



The Effectiveness of Emotional Oriented Training on the Death Anxiety, Metacognitive Beliefs, Self-harm Behaviors of Girls with Early Maladaptive Schemas from Cultural Perspective

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Abstract

The aim of the present study was to evaluate the effectiveness of emotional oriented training on the death anxiety, metacognitive beliefs, self-harm behaviors of girls from cultural perspective. The statistical population embraced all the 15-25 years old girls with early maladaptive schemas in Mehriz city on 2022. The sample encompassed thirty girls with early maladaptive schemas who were selected through purposive sampling procedure and randomly assigned in two experimental and control groups 15 subjects each. The current study was a quasi-experimental type with pre-test, post-test and control group. To collect data Young & Brown Schema Questionnaire (YSQ, 2005), Templer Death Anxiety Scale (1970), Wells and Cartwright-Hatton Metacognitive Questionnaire (MCQ, 2004) and Sanson Self-Harm Inventory (1998) were implemented. The experimental group received 9 sessions of emotional oriented group training, while the control group received none. The results of multi variate analysis of covariance showed that emotional oriented training was effective on death anxiety, metacognitive beliefs and, self-harm behaviors. The emotional oriented training from cultural perspective assisted the girls with early maladaptive schema to manage their emotions and to reduce their self-harm behaviors.



Extended abstract

Introduction: Traumatic emotional and behavioral experiences during adolescence are associated with challenges such as physical and sexual, emotional and social changes, and includes issues related to identity formation, cognitive changes, as well as psychological disorder such as identity crisis, depression, anxiety disorders, eating disorders, and behavioral disorders such as suicide, addiction, and sexual behaviors. These problems start earlier in girls than boys and creates early maladaptive schemas. The early maladaptive schemas that underlie mental disorders are derived from culture and society. Early maladaptive schemas involving unresolved basic emotional needs are formed in childhood. These schemas affect the way we organize incoming information and causes mental disorders such as death anxiety, also, metacognitive beliefs and self-harm behaviors are among other variables related to primary incompatible schemas, which could be more prominent in the cultural grounded of any society, especially during adolescence. Accordingly, the aim of the present study was to evaluate the effectiveness of emotional oriented training on the death anxiety, metacognitive beliefs, self-harm behaviors of girls from cultural perspective.

Method: The statistical population embraced all the 15-25 years old girls with early maladaptive schemas in Mehriz city on 2022. The sample encompassed thirty girls with early maladaptive schemas who were selected through purposive sampling procedure and randomly assigned in two experimental and control groups 15 subjects each. The current study was a quasi-experimental type with pre-test, post-test and control group. To collect data Young & Brown Schema Questionnaire (YSQ, 2005), Templer Death Anxiety Scale (1970), Wells and Cartwright-Hatton Metacognitive Questionnaire (MCQ, 2004) and Sanson Self-Harm Inventory (1998) were implemented. The experimental group received 9 sessions of emotional oriented group training, while the control group received none.

Results: The results of multi variate analysis of covariance showed that emotional oriented training was effective on death anxiety, metacognitive beliefs and, self-harm behaviors. The emotional oriented training from cultural perspective assisted the girls with early maladaptive schema to manage their emotions and to reduce their self-harm behaviors.

Conclusions: Cultural factors are one of the most important influencing factors on individual and social behaviors and plays an important role in the etiology of mental abnormalities and self-harming behaviors. The results of the research showed that emotional oriented training could reduce the traumatic experiences of this age period in girls, which creates the early maladaptive schemas in the person, at the same time, these schemas are the basis of other mental disorders. As explanation, it could be reported that death anxiety, as one of the important types of anxiety, includes thoughts, fears, and emotions that are related to the final event of life and beyond the normal state of life. On the other hand, death anxiety is also associated with negative strategies such as rumination and blaming oneself and others. Therefore, emotion-oriented training helped adolescent girls with early maladaptive schemas experienced negative emotions associated with death anxiety and, through this, gain awareness to make emotion available for change. Negative metacognitive beliefs refer to beliefs about the harmfulness of repetitive negative thoughts. On the other hand, negative metacognitive beliefs and low metacognitive skills



disrupt a person's perception of the controllability and safety of situations. Meanwhile, cultural influences also play a fundamental role in how these beliefs are processed, and as a result, the individual becomes overwhelmed by maladaptive schemas. In emotion-oriented training, emphasis is placed on bringing awareness to mental content that has been denied or distorted by the individual. Self-harming behaviors are a way to express, amplify, or control negative emotions, and may result in a reduction in negative emotions, the creation of positive states, or relief from states of emotional numbness and numbness. Emotion-focused education helps adolescent girls with early maladaptive schemas to flexibly manage emotions by paying attention to their emotions, symbolizing them with awareness, acceptance, and a sense of agency towards them, regulating and distinguishing between emotions, and thereby reducing self-harming behaviors in them.

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