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Relationship Enhancement Program and Resiliency: Study of its Effects on Female Students

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A B S T R A C T

The present study aimed to examine effects of relationship enhancement program on resiliency in female students. Research population was all high school female students in Iran. Research tool was *Connor-Davidson Resilience Scale* (CD-RISC) (2003). The Method of sampling, is simple random sampling. After the performing pretest, students who had low resiliency were assigned randomly divided into two groups. The control group did not receive training but the experimental group was training with REP. The results of T independent test showed that the REP increased of resiliency in female student. Therefore, the research hypothesis was approved. Therefore, it can conclude that REP is an important factor in increase resiliency among Iranian female students.

Keywords: Relationship, Relationship Enhancement Program, Resiliency.

INTRODUCTION

Most of the psychologists and the education specialists are on the belief that adolescence differ with other periods of development. This difference this means that teenager with the basic changes in all aspects of his life faced, but more to the reason is that these changes in the comprehensive; in adolescence appears that still had the decency and readiness to meet¹.

If the teenager cannot effectively cope with these difficult stages, it could be have a problem. Resilience factor has caused humans to adapt to the needs of his life. Resilience is a special position in the field of developmental psychology, family and mental health and the resiliency researches increase in the world, every day².

Resilience is a popular subject in recent years, to study and explore the personal and interpersonal capabilities. It is improved and resistance in difficult conditions³. Resilience is the capacity of a person after facing the challenges and difficult situations can regain your mental health. Resilience gives you a chance to control the difficulties or challenges in your life^{1, 4}. Resilient individuals have ability

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to accept reality and believe that life is more meaningful to want to give up in the face of problems⁵.

Schutte believe that thinking Style more than heredity, intelligence and any other single factor determines people's resilience. It requires that people to learn skills when they are confronted with problems and stress that resiliency through thinking increased and they act based on it later⁶.

Therefore, interventions that aim to influence the thought processes could be an important step in the development of skills and abilities are related to resiliency³.

Studies have shown that students who have low resilience messages such as: "I love not", "I am not desirable", or "I'm bad", etc., have been recorded in their self-concept. At the center of their self-concept rather than the concept of "success", "failure" is located. These people in childish period received strong negative messages from their parents, and come to the conclusion that I'm no good, you're good. To help such students must provide fields to gain new experiences and chances that they feel important and desirable senses.

Adolescence and coincides with the puberty period and person needs and desires leads to special conflicts. There are many ways to reduce these conflicts. One approach is to improve communication through relationship enhancement program. Its relationship enhancement program (REP) is a treatment with a psych-educational approach that more based on skills rather than reduce the symptoms of stress⁶.

The main goal of relationship enhancement program, helping people to become more aware of themselves and their thoughts and feelings and increase intimacy, empathy, effective contribution, appropriate communication and problem solving skills.

REP helps the people to be trained in special skills to create satisfying relationships. It also helps people to identify and resolve problems causes and life stress⁸. Based on what was stated, main question of this study is whether the use of the REP is effective in increasing the resilience of female students?

METHODOLOGY

This study is quasi-experimental type. The research design was pretest - posttest with control group. The independent variable is training relationship enhancement program and the dependent variable is resilience.

The population of this study included all female high school students in 2014-2015. There are two groups in this study. Both groups were examined same time before to perform the independent variables.

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Subjects were randomly selected and were assigned within groups. The experimental group was exposed to the independent variable but this was not done for the control group.

The Method of sampling, is simple random sampling. After the performing pretest, students who had low resiliency were assigned randomly divided into two groups. The control group did not receive training but the experimental group was training with REP.

REP description:

Initial session: Meet with clients and initial interview, the introduction of a treatment plan, principles and its purpose, performing pre-test and personal interview.

First session: Introduction to members of groups, familiarity with the team members, Group expectations, and rules, starting articulation skills training.

Session II: Complete the articulation skills training

Third session: empathic skills training

Fourth session: education dialogue and discussion, a friendly environment in conversation

Fifth Session: training Change your skills and help changes other people (expression)

Sixth Session: continuing education of assertiveness and assertiveness

Seventh session: training problem-solving skills

Eighth Session: Analysis of meetings, reviewing skills learned, answer questions and perform post-test participants

For ethical consideration, REP performs in control group end of study.

Resilience Scale: the Resiliency measurement tool for study was Connor-Davidson Resiliency Scale. This questionnaire has 25 questions and a response Likert scale is between fully incorrect and quite right. Although this scale measures the different dimensions resiliency scale, but has a total score. To reliability of investigation were used Cronbach's alpha and determine the validity was used to factor analysis. Reliability scale was reported 0.91.

In this study for the analyze the effectiveness of REP and increase the resilience level was used index descriptive statistics (mean, variance, standard deviation) and inferential statistics (analysis of covariance).

RESULTS

Table 1. Descriptive characteristics of resiliency score, for the pre-, post- and Difference (pretest-posttest)

	Group	NO	MIN	MAX	Average	SD
Pre test	control	15	25	50	38.93	7.74
	experimental	15	28	50	26.38	6.49
Post test	control	15	27	53	39.13	7.69
	experimental	15	35	56	46.06	7.17
Pretest-posttest	control	15	3-	2	0.2	1.61
Difference	experimental	15	1	14	7.80	3.05

According to Table 1, mean and standard deviation of resiliency is the pre-test in the control group, respectively (83.93 and 7.74) and experimental group (26.38 and 6.49), at post-test in the control group (39.13 and 7.69) and experimental group (46.06 and 7.17) and the difference (post-test and pre-test) in the control group (0.2 and 1.61) and experimental group (7.80 and 3.05).

Table 2. Results of equality of variance Levene test

variable	F	df 1	df	p
resiliency	0.413	1	28	0.526

According to Table 2, the Levene test results show that the Resiliency variable, in the control and experimental group in the pre-test has equal variance ($p \geq 0.05$).

After the ensuring of normal total scores Resiliency in the experimental and control groups, and homogeneity of variance in the pretest to implement the above test, independent t test were used to compare the difference between (pre-test) test.

Table 3. Results of t-test for difference (pre-test-post-test) Average score resiliency in experimental and control groups

variable	group	mean	sd	df	t	p
Resiliency	control	0.2	1.61	28	8.52	0.0001
	experimental	7.80	3.05			

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According to Table 3, we find that there is a significant difference (pretest-posttest) between the experimental group and the control group in resiliency variable ($p = 0.0001$ and $t = 8.52$). In other words, REP training increases resilience in experimental group. Difference mean of resilience (7.80) in experimental group compared to the average control group (0.2). Thus the first hypothesis was approved.

CONCLUSION

The results of T independent test showed that the REP increased of resiliency in female student. Therefore, the research hypothesis was approved. (The significant level of $P < 0.01$). The results indicate that individual factors are important factors in the development of effective resilience (family environment, peer group). This finding is same with the opinions of Bandura⁹, Harter¹⁰, which showed growth do not occur independent of environment, and showed adaptation of person with environment which on lives.

One of the factors influencing to resilience, is "family". This finding is consistent with the results Margo et al¹¹. That stated the various factors influence in stories of live. One of the factors is family. A parent is main source of information for early in life for children.

When the child is growing, some messages received from the parents to him. A positive and negative message is effects on beliefs and thoughts of children. When parents get angry behavior of kids, messages are ordered to them. For example, do not allow him to grow up.

Each of people adopted these decisions in childhood, in adulthood enters them opinions on the draft his life. They cannot insight in their problems solving. Using the REP can be expected that revise decision and get new and suitable decision.

Another factor affecting on the resilience is communication and support peers. The results show that if person have a loving family relationship in the difficult working conditions and degradation, they can better cope with stress condition. People who have low resilience, in the center of their self-concept, concept of success are located instead of the failure. Using the REP can help them so they can again find the courage and motivated.

In this research REP can be develop specific skills in three areas in participants: communication, public relations and general quality of communications. The Researches has shown that REP is effective not only in reducing parent-child conflict, but positive effect on the conflict in other communications.

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