

Development of a Psychological Capital Training Program and Evaluation of Its Efficacy on Impulsivity and Psychological Flexibility in of the Students Engaged in Parents' Divorce with Externalized Behavior Disorder

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Extended Abstract

Aim

Divorce is a phenomenon that has severe negative effects on the mental, emotional, and social health of children. Many studies indicate that divorce can affect the psychological health of children and cause them to experience numerous difficulties, contrary to the belief of many who believe that divorce only causes psychological damage to couples. Due to divorce, the absence of each parent from the family environment disrupts this entity's equilibrium, diminishes its functions, and reduces social supervision and control. Children may develop addiction and delinquency, physical issues, psychological and social disturbances, and behavioral disorders as a consequence of this process. Due to receiving a social label, children engaged in parents' divorce confront intellectual, emotional, identity, and social challenges in their peer groups, paving the way for the development of behavioral disorders. Development of a psychological capital training program and evaluation of its effectiveness on the impulsivity and psychological flexibility of divorced students with externalized behavior disorder was the purpose of the present study.

Method

In the qualitative portion of this study, the researchers employed a comparative method of thematic analysis, and in the quantitative portion, a quasi-experimental design with a pretest, posttest, control group, and a two-month follow-up period. The statistical population of the present research consisted of students engaged in parents' divorce with externalized behavior disorder attending the first high school in Isfahan during the academic year 2020-2021. Forty students involved in a divorce and diagnosed with externalized behavior disorder were chosen using a purposive sampling technique and randomly assigned to experimental and control groups. The experimental group received ten 75-minute psychological capital training sessions over the course of two and a half months. Three participants from the experimental group and three participants from the control group withdrew from the study. This investigation employed the Impulsivity Questionnaire (IQ), the Psychological Flexibility Questionnaire (PFQ), and the Children and Adolescents Behavioral Inventory (CABI). The study's data were analyzed using repeated measurement ANOVA and the SPSS-23 statistical software.

Findings

According to the results, the psychological empowerment bundle has sufficient content validity from the perspective of experts. In addition, this program had an impact on the impulsivity ($F=62.07$, $\eta^2= 0.66$, $P\leq 0.001$) and psychological flexibility ($F=100.88$, $\eta^2= 0.74$, $P\leq 0.001$) of students with externalized behavior disorder who were going through their parents' divorce.

Discussion

According to the findings of the present study, psychological capital training can be used effectively to reduce impulsivity and increase psychological flexibility in students with externalized behavior disorder who are going through parents' divorce. Psychological assets improve cognitive and psychological processing, resulting in greater psychological adaptability. Additionally, psychological capital contributes to a person's mental health. Acquiring mental health can also assist divorced students with externalizing behavior disorder to abandon rigid and traumatic cognitive and psychological processes in favor of cognitive-emotional ones, resulting in greater psychological flexibility.

Keywords: Divorce, Externalized Behavior Disorder, Impulsivity, Psychological Capital, Psychological Flexibility.