Evaluate the Effectiveness of Training with Michael Frey Approach along with Drug Control in Reducing Anxiety, Increasing Adaptability and Resiliency Female High School students

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Abstract

The aim of this study was to evaluate the effectiveness of training with Michael Frey approach along with drug control in reducing anxiety, increasing adaptability and resiliency is female high school students. The research method was experimental with pretest-posttest control group. The study population included all high school female students in Isfahan city were in the third quarter of 1395. Using 40 high school girls were selected by convenience sampling. Connor-Davidson Resilience and questionnaires, social adjustment Bell and Beck Anxiety Inventory was ¬Ml them and then randomly divided into two experimental and control groups. The experimental group in 12 sessions 90 sessions of cognitive behavioral group under Michael Frey was placed. Again, both Connor and Davidson Resiliency Questionnaire, social adjustment Bell and Beck Anxiety Inventory was taken. The results of analysis of covariance showed that cognitive-behavioral intervention anxiety level students Michael Frey significantly (P <0.05) decreased and the adaptability and resilience was seen significant changes. The results of this research can be concluded that cognitive-behavioral intervention to reduce anxiety Michael Frey students has a positive effect but had no significant effect on the resiliency and adaptability.

Keywords: Training, Michael Frey, Anxiety, Resilience, Adaptability.

Introduction

Adolescence is due to changes in psychological, social and biological everyone is considered one of the most critical period of life that can affect your academic performance and career. Almost all human beings are familiar with the word stress, because that is inherent in human life and human faces of children with stressful situations of stress, any stimulus or changes in the external environment and the interior of which may disrupt ecological balances and pathogenic in certain circumstances (1). Adolescence is part of broader human life with a set of obstacles and challenges that people face change. The challenges in areas such as growth and development of the identity and personality independent of family, communication and conformity to peer group occurs. In addition, the transition from childhood to adulthood as well as a series of mental and physical changes occur.

Each of these developments and adaptive requirements requires an ability that is the behavioral and cognitive strategies for
effective transfer is Vazgaran. Undoubtedly, all teenagers, concerns situations affect their lives. Based on interactive model, stress and normal part of everyday life. However, there is anxiety and stress in everyone's life but in the lives of high school students appear to be more severe (3).

One of the methods used to deal with stress, is resilience. Resilience as a process, the ability to cope successfully with threatening conditions, in other words, a positive adjustment is in response to adverse conditions.

Resilience and positive adjustment in response to adverse conditions (damage and threats) know. Of course, resiliency, not only stable in injury or passive in dealing with threatening situations not dangerous, but the company is active and constructive in their environment. Resilience is one of the protective factors in combination with other protective factors play an important role in the success of individuals and survive the harsh conditions there. Also found that the program increased resiliency, increase protective factors such as positive emotions, self-esteem and self-leadership, and reducing negative emotions, stress and depression. (4, 5)

The goal of cognitive techniques to identify and challenge negative thinking, seeking help in finding alternative ways of thinking and facilitating the identification of the causes of depression and ways to preserve these techniques is. Cognitive therapy, by creating changes in cognitive systems, makes his cognitive responses by qualitative change, and the person to correctly understand and interpret facts.

Research has shown that cognitive therapy is an effective intervention for depression, especially in the case of adults (6). Cognitive therapy, provides a sustainable model for short-term treatment and therapists can teach simple techniques to treat it (7). Meta-analytical studies, shows that this therapy has significant effect in patients with depression and anxiety (8) and the placebo works better (9). Frey (1999) and McDermott (2001) 48 compare the effectiveness of group therapy in the treatment of depression research have confirmed. According to Montgomery (2002) person in the group, enjoys the support of other members of the team and can develop their social skills, especially that group therapy to improve the performance of adults, is more effective than individual treatment (10, 11 ). In addition, the economic cost and took another of the strengths of group therapy, especially in situations where we encountered with a time limit (12).

In this study the effectiveness of group training with Michael Frey approach in decreasing anxiety and increasing adaptability and resiliency placed female high school students in Isfahan city.

Materials and Methods

This experimental study with pretest - posttest control group. Among high school students who were registered in the third quarter of 1395, using random sampling method available in 40 girls were selected were given to them. In this study, a questionnaire was used. The study population included all high school girls in Isfahan city was in the third quarter of 2016. Among high school students who were registered in the third quarter of 2016, using random sampling method available in 40 girls were selected were given to them.

After coordination with the Ministry of Education in Isfahan, a sample was selected among volunteer mothers. Of all participants questionnaires and Connor-Davidson Resilience, social adjustment Bell and Beck Anxiety Inventory was taken. The subjects were randomly assigned to two experimental and control groups. For the experimental group received 12 sessions of reality therapy based on treatment protocols.

Sessions twice a week and each session was held for 90 minutes, and the last meeting was held two weeks after the last session. Afterwards, both groups 6 weeks after the training sessions, and Connor-Davidson Resilience Scale, social adjustment Bell and filled the Beck Anxiety Inventory. In the last
session, participants were given educational pamphlets and booklets they were asked to review and to operate. The control group was told that they needed at the right time for training will be notified.

Results
The main hypothesis that approach to group training with Michael Ferry in decreasing anxiety and increasing adaptability and resiliency affect female high school students, multivariate analysis of covariance is used. Before analysis, it was determined compliance. One of the assumptions of homogeneity of variances is the analysis of covariance. Assumption of homogeneity of variances was used for the test Levin.

Data multivariate covariance (ANCOVA) on anxiety, adaptability and resiliency shown. As can be seen, the results suggest that at least one of the dependent variables there are significant differences between the two groups.

To determine differences in univariate analysis of variance was performed in the context MANCOVA. Analysis of covariance means of the Group's significant for the dependent variables show that Total variable degrees of freedom squares mean square F Significance level can test hypotheses.

As can be seen in Table 2, the experimental group received group therapy And by Michael Frey untreated control group that received no treatment, there was no significant difference in terms of anxiety variable (032/0 = P) . While the effects of group therapy moderated by Michael Frey's resiliency and adaptability scores were not significant.

Discussion
What this means is that cognitive therapy interventions by Michael Freeman has been effective in reducing anxiety in students. This finding Black Ledge and Hayes (2006) is consistent. Black Ledge and Hayes (2006) found that cognitive therapy interventions by Michael Fry in students resulted in significant changes in the components of experiential avoidance and anxiety (8). In this regard, Robert and Kassel also found that high school students toward more normal primary school students DAS, automatic thoughts and negative emotions are (9,10).

The difference in pre-test and post-test showed that the difference in scores compatibility compatibility test and control groups was not significant but they do not cause any significant difference.

High school students negative emotions, hostility, anxiety and negative thoughts are more automatic and for protection against the pressures of immature defense mechanisms such as denial of use. the positive is very useful. However, group therapy can also create sympathy and evacuation of people has a vital role. So cognitive therapy interventions by Michael Freeman can reduce anxiety in students.

References


