

**Research Article**

## **COMPARING RESILIENCE AND CONFRONTATION METHODS IN ORDINARY GIRLS AND THOSE WHO ATTEMPT SUICIDE IN ILAM**

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### **ABSTRACT**

The aim the present research was to compare resilience and the confrontation methods in girls who attempt suicide and the ordinary girls in Ilam. The statistical universe of the research included all of girls who have referred to the emergency section of both Talqani and Mostafa Xomeini hospitals. Of these girls 75 were selected as the ordinary girls and the same number were selected as those attempted suicides through in availability sampling. To collect the related data the Connor & Davidson Scale of resilience and Mous & Bilinger scale of the confrontation strategies were employed. The findings showed that there is a significant difference between resilience and problem-solving based confrontation methods and emotion-centered methods. This difference showed that the girls having attempted suicide had a weak resilience and less frequently made use of solution based confrontation methods; they more frequently used emotion centered confrontation methods. The results can be used to prevent from suicide and can also be used in strategies for improving mental health and also selecting the appropriate confrontation method for those attempting suicide.

**Keywords:** *Resilience, Confrontation Methods, Tendency Toward suicide*

### **INTRODUCTION**

As a growing problem, suicide has got a considerable attention all over the world. According to the report of world Health organization, 1 million people commit suicide and 20 million one's attempt to suicide. It is the third cause of death among the age group of 21 – 30. The rate of suicide in Iran is higher than the other countries in the Middle East (Qoraishi & Mousavi – Nasab, 2008).

The survey done in 2001 on the mortality status in 18 provinces of the country revealed that Ilam province had the highest rate of suicide (Reza'ian, 2009). In 2003, suicide has been the third cause of death in this province. Moreover, according to the researchers conducted in this field, the rate of suicide in this province has increased from 10.2 per 100000 people in 2007 to 13.7 in 2004 (Raja'e et al, 2005).

Studies on suicide assess three important factors which are suicide ideation, attempting suicide, and suicide (Marcenko et al, 1999). Suicide ideation is a term which denotes happening any kind of self – damaging thinking. These thoughts include ambiguous thinking ranging from terminating one's life to suicide. It is estimated that 24% of those who report the idea of suicide, in the end proceed to suicide (Van Heerengen, 2001). In other words, suicide thinking is a risk factor for suicide (Groleger et al, 2003). Resilience is displaying aptness, fixed pertinence, and the ability of positive and successful coping in confrontation with threatening conditions and unpleasant events of life (Cicchetti et al, 1993). The results of the findings of Hjmedal and colleagues (2006), Tagade and Fredrickson (2004) showed that resilience is related to well being.

According to Roy and colleagues (2011) resilience can reduce the effect of negative experiences and psychological traumas during the childhood on attempting suicide and he individuals having higher scores on resilience are less probable to attempt suicide. Health psychology overrates the role of confrontation strategies in physical and mental health status. Confrontation strategies are known as the intermediary factor between stress and disease (Carver et al, 1993).

In general, the results of the majority of the studies have introduced emotional confrontation as the most effective intermediary of the relationship of stress- disease (Pakenhaw, 2004). Stress – centered diseases and worsening of general health are more frequently observed in those individuals who continuously use

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emotional confrontation (Piko, 2001). The results of the research by Yazdani (1995) revealed that compared to their mates the adolescents attempting suicide, have the clinical symptoms of depression and with regard to discouragement, are in higher levels, and regarding confrontation strategies, use emotion – centered strategies and their ability for solving problems was weak.

Shakeri and colleagues (2006) showed in a research that the individuals attempting suicide have had a higher evaluation of the level of the psychological pressure resulted from life stresses and have less frequently used the strategies centered on problem solving.

In the research by Chapman and colleagues (2005) on imprisoned women it was revealed that there is a significant statistical relationship between the precedent of attempting suicide and the problem – centered coping method and the woman having the precedent of attempting suicide have less frequently used problem – centered coping methods.

Puskar and colleagues (1992) found also that most of the times the adolescents attempting suicide significantly use emotion – centered confrontation strategies as to problem – centered strategies, while those individuals who did not have suicide behavior used both of the strategies.

The present study was done with the aim of comparing resilience and confrontation strategies in the girls attempting suicide and ordinary girls in Ilam city.

### **MATERIALS AND METHODS**

The design of this research is descriptive (causal comparative) the statistical society of the research includes all of the girls who have attempted suicide and have referred to the emergency sections of Taleqani and Mostafa – Xomaini hospitals in Ilam city and also those seeking social work who have referred to the emergency sections of these hospitals with a reason other than suicide during the research and did not have any precedence of suicide. Through availability sampling 75 girls attempting suicide and 75 ordinary girls were selected.

**Mause and Bilinger stress confrontation strategies scale (1981):** This questionnaire has 32 questions and contains problem – centered and emotion – centered confrontation strategies (Bajax – Zadeh, 2001). The validity coefficient by Cronbach alpha for this scale has been reported to be 0.88 (Pjax – Zadeh, 2001). The method of scoring and performance of this questionnaire are as follow. The subject should specify the rate of using confrontational responses based on a rating scale including never, sometimes, often, and always with a (x) mark. Based on the responses given, the subject gets a score between 0 and 3. The sum of the scores for the answers of problem – centered and emotion centered confrontation is divided by the number of the expressions of each method and this way the score of problem – centered and emotion – centered is specified. The method, in which the score of the subject is higher, is counted as the subject's confrontation method (Kafi and Mousavi, 2007). In this research the reliability of this test is 0.85.

**Conor – Davidson resilience scale** which is a 25 – question – instrument which measures the construct of resilience on the 5 – point Linker Scale (From 0 to 4). The minimum and the maximum scores of resilience of the subjects in this scale is are zero and 100, respectively. The results of introductory study concerning psychometrical specification of this scale have supported its reliability and validity (Conor & Davidson, 2003). Internal consistency, test – retest reliability, convergent and divergent validity of this scale are reported to be sufficient. Mohammadi (2005) has adopted this scale to be used in Iran. Samani and colleagues (2007) got Cronbach alpha coefficient of 0.87 in their research. For the present research, Cronbach alpha coefficient of 0.90 has been obtained.

### **RESULTS AND DISCUSSION**

The mean age of the individuals who attempted suicide and the ordinary girls were 26.15 and 24.85 years, respectively. Of attempting suicide group 46.65% and of ordinary group 45% were married, 53.35% of those attempting suicide and 55% of ordinary were single.

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The statistical indices of mean and the standard deviation of the subjects' scores on resilience and confrontation methods (Problem – centered and emotion – centered) has been provided separately for the girls attempting suicide and the ordinary girls in table one.

**Table 1: The mean and the standard deviation of depression of experiment and control group in pretest and post test**

Variable		Attempting to suicide		Normal	
		M	SD	M	SD
resilience		60.89	10.58	70.98	7.29
Confrontation methods	Problem - centered	9.05	4.11	12.72	5.30
	Emotion - centered	10.21	4.54	8.96	2.73

To analyze data, first the results of multivariate variance (Man ova) were calculated for comparing attempting – suicide girls and ordinary girls on resilience scores and problem – centered and emotion – centered methods scores. The results of table 2 show that the difference between 2 groups is significant at (p=0.001). According to these results it can be said that at least in one of the variables of resilience and problem and emotion – centered methods, the two groups of the girls are different. To find out in which one of the variables the two groups differ, one way variance analysis within Man ova context was used.

**Table 2: the summary of the results of multivariate variance analysis (Man ova)**

test	amount	F	df hypothesis	df error	significance
Pile effect	0.43	36.32	1	146	0.001
Lambda effect	0.57		1	146	0.001
Holing effect	0.75		1	146	0.001
Greatest root	0.75		1	146	0.001

The results of variance analysis in table 3 reveal that the girls attempting suicide differ significantly from ordinary girls in variables of resilience and problem and emotion – centered confrontation methods, that is the girls attempting suicide have lower resilience and less frequently use problem solving method, but more frequently use emotion – centered method.

**Table 3: the results of one way variance analysis in Man ova context**

Dependent variable	Sum of squares	df	Mean of squares	F	Level of significance
Resilience	3820.30	1	3820.33	46.3	0.001
Problem-solving-centered	504.17	1	504.17	22.37	0.001
Emotion-centered	58.91	1	58.91	4.18	0.001

### Discussion

This research was done with the aim of comparing resilience and confrontation methods of the girls attempting suicide and ordinary ones in Ilam City. As it can be seen, the results showed that there is a significant difference between resilience of the girls who attempted suicide and that of the ordinary girls. This difference is indicative of lower resilience of the girls attempting suicide. There has not been any research on the relationship of resilience with suicide, but, resilience has a direct relationship with mental

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health and can predict psychological health (Hjemdal et al, 2006; Tagade & Fredrickson, 2004; Yazdani, 1995; Shakeri et al, 2006). The individuals having low resilience against stress and tension display less adaptability in difficulties and more tension and stress. In fact, resilience is the positive coping in response to unpleasant conditions. It is not merely passive resistance against threatening damages, but the resilient individual deals with the environment actively and constructively, a kind of self – repair which is accompanied by positive emotional and cognitive consequences. The resilient individual possesses preserving resources which enhance his/her power against threats and his/her mental health, as a result (Jazaeri & Dehqani, 2009). Resilience can act in the role of a successful mechanism which enables individuals against the adversities of life and can be considered as an important goal in preventive and treating measures (Davudov et al, 2010). Moreover, the results showed that the girls attempting suicide more frequently use emotion – centered method and less frequently use problem solving method. This is in line with the results of other surveys (Puskar et al, 1992; Chapman et al, 2005). According to these results, it can be concluded that for the girls attempting suicide, using inappropriate confrontation method in facing the stressful conditions and adversities of life may lead to increasing tension. While using appropriate methods when facing these unpleasant conditions can have positive consequences. In general, resilience indicates to cognitive and behavioral attempts for preventing from, managing and reducing tension. As confrontation skills are not innately present in humans, it is necessary for preparing individuals for managing stressful situation and effective confrontation with life adversities to teach them the confrontational skills. Teaching confrontation skills helps the girls recognize stressful situations and learn efficient and useful confrontation strategies including problem solving to cope with these situations. So, for preventing from suicide and enhancing mental health of individuals, it is suggested that confrontation skills training be offered to the girls to raise their resilience and mental health.

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