The effectiveness of cognitive behavioral stress management training on the satisfaction of adolescent school girls

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Abstract

Adolescence is an important period of human growth during which adolescents coping with various stressors. So often it is thought that adolescence is a time of stress. Stress is one of the aspects of the daily lives of young people that can lead to physical and psychological problems. The aim of current study was to investigate the effectiveness of cognitive behavioral stress management on the satisfaction with School in adolescent girls in Tehran city.

This study is a quasi-experimental with pretest and post-test with two groups. The statistical population consisted of adolescent girls aged 14-15 years in Tehran that using a random sampling method 30 of them were selected as sample and randomly were enrolled into two groups of 15 (a test group and a control group). Collected data were analyzed using independent T and T test. Post-test Satisfaction scores between two groups had a significant difference. The difference between pre-test and post-test scores in the experimental and control groups in terms of satisfaction of school was significant in P<0/05 level. Training of cognitive behavioral stress management techniques can improve satisfaction with school. Cognitive behavioral stress management methods can be standalone or in conjunction with other therapies as a way to increase the satisfaction with school.

Keywords: Adolescents, stress management, satisfaction with school.
Introduction

Adolescence is an important period of human growth that associated with neurobiological, hormonal, physiological and social changes. During this period, adolescents cope with various stressors. So often it is thought that adolescence is a time of stress (Krapic, 2015). At this stage of human life, the foundation of mental, emotional, spiritual and social puberty are established, so this period should not be considered a problem, but as a period of life has its own problems and due to certain changes in which puberty begins adolescents need to be aware and high support (Koohestani et al., 2009). Adolescence is a period of critical transition that adaptation to these changes requires dexterity and skill in tasks related to growth. One of these skills is stress management. Stress is a reaction to the needs that are occurred due to worrying environmental events (Saifull and Bahri, 2010). Adolescents are constantly coping with various stressors that could be a threat to the healthy development and well-being of them (Krapic, 2015). Stress as the relationship between the individual and the environment is considered as threatening the well-being and personal resources can has a permanent and negative impact on psychological well-being of some people (Norris et al., 1992). Psychological well-being can be defined as emotional and cognitive reactions to perception of characteristics and the ways in which people interact with the world around (Wood and Joseph, 2010). So having the coping skills with stress prepare people to better cope with the needs and challenges of life (Shirbim et al., 2008). Despite the importance of the issue, most students are unaware of a clear manifestation of stress and underestimate effect of stress on their physical and psychological well-being. Awareness about long-term effects of excessive stress can prompt students to acquire the skills to effectively management of stress (Eroko, 2005). During the academic year, adolescents spent a part of their time in school set (Takahura et al., 2005). So what is important is to understand how the evaluation of the school as it is relevant with the consent of school (Verkuyten et al., 2002). Satisfaction of school offer cognitive assessment of the quality of school life degree (Vărășteanu and Iftaim, 2013). Research has shown that juvenile satisfaction (eg satisfaction of life, school, and relationships with others) predicted positive results in various aspects of life. Adolescents with high life satisfaction show greater physical health, higher social relationships and higher school involvement and academic achievement (Wilkins et al., 2014). Dramatic increase in developmental assignments as well as normative stressors, challenges the adolescents. Meanwhile the girls are affected by passing through the stage of adolescence in a non-conformist manner (Shirbim et al). Research on the effect of cognitive behavioral stress management training in adolescents has shown positive results, including a research has shown cognitive-behavioral training program has a positive impact on their self-esteem and self-efficacy and an increase in adolescents who participated in program (Neacsu, 2012). Another study results have shown that these programs cause a substantial reduction in stress and an increase in self-efficacy in adolescents and this indicating promotion in coping strategies in clinical trials (Hampel et al., 2008). Also in a study it was showed stress cognitive-behavioral therapy has reduced post-traumatic stress in children and adolescents (Dorsey et al., 2011). In addition, a research has shown that stress management intervention improves mental health and academic performance in adolescents because this intervention makes their knowledge and beliefs become more active (Keogh et al., 2006). Preventive strategies usually include an attempt to achieve the various techniques of stress management. So adolescents can learn to handle stress before it causes crises and physical and psychological problems (Keogh et al., 2006). Given the importance of the consent of the school on adolescents’ academic life and the importance of stress management skills in their
The aim of this study was to investigate the effect of cognitive behavioral training of stress on the consent of the school of female students in Tehran.

**Research method**

This study is a quasi-experimental with pre-test and post-test. In the current interventional study the population included third-grade secondary school female students in the age range of 14-15 years of Tehran, Iran. For the present study first necessary coordination with the Department of Education is made then by obtaining permission research work with coordinating of school officials was began. According to Gall and colleagues suggest good sample for each group in the clinical trials are at least 15 people (Gal and Burg, 2008).

So among all students 30 were randomly selected as sample. The sample in terms of age, gender and level of education were aligned. The samples then were divided randomly into two experimental and control groups. Before training, pre-test was administered to both groups. Intervention group received cognitive behavioral stress management training and the control group received no training. The number of participants to end the training sessions didn’t have any loss. Students attended classes with full knowledge of the program and the number of sessions with their will and providing code for each student they were reassured about confidentiality of information. The programs of each session based on the book by Anthony et al (2010) were designed (AleMuhammad et al., 2009). According to program the training was held 3 times a week for 10 sessions and each session was 120 minutes. The first session; stressors and stress responses on progressive muscle relaxation for 16 muscle groups. The second session; stress and awareness on progressive muscle relaxation for 8 muscle group. Third session; communicate thoughts and emotions on breathing, visualization, progressive muscle relaxation for four muscle groups. Fourth session included negative thinking and cognitive distortions on breathing, visualization and passive progressive muscle relaxation. Fifth session included replacing rational thoughts on self-training for weight and heat. Sixth session included functional coping on autogenic education for heart rate, respiration, abdomen and forehead. Seventh session included the implementation of effective coping responses autogenic education with body image and self-induction. Eighth session included anger management on mantra meditation. Ninth session included expressiveness training on breathing count meditation. Tenth session included social support of personal stress management program. The sessions were conducted by researcher and a colleague psychologist. After completing the course post-test was administered to both groups. Data assessment tool used in the pre-test and post-test was multidimensional life satisfaction questionnaire (satisfaction of school dimension). This component was measured in questions 17 to 42. The validity of this scale achieved in the range of 0.70 to 0.90, also factor analysis confirms the multi-dimensional of the scale (SWLS1). and validity of students satisfaction of life scale has been studied in Iran by Zaki as well. The reliability of students Satisfaction with Life Scale (SWLS) according to Cronbach's alpha statistic on 200 subjects has been 0.86 indicating significant reliability the tool. Collected data were analyzed using SPSS software and independent t-test.

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1 -Satisfaction With Life Scale

http://www.ijhcs.com/index.php/ijhcs/index
Findings

In review as results show pre-test satisfaction of school between the pre-test scores of experimental and control groups there was no significant difference. In other words, before the experiment, the participants in terms of satisfaction level with the school were equivalent by probability of 99 percent. In fact, at the beginning of the test groups were matched in terms of satisfaction with the school.

Table 1: The results of school satisfaction in the stress skill training group and in control group and T test

<table>
<thead>
<tr>
<th>significance level</th>
<th>T test</th>
<th>standard deviation</th>
<th>Mean</th>
<th>Group</th>
<th>Index variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/94</td>
<td>389</td>
<td>3/49</td>
<td>24/84</td>
<td>Control</td>
<td>school satisfaction</td>
</tr>
<tr>
<td>0/94</td>
<td>389</td>
<td>4/56</td>
<td>24/42</td>
<td>experimental</td>
<td>school satisfaction</td>
</tr>
</tbody>
</table>

The difference between pre-test and post-test scores in the satisfaction with school in the intervention and control groups was significant (p≤0/05). So it can be argued with 95% confidence that the obtained results were caused by the experiment variable. The mean difference in both variables suggests that this difference is in favor of the intervention group. It can be claimed that stress management skills improves satisfaction with the schools.

Table 2: Results of independent t-test on the difference between pre-test and post-test to the satisfaction of the School

<table>
<thead>
<tr>
<th>Significance level</th>
<th>T test</th>
<th>Degree of freedom</th>
<th>Standard deviation of pretest and post-test</th>
<th>Mean difference between pretest and post-test</th>
<th>Group</th>
<th>Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/02</td>
<td>2/37</td>
<td>28</td>
<td>7/10</td>
<td>4/04</td>
<td>Control</td>
<td>school satisfaction</td>
</tr>
<tr>
<td>0/02</td>
<td>2/37</td>
<td>28</td>
<td>5/72</td>
<td>-1/68</td>
<td>experimental</td>
<td>school satisfaction</td>
</tr>
</tbody>
</table>

Discussion and conclusion

In this research the effect of cognitive behavioral stress management skills training on the school satisfaction of adolescent girls were examined. The results showed the effectiveness of education. In adolescence period, both girls and boys experience stress. Stress is associated with adolescence naturally. This figure of growth is more stressful for girls. Many studies
predict more prone to emotional disorders such as depression and anxiety in adolescent girls (Siddique and Arcy, 1984). During stress, people must have the necessary coping skills to reduce the effects of stress and with management and providing coping skills person will be able to meet the needs and cope with the challenges of life in a better way (Shirbim, 2008). In fact, stress management intervention is on the basis of formation feeling good about themselves and the world and the positive performance (Keogh et al., 2006) and creates interest and motivation in people's lives, as well as self-confidence (Neshatdust et al., 2009). All these factors have somehow been effective in improving students' satisfaction with the school. The results of the present study are consistent with numerous studies. For example, in a research was shown that stress management skills training reduce negative attribution style and academic achievement in adolescents (Soltani and Aminoroaia, 2008). Another study has shown that teenage girls perceive more stress than teenage boys and stress management training has reduced perceived stress in girls and increased efficacy in them. The results of another study indicate increased efficacy and decreased perceived stress in elementary and middle school students after training (Hampel et al., 2008). Another part of the results showed that cognitive-behavioral techniques training can affect the stress levels in students (Hesar et al., 2015). The results of current research also have indicated the effectiveness of stress management training on the satisfaction of school. Life satisfaction in adolescents is an important factor in academic achievement. This is one of the amplifiers of the satisfaction of the school. Satisfaction and positive perception of life in the age group of adolescents or students is quite different from adults (Zaki, 2007). Based on previous findings, children who are more satisfied with the school have better academic performance that resulted in more academic self-efficacy and success in school (Koohestani et al., 2009). Stress management training has been shown to increase a person's ability to cope with stressful situations which in turn is a factor in enhancing the quality of life (Gupchup, 2004). In the different studies the effectiveness of stress management skills on sub factors associated with school satisfaction has been revealed. A study showed students following the training of skills to cope with stress gain greater satisfaction and happiness and report less psychological-academic pressure (Keogh et al., 2006). It was also shown that psychological interventions enhance individuals' perception of stress and increases their self-efficacy (Hardin et al., 2002), followed by self-efficacy in school and improvement in their sense of competence and ability (Verkuyten, 2002). In explaining the findings it can be said that these factors provide total satisfaction of the school. The findings illustrate the importance of stress management skills training in teenagers as well. Paying attention to the issue of stress in students, especially in adolescence is of particular importance. Considering the long-term presence in schools, life skills training programs are facilitated in schools and also more people will be included. In general it can be concluded that the investment in this field will be useful in schools. In addition by stress management skills training the amount of stress in adolescence can be reduced. Limitations of this study include the lack of study in the field of satisfaction with the school, and basic impossibility of extending the results to other male students, the lack of research in the field of life skills as single skill. It is suggested that the effect of other life skills training on satisfaction of the school would studied separately. Due to the lack of extensive study and work in the field of school satisfaction, this is of particular concern. The implementation of such training programs at different age levels and male students would be considered.
References


