Effects of the Decisiveness Training on Psychological Adjustment of Divorced Women with High Education and Low Education

1Dorri Ghanad Tousi, 2Mahbobeh Chin Aveh, 3Nadereh Sohrabi

1M.A. Student of General Psychology, Arsanjan Branch, Islamic Azad University, Arsanjan, Iran.
2Assistant professor, Department of Psychology, Arsanjan Branch, Islamic Azad University, Arsanjan, Iran.
3Assistant professor, Department of Psychology, Arsanjan Branch, Islamic Azad University, Arsanjan, Iran.

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ABSTRACT

This study examines the impact of assertive and bold interrupt the psychological adjustment - was divorced women communal. The population of the city and of all divorced women than 60 divorced women had studied, which the sampling method for this study was a meta researcher Joan responded. Using randomly divided into two groups: the 60 patients tested (n = 30) and control group (n=30) were assigned. Before you start thinking skills, determination and courage to experiment scale, consistency and certainty for both tests were administered as pre-experiment. Interrupt the assertive training program, administered over 8 sessions for an hour. After training, adaptability, and decisiveness scale for both groups as the re ¬ carried out. Data with test for independent samples and analysis of covariance were examined. Results showed that training ventured interrupt the increased adaptability and courage experimental manipulation was effective. The results indicate that dares to teach interrupt the divorced women, highly educated have a greater impact than divorced women with low education.

INTRODUCTION

Divorce or separation is the most important cause of breakdown of on the most fundamental structure of the society, family. Divorce which literally means getting rid of marriage is a contractual phenomenon which enables a couple to abrogate their marital relationship and get separated [12]. Unfortunately, in our country, Iran, the number of couples who get divorce is on the rise.[16] The figures show that Iran is the fourth country in the world with the highest rate of divorce.[13] The consequences of divorce are threatening the life of the society and people’s health more than ever as its rate is continuously increasing. Accordingly, consequences of divorce for divorced women deserve attention. Divorce and family breakdown will lead to the disruption of family members’ mental and emotional balance and since it is as a severe level of stress, divorced people especially women whose personality is characterized by emotional delicacy are more likely to suffer from mental disorders. Today, the number of women who have lost their husband as a consequence of divorce and have to assume the responsibility of their children by themselves is increasing.[27] As the rate of divorce is on the rise its negative consequences are threatening the life of the society and people’s health more than ever. Research shows most women after divorce may show a number of symptoms such as depression, isolation, feeling of disappointment and helplessness which in severe conditions they may result in mental disorders such as severe depression, hysterical states, paranoid delusions, and hypochondrias [19]. As a result, divorce can be said to be one of the important causes of breakdown of on the most fundamental structure of the society i.e. family since it brings about a major loss to family life. After the death of a spouse, divorce is the second most serious event which is in the need of the maximum changes so that people who are experiencing it could readjust themselves to normal conditions of life.[22]

One of the most challenging aspects of divorce is coping with the aftermath of divorce and separation. One of the strategies that can be of great help to divorced women in order to adjust themselves to the effects and consequences of separation is to reinforce their communication skills (decisiveness and assertiveness).[6] Assertiveness and how to acquire it is now one of the most widely used concepts especially by educated people and the development of its evaluation methods and treatment has been considered extensively by psychologists.
in recent decades. Accordingly, assertiveness is considered as the heart of interpersonal behavior and the key to human relationships which plays an effective role in the growth of people’s talents and creativity. [19]

**Methodology:**

The present study employed an experimental research designs (with pre-test, post-test, control and experimental groups, and randomly assigned participants in the groups) to examine the effects of the independent variable (decisiveness and assertiveness training) on the dependent variable (mental and social adjustment). The population under study included all divorced women at the age of 25 to 50 years who were living in Shiraz. The research sample included 60 women who were selected through availability sampling. Then the participants were randomly assigned into two groups: the control group contained 30 participants (15 with low education and 15 with high education) and the experimental group including 30 participants (15 with low education and 15 with high education). The instruments used to collect the data were Adjustment, Decisiveness, Assertiveness, and Assertiveness Training questionnaires.

**Results of the study:**

**Table 1:** Mean and standard deviation of variables under study based on groups and education level

<table>
<thead>
<tr>
<th>Groups</th>
<th>Experiment</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Higher education</td>
<td>Lower education</td>
</tr>
<tr>
<td>Variables</td>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Adjustment</td>
<td>Pre-test</td>
<td>36.16</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>17.46</td>
</tr>
<tr>
<td>Decisiveness</td>
<td>Pre-test</td>
<td>108.46</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>67.38</td>
</tr>
</tbody>
</table>

**Table 2:** Results of ANCOVA to compare the level of adjustment for control and experimental groups on the pretest

<table>
<thead>
<tr>
<th>Variables</th>
<th>Source of change</th>
<th>SS</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjustment</td>
<td>Pre-test</td>
<td>8032.36</td>
<td>1</td>
<td>8032.36</td>
<td>114</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>Group</td>
<td>7676.71</td>
<td>1</td>
<td>7676.71</td>
<td>109</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>3239.46</td>
<td>46</td>
<td>70.71</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 3:** Results of ANCOVA to compare decisiveness and assertiveness for control and experimental groups on the pretest

<table>
<thead>
<tr>
<th>Variables</th>
<th>Source of change</th>
<th>SS</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decisiveness</td>
<td>Pretest</td>
<td>7016.34</td>
<td>1</td>
<td>7016.34</td>
<td>164.39</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>Group</td>
<td>37660.19</td>
<td>1</td>
<td>37660.19</td>
<td>164.39</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td>10537.14</td>
<td>46</td>
<td>229.08</td>
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</tr>
</tbody>
</table>

**Table 4:** Results of t-test to compare adjustment level among two groups of divorced women with high and low education

<table>
<thead>
<tr>
<th>Groups</th>
<th>Frequency</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divorced women</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>with high</td>
<td>13</td>
<td>17.46</td>
<td>3.92</td>
<td>-2.6</td>
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<td>0.02</td>
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<td>education</td>
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<tr>
<td>Divorced women</td>
<td>12</td>
<td>26.25</td>
<td>11.02</td>
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<tr>
<td>with low</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>education</td>
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</tr>
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**Table 5:** Results of t-test to compare assertiveness among two groups of divorced women with high and low education

<table>
<thead>
<tr>
<th>Groups</th>
<th>Frequency</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divorced women</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with high</td>
<td>13</td>
<td>67.38</td>
<td>10.12</td>
<td>-2.31</td>
<td>23</td>
<td>0.02</td>
</tr>
<tr>
<td>education</td>
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<tr>
<td>Divorced women</td>
<td>12</td>
<td>75.41</td>
<td>6.72</td>
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<tr>
<td>with low</td>
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<td></td>
<td></td>
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<tr>
<td>education</td>
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</table>

**Discussion and Conclusion:**

The results of the study suggested that the instruction of decisiveness and assertiveness will increase the divorced women’s adjustment. Besides, such an instruction and training had a greater impact on divorced women with high education than on divorced women with low education. Therefore, the mean scores of decisiveness and assertiveness for divorced females with higher education were significantly higher than those of divorced women with low education.

H1: The instruction of decisiveness and assertiveness will increase divorced women’s mental and social adjustment.

The results of ANCOVA in this study indicated that there is a significant difference between divorced women who received training on decisiveness and assertiveness (the experimental group) and divorced women who received no training (the control group) in terms of psychological and social adjustment; implying that the instruction of decisiveness and assertiveness will increase divorced women’s adjustment.

H2: The instruction of decisiveness and assertiveness will increase divorced women’s assertiveness.
The results of ANCOVA indicated that there is a significant difference between divorced women who received training on decisiveness and assertiveness (the experimental group) and divorced women who received no training (the control group) decisiveness and assertiveness; showing that the instruction of decisiveness and assertiveness will increase divorced women’s decisiveness and assertiveness. This finding is in line with the results of other studies. For instance, Jallali and Ghasem Zadeh concluded that the use of modeling for the instruction of assertiveness has obvious effects on the treatment of non-assertive behaviors.

H3: The instruction of decisiveness and assertiveness has greater impact on divorced women’s psychological and social adjustment.

The results of the independent t-test suggested that there is a significant difference between both groups of divorced women with a high level of education and those with a low level of education in the experimental group who received some training on assertiveness and decisiveness with regard to their adjustment to different situations. In other words, the instruction of decisiveness and assertiveness will lead to higher levels of adjustment for divorced women with high education than those with low level of education. However, since no study has dealt with the relationship between the instruction of assertiveness and the education level, this improved level of adjustment cannot be attributed only to high level of education because some other variable may also contribute in this process. Nevertheless, a possible explanation for this finding is that divorced women with higher levels of educations are more likely to have more social interaction than divorced women with lower levels of education. Therefore, women with higher education have a better personal and social position than low educated women. In addition, people in the society have higher personal and social expectations from educated people so the greater effects of therapeutic interventions in highly educated divorced women would not be unexpected. It is also likely that assertiveness training for women with higher education is more effective than for less educated women as the first group will accept and apply the results of such trainings more efficiently and this fosters higher personal and social adjustment in women with higher education than those with lower education.

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REFERENCES