigating the status of self-regulated learning strategies in medical and nursing students of Zanjan University of Medical Sciences in the academic year 2017-2018, Development of Education in Medical Sciences, 13(38), 76-85. (In Persian)
- Mayes, A. S., & Moon, B. (Eds.). (2013). *Teaching and learning in the secondary school*. Routledge.
- Moll, K., Kunze, S., Neuhoff, N., Bruder, J., & Schulte-Körne, G. (2014). Specific learning disorder: Prevalence and gender differences. *PLoS one*, *9*(7), e103537.
- Muwonge, C. M., Schiefele, U., Ssenyonga, J., & Kibedi, H. (2019). Modeling the relationship between motivational beliefs, cognitive learning strategies, and academic performance of teacher education students. *South African Journal of Psychology*, 49(1), 122-135.

- Narimani, M., Khoshnoodnia Chomachaei, B., Zahed, A., & Abolghasemi, A. (2016). A compare motivational beliefs and self- regulation learning strategies in boy students with dyslexia, dysgraphia, dyscalculia and normal. Journal of Learning Disabilities, 5(4), 87-107. (In Persian)
- Nicolielo-Carrilho, A. P., Crenitte, P. A. P., Lopes-Herrera, S. A., & Hage, S. R. D. V. (2018). Relationship between phonological working memory, metacognitive skills and reading comprehension in children with learning disabilities. *Journal of Applied Oral Science*, 26.
- Nikpey, I., Farahbakhsh, S., & Yosefvand, L. (2017). The Effect of Self-Regulated learning Strategies (Cognition and Meta Cognition) the Attribution Styles and Its Dimensions (Source causality, Proof of causality, general causation) of The Second High School Students. Biquarterly Journal of Cognitive Strategies in Learning, 4(7), 93-108. (In Persian)
- Pintrich, P. R., & De Groot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of educational psychology*, 82(1), 33.
- Rodríguez Martínez, S., Piñeiro Aguín, I., Gómez Taibo, M. L., Regueiro Fernández, B., Estévez Blanco, I., & Valle Arias, A. (2017). An explanatory model of maths achievement: Perceived parental involvement and academic motivation. *Psicothema*.
- Rosário, P., Núñez, J. C., Valle, A., González-Pienda, J., & Lourenço, A. (2013). Grade level, study time, and grade retention and their effects on motivation, self-regulated learning strategies, and mathematics achievement: a structural equation model. *European journal of psychology of education*, 28(4), 1311-1331.
- Rostami, M., Saadati, N., & Yousefi, Z. (2018). The investigation and comparison of the efficacy of emotionally focused couple therapy and solution focused couple therapy on reducing fear of intimacy and increasing couples' sexual satisfaction. Biannual Journal of Applied Counseling, 8(2), 1-22.
- Sobhi, N., Abolghasemi, A., & Dehghan, H. (2014). Comparison of A, B, C and D brain quadrants dominance in normal students and students with learning disabilities. Journal of Learning Disabilities, 3(4), 59-79. (In Persian)
- Soso, G.W.,and Lagana,L. (2019) the effects of video game training on the cognitive Functioning of older adults: A community based randomized controlled trial Archives of Gerontology and Geriatrics, 80, 20-30.
- Squires, J. (2003). The importance of early identification of social and emotional difficulties in preschool children. *Washington*, *DC: Center for International Rehabilitation*.
- Su, C. H., & Cheng, C. H. (2015). A mobile gamification learning system for improving the learning motivation and achievements. *Journal of Computer Assisted Learning*, 31(3), 268-286.
- Sungur, S. (2007). Modeling the relationships among students' motivational beliefs, metacognitive strategy use, and effort regulation. *Scandinavian journal of educational research*, *51*(3), 315-326.
- Torgesen, J. K. (2018). Phonologically based reading disabilities: Toward a coherent theory of one kind of learning disability. In *Perspectives on learning disabilities* (pp. 106-135). Routledge.
- Vaughn, S., Elbaum, B., & Boardman, A. G. (2001). The social functioning of students with learning disabilities: Implications for inclusion. *Exceptionality*, 9(1-2), 47-65.

- Wibrowski, C. R., Matthews, W. K., & Kitsantas, A. (2017). The role of a skills learning support program on first-generation college students' self-regulation, motivation, and academic achievement: A longitudinal study. *Journal of College Student Retention: Research, Theory & Practice*, 19(3), 317-332.
- Wihler,A:, Meurs,J.A.;Momm.t.D; John, J. and Blickle. (2017)" consciention sness.eutraversion, and field sales performance:combining narrow personality, Socialsk: LL,emotional Lability, and nonlinearity.
- Woolfolk, A. (2004). An interview with Anita Woolfolk: The educational psychology of teacher efficacy. *Educational psychology review*, *16*(2), 153-176.
- Yeo, D. J., & Fazio, L. K. (2019). The optimal learning strategy depends on learning goals and processes: Retrieval practice versus worked examples. *Journal of Educational Psychology*, 111(1), 73.
- Zeleke*, S. (2004). Self-concepts of students with learning disabilities and their normally achieving peers: a review. *European Journal of Special Needs Education*, 19(2), 145-170.
- Zhang, L., & Seepho, S. (2013). Metacognitive strategy use and academic reading achievement: insights from a Chinese context. *Electronic Journal of Foreign Language Teaching*, 10(1).
- Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An overview. *Educational psychologist*, 25(1), 3-17.