



The Effectiveness of Life Skills Training on Rumination in Female High School Students

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The Effectiveness of Life Skills Training on Rumination in Female High School Students

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Abstract

Objectives: The purpose of this study was to determine the effect of life skills training (problem solving, communication skills and stress management) on decreasing the rumination of female high school students in Bandar Abbas, Iran.

Methods: In this semi-experimental research, 300 volunteers were randomly selected from two schools. They completed the rumination questionnaire. Then, 25 of those who received the highest scores in each school in the rumination questionnaire were randomly assigned to control and experimental groups. The experimental group spent 12 sessions of life skills training and again, both groups completed the rumination questionnaire.

Results: Data were analyzed using one-variable covariance analysis and the results showed that life skills training could be effective in reducing rumination ($P < 0.05$, $P = 0.01$, $P = 10.23$, and F).

Conclusion: It can be concluded that life skills training (problem solving, stress management and interpersonal relationships) reduces stress and improves students' psychological capabilities, which can be effective in reducing their mental rumination.

Keywords: life skills, rumination, female students



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Introduction

Adolescence, the transition from childhood to adulthood is a period of life that has certain sensitivities. In this period, the teenager faces personal, social, occupational and family problems on the one hand and extensive physical and cognitive changes on the other hand (Khodayari Fard, 2016). Teens are constantly trying to gain identity (Shaarynejad, 2015).

One of the structures that play a role in mental health of students is rumination. Rumination is the thought that revolves around an important subject, and even in the absence of the necessary demands of the environment, these thoughts emerge. The depressive rumination creates negative and repetitive thoughts about the causes, meanings and personal implications of the Depression. For Wells and Matthews (1996), rumination is an emotional coping style in confronting the onset of depressed mood that is an introduction to depressive periods, and ends with an increase in the duration and severity of depression. Therefore, efforts to reduce rumination are required (Wells, 2009). So far, various treatments and training to reduce this situation have been discussed

One of the educational models that have been employed in recent years, especially in relation to various psychological structures, is life skills training. In other words, one of the ways to prevent psychological and behavioral problems is to enhance the psychological capacity of individuals through life skills training. Life skills are a set of abilities that provide a context for positive and beneficial behavior. The 10 life skills include: 1) self-awareness, 2) interpersonal relations, 3) communication, 4) critical thinking, 5) creative thinking, 6) decision making, 7) problem solving, 8) coping with stress 9) coping With an unpleasant emotion, (10) empathy (Celnikeh, 2001; translated by Mohammad Khani, 2016 and Peng et al., 2017; Jimenez. E. G. & Garcia. R. L., 2017). The life skills can be trained and learnable. As a result, these skills can be changed in a positive direction, and if it has an efficient and positive relationship, it will achieve higher psychological quality and well-being. Establishing correct and right communication increases the emotional and affective intimacy of individuals. Etemadi, Jaberi, Jazayeri and Ahmadi, (2014). One of the issues that should be considered in improving the quality of life is the problem-solving skills and stress management (Goldenberg and Goldenberg, 2000, translated by Naghshbandi, 2015). Sheikhan, Hasan Abadi, Sepahvandi, and Mirderikvand (2016) studied the effect of life skills training on the frequency of depressed mental rumors in veterans' husbands. The sample consisted



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of 20 women aged 39 to 58 years. So the announcement of training classes on special skills of veterans' wives at Arak Health House was answered at the first meeting of the participants in the rumination checklist. Life skills were taught by two instructors during 10 sessions of 2 hours. The results showed that there was a significant difference between the pretest and posttest scores in the components of sedation, rumination, and depression. In addition, according to the findings, no significant relationship was found between employment status and depressed mental ruminants. Therefore, the training of life skills makes it possible to achieve self-esteem and a proper way of controlling emotions and coping with stress, thereby reducing depressed rumination.

Akhmetzyanova (2014) conducted a research entitled *Development of Life Skills for Children*. The results of this research showed that life skills can lead to the daily management of important issues of children's educational life, planning for the future, efforts to fulfill responsibilities, efforts for social reconciliation and proper communication with others, carrying out assignments in different sectors, and it ultimately leads to the promotion of self-esteem and self-confidence in children (both healthy and depressed children); therefore, promotion of these skills is essential for all children with any level of IQ, and this need, especially in children with Lower IQ seems very necessary. Gamble (2006) conducted a research on the impact of life skills on student success. The results of this study showed that life skills training itself have a positive and significant effect on the successful transfer of students from university to work environment. Also, the effect of training these skills in promoting self-esteem, social adjustment, interpersonal communication, increasing problem-solving skills and coping strategies were confirmed.

In a research on "life skills training on self-esteem", Wichroski (2000) found that life skills training increased self-esteem and flexibility versus changes, and promoted positive attitudes towards self-esteem. Therefore, using these strategies is an effective step toward abrupt changes in life and self-esteem in the face of change.

The emergence of conflict and the problem in life is normal, and because of the age of adolescents, there are times when there are many challenges and disappointments, and as a result, students feel anger and disappointment towards the incident, and the training of these skills can be great help for these people. Life skills training improves the psychological capacity of individuals and increases their ability to adapt to the pressures and problems of individual, social and daily life



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difficulties, so that when faced with difficult and challenging situations, did not conceive of itself and did not fall into the trap of isolation, depression and anti-social behaviors (Wenzel, Weichold, & Silbereisen, 2009; Espinoza. D. E. S., 2017). Therefore, these skills can also affect rumination. Regarding the mentioned issues and the importance of rumination in female students, the present research seeks to answer the question whether life skills training (problem solving, communication skills and stress management) is effective on reducing the rumination of female high school girl students?

Methodology

The statistical population of this research included all female secondary school students in Bandar Abbas, Iran. This research was a semi-experimental research. At first, by referring to two schools, 150 students in each school who were willing to participate in the study were selected and completed the rumination questionnaire. Then, 25 of those who received the highest scores in each questionnaire in each school were selected. Randomly, individuals from a school were selected as the control group and another school as the experimental group. The experimental group received life skills training for 12 sessions. After completing the training, both groups completed the rumination questionnaire.

Summary of Group Life Skills Training

The table 1 summarizes the group life skills training sessions based on the existential approach. These training sessions consisted of 12 sessions (for each problem solving skills, communication skills and stress management, 4 sessions, as detailed in the table 1:

Table 1. Summary of group life skills training sessions

Session	Goals
1	-Meet the group, regulations and duties of the members (Mafi et al. 2012) - Pre-test - Defining communication, principles governing communication, providing explanations of privacy.
2	Review



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	<ul style="list-style-type: none">- Communication style- Characteristics of people following the dominant style, the characteristics of people who follow the aggressive style, the characteristics of the followers of the dare style- How to use my sentences with role play
3	<ul style="list-style-type: none">- Review- Active listening skills- The skills needed to communicate effectively include the skills of engagement in dialogue and the skill of dare and division of these skills.
4	<ul style="list-style-type: none">- Review- Non-verbal skills including language skills and extramural skills- Speaking skills and the use of proper words and phrases.
5	<ul style="list-style-type: none">- Identifying stress and its effects on life.
6	<ul style="list-style-type: none">- Review- Reviewing appropriate strategies for dealing with different stresses in life and education.
7	<ul style="list-style-type: none">- Review- Obstacles and destructive interventional factors in the stress control process
8	<ul style="list-style-type: none">- Summing up and answering stress management questions.
9	<ul style="list-style-type: none">- The Definition and Importance of Conflict in Life- The conflict pyramid involves exchanging daily events- Sharing ideas, expressing feelings, making decisions, deciding, problem solving, crisis
10	<ul style="list-style-type: none">- Review- Controversial issues in spouses' relationships, apparent issues and hidden issues, recognition of the signs of hidden issues including spinning wheels- Minor triggers avoidance, competition and decision making.
11	<ul style="list-style-type: none">- Review- dealing with hidden issues and using speaker-listener techniques,



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	- Conflict resolution approaches, constructive and malicious approaches Conflict Avoidance Contingencies.
12	- Review - Steps to resolve the conflict, including negotiating a problem, solving a problem, specifying the details of the problem, mental precipitation, agreement and compromise - Tracking, summarizing and answering questions and performing post-tests.

Rumination Scale: This scale was designed in its original version by Trapnell and Campbell (1999). The original version has verified validity and reliability in several instances. The questionnaire in the Likert Spectrum is 5th from 1 to 5. This test consists of two subscales of rumination and non-reflection. Some questions in this questionnaire are scored inverted, which includes questions 2, 4, 10, 11, 16, 17, 19, 24. The subscales of mental rumination including questions 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23 and the lack of reflection subscale include questions: 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24. The internal consistency of this questionnaire using Cronbach's alpha method was 0.84 in the Iranian sample and 0.80 in the American sample, indicating an acceptable reliability coefficient of the questionnaire in both samples. In the present study, Cronbach's alpha was 0.79.

In this research, after collecting research questionnaires, the raw data of the research was entered into SPSS software and necessary analyzes were performed. In this research, the data collected from the implementation of the questionnaires in the pre-test and post-test were analyzed using descriptive statistics such as tables and charts to demonstrate the demographic characteristics of the data. In order to deduce the data, a single-covariance analysis test (ANCOVA) was used to test hypotheses and control the effect of pre-test and assess the effectiveness of life skills training. All data analysis steps were performed using SPSS twentieth version software.

Results

Table 1. Distribution of mean rumination in both groups

Stage	Variable	Experimental Group		Control Group	
		Mean	SD	Mean	SD



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Pretest	Rumination	66.33	12.68	65.16	12.23
Posttest	Rumination	54.16	11.89	64.66	15.87

As shown in Table 2, the mean of rumination in the experimental group was 66.33 in the pre-test and 54.15 in the post-test, while for the control group, the mean of this variable was 65.16 in pretest and 66.16 for the post-test.

Table 2. Normality test of Study variables

Variable	Rumination	
	Pretest	Posttest
KS test	Z=0.976 Sig.= 0.547	Z=0.977 Sig.= 0.587

As the results of Table 2 show, Kolmogorov-Smirnov test probability values for rumination in the pre-test (0.547) and post-test (0.858) were indicative of normal distribution of this variable in the sample. Therefore, for analyzing the results of the research, parametric tests can be used.

Table 3. Levin test results in the case of equality of variance of the variables of the two groups in the society

Variable	F	DF1	DF2	Sig.
Rumination	0.83	1	47	0.36

As shown in Table 3, the zero assumption for the equality of the variances of the two groups in the research variable is confirmed. The default score for scores variance was confirmed in both experimental and control groups.

Table 4. Results of homogeneity of variance regression slope

Variable	MS	DF	F	Sig.
Groups* Rumination	117.43	34,2	0.793	0.461



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Similarly, the results of Table 4 show that the F value of the interaction between the Rumination and independent variables is 0.793, which is not significant ($P < 0.05$), so the assumption of heterogeneity of the regression slopes is rejected, thus the slope The regression of two variables is homogeneous.

Main hypothesis: Life skills training (problem solving, communication skills and stress management) are effective on reducing the female high school students' rumination.

Table 5. Results of covariance analysis to compare the mean scores of post-test of rumination in both experimental and control groups

Sources	SS	DF	MS	F	Sig.	Eta
Pretest	63.3	1	63.3	0.418	0.521	0.009
Group	1548.03	1	1548.03	10.23	0.001	0.185
Error	6809.49	46	151.32			
Total	189472	49				

As shown in Table 5, there was a significant difference between the mean scores of post-test rumination ($F = 10.23$, $Sig. = 0.01$) after the removal of the pre-test effect in the experimental groups

Discussion

The purpose of this study was to determine the effect of life skills training (problem solving, communication skills and stress management) on decreasing the rumination of female high school students in Bandar Abbas, Iran.

As the results showed, there was a significant difference between the mean scores of post-test rumination after eliminating the pre-test effect in experimental group. The mean score of the posttest in the experimental group was significantly lower than that of the control group. In other words, group life skills training can reduce the rumination of the experimental group members in the post test, compared with the control group. Therefore, the hypothesis that "life skills training (problem solving, communication skills and stress management) are effective in reducing the rumination and lack of reflection of female high school students in Bandar Abbas" was confirmed.



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The findings are consistent with the results of Behzadpour et al. (2015), which in a research entitled rumination prediction based on social and emotional adjustment showed that social and emotional adjustment significantly predicted rumination. Therefore, with treatments that help to increase emotional and social adjustment, it is possible to prevent the occurrence of intellectual rumination in patients with functional obsessive-compulsive disorder.

In a research on the development of life skills for children, Akhmetzyanova (2014) concluded that life skills can lead to the daily management of important issues of children's school life, planning for the future, efforts to fulfill responsibilities, social harmony and the right relationship with others carry out assignments in different parts and ultimately lead to the promotion of self-esteem and self-confidence in children (both healthy and abnormal children); therefore, the promotion of these skills can also reduce intellectual rumination. Noferesty, Parhoun and Momeni (2014) showed that in terms of failure and failure error in maintaining the collection, there is a significant difference between people with rumination and without rumination.

Shah Hosseini and Manavipour (2016) also found that mental skills could play a role in reducing mental rumination. s. Gamble (2006) conducted a research on the impact of life skills on student success. The results of this study showed that life skills training itself have a positive and significant effect on the successful transfer of students from university to work environment. Atkins et al. (2005) showed that life skills training in students improve their communication behaviors with each other and with their parents. Studies conducted among several experimental groups suggested that teaching problem solving skills, stress management and other life skills could be effective in enhancing the child's mental capabilities and managing the problems surrounding them. Therefore, it is essential that education, counseling centers and other institutions associated with students and adolescents take advantage of community life skills training in their plans to increase their mental function and reduce their rumination.

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