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The Effectiveness of Teaching the Communication Elements of Satir Theory on the Mental Weakness of High School Girls

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A B S T R A C T

The aim of this study was to investigate the effectiveness of teaching the communication components of satir theory on the mental weakness of high school girls. The research method was quasi-experimental and a pretest-posttest design with a control group was used. The statistical population of the study consisted of all female high school students in the academic year of 1998-1999. The sample consisted of 30 students who were selected by screening and available sampling method and after matching were replaced in two groups of 15 experimental and control. Satir's communication approach was taught to the experimental group twice in 7 sessions of 120 minutes per week in 7 sessions, while the control group did not receive any training. The research tool was the Minnesota Multidimensional Questionnaire (MMPI) which was completed by students in both groups in the pre-test and post-test stages. Analysis of covariance was used to analyze the results. The results showed that there was a significant difference between the mean scores of mental weakness, tendency to use drugs and tendency to insecure sexual behavior of students in the experimental group and the control group in the post-training phase ($p \leq "0.01"$). Also, there is no significant difference between the mean scores of smoking tendency, alcohol tendency and tendency to friendship with the opposite sex of students in the trained group and the control group after training ($p > "0.01"$). Therefore, it can be concluded that the training of satir communication skills in students of the trained group has a greater effect on reducing mental weakness, drug use and insecure sexual orientation than the control group and has an effect on smoking, alcohol consumption and tendency. He has not been friends with the opposite sex.

Keywords: Mental Weakness, Satir Theory, Communication Skills.

INTRODUCTION

Adolescence is one of the most important periods in building and establishing one's personality, as well as challenging periods for self-reliance, self-control, independence, accepting new responsibilities, choosing, deciding and planning for health, and It is education. Adolescence is a period of great and rapid changes in emotion, physiology, behavior, cognition and social relationships that can be considered the source of crisis and turmoil and a complete storm of opportunities for risk-taking and high-risk behavior (Dehghani, Rostami, & Aslani, 2017; Ko, Yen, Chen, Yeh, & Yen, 2009; Yuan et al., 2011).

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Mental health is one of the most important topics in psychology and psychiatry and mental illness is increasing dangerously (Abdel-Khalek & Lester, 2017; Moradi, Akbari Zardkhaneh, Cheraghi, & Foladvand, 2009; Najafi & Foladjang, 2007; Shakib & Noroozi, 2014). Mental health can be considered as the ability to grow and develop intellectual and spiritual emotions, to communicate with others, including peers and adults, to participate in educational and social activities, flexibility in the face of difficulties. Mental weakness (Pt) includes practical obsessions, irrational fears, and extreme doubts, and is quite similar to obsessive-compulsive disorder. However, there are some major differences. Mental weakness measures the most obvious fears and anxieties a person may experience. Conversely, those with obsessive-compulsive disorder may score quite low on the mental weakness component; because their behaviors and obsessions are effective in reducing their level of anxiety (Rust & Golombok, 2014; Spores, 2012).

Communication is the interaction between at least two people and the result is a message that is sent and received to fulfill a purpose. The ability to communicate properly is one of the basic skills of social life. The importance of communication in human life is such that some experts have considered the basis of human growth, personal injuries and human progress in the communication process (Bullington et al., 2019; Namdar, Rahmani, & Ebrahimi, 2008). Communication skills, then, refer to behaviors that help a person express their emotions and needs correctly and achieve interpersonal goals. These skills are so important that their failure can be associated with feelings of loneliness and social anxiety, depression, low self-esteem and academic and professional failure (Hamaideh, Al-Omari, & Al-Modallal, 2017; Mansouri, Dehdari, Seyedfatemi, Gohari, & Barkhordari, 2014).

Therefore, considering the mentioned cases and the need to reduce the mental weakness of adolescents, in order to achieve the desired goal, the present study seeks to answer the question of whether the communication skills training of Satir theory has an effect on reducing their mental weakness.

METHODOLOGY

Methods of this research According to the purpose of this research in which the relationship between variables is examined, the method of quasi-experimental study with pre-test-post-test design is with the control group.

The statistical population of this study includes all female Iranian high school students in the academic year of 1998-1999 in 12 girls' high schools numbering 1952 people. It is selected from all high schools for girls due to the availability of one of them. Criteria for selecting people:

- Being 13 to 18 years old
- The individual's desire to participate in research

All research information and data were collected through data collection method both in the form of libraries and in the field by conducting a self-report questionnaire on the participants in the research. The Minnesota Multidimensional Questionnaire (MMPI) was used for this purpose and also the communication skills of Satirian theory were taught to the students according to the following procedure.

In this study, one of all girls' high schools was selected due to its availability, and the students of that school were asked to complete the Minnesota Multidimensional Questionnaire. Then 30 people who got a score higher than 45 were selected by available sampling method and randomly and after matching in two groups of 15 experimental and control and in the pre-test stages all 30 people were given the Minnesota Multidimensional Questionnaire. (MMPI) responded. The 15-member experimental group was exposed to Satir theory communication skills training twice a week for 7 sessions of 2 hours, but no intervention was applied to the 15-member control group. At the end of the project, the subjects of both groups were retested.

All data obtained from the research were analyzed using SPSS software version 22. In descriptive analysis, tables of central indices and dispersion including mean, standard deviation were used to describe the data and for inferential statistics, the data were analyzed by analysis of covariance analysis (ANCOVA).

RESULTS

In Table 1, the central and dispersion indices related to the characteristics of the subjects' mental weakness are based on the mean and standard deviation separately in two experimental and control groups, each of which has two categories of pre-test and post-test Provided.

Table 1. Characteristics of the subjects' mental weakness elements

Variable		Trained group (15 people)		Control group (15 people)	
		Mean	Std. Deviation	Mean	Std. Deviation
Mental weakness	before teaching	10.40	2.95	7.40	3.33
	Next teaching	6.47	2.20	7.20	3.07

As can be seen in the table above, the mean scores of mental weakness in the pre-test experimental group are higher than the post-test and the mean scores of mental weakness in the pre-test control group are approximately equal to the post-test.

To perform the hypothesis test, as previously discussed, the method of analysis of covariance was used. The component of mental weakness alone represents this variable and its results are shown in the following tables.

Table 2. Results of covariance test to determine the effect of learning skills training on students' mental weakness variable

Variable	Statistical index	Sum Squares	Mean Squares	F	Sig.	Effect size
Mental weakness	Before training	119.495	119.495	40.010	0.000	0.597
	Group	44.067	44.067	14.755	0.001*	0.353

Based on the findings obtained in the table above, it can be seen that there is a significant difference between the adjusted means of students' mental weakness scores in terms of membership in the trained group and the control group in the post-training stage ($p \leq 0.01$). Therefore, the first hypothesis of the research is confirmed, which means that the training of communication skills in the students of the trained group has a greater effect on reducing their mental weakness than the control group. The magnitude of this effect was 0.353; That is, 35.3% of the total variance or individual differences of students' mental weakness was related to the training of communication skills and reduced students' mental weakness.

The comparison of the mean scores of mental weakness in the two groups of trained and control with the calculation of the mean scores before and after training is presented in Figure 1, respectively.

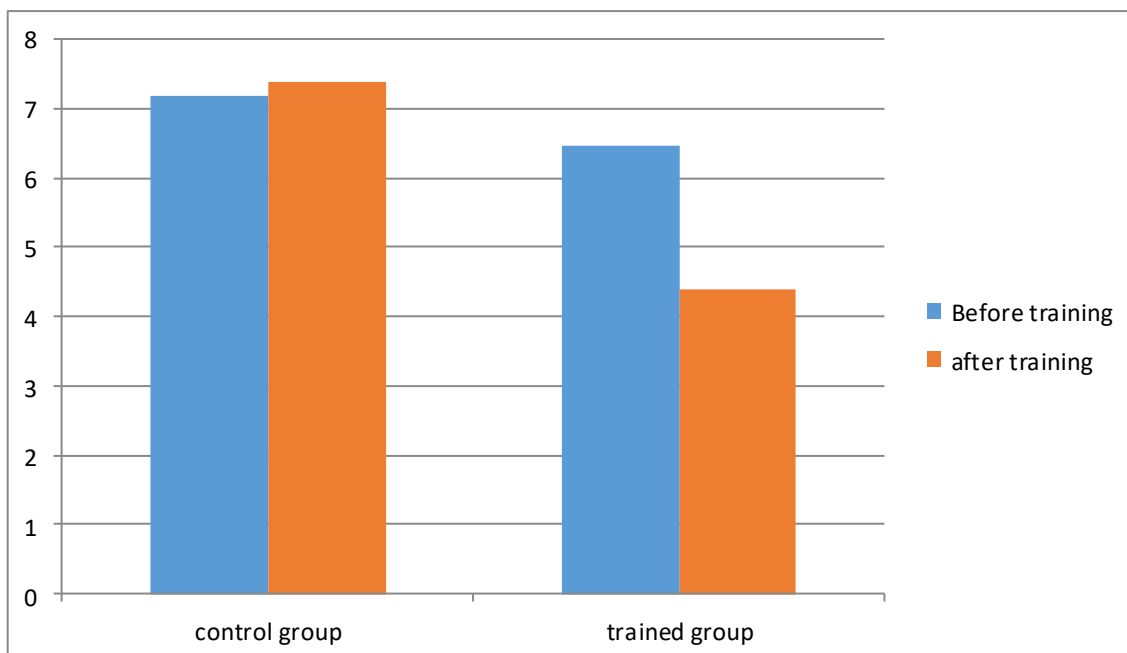


Figure 1. Bar chart comparing the mean scores of students' mental weakness in the trained group

As can be seen in Figure 1, the mean scores of mental weakness in the trained group are lower after training than before training, and also the average scores of mental weakness in the control group after training are approximately equal to those before training.

CONCLUSION

The results of analysis of covariance showed that there was a significant difference between the mean scores of mental weakness, tendency to use drugs and tendency to insecure sexual behavior of students in terms of membership in the trained group and the control group in the post-training stage ($p \leq 0.01$). And there is no significant difference between the mean scores of tendency to violence, tendency to smoking, tendency to alcohol consumption and tendency to friendship with the opposite sex of students in terms of membership in the trained group and control group in the post-training stage ($p > 0.01$). This means that the training of satir communication skills in the students of the trained group has a greater effect on their mental weakness, mental weakness, tendency to use drugs and tendency to unsafe sexual behavior than the control group and has no effect on reducing the tendency to violence and smoking. They did not have the tendency to drive, to drive dangerously, to drink alcohol, or to be friends with the opposite sex.

Explaining this finding, it can be said that the training of Satir communication skills enabled the group members to identify their weaknesses in communication and correct it. On the other hand, the use of drama to teach communication skills made the intervention sessions dry and flexible and made the group members more interested in participating in the activities. To perform the play, one must be able to use all of one's experiences and imagination, listen well, use good language skills, have high attention and concentration, and also work with the size of the group members. As mentioned earlier, the scale of mental weakness is characterized by widespread suspicion, practical and intellectual obsessions, and a perfectionist and dry personality with irrational fears. Mental weakness is closely related to obsessive-compulsive

disorder. The Mental Weakness Scale is generally designed to identify patients with obsessive-compulsive disorder, maladaptive rumination, or obsessive thoughts (Derry et al., 2002; Marek & Ben-Porath, 2017).

Satir communication skills training program has an effect on students' life skills and increases students' life skills. So that having life skills in students, in order to achieve goals, positive self-concept, responsibility, ability to think critically and ignore practical and intellectual obsessions are very important and life skills to deal with academic problems with irrational fears. And shape student decision-making, helping to improve, maintain, and promote their mental health. Therefore, paying attention to communication programs and students' health has an important role in increasing students' life skills (Herzog, 1999).

Mental health can be considered as the ability to grow and develop intellectual and spiritual emotions, to communicate with others, including peers and adults, to participate in educational and social activities, flexibility in the face of difficulties. The Satir Communication Skills Training Program plays a key role in mental health, although it will play a more prominent role when presented at an appropriate developmental stage. It can be said that many of the problems of students are due to the lack of development of basic life skills, and in fact, the Satir communication skills training program has an important role in increasing students' life skills. In fact, Satir communication skills training program reduces the symptoms of mental weakness, psychosis, self-destructive behaviors and obesity and also increases life skills in students (Carlson, Specca, Patel, & Goodey, 2003). In general, Satir communication skills training program for students by involving them in participatory and interactive methods and teaching them how to think, instead of thinking about what, discover their individual talents and abilities and become more self-aware. Find. The ability to know oneself realistically helps students cope better with the pressures of life and their psychological weakness. In fact, training in communication skills leads a person to have a positive perception of his abilities and to believe that he can cope with problems. This knowledge increases his productivity and efficiency and thus achieves his life skills and thus increases the level of life skills.

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