

INTRODUCTION

Human beings, as social entities, maintain their interpersonal relationships in a wide range with other people. As a result, the possibility of interpersonal conflicts is high. This is well illustrated through numerous research texts such as marital discord, bullying and aggression in schools. Aggression is the main factor of risk in psychopathology and it is a sign of different disorders among children and adolescents. Aggression is a behavior that aims to hurt another person physically and verbally, it destroys individual's property. Also, it may appear in different ways; hostility indicates the cognitive aspect and aggression and anger express the emotional aspect, thus the behavioral aspect of aggression will appear verbally and physically.

OBJECTIVES

The study of effectiveness of teaching communication skills on reducing aggression, invasion, and malice among female high school students in Dehloran.

METHODOLOGY & MATERIALS

This research is a semi-experimental study including a pre-test, post-test, a control group and a one-month follow-up test. Statistical society of this research included all female student who were studying in Dehloran in the academic year of 2015-2016. Through a multi-stage random sampling the research sample has been chosen among them. Firstly, among the available secondary schools with a total of 243 students including two high schools and two technical schools, they were randomly elected, then in the second stage, among the classes in each school several classes were randomly selected as well. After the random selection of the classes, the aggression questionnaire was distributed among the students, from the correctable questionnaire collected, 30 students who had the highest score based on the cut-off line were randomly assigned to two experimental and control groups. The experimental group received 90-minute sessions of weekly communication skills training and the control group did not receive any training.

RESULTS

Variables	Test stages	Examination group	Number	Minimum	Maximum	Mean	Standard deviation
Aggression	Pre-test	Experimental	15	33	72	50.67	9.36
		Control	15	40	64	49.67	6.96
	Post-test	Experimental	15	8	57	36.07	11.75
		Control	15	41	64	49.93	7.15
	Follow-up	Experimental	15	12	59	36.00	11.50
		Control	15	40	60	48.53	6.05
Anger	Pre-test	Experimental	15	22	36	28.47	4.69
		Control	15	19	35	27.33	5.33
	Post-test	Experimental	15	4	37	21.47	7.70
		Control	15	17	35	25.00	4.12
	Follow-up	Experimental	15	11	35	21.13	6.19
		Control	15	17	38	23.60	5.08
Invasion	Pre-test	Experimental	15	2	17	9.60	4.97
		Control	15	6	17	12.27	3.15
	Post-test	Experimental	15	0	13	6.33	4.24
		Control	15	6	18	11.87	3.62
	Follow-up	Experimental	15	2	11	6.20	3.41
		Control	15	3	18	11.47	3.78
Malice	Pre-test	Experimental	15	7	22	12.60	4.72
		Control	15	3	19	10.07	4.62
	Post-test	Experimental	15	3	15	8.27	3.49
		Control	15	8	17	13.07	2.37
	Follow-up	Experimental	15	4	15	8.80	3.14
		Control	15	8	18	12.40	2.64

DISCUSSIONS & CONCLUSION

The results of this research showed that teaching communication skills affects the reduction of girl students' aggression in scales of anger, invasion and malice. To make it clear we can say that the reason for the success of communication skills on controlling anger is being comprehensive and extensive. Teaching communication skills comprises self-expression techniques, feeling expression, active listening, and feedback. The design objectives of this program consist of collecting information for individuals about sources in communication including a) educational and written information, self-monitoring exercises; b) teaching communication skills such as self-expression techniques, the quadruple verbal communication skills (speaking, listening, reading, and writing), listening skill, acceptance of feelings, decisiveness and self-expression, skill of refusing or rejecting an offer, reducing social isolation such as techniques of providing a group support; the techniques which increase the awareness of social components. Acquisition of skills such as non-verbal language interpretation and the ways of using this part of communication (non-verbal communication) as well. Understanding the personal characteristics and situational factors in a relationship, using the appropriate techniques of self-expression and problem-solving which are emotion-oriented and problem-oriented, these techniques makes aggressive individuals able to identify the physiological symptoms and situations and negative emotions of anger and apply the alternative options instead of suppression and outburst of anger.

This research was supported by Secondary School of Girl Student in Dehloran. We would like to Thank Ms. Mojgan Akbari for counselling and Zahra Rezaei for her assistance.