Original Article

Effectiveness of positive thinking training on resilience and life satisfaction in divorced women heading households supported by Welfare Organization in district 5 of Tehran

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Abstract

Introduction: The present study aimed to assess the effectiveness of positive thinking training on life satisfaction and resilience in divorced women who are supported by Welfare Organization.

Materials and Methods: In this clinical study, the statistical population is comprised of all of the divorced women who were the heads of households and supported by Welfare Organization. Then 30 of these women were randomly selected and divided into two groups of experimental and control groups. The experimental group participated in 10 two-hour sessions of positive thinking skill training twice a week. A 25-item Connor-Davidson (CD-RIS) Resilience Scale and Satisfaction with Life Scale and a 5-item Satisfaction with Life Scale (SWLS) designed by Rakhir and Samani (2004) have been used as research instruments.

Results: Using a univariate analysis of covariance, the results indicated that positive thinking training has a significantly positive effect on the resilience of women as heads of households, but it does not have any significant effect on their life satisfaction (*P*>0.05).

Conclusion: The results of the study revealed that positive thinking training has a significant effect on resilience, but it did not impact on life satisfaction significantly but the method used in the present study can be considered as a proper method for psychological, therapeutic and consulting interventions.

Keywords: Anxiety, Eye movement desensitization technique, Memories, Substance abuse, Worry

Introduction

In most human societies, the father, as the primary and central family member, is responsible for the guardianship and management of the family. For this reason, the phenomenon of divorce in most definitions is associated with being divorced, with the absence of a father in the family and his absence in economic matters and family management. On the other hand, in Iran's laws and regulations, women do not have a duty to

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provide for the family's economic needs, and her essential responsibility is raising the human race and providing for the growth and prosperity of the family (1). Nevertheless, in recent years, we have witnessed the growing trend of women who take responsibility for their lives alone and are introduced as divorced women. On the other hand, many people lack the ability to face life's problems, which has made them weak and vulnerable in facing the problems and problems of daily life. Many of these problems and disorders have psycho-social roots. . Humans need to learn skills to cope with stressful situations and conflicts, which is one of the most effective programs that help people live a better and healthier life. It is a positive thinking training program. In the shadow of providing such goals, people's psycho-social abilities increase and make them accept the responsibilities related to their social roles, deal with challenges without harming themselves and others, face life's problems, and have healthy choices and behaviors throughout life. Positive psychology and its consequences have recently become the primary goal of positive psychologists. Instead of looking for issues and problems with an opposing view, such as depression, anxiety, suicidal thoughts, etc., they seek to increase and improve well-being, quality of life, and happiness. Positivity as a psychological structure should be examined both in a transformational and structural way (2). In the evolutionary study, the formation and transformation of this structure are examined, and the test makers show sensitivity to individual differences in evolution and factors affecting the formation of the positivity structure. From a structural point of view, positivism is a multi-dimensional structure that includes biological, social, psychological (cognitive, emotional, and behavioral), and spiritual dimensions (taking into account Iranian-Islamic culture) (3). The approach of positive psychology is the crystallization of the change in the science of psychology from merely dealing with repairing damages to optimizing the quality of life. This movement seeks to take advantage of people's strengths as a shield against mental illness. In the meantime, resilience, as one of the subclasses of this approach, does not play an essential role in dealing with tensions and threats to life and adverse effects in a way that has a special place in the field of mental health during

the last decade (4). The meaning of life satisfaction is a person's attitude, a general evaluation of his life as a whole, or some aspects of life such as family life and educational experience. Experiencing happiness and life satisfaction is considered the highest goal of life, and feeling Sadness and unhappiness are often considered an obstacle to fulfilling one's duties. Life satisfaction reflects the balance between personal desires and his current situation. In other words, the more significant the gap between the level of a person's desires and his objective situation, the less satisfaction he gets. Therefore, life satisfaction can be measured meaningfully and increase or decrease significantly. In other words, by identifying factors affecting life satisfaction, it can be sought to increase (5). Scientific findings prove that mental health is one of the essential needs of today's human beings, and to provide it, a person must know exactly to understand others and create effective relationships with them. He identified his negative emotions and daily stress and brought them under control. Solving problems effectively, making appropriate decisions, stopping thinking in stereotypes, and accepting information without processing. The requirement to meet the above basic needs is mastering the important skill of positive thinking. Positive thinking life skills are part of the mental health preventive-promoting plans proposed by the World Health Organization (6). Today, as a new branch of psychology, positive psychology focuses on the scientific study of human strengths and happiness. Happiness and excitement as positive emotions can lead to the production of art and science or creative problem-solving in everyday life (7). When we have positive thinking, we go beyond our usual ways of thinking and acting, and we will have more flexibility. We also become more creative and efficient (8). In his study, Dilater examined the role of positive thinking in reducing the anxiety of anxious and non-anxious students. The statistical population of his research consisted of 1100 anxious and healthy students referred to the university's Klilank Center. Although he found that he did not know any particular schema related to the anxiety factor, he concluded that positive thinking training affected reducing the anxiety of anxious students (9). In their research, Barlow et al. investigated the relationship between positive thinking training on self-esteem, problem-solving

ability, and resistance to peer pressure and concluded that positive-thinking training increases self-esteem, problem-solving ability, and resistance. It has been effective against peer pressure to abuse drugs in schools (10). Peek et al., in their research on teaching positive thinking skills to increase the self-efficacy of female students, concluded that teaching positive thinking skills increases the self-efficacy and self-esteem of Mexican girls. The result is a significant positive relationship between hope and life satisfaction (11).

Materials and Methods

The present study has studied the effectiveness of teaching positive thinking skills on life satisfaction and resilience of women heads of households. The research method in this project is experimental with pre-test and post-test with the control group. The statistical population of this research includes all divorced women who are the heads of the household, who live without a spouse due to divorce and are in the age group of 30-45 years. It is under the welfare support of the 5th district of Tehran, where the total size of the household is 113. Therefore, the statistical sample of this research includes 30 divorced women under welfare support. The non-probability sampling method is available, and the samples were randomly divided into control and control groups.

Research instruments

A) Life Satisfaction Scale Questionnaire (SWLS): According to the definitions in the scientific literature, life satisfaction is a cognitive and judgmental process formed based on comparing a person's current conditions with a series of standards.

If the person's conditions are close to those standards, he will have more life satisfaction, and on the contrary, if the person considers his life conditions to be low compared to those standards, his life satisfaction will decrease. Many tools measure life satisfaction, but the best and most widely used tool in this field is the Life Satisfaction Questionnaire (SWLS). This questionnaire was created by Diener, Emmons, Larsen, and Griffin in 1985. Diener is one of the pioneers in life satisfaction and has presented many theories in this field. This questionnaire has

five items; the higher a person scores on it, the more satisfied he is with his life.

This questionnaire has five items. Each item of this questionnaire is scored in a range of 7 options from completely disagree (score 1) to completely agree (score 7). Therefore, a person can get a score between 7 and 35, and a higher score indicates more satisfaction with life (12).

B) Resilience Scale Questionnaire: Resilience, also translated as flexibility in some texts, is equivalent to resilience. From the point of view of linguistics, resilience refers to the power or ability to return to the initial state, compression, and tension. In general, resilience can be defined as the interaction between people and their environment to reach average health conditions when facing problems and difficulties. In short, it can be said that resilience is a person's personal, family, and social ability, which makes him able to react well in dealing with life's stresses and problems and overcome them. Connor-Davidson Resilience Questionnaire (CD-RIS) is one of the tools developed to measure resilience.

C) Connor-Davidson Resilience Questionnaire (CD-RIS): This scale was created by two famous theorists in this field, Connor and Davidson. This questionnaire has 25 items scored on a Likert scale between (completely false) and (completely true). In this questionnaire, the minimum score is 0, and the maximum score is 100, and the higher the score, the more resilient the person is.In Iran, Mohammadi 1384 for its standardization, before determining the validity using factor analysis, using the method of principal components of two indicators, the sampling adequacy value equals 0.87, and the chi-square value of Bartlett's sphericity test equals 5556.28 to It was found that both indicators showed the sufficiency of the evidence for factor analysis. The reliability coefficient was obtained by calculating Cronbach's alpha of 0.89. To score the Connor-Davidson Resilience Questionnaire (CD-RIS), you must first give 0 to the utterly incorrect option and 4 to the entirely correct option. This questionnaire does not have reverse scoring, and no subscale is calculated for it (12).

Results

Table 1 shows the studied subjects' job profiles and the duration of a divorce.

Table 1. Frequency in terms of being employed or unemployed

Job status	Experimental group		Control group	
	Number	**Percentage**	**Number**	**Percentage**
Employed	8	27	8	27
Employed	22	73	22	73
Total	30	100	30	100

Table 2. Frequency of the sample in terms of years of services

Years of being divorced	Experimental group		Control group	
	Number	Percent	Number	Percent
More than 6 years	12	40	11	40
More than 2 years	10	33	7	33
Less than 2 years	8	27	1	27
Total	30	100	30	100

The Table 3 show that the distribution of research variables in the pre-test and post-test of resilience and life satisfaction is normal. Therefore, considering that the distribution of the research variables in the pre-test and post-test was normal and the measurement scale of the variables was the interval, the parametric covariance analysis test is used to check the research hypotheses.

Table 3. Levene's F test for equality of variances of variables

Variables	F	df_1	df_2	P
Resilience	1.13	1	28	0.3
Satisfaction with life	1.9	1	28	0.18

The information in the above table shows that the variances of resilience and life satisfaction are equal among the research groups, and one of the assumptions of covariance analysis is established.

Table 5. Univariate covariance analysis of the scores obtained from resilience posttest with positive thinking training with covariate scores of the pretest

Source	df	SS	MS	F	η^2
Life skills training	1	1452.7	1452.7	8.2*	0.23
Pretest	1	8.5	8.5	0.04	0.002
Error	27	4750.4	175.9		
Total	30	164511			

* P<0.008

As seen in Table 5, F calculated for the effect of the positive thinking skills training program (F=2.8, P= 0.008) after adjusting the averages of the two groups based on the pre-test score is statistically significant. Furthermore, the averages of the two groups (Table 2) show that the test group's resilience score has increased in the post-test compared to the control group. Therefore, it can be concluded that the training in positive thinking skills has increased the

resilience of female heads of the household. As seen in Table 6, the F calculated for the effect of the positive thinking skills training program after adjusting the averages of the two groups based on the pre-test score is not statistically significant. Therefore, it can be concluded that teaching positive thinking skills did not increase life satisfaction in female heads of households.

Table 6. Univariate covariance analysis of the scores of the posttest of life satisfaction with the positive thinking skills training with the covariate scores of the pretest

Source	Df	SS	MS	F	η^2
Life skills training	1	12.5	12.5	0.56	0.02
Pretest	1	423.24	423.24	19.03*	0.4
Error	27	600.3	22.23		
Total	20	15282			

*P<0.00

Table 6 shows that the difference in the post-test mean of resilience between working and unemployed women in the experimental group is not statistically significant. Therefore, it can be concluded that the variable of being employed did not affect the level of resilience.

Table 7. T-test for comparing the mean of resilience among employed and unemployed women in the experimental group

Variable	Job status	N	M	MD	T	df	Sig
Resilience	Unemployed	9	79.5	0.27	0.07	13	0.94
	Employed	6	79.8				

Table 8. One-way analysis of variance test (ANOVA) for comparing the mean of resilience among women based on the years of being divorced (more than 6 years, more than 2 years and less than 2 years)

Group	Source of variations	SS	MS	Df	F	P
Experimental	Intragroup	72.6	36.3	2	0.64	0.54
	Intergroup	682.7	56.8	12		
	Total	755.3		14		
Control	Intragroup	1417.5	708.7	2	3.29	0.07
	Intergroup	2586.07	215.5	12		
	Total	4003.6		14		

Discussion

This research aimed to determine the effectiveness of teaching positive thinking skills on life satisfaction and resilience among divorced female heads of households. Despite the particular problems of life, women have been the head of the family and sometimes have to play several roles simultaneously. Therefore, paying attention to this group and supporting them through support organizations in order to meet their livelihood needs on the one hand and the other hand, providing necessary and necessary training can make these people more resistant to issues and problems and vaccinate against social harms. In explaining the above results, it can be said that it is important to pay attention to the characteristics and positive aspects of behavior instead of focusing on the weak points and negative aspects of behavior. When a person has a positive evaluation of himself, others, and life, he feels more valuable. To reach such a point of view, they should be aware of their positive

characteristics, abilities, beauty, and special talents, respect them and feel satisfied with these characteristics (3). The results of the research showed that there is a significant difference between the post-test scores of the two control and test groups.

   It can be said that the difference is caused by the effect of the implementation of the independent variable (positive thinking training) in the experimental group. Since the post-test scores of the experimental group are higher than the control group, positive thinking training has increased resilience, and it states that among the strategies that successfully cause a lasting increase in happiness is the identification and use of capacities. Inside is in newer ways. Seligman and Cichzent-Mihali believe that people are encouraged in the education of happiness and positive thinking to recognize their positive and good experiences and to know their role in increasing and promoting self-respect and self-esteem, and at the same time, the ability to recognize the positive aspects of others to earn. They also learn to take an active position in the world, shape their lives personally, and not passively accept whatever happens to them.

   Furthermore, it can be said that self-acceptance means having a positive attitude towards oneself and one's future life (6). If a person feels satisfaction in evaluating his talents and abilities and activities, in the whole feeling of satisfaction and looking at his future, he will have a good psychological function. All human beings try to have a positive attitude towards themselves despite the limitations they know themselves. This attitude is self-acceptance. Therefore, by using positive

thinking, a person deals with his talents, abilities, and activities and reaches a correct and positive knowledge of himself (5). According to the experts' emphasis on the learnability of various resilience skills, by teaching these skills to people, the level of their mental and emotional health can be increased, and hence the feeling of life satisfaction in them. Raise, and by training skills such as communication skills, confrontation, daring, and self-expression, you can increase resilience and, subsequently, people's health level. Positive thinking skills are psycho-social abilities that prepare a person to deal with life's problems. Thus, due to the importance of skills in all dimensions of human life, awareness of it for all people In any situation and condition is necessary and necessary to apply its basic principles in order to create a healthy and evolving life and teach positive thinking skills can have positive and beneficial effects as a primary preventive method to increase the resilience level of people (7).

Conclusion

   The research results showed a significant difference between the post-test scores of the two control groups and the test. Therefore, it can be said that the difference is due to the effect of the implementation of the independent variable (positive thinking training) in the experimental group, and since the post-test scores of the experimental group are more.

   It is from the control group. Therefore, positive thinking training has increased resilience and states that one strategy that successfully increases happiness is identifying and using inner capacities in newer ways.

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