

Effectiveness of Educating Securing Against Stress with Educating Communicative Skills on Optimism and Pessimism and Life Expectancy in Depressed Students

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ABSTRACT

The present research was accomplished to investigate and compare efficacy of stress inoculation training with communicational skills training on optimism, pessimism and life expectancy on students in Jouybar. The sample groups consists girls from junior high school schools in Jouybar during 2009-10. The sample consists of 45 depressed students having high pessimism and low life expectancy, they were put into two experimental groups and one control group. In order to gather the data, Kutcher's adolescents' depression Questionnaire (2002) with 11 phrases, Scheier and Karver's life orientation Questionnaire (1985) with 8 phrases and Snyder's Hope Questionnaire (1991) with 12 phrases were used. The instruction program of stress inoculation and communicational skills was done in two experimental groups at eight sessions and after accomplishing instruction sessions, past testing was done on three groups. The results gained from the study using covariance analysis revealed that the stress inoculation training and communicational skills instruction were meaningful in examining the difference between the average of optimism and pessimism and life expectancy at the level of $P < 0/01$, therefore, according to the results, the effectiveness of stress inoculation training and communicational skills instruction is different on optimism, pessimism and life expectancy and also stress inoculation on optimism, pessimism and life expectancy is more effective than communicational skills training.

KEYWORDS: stress inoculation training, communication skills training (instruction), optimism, pessimism, and life expectancy

INTRODUCTION

Adolescence period is a key step and time of social and psychological evolution. In this period some key skills are need to excitement and emotional balance, having a good relationship with others, gaining communicative skills and finding friends. This period is the most important and at the same time the most complex periods of life. Problems resulting from this period and maturity are in a way that we can call this period stress and crisis period. Depression is among disasters which increased in adolescent period (Dadsetan, 2008). Stress is among key problems of the period which in spite of increase it will bring about anger, fear and failure and can endanger physical and psychological health of the students (Giga, 2001). Stress is a type of physical or psychological pressure which can bring about some changes in autonomous neural system. If stress is intense and continues for a long time, it may cause physical and psychological disasters (Martin, 2000). Optimism is a key psychological topic which is positive whose aim is beyond improving harms and it goes toward optimizing life quality. It tries to see strength of men as a shield against psychological diseases (Seligman, 2000). According to the models of Shirou and Karouoptimism and pessimism expectation of positive and negative pervasive results, respectively and they determine compatibilities. Optimistic people experience less agony when they face problems, especially compared to pessimist people. Each of us look for inner relaxation, hope and satisfaction in life and try to escape from anxiety and tension. We know that anxiety and depression make our life bitter and on the other hand satisfaction in life gives us hope and excitements. But in the information age and the third millennium, despite communities' growth and industrialization of affairs, one of the key features which is present in public behavior is two level of life expectancy and culture, so life expectancy is among fundamental topics whose remembrance to teenagers is so important. Communication skills in classroom are also an important criterion (Hunter et

al., 2005). Students with affective communication skills consider communication as a means in solving problem and they do better and more compatible in education field. (Sihan, 2006). If students have effective communication skills, they will have improvement, hope and optimism in themselves (Harrison et al., 2006) Hence, educating communication skills for students is one of the strategies used for establishing computability, for preventing from psychological diseases and for increasing moral among students (Lo et al., 2006). Educating securing against stress has a significant effect on various criteria of public health. The research results of Akbari, Neshatdost and Mosavi (2009) indicated effect of education securing against stress and students under study had evidence of lower grade in anxiety, poor social performance and depression. Research of Shihy and Horuan (2004) indicates that applying securing against stress can help reduce stress, anxiety and being illogical and it can improve educational performance of learners. Hejel, in an investigation on educating problem-solving skills on students, Bart and Oksman(2000) concluded that teaching problem-solving skills is effective in treating depression and the skills are among key communicative skills. Asnborg and Dominoskey (2000) showed positive signs of teaching how to solve problem and teaching autism on dressed teenagers. In a study about teaching problem-solving skills Kahrzahi, Azadfallah and Elhyary (2003) showed that educating these skills has been influential on reducing complexity, depression and giving hope to young people. The research investigates the question that if education securing against stress and educating communication skills have been effective on eve of pessimism and optimism and life expectancy of students?

Statistical community and the sample group

Statistical community of the current research is all the junior high schools girl-students of Jouybar County. The sample group was junior high school girl-students of Hazrate-masoume school in Jouybar County during 2009-10.

The sampling method

According to presence of 10 junior high schools in Jouybar County, 1 school was selected in random order which had 9 classes, capacity of 30 people. (Every grade has three classes)

First students of all three grades(first, second, and third) were provided with teen depression questionnaire and they were 270 people. Students with high level of grade were considered depressed, then each of them were provided with questionnaire of optimism and optimism and hope to life. 45 people were selected in random order among people who had low grade in two ratios of optimism and life expectancy (95 people). They were places in two groups of experiment and one control group randomly(each group included 15 people). Then they were places under process of educating securing against stress for (experiment group1) and teaching communication skills (experiment group 2) for 8 sessions. Control group did not receive any education as well. Then after 8 sessions the two groups were investigated under the same questionnaire against.

The plan used in the research is an experimental plan with three-groups plan of pre-test, post test with the two groups mentioned whose diagram is as follows:

Random selection	Pre-test	Independent variable	Post-test	
R1 securing education group against stress	T1	X	T2	Experimental (E1)group
R2 group of educating communication education	T1	Y	T2	two experimental (E2)groups
R3control group	T1	-	T2	(C) Control group

The hypotheses test

Table(1).Distributing average and standard deviation of the two groups

S standard deviation	Xaverage	Post-test	S standard deviation	Xaverage	Pre-test	
2.3774	20.2667	Securing against stress of optimism and pessimism	2.016	11.73	Securing against stress of optimism and pessimism	Experiment
2.3287	27.8667	Securing against stress of life expectancy	2.93	10/93	Securing against stress of hope to life	
3.3636	16.20	optimism and pessimism communicative skills	2.22	20.66	Communication skills on optimism and pessimism	
2.9390	24.7333	Communication skills of hope to life	2.01	21.93	Communication skills of hope to life	
4.52	16.02	optimism and pessimism	2.50	11.13	optimism and pessimism	Control
2.29	21.53	hope to life	2.32	20.86	hope to life	

As you observe, average in pre-test or post-test are different in effect of securing against stress and communication skills on optimism and pessimism and life expectancy and difference of averages does not have a minor difference.

Table (2).analysis of covariance of educating securing and communication skills on level of optimism and pessimism

average	significant level	F	average square	d.f	set of square	Change source difference
		sig	m.s	SS		
		84.936	1	84.936	Post-test of optimism and pessimism	
3.515	0.000	26.883	126.379	40	126.379	Error

According to **F** calculated we have $0/0005 < \text{sig} \cdot 883/26 = F_{d.f(\square\square\square\square)}$, since significant level is less than. It shows there is a difference between level of optimism and pessimism in two groups of educating securing against stress and communicative skills. Since **F** calculated is meaningful for variables of optimism and pessimism, comparing difference of averages of the two experimental groups will be clear that which of educational groups have more effectiveness. There is a difference (3/515) between average optimism and pessimism of educating securing against stress and educating communication skills. The difference is meaningful in level of 0/01 . The results indicate that educating securing against stress is more influential than educating communication skills on optimism and pessimism.

Table (3): analysis of covariance of educating securing and communication skills on level of hope to life

average	significant level	F	average square	d.f	set of square	Change source difference
		sig	m.s	SS		
		113.771	1	113.771	Post-test of optimism and pessimism	
4.068	0.000	34.229	3/324	40	132.953	Error

According to **F** calculated we have $0/0005 = < \text{sig} \cdot 229/34 = F_{d.f(\square\square\square\square)}$, since significance level is less than $0/0005 = P$. it shows that there is a different between level of life expectancy in two groups of educating securing against stress and communicative skills. Since **F** calculated is meaningful for variable of hope to life, comparing difference of averages of two groups of experiment, it will become clear which of the educational groups have more effectiveness.

There is a also a difference between life expectancy in educating securing against stress and educating communicative skills (4/068) and the difference is meaningful in level of 0/01. This result indicated that educating securing against stress is more effective than educating communication skills in hope to life. According to difference of average with 0/99 percent of confidence we argue that the research hypothesis is approved where effectiveness of securing against stress and educating communicative skills is different on optimism and pessimism and hope to life.

Conclusion

The aim of the current research is to investigate effectiveness of educating securing against stress with educating communication skills on optimism and pessimism and life expectancy of depressed students. Results of covariance analysis test showed that effectiveness of educating securing and training communicative skills on the three factored mentioned had been effective and it expresses average difference between experimental group and control group in a meaningful way. The research results of Akbari et al 2009 showed effect of training securing against stress. Students of mood had lower level of grades in fitness, anxiety, lack of sleep, poor social performance and depression compared to (evidence) students. Researchers of Shihy and Houran (2004) indicated that applying securing against stress can reduce stress, anxiety and lack of logic and it can also improve learners` educational performance. During examining effectiveness of educating problem-solving skills on students` knowledge, Hejel, aBart and Oksman (2000) concluded that educating problem-saving skills which are key criteria in communicative skills and life skills is more effective in treating depression. During examining effectiveness of problem-solving education and training autonomy on depressed teenagers demonstrated positive sign on reducing teen`s depression Kahrazhi, Azad Fallah and Alhary (2003) examined problem-solving skills n criteria of communication skills in reducing teen`s depression and they demonstrated that educating these skills had been effective on reducing complexity, depression, and giving hopeto teens. And tit is consistent with other Iranian researches such as Amaniet al (2008), Samary et al (2005) and Mosavinasab (2005). In order to achieve health in cognitive, physical, excitement and intellectual domains, individuals must be able to show correct reaction in a useful way when they face stress. Confronting is called the ways of showing reaction of men against stress and the research results indicate that

educating group of educating securing against stress has been influential which includes the way of conquering, being positive, educating solving problem, the way of reducing stress, cognitive repairing, teaching techniques of wackiness, because it was able to become effective in level of optimism and pessimism and level of life expectancy in the group understudy which is depressed girls in various grade levels of Jouyabr County. Being healthy, happiness and living happily and the most important explanations related to psychological pressure which people may suffer are all strategies of fighting against psychological pressure, level of social support and its effect on health, behaviors related to health and health cares and performing plans and medical advices and also psychological respond to psychological pressure. Post-education of securing could establish positive subjective experiences against stress. It also made, pleasure, joy, hope to life, psychological optimism, competence, love to work, bravery, perseverance, subjective skill, responsibility, friendship and conscience in job. Since when a person has a positive and optimistic personality, usually abilities and capabilities of the individual can be strengthened with the education he/she received. To prevent from their diseases, people try to own some capabilities such as hope, optimism, skill, perseverance, inner motivation and psychological ability. Flexibility is significant as much as vulnerability. Since growing individual capabilities such as optimism, hope and so on can be influential. They all bring about personality growth, health and prevention from diseases (such as depression, suicide). Assessing event can specify the way of facing stress, since it is a solution which individuals try to choose; a combination of methods which people can do to solve their problems.

Stress is low level could be useful, but sometimes increasing pressure of daily stress can bring about weakening of people's abilities during facing difficulties and depression can cause too much anger, stress of future events and optimism. Stress will be so risky especially when individuals cannot do anything for changing factors which make stress. Today, it is widely suggested that optimism increases ability of bodily defense system for fighting diseases. This is the reason why optimistic people have the lowest level of stress in a society. Too much studies have showed that stress can make the body vulnerable, therefore stressful people have the change of suffering from different diseases, so educating the way of facing stress is very useful. Since this education is for training and growth of conquest skills. Not only it is considered in solving current problems of individual, but also it will also solve future problems. This education can prepare people or groups with defense with a set of conquering skills during facing stressful condition in the future. In this education, for a better understanding of stress nature and its effect of excitement and individual performance, the people are helped learn different types of facing it in clinic. Then they will practice in reality. In the next phase the best subjective and behavioral imagination will be established in real condition of life. This is for prevention from the problem itself and the need to develop educational plans in the future. In the next phase where people are encouraged to show response in practical conditions, probability of influence will get to its maximum level. In this relation, therapist applied the way of step-by-step dominance in which first small units with ability of controlling stress are presented in an experimental condition and then they will be transferred to real condition. In this research, current condition was established and it helped educating securing against stress become effective on pessimism and optimism and hope to life. This ability can help people in communicative skills to express their speech and non-speech skills (compatible with culture, society and position). This way individuals can express their ideas, opinions needs and excitements and they can ask for help when they needed and receive guidance. The ability of asking for help from others is a key part of a good relationship. In communication skills, effective speech and non-speech communication, speaking out, negotiation and in ignorance conquering shyness is considered as the main factor of this education. Ability of an effective communication is one of the most important skills needed for a successful life. This ability includes ability of penetration in others, ability of convincing others, ability of resistance and managing others' resistance. Communication is the only means of transferring and receiving data. We can show our feelings to others through communication. Correcting misunderstanding is possible only through communication. Controlling negative excitements is feasible only by a good relationship. Society growth depends on good communication of the members of the society, when we try to grow attitude of communication skill in children, they will understand their own value and they will behave in a positive way using this valuable tool. They will get wrong with each other well and this pleasure will increase their level and period of communication. Undoubtedly communication is an important part of every human being. Collective life of men without communication is nearly meaningless. In fact men is aware of communication skills, they can enjoy life and achieve what they want. Hence, meeting life skills, children-rising skills and communication skills and communication problems which are present among parents and children are of the most important worry of training experts and family consultants. Since one of the applied steps for passing from growth process of a child is having an effective communication with them, something which most families has problem in it. In other words, communication skills are a key part of performance of a successful family. They are considered significant wealth for every individual. They keep people mason from stress and will bring about better compatibility. In general, communication abilities can establish positive attitude about events. Being pessimist can

have weakening effects in thought. In some people stress and anxiety can increase risk of psychological disorder and in such a state some small problems appear in big ratios but these problems can be solved with negotiation, discussion and effective communication with others. In this research the researcher concluded that securing educations against stress are effective mostly in pessimism and optimism and life expectancy compared to communication skills, but communication skills have been effective compared to the group with no education. The researcher also helped in recognizing non-real attitude of the people toward themselves, the world and the future which can reduce stress, pessimism and it can increase optimism and hope to life. This training can help individual recognize wrong notion methods(ways) and they found new behavioral and notion patterns and were guided toward a healthier life. The researcher is hopeful to have a happier society reducing level of psychological harms in the society.

The research limitations

Lack of full access to a valid research on the research topic, in fact researches on this topic have not been enough and there was not a possibility of access to elaborative reports of the researches.

In the field of comparing results of the research with other findings of researchers, the research results were compared with parallel researchers of internal and foreign researchers, due to lack of conducting research on effectiveness of educating securing against stress and educating communication skills on level fo optimism and pessimism and hope to life.

Since the research plan is a gregarious one, in the end the results were compared, and individual changes were ignored.

The research was conducted on girl-students of junior high school of Jouybar County and the results can not be explained to all the girls who are depressed in this age and those whose level of optimism and pessimism and life expectancy is low.

1. Lack of recognition and awareness of the research especially on psychology can cause some people resist against test and they may refrain from cooperating and attending in the education sessions.
2. According to large size of educational materials, time and place limitations were of the most important problems which made the researcher exhausted and it had bad effects on the research results.
3. Lack of cooperation and activity of some minor groups also caused some chaos in the sessions, this can reduce education quality. Despite too much effort for increasing the quality, lack of cooperation was influential on the results.
4. Other limitations of the research and similar ones are lack of following those tested. As it will be argued accepting new skills and replacing them in life system of the individuals need time, therefore data related to following section be subsidiary of the research results.

The research suggestions

Every research presents some suggestions in various aspects based on the topic under study. The research is not an exception, some of the suggestions are as follows:

1. Researchers in the future are advises to gather wider sample in spite of choosing such a topic, since this way features of subjects will be investigated in a more desirable way and we can have better results.
2. Since effect of education security against stress and communication skills is gradual, we are hopeful to see longer treatment periods and more effective studies in the future researches.
3. Holding training classes for girl-students in high school who may suffer from depression and anxiety due to pessimism and lack of life expectancy and consulting with their families can be useful moreover training courses in order to solve their problems.
4. Using psychological services and having psychological training courses in educational consultation centers for mature girls can be useful, since performing these trainings can reduce level of problems. Securing education against stress and training communication skills in the current research results and other similar researches mention din this research caused increase of optimism and life expectancy and solving problems of girls in junior high school. So it is necessary to use securing education against stress and educating communication skills for increasing psychological health of girls.
5. The research was conducted about girls in Jouybar County. It is better that another research to repeat such a research in another similar areas and to it for boys too.
6. The research can not be followed due to timing limitations. Accepting new models and replacing them in life system of people needs time, especially for those who suffer from pessimism and lack of hope. It is suggested to follow subjects in the future researches.

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