

**AFFECTIVITY OF GROUP REALITY ON REDUCTION OF EDUCATION OF MAJOR DEPRESSION
AMONG HIGH SCHOOL GIRLS**

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ABSTRACT

The purpose of this research is to study and investigate the affectivity of group reality therapy in group on reduction of level of depression among high school girls. This research is experimental by making a plan of pre-test and post-test for control group. The statistic society is all high school girls in Ilam province by make use of a clinical interview form including 60 girls found highly and majorly depressed. In next step, by drawing lots, 15 girls were chosen for test group and 15 ones were chosen for control group, according to their major of study. After 12 session of reality therapy with test group, the results gained from pre-test and post-test were analyzed statistically by covariance analysis method in accordance with Asian juveniles' level of depression. The final results showed that reality therapy in group was effective in reduction of depression level.

KEYWORDS: Group Consultation (Consultation in Group), Major Depression, Reality Therapy.

INTRODUCTION

Depression among children and young adults is a very prominent mental disorder which has noticeable effects on their mental-social performance and may lead them to commit a suicide (Codat *et al.* 2000). The possibility of major depression among young adults and teenagers is about 4% to 8% (Birhamer *et al.* 1996). The possibility of post-puberty depression danger raises 2 or 4 times more (Angold, Castello and Wortham 1998). In depressed children, the risk of committing a suicide is 3 times more than normal people and twice people with panic disorder and such disorder will cause malfunctioning in difference fields such as education, interpersonal relationship, using narcotics and wrong-doing among teenagers and even children (Sadok *et al.* 2003).

Reality therapy has many applications. After warm-up stage when a mental connection and relationship has appeared between members of the patients and the therapist, the reality therapy begins. Wobbling (2000) showed that reality therapy in group was very useful and practical and in every stage of the treatment the members would have to declare their needs and the most of such needs was love and affection which had to be considered and fulfilled at the initial stage. The most important approach of reality therapy is to help people in order to recognize their needs, monitoring their behavior and correct-choosing. Therapists believe that the fundamental problem of the patients and medication seekers is lack of satisfactory or successful relationships when they are going to deal with the people they need in the live.

Allen (1990) in his research titled "Reality Therapy with at-risk Elementary Students to Enhance Self-esteem and Improve Grades and Attendance University of San Francisco" reached to a conclusion that learning study skill is more useful than the reality therapy then he found that the reason of lack of success in realty therapy was inadequate numbers of sessions (6 weeks).

Edens (1995) in a research titled "Effects of Teaching Control Theory and Reality Therapy as an Approach to Reducing Disruptive in Middle School Physical Education the University of North Carolina at Greensboro" found that reality therapy would reduce the risky behavior after a 12-week period of treatment. Novich *et al.* (2002) in an investigation on effect of group reality therapy in reduction of mental disorder of students found that it had positive effects. Byron (2005) showed that reality therapy had a very noticeable effect on willingness to accept responsibility and quality of

performance, motivation and decision-making of high school students. Khani Abadi (2000) in her research titled "investigating and comparing panic, depression and animosity between students of Shahed schools and students of other schools, reached to a conclusion that their mothers' education had no effect on the students' panic, depression and animosity between them. Since a large stratum of Iran population is youth and juveniles who are considered as great assets for the country, therefore their physical and mental health, prevention of their mental and social impairment shall be taken into consideration depression. For such problems group reality therapy is one of the effective ways with no doubt. Therefore, according to importance of youth depression, affectivity of group reality therapy in group on reduction of level of depression among high school girls was studied and investigated.

MATERIALS AND METHODS

This research is of those semi-experimental and pre-test/post-test researches with control group. The statistic society is all high school girls in Ilam city – capital of Ilam province, among them 639 were depressed. Sample of this study included 30 depressed student girls chosen from high schools of second district of Ilam city who were found depressed by DSMIV criteria and were chosen randomly among 60 depressed student girls. The test group had a 12-session period of treatment, an hour per each session, in the consultancy department of education and upbringing organization, but control group had not particular treatment. The findings were analyzed by using descriptive statistics (mean/average and standard deviation) and deductive statistics (covariance analysis).

Instrument:

Clinical interview based on criteria and DSMIV diagnosis check-list: it is including clear signs of behavioral, mental, organ and psycho-somatic disorder which investigate the duration and intensity of disorder and has been clarified and determined in the form of organized findings based on duration and intensity of disorder by taking the criterion and DSMIV diagnosis into consideration. The symptoms were classified as YES/NO answers and intensity of symptoms were classified as low, average and high which the interviewer can determine the effects of illness on personal, occupational, educational, family and social performances. According to importance of commencement of symptoms in process of treatment and in order to simplify the diagnosis process, symptom duration determined in accordance with 5-degree scales "less than a week" and "more than two years" (Noor Bala, Mohammad and Bagher Yazdi 1999).

Depression scale of Asian teenagers and young adults: such scale is a 20-question instrument which is used for measuring level of youth and juveniles depression and it was edited by Woo *et al.* in 2005 this questionnaire was revised by Fooladchang and Moosavi (2008) in order to investigate its reliability and validity. The questionnaire validity was calculated through simultaneous correlation of scales of depression with endurance questionnaire which showed a satisfactory correlation between teenagers and young adults' depression sub-scales with total score. Also the results related to the validity in this scale showed that this scale is able to distinguish between depressed people and non-depressed ones. Reliability of the scale by retesting method and Krobach Alpha and also bisecting method showed a high reliability of the depression scale of Asian juveniles (coefficient are 0.84, 0.95 & 0.93 accordingly) the results showed that this scale has suitable reliability and validity in Iranian culture.

RESULTS

In table 1. The post-test average of test group is less than the pre-test average. In order to determine and clarify that if the variance of pre-test of control group and test-group had a significant difference, a covariance test was used.

Table1. Average and standard deviation of control group and test group depression in pre-test and post-test

Group	Test	Numbers	Average	Standard deviation
Control	Pre-test	15	55.93	7.64
	Post-test	15	55.46	8.76
Test	Pre-test	15	56.93	7.64

	Post-test	15	43.06	5.44
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For analyzing the findings, covariance analysis was used. In this analysis, before the examinees were tested, an examination was carried out on them, and then afterward the same exam was performed on them once again. The results are shown in Table 2. Also Levin exam with presumption of equality between variances was calculated which the results were insignificant, therefore; the covariance analysis was accepted.

Table 2. Covariance analysis of depression score

	ss	df	MS	F	Sig.
Pre-test	960.92	1	960.92	51.10	0.001
Group	1294.14	1	1294.14	68.82	0.001
Error	507.75	27	68.81		

Table 2. Shows that after having pre-test scores averaged out, there was a significant effect of factors between examinees. In the other word, in group reality therapy for test group level of depression was significantly reduced.

DISCUSSION AND CONCLUSION

This research was carried out with the purpose of investigating the affectivity of group reality therapy in group on reduction of level of depression among high school girls. The covariance analysis results showed that having the pre-test scores averaged out, there was a significant difference between post-test scores of test group and control group, on the other word, the major depression in test group examinees reduced significantly. This result is in accordance with Allen (1990), Edens (1995), Novich *et al.* (2002), Byron (2005) and Khani Abadi (2000) who found the capability of group reality therapy in curing behavioral disorder of teenagers and young adults particularly in educational places. Harris's (1995), Ingram and Hinkle's (1990) researches and studies on "learning how to take responsibility by depressed students and patients" showed a reduction of level of depression and increase in taking responsibility among examinees. The purpose of reality therapy is to up-bring the sense of responsibility and to create successful identity. The person should recognize the behavior which they want to modify and concentrate on and pay maximum attention on that completely and give no reason and excuse for rejecting their responsibility. In this approach, they are obliged to recognize their long term and short term plans and explain them clearly and evaluate every way to their targets and select the best and most premium way which leads to that target, than they experience positive and better feelings (Shafie Abadi 2005).

According to the results gained in this research it is recommended that reality therapy be used in schools in order to reduce the students' level of depression. Also it is recommended that combination therapy be used instead of reality therapy and the results be compared with this research results, and the number of researches in reality therapy way be increased in order to treat depression.

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