

**AFFECTIVITY OF STRESS INOCULATION TRAINING ON COPING STRATEGIES AMONG STUDENTS WITH HEARING IMPAIRMENT (HARD OF HEARING)**

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**ABSTRACT**

**Purpose:** it is to investigate the affectivity of Stress Inoculation Training on coping strategies among students with hearing impairment (hard of hearing) in Ilam city **Methodology:** it is an experimental study with pre-test / post-test plan and with a control group. The statistic society includes all male young adults (teenagers) from high schools with hearing impairment (hard of hearing) in Ilam city in 2014-2015 school years (education year) the sapling was carried out through the Access Method in which 34 ones were selected and divided into equal group as a test group and control group. Test group received eight 60-minute classes on mental security training of Meichanbaum. Questionnaire of coping strategies was used. **Findings:** findings of this research by make use of covariance analysis showed that mental Stress Inoculation Training has a significant effect on coping strategies ( $p < 0.01$ ). **Conclusion:** according to the findings and results it can be mentioned that mental Stress Inoculation Training causes an increase in the level of problem-based strategy and decrease in the level of excitement-based and avoidance-based coping strategies. Therefore the method used in this research can be taken into consideration as a proper way for mental – upbringing, remedy and consultancy involvement for young adults (teenagers) with hearing impairment (hard of hearing).

**KEY WORDS:** coping strategies, hearing Impairment (Hard of Hearing), stress inoculation training.

**INTRODUCTION**

People with hearing impairment(hard of hearing) are those who are not able to hear well and their hearing is not at that level enough to process what they hear (Roostami *et al.*, 2014). 1.5% of disabled children are suffering from deafness or hearing impairment (hard of hearing) (Mohammadi *et al.*, 2013). Deafness is a disability which can effect seriously on the trend of person's growth and endanger their mental health (Davoodi *et al.*, 2014). Children with hearing impairment (hard of hearing) are very sensitive during their mental growth, so it can create many problems for them in term of learning social – emotional relationship and communication. Increasing and advancement of general health requires training how to reach to a health life-style, compatible coping behavior and also to help those who are at risk in order to prevent them from risky behavior. Studies have shown that people who have got set with a series of confronting skills and abilities are more successful in confronting troubles and difficulties. Making use of effective confronting replies often help that they overcome their physical and mental problem inter-person and social relationship, and personal conflicts; therefore such people will have a higher mental health and better quality of life consequently. In opposite, those who make use of excitement strategies or avoidance strategies will be more at risk of emotional, excitement and (Akbari *et al.*, 2013). Coping refers to controlling or reducing the effect of an event which may bring up negative excitement. Children would like to avoid any such stress in order to reduce the effect or intensity of negative evidence (Fields and Prinz 1997).

Stress is one of those threatening factors for students. Stress may have positive effects at its least level and may motivate them or become a motivator for them to confront troublesome situations. If stress rises higher it will cause anger, fear and lack ok success and threatens the physical and mental health of students (Giga 2001). Students with hearing impairment (hard of hearing) who use body language (sign language) to communicate with others normal hearing student have lower level of communication and suffer from loneliness. Such students are much more careful and consequently have different capacity of coping than other normal hearing student at their age. Moreover children with hearing impairment (hard of hearing) have problems with their mental health and it cause a development delay and growth retardation in term of speaking and are willing to attend special schools (for deaf people) that ordinary schools (Theunissen *et al.*, 2014). Avoidance coping strategies has that most application in audiology which cause lack of observing the routine rehabilitation programs and lack of success in social – mental adaptability and compatibility

(Carlson *et al* 2007). Avoidance is a compatible coping strategies which has a leading role in mental health of people with hard of hearing disability (Williams, Falkum and Martinson 2014).

Mental Secure Training against stress was first established by Miechenbaum and Turk (1976). It was reported useful and effective in treating and curing stress and anxiety (Miechenbaum and Turk 1980). Mental Secure Training was not single technique training, but of course it is a combination of semi-organized training plan, and from clinical viewpoint it is very sensitive. Such medical treatment varies person to person in accordance with their problems. Mental Secure Training against stress has been designed in order to develop the coping skills which is effective and useful not only for the problems at the moment but also for the troublesome cases in the future. Biabangard's research results (1999) showed that stress inoculation method of Meichenbaum is more effective than cognitive treatment in reducing stress. Narimani's research results (2001) showed that stress inoculation training method is more effective than Beck's cognitive methods in reducing stress. In this research, the effect of stress inoculation method has been investigated.

## **MATERIALS AND METHODS**

This research is an experimental study with pre-test / post-test plan and with a control group. The statistic society includes all male young adults (teenagers) from high schools with hearing impairment (hard of hearing) in Ilam city in 2014-2015 school years (education year) the sampling was carried out through the Access Method in which 34 ones were selected and divided into equal group as a test group and control group.

Instrument:

Coping strategies questionnaire:

Carver *et al* (1989) prepared a behavioral self-organizing model questionnaire based on Lazarus model in this scale which was multi-dimension instrument and was used for investigating the way people respond to stress through 56 questions which could be used for measuring problem-based, excitement-based and avoidance-based approaches.

Evidences about validity by retesting were as following:

Carver *et al* (1989) in a study showed that validity coefficient of retesting after a period of six weeks for measure of instrumental social support was 0.76 and for measure of behavioral conflict was 0.42. In the second study for investigating credibility of its convergence and divergence, a coping comparison was performed in accordance with theoretical basis of each one with other reliable behavioral – cognitive test and the result showed that this comparison has a higher credibility both as an instrument for measuring a coping strategy way against stress and as a coping tendency. Zolfaghari, Mohammad Khani and Ebrahimi (1971) translated this list for the first time and reviewed then made some amendment on it by making use of other coping scales based on the Iranian culture. They surveyed the content credibility of the questionnaire by use of psychologist ((reported by TabaeBordbar 2002).

## **RESULTS AND DISCUSSION**

Before investigating the analysis results, it was made sure that the hypotheses (presumptions) necessary for being used in covariance analysis test were not at the significant level of 0.05 for all variables of Loon test, and it was made sure that the variance is the same; use of variance was found permissible.

As shown in Table No. 1, result of covariance analysis shows that involvement of Mental Secure Training against stress has a significant effect on problem-based, excitement-based and avoidance-based coping strategies; it means that stress inoculation training at a significant level will increase problem-based strategies ( $p=0.01$  &  $F=5.53$ ) and excitement-based strategies ( $p=0.001$  &  $F=41.8$ ). The avoidance-based strategies has significantly decreased ( $p=0.001$  &  $F=120.72$ ).

**Table 1. Results of covariance analysis**

	Variable Source	SS	df	MS	F	Significance
<b>Problem-based</b>	Error group pretest	434.00	1	434.00	68.15	0.001
		35.22	1	35.22	5.35	0.001
		197.41	31	6.37		
<b>Excitement-based</b>	Error group pretest	797.5	1	797.5	333.61	0.001
		201.88	1	201.88	87.75	0.001
		71.32	31	2.30		
<b>Avoidance-based</b>	Error group pretest	439.43	1	439.43	103.68	0.001
		234.39	1	234.39	55	0.001
		131.39	31	4.24	30	

### CONCLUSION

This research was carried out with the purpose of determining the affectivity of Mental Secure Training stress in coping strategies for high school students with hearing impairment (hard of hearing) and the results showed that after having the program involved, a significant difference can be detected between pre-test/post-test in coping strategies for both test group and control group which can be concluded that Mental Secure Training against stress helps students with hearing impairment (hard of hearing) use compatible strategies more and avoid incompatible strategies.

Involvement of Mental Secure Training against stress makes people not only confront problems efficiently and advantageously but also have a more positive cognitive survey from them in confronting these factors for a successful behavior and naturally they will experience more positive excitement and emotion which their self-confidence will be increased (Spencer 2010). Sheehy and Horan's research results showed that stress inoculation training could cause improvement in stress, anxiety and illogical beliefs among fresh-students at Law and Rights College. Kiselica *et al* research result (1994) showed that reduced symptoms of anxiety and stress caused by exam for examinees significantly and had positive effects on their educational performance and studying progress. Kaviani *et al* research result (2007) revealed that significant and noticeable effect on stress control and anxiety reduction and depression improvement of examinees. Researches have shown that increase the use of excitement-based and avoidance-based coping strategies are in accordance with increase of anxiety, stress, social trauma and depression and decrease in use of such strategies are in accordance with increase of morality and well-dealing behavior in social performance all over the society (Lane Llopis and Anderson 2006). Based on the results gained, Involvement of Mental Secure Training against stress for student with hearing impairment (hard of hearing) can be useful and helps them make use of proper and compatible coping strategies. Therefore it can be used for more efficient prevention and better consultancy in treatment of students with hearing impairment (hard of hearing) because such students are at the risk of mental trauma.

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