



2528-9705

Örgütsel Davranış Araştırmaları Dergisi

Journal Of Organizational Behavior Research

Cilt / Vol.: 8, Sayı / Is.: S, Yıl/Year: 2023, Kod/ID: 23S0-962



## Investigating the effectiveness of training the communication skills in reducing job stress of the staff of the Boostan Psychiatric Hospital in Ahvaz

Mona Nateghi

Master of Communication Sciences, University of Tehran, Center for News and Media Studies

\*Corresponding Author

Email: Nateghi16@gmail.com

### ABSTRACT

Direct exposure to patients, severe diseases, and death put working in a hospital in the category of high-stress jobs. Thus, the present study seeks to answer the question of whether training the communication skills are effective in reducing the job stress of the staff of the Boostan Psychiatric Hospital in Ahvaz. The objective of the present study was to investigate the effectiveness of training the communication skills in reducing the job stress of the staff of the Boostan Psychiatric Hospital in Ahvaz. The sample of this study consisted of 40 subjects (20 subjects in the experimental group and 20 subjects in the control group). They were selected by purposeful sampling method, and then, they were randomly divided into two experimental and control groups. The research design was pretest-post-test with a control group. Two groups were pretested by a job stress questionnaire (JSE) and the experimental group was exposed to the independent variable (training the communication skills) during 8 sessions of 60 minutes. Then, both groups were given a post-test and a follow-up was done after one month. Multivariate analysis of covariance (MANCOVA) was used to analyze the data. The results showed that training the communication skills are effective in reducing the job stress of the staff of the Boostan Psychiatric Hospital in Ahvaz in the experimental group at a significance level of 0.05.

**Keywords:** Training effectiveness, Communication skills, Stress, Job stress.

### INTRODUCTION

Nowadays, human resources as the most valuable capital of the organization are facing many problems. Management experts and organizational psychologists pay attention to the factors that affect the increase or decrease of human efficiency, and they try to increase the impact of positive factors and reduce the role of negative factors by identifying these factors and applying the necessary measures. Job stress is one of these significant factors. Thus, the life of any organization depends largely on the skills and knowledge of the staff. More optimal skills will increase the organization's capability to adapt to the changing environment. Hospitals with their staff are among the crucial organizations in the country.

Working in a hospital mostly causes job stress in the long term. Stress in the work environment causes a lot of damage to both the individual and the organization. Job burnout is undoubtedly one of the consequences of job stress. It has a destructive impact on the morale of staff. Generally, stress refers to a force that when applied to a system causes some significant changes in it. This term refers to physical, psychological, and social forces and pressures. In this sense, stress means a cause and an introduction to some effects. Therefore, job stress can be considered as the



accumulation of stressful factors and such job-related situations that most people agree that they are stressful. In other words, it is caused by the stress or pressure that a person experiences due to a certain job (Azad Marzabadi and Tarkhurani, 2017). Thus, training the communication skills to reduce the job stress of psychiatric hospital staff should be prioritized. If staff is not trained to manage their stress, many problems will be created in the Psychiatric Hospital of Ahvaz in managing patients and close communication between staff. In the present study, the researcher sought to investigate the effectiveness of training the communication skills in reducing the job stress of psychiatric hospital staff.

The objective of the present study was to investigate the effectiveness of training the communication skills in reducing job stress among the staff of the Boostan Psychiatric Hospital in Ahvaz. The sample of this study included 40 subjects (20 subjects in the experimental group and 20 subjects in the control group). They were selected by a purposeful sampling method. Then, they were randomly assigned to two experimental and control groups. The research design was a pretest-post-test type with a control group. A job stress questionnaire (HSE) was used to examine both groups. The experimental group was exposed to the independent variable (training the communication skills) during 8 sessions of 60 minutes. Then, a post-test was performed on both groups and a follow-up was done one month later. Multivariate analysis of covariance (MANCOVA) was used to analyze the data. The results showed that training the communication skills is effective in reducing the job stress of the staff of the Boostan Psychiatric Hospital in Ahvaz in the experimental group at a significance level of 0.05.

### **The research's general goal**

The general goal of the present study was the use of the results of this study by the relevant organizations in the future planning to increase the morale of the staff in the training process and provide better service. Therefore, identifying the effectiveness of training the communication skills in reducing the job stress of the staff of the Boostan Psychiatric Hospital in Ahvaz is prioritized for this goal.

### **Research question**

Is training the communication skills effective in reducing the job stress of the staff of the Boostan Psychiatric Hospital in Ahvaz?

### **Theoretical Framework**

In this study, the field experimental research method of pretest and post-test design with a control group was used. The experimental and control groups were randomly matched. Before applying the experimental interventions to the experimental and control groups, a pretest was conducted on them. Also, a post-test was also conducted at the end of the intervention.

#### **1-1-Communication skills**

Communication skills are a set of potential and actual capabilities of people through which they can achieve acceptable and informative behaviors until reaching a level of emotional relationship. This behavior is called interpersonal skills that facilitate establishing and strengthening one's relationships with other members of society. Communication and interpersonal skills are learned techniques that can be taught.

#### **1-2- Characteristics of communication effectiveness**

Openness: The qualitative concept of openness manifests in at least three basic aspects of interpersonal communication and affects this inevitable human activity. The first and perhaps



one of the clearest and most obvious aspects of it is that the receiver or the sender of the message in interpersonal communication is willing to open himself or herself to the communication parties and face them with relative openness. The second aspect of openness reflects the eagerness of the sender's message or the source of communication to pretend and honestly express the stimuli that affect him or her (Richmond, 1992). Quiet psychoanalysts uninterested in criticism may be a good helper in clinical situations. However, they are often very unpleasant in normal and public conversations. The third aspect of openness deals with the concept of ownership. The sender should inform the receiver of his or her feelings and thoughts, which are completely within his or her control, and he or she is fully aware of them and is responsible for them. Generally, people are responsible for their own feelings and thoughts and they don't try to separate them from themselves and transfer them to others unless they are forced to or they have a specific purpose for it (Farhanghi, 2003).

**Empathy:** Perhaps one of the most difficult qualitative aspects of communication is the ability to use empathy in a mutual relationship. This means that the initiator of the communication process can provide empathy to the other person. The term "empathy" is derived from a German word meaning "feeling with another". Empathizing with someone means understanding his or her feelings. Empathizing is to have a feeling that the other person has also achieved. Empathy means creating a common feeling with each other; meaning that the sender of the message and the receiver of the message have both achieved a single feeling.

**Protective:** An effective and reliable interpersonal relationship is formed in a protective atmosphere. Open and empathetic interpersonal communication cannot last in an atmosphere of fear and threats, and it will lead to a relationship breakdown sooner or later. If the participants in a communication process feel that their words and actions are being criticized and attacked, they will immediately show a defensive and avoid doing any action leading to revealing their inner needs and desires. In a protective communication environment, silence is not a negative value, but it is a suitable platform for creating a suitable and protective communication environment. This silence can be used as the best way for inducing non-verbal concepts and messages. In addition to silence, presenting situations combined with empathy, not combined with indifference, helps create a suitable environment for protective communication (Farhanghi, 2014).

**Positivity:** An effective interpersonal relationship occurs when it benefits from relative positivity in addition to the abovementioned cases. Positivity in an interpersonal relationship relies on at least three different aspects. First, interpersonal relationships are formed and developed properly when we have a positive and certain respect for ourselves. A person who has an unpleasant feeling towards himself or herself will undoubtedly transfer this unpleasant feeling to others in some way and form an unpleasant and negative feeling in them as well. In contrast, those who think positively about themselves transfer this pleasant feeling to others and force them to think positively. Second, interpersonal relationships are formed correctly and reach maturity when we transfer our pleasant feelings toward the other party. In other words, it is not enough just to have a pleasant feeling toward someone; we should transfer this pleasant feeling to others and let them know how we feel about them. It has a positive impact on the other person and it encourages him or her to be more active in the desired relationship and increases the level of communication. Third, a positive and pleasant feeling about the general situation governing communication is vital for effective interaction between two or more people. There is nothing



more unpleasant than a relationship with a person or people who do not enjoy the relationship. A negative response or reaction to the communication situation almost encourages most people to withdraw it as soon as they see it, even though it is at the beginning of the communication process. In other words, a lack of desire from the audience or audiences makes the sender of the message withdraw and terminate the communication.

**Equality:** Equality is a special property. There will probably be an inequality in every situation. A person may be smarter, stronger, more beautiful, and even healthier. Two people will never be equal in all aspects. Even identical twins are not equal in all respects and are different from each other in some way. Despite this inequality, interpersonal communication will generally be more effective when the prevailing atmosphere is based on equality. This does not mean that unequal people cannot communicate. They undoubtedly can establish a relationship with each other. However, if they want to have an effective relationship with each other, equality in their personality should be considered, or more emphasis should be put on the common points, which is a kind of equality. This means that a specific policy is needed in interpersonal communication through which the individual characteristics of the communication parties can be identified. A crucial point is that the communication parties should keep in mind that both are human beings and each of them has characteristics that can be very valuable to others. Equality in interpersonal communication should also be established in speaking and listening. If one of the parties speaks during the entire communication and the other is totally listener during this time, the effectiveness of interpersonal communication in this situation will be low (Farhanghi, 2013).

#### 1. The concept of job stress

There is different definition of stress and there is no general theory in this area, making it difficult to write about stress. For example, Van DeJ Huizen (1980) refers to more than 40 definitions of the concept of stress in the relevant literature, all of which were somewhat different from each other (Hogan, 1989). One of the primary reasons for this lack of agreement is the large number of fields involved in stress research, including biology, psychology, sociology, and epidemiology. Additionally, the lack of consensus on what actually constitutes stress is due to the wide variety of phenomena studied and collected as stress research. In other words, the structure of stress is quite complex, so researchers cannot agree on a single and unique definition of stress (Green et al., 2014).

According to Hans Selieh, job stress refers to the psychological pressure caused by the events in the work environment. Job stress is caused by a mismatch between a person's skills and abilities and the demands of the job and work environment (Rahimi, 2014). In his exchange theory about job stress, Lazarus (1984) argues that job stress results from the worker's perception of some of the threatening or challenging events in the work environment. Edward (1992) also defines job stress as the difference between the employee's perceived situation and the desired situation, provided that the existence of this difference is considered significant by the employee". Thus, job stress occurs when the comparison between a person's perception and his or her desires leads to a gap. It is assumed that perception is affected by the physical and social environment, the personal characteristics of the person, the cognitive structure of the person from reality, and social information. The difference between perception and desires affects two significant factors including the individual's well-being and countermeasures (Rahimi, 2014).

#### 2-2- Statistical population



The statistical population of this study included all the staff of the Boostan Psychiatric Hospital in Ahvaz with an associate degree and about one year of employment history. The total statistical population of this study was 150 subjects.

#### 2-3- Statistical sample and sampling method

The staff of the Boostan Psychiatric Hospital in Ahvaz was invited to participate in this study. They were selected using a purposeful sampling method. To select the subjects, all applicants were evaluated with the desired tools (job stress questionnaire). If they met the criteria and obtained the necessary score in the job stress tool, they were included in the study. The total statistical population of this study was 150 subjects. Among them, 40 people were selected as a sample, 20 of them were randomly assigned to the experimental group and 20 to the control group.

#### 2-4- Job stress questionnaire

In this study, a job stress questionnaire (HSE) was used to measure job stress.

The Job Stress Questionnaire (HSE) has 35 questions scored on a 5-point Likert scale (never, rarely, sometimes, often, and always). It has been developed by the UK Health and Safety Executive Organization. Its validity and reliability have been examined by Esfandiar Azad in Iran. The UK Health and Safety Executive (HSE) Organization reports that more than 13.4 million working days and more than 3.8 million pounds were lost annually due to job stress between 2007 and 2009. This questionnaire includes 6 areas as follows:

**Demand:** It means what the work demands from you and is actually what the work imposes on you and you were hired to do it.

**Control:** It means how much control you have over your work.

**Support:** It means how much you are supported by others.

**Relationship:** It refers to how a person communicates with his or her colleagues.

**Role:** It means what is your role in your organization?

**Change:** It means that the work environment always needs to change for progress. For example, work processes may change, production technologies may change, or the employee's work environment may change, etc.

#### 2-5- Implementation method

After selecting the sample group and randomly assigning them to two experimental and control groups, and completing the work preparations, the experimental group was trained according to the training package prepared by psychologists and expert consultants for 10 sessions and for 60 minutes. These sessions were held as a group. The researcher explained the research objectives in each session and determined the framework of the session accordingly. The total number of sessions was 10. They were followed up after one month.

#### 2.6. Data analysis methods

To analyze the data in this study, the following statistical methods were used:

1- Descriptive statistics methods such as calculating frequency, percentage, mean, and standard deviation.

2- Levene's test (to examine the fulfillment of the assumption of equality of variances of variables)

3- Kolmogorov-Smirnov test (to examine the fulfillment of the normality of the distribution of scores in the population)



4- ANCOA: In this analysis, intervening variables are controlled, that is, their effect is removed from the test scores. Then, the mean scores of the research groups are compared. In this study, the intervening variable was controlled in the hypothesis test and in the post-test stage. It means that its effect was removed from the post-test scores, and then, the mean scores of the experimental group and the control group were compared.

5- Multivariate analysis of covariance (MANCOVA)

6- Cronbach's alpha method to calculate reliability coefficients

SPSS18 software was used to analyze the research data.

3-1- Descriptive expression of demographic variables

Table 3-1 presents the mean and standard deviation of the scores of the two experimental and control groups in the pretest, post-test, and follow-up stages of the job stress variable and its components.

**Table 3-1- The mean and standard deviation of the job stress variable and its components by the group in the pretest, post-test, and follow-up stages**

	Group	Number	Pretest		Posttest		Follow-up	
			Mean	SD	Mean	SD	Mean	SD
Job stress	Control	20	35.110	13.58	109.80	11.42	111.25	15.14
	Experimental	20	20.96	6.04	93.45	3.28	92.40	3.40
Demand	Control	20	00.16	2.86	16.40	2.83	16.40	2.83
	Experimental	20	10.15	3.35	14.20	2.52	13.45	1.87
Control	Control	20	60.15	2.89	15.60	2.60	16.25	2.48
	Experimental	20	15.15	3.71	13.5	3.30	12.70	2.20
Support of officials	Control	20	60.14	3.16	15.15	3.63	15.90	3.27
	Experimental	20	35.13	2.45	12.95	2.21	12.15	1.66
Support of colleagues	Control	20	25.15	3.53	16.60	2.72	16.85	2.77
	Experimental	20	80.13	3.05	11.80	1.73	11.05	1.46
Relationship	Control	20	85.17	2.36	18.20	2.11	18.25	2.14
	Experimental	20	50.15	3.12	14.25	2.14	12.70	2.69
Role	Control	20	20.13	4.52	14.70	3.31	14.80	3.38
	Experimental	20	55.10	4.24	10.25	3.00	9.50	2.68

	Group	Number	Pretest		Posttest		Follow-up	
			Mean	SD	Mean	SD	Mean	SD
Change	Control	20	90.15	4.15	17.05	3.00	17.25	2.95
	Experimental	20	65.13	4.70	12.40	3.69	11.30	3.52

As shown in Table 3-1, in the pretest stage, the mean and standard deviation of the job stress were 96.20 and 6.04, respectively, in the experimental group, and 110.35 and 13.58, respectively, in the control group. In the post-test stage, the mean and standard deviation of the job stress were 93.45 and 3.28, respectively, in the experimental group, and 109.80 and 11.42, respectively, in the control group. In the follow-up stage, the mean and standard deviation of the job stress were 92.40 and 3.40, respectively, in the experimental group, and 111.25 and 15.14, respectively, in the control group. Kolmogorov-Smirnov test was used to test the normality of the score distribution. The results of this test are presented in Table 3-2.

**Table 3-2: The results of testing the normality of the distribution of the scores of the research variables**

Variable	Test type	df	statistic	sig
Job stress	Pretest	40	0.271	0.200
	Posttest	40	0.221	0.200
	Follow-up	40	0.229	0.200



The results of the Kolmogorov-Smirnov test in Table 3-2 show that the desired sample size for all variables is normal since it is higher than 0.05 according to the obtained significance levels.

### 3-2- Inferential results

In the inferential statistics section, multivariate analysis of covariance or MANCOVA was used to investigate the effectiveness of training the communication skills in reducing job stress of the staff of the Boostan Psychiatric Hospital in Ahvaz. In this analysis, group membership at two levels of the experimental group and control group was considered as independent variables, pretest job stress variables and their components were considered as covariate variables, and post-test and follow-up scores were considered as dependent variables, and they were entered into the equation.

#### 3-2-1- Analysis of statistical assumptions

Before performing this analysis, the presuppositions related to this analysis were first examined. For this purpose, first, the results of the Box's M test were examined to examine the equality of the observed covariance matrices of the dependent variables at the levels of the independent variable. The non-significance of the F statistic in this test indicates the equality of the observed covariance matrices of the dependent variables at the levels of the independent variable.

Table 3-3 shows the results of the Box's M test to examine the equality of covariances of the research variables.

**Table 3-3 Box' M test results to examine the equality of covariances of research variables**

Research variables	Box' M	f-value	sig
Job stress	83.66	1.94	1.103

The results of the above table showed that this test is not significant in the research variable at the level of 0.05 ( $p > 0.05$ ). Thus, the assumption of equality of covariances is confirmed and a multivariate analysis of covariance or MANCOVA can be used to test these variables.

### 3-2-2- Examining the equality of variance of the variables

In the next step, the results of Levene's test were used to examine the equality of variance of the research variables. The non-significance of the F statistic in this test indicates the equality of the variance of the research variables. Table 6-3 shows the results of examining this assumption.

**Table 3-4. The results of Levene's test to examine the equality of variance of job stress components**

Variables and components	F	Df1	Df2	Sig
Job stress	3.849	1	38	0.057
Demand	1.489	1	38	0.230
Control	3.152	1	38	0.084
Support of officials	1.356	1	38	0.251
Support of colleagues	3.113	1	38	0.086
relationship	0.885	1	38	0.353
role	2.056	1	38	0.160
Change	0.153	1	38	0.697

The results of the above table show that in the components of the job stress variable, all components have equal variances and the assumption of equality of variances is generally confirmed for the job stress variable and its components ( $p > 0.05$ ).

### 3-3- Results of testing the research hypotheses

General hypothesis:

- Training the communication skills is effective in reducing the job stress of the staff of the Boostan Psychiatric Hospital in Ahvaz.

**Table 5-3: The results of multivariate analysis of covariance (MANCOVA) on the mean post-test scores of job stress and its components in the experimental and control groups with the control of pretest**

Test name	value	F	DF hypot hesis	DF error	sig	Squared -Eta	Statisti cal power
Pillai's trace	0.633	4.960	8	23	0.001	0.63	0.98
Wilks' lambda	0.367	4.960	8	23	0.001	0.63	0.98
Hotelling's trace	1.725	4.960	8	23	0.001	0.63	0.98
Roy's Largest Root	1.725	4.960	8	23	0.001	0.63	0.98

As shown in Table 5-4, with the control of pretest, the significant levels of all tests indicate that there is a significant difference between the experimental and control groups regarding the job stress variable ( $p < 0.05$ ,  $F < 4.960$ ). Therefore, the hypothesis was confirmed. To find out which variable has caused a significant difference between the two groups, a one-way analysis of covariance was performed in the MANCOVA text. Its results are presented in Table 4-6. The degree of effect or difference is 0.63. In other words, 63% of the individual differences in post-test job stress scores are related to the effect of training the communication skills (group membership). Statistical power is equal to 0.98.

Hypothesis 1- Training the communication skills is effective in reducing the job stress of the staff of the Boostan Psychiatric Hospital in Ahvaz

Hypothesis 2- Training the communication skills is effective in reducing the demand of the staff of the Boostan Psychiatric Hospital in Ahvaz

Hypothesis 3- Training the communication skills is effective in reducing the control of the staff of the Boostan Psychiatric Hospital in Ahvaz

Hypothesis 4- Training the communication skills is effective in reducing the support of the officials of Boostan Psychiatric Hospital in Ahvaz.

Hypothesis 5- Training the communication skills is effective in reducing the support of colleagues of the staff of the Boostan Psychiatric Hospital in Ahvaz

Hypothesis 6- Training the communication skills is effective in reducing the relationship between the staff of the Boostan Psychiatric Hospital in Ahvaz

Hypothesis 7 - Training the communication skills is effective in reducing the role of the staff of the Boostan Psychiatric Hospital in Ahvaz

Hypothesis 8 - Training the communication skills is effective in reducing the changes in the staff of the Boostan Psychiatric Hospital in Ahvaz

With the control of the pretest, there is a significant difference between the staff of Boostan Psychiatric Hospital in the experimental and the control groups regarding the job stress variable and its components ( $p < 0.05$ ,  $F 16.99$ ).

Therefore, hypotheses 1 to 8 are confirmed. In other words, training the communication skills has reduced job stress in the experimental group according to the mean job stress of the subjects of the experimental group compared to that of the control group. Also, this effect on the components of job stress in the two groups shows a significant difference.

3-4- Results of the follow-up stage



- Is the effect of training the communication skills in reducing the job stress of the staff of the Boostan Psychiatric Hospital in Ahvaz continues in the follow-up stage (one month)?

**Table 3-6: The results of multivariate analysis of covariance (MANCOVA) on the mean scores of follow-up job stress and its components in the experimental and control groups with the control of the pretest**

Test result	value	F	DF hypothesi s	DF error	sig	Square d-Eta	Statisti cal power
Pillai's trace	0.793	10.998	8	23	0.000	0.79	1.00
Wilks' lambda	0.207	10.998	8	23	0.000	0.79	1.00
Hotelling's trace	3.826	10.998	8	23	0.000	0.79	1.00
Roy's Largest Root	3.826	10.998	8	23	0.000	0.79	1.00

Also, in the follow-up stage, it was revealed that with the control of the pretest, there is a significant difference between the experimental and the control groups regarding job stress and its components ( $p < 0.05$ ). In other words, training the communication skills, according to the mean job stress of the experimental group in the follow-up stage (one month) compared to that in the control group has caused a continuous reduction of job stress in the experimental group.

### 3-5-Secondary results

In this section, some secondary results are reported. To evaluate the effect of age and education level variables on the research results, an analysis of covariance was used. In these analyses, if the control variable causes a change in the result of the comparison of two groups, it will indicate the effect of the control variable, otherwise, the control variable will not affect the research results, and the differences will be only due to the experiment. In other words, if no significant difference was observed in the comparison of two groups using the analysis of covariance, but the difference between the two groups became significant in the analysis of covariance and the inclusion of the control variable, it will indicate that the control variable affects the research results.

**Table 3-7: The results of the analysis of covariance for the comparison of job stress post-test scores in experimental and control groups with the control of pretest and age**

Variable	Sum of squares	df	Mean of squares	F value	sig
Control (pretest)	1113.13	1	1113.13	58.96	0.000
Control (age)	198.13	1	198.37	0.751	0.704

Variable	Sum of squares	df	Mean of squares	F value	sig
Independent (control and experimental groups)	149.45	1	149.45	7.91	0.011
error	339.78	18	18.87		

As shown in Table 7-3, there is no significant difference between the experimental and control groups regarding job stress with the control of age. In other words, with the inclusion of the age variable as a control variable in the analysis of covariance, the difference between the two groups is not significant regarding the age, indicating that age is not effective in the difference resulting from the job stress of the groups. Given what was stated, controlling the variable of age in the follow-up stage, there is no significant difference between the experimental and control groups regarding job stress. In other words, with the inclusion of the age variable as a control variable in the analysis of covariance, the difference between the two groups is not significant regarding job stress, indicating that age is not effective in the difference resulting from the job stress of the groups.

### Conclusion

Many researchers have considered communication skills as a type of adaptive skill that can moderate job stress. Communication between colleagues is a source of emotional support and causes people to help each other at work. With the help of this concept, it can be explained that relationships with colleagues are crucial. Thus, the more effective communication is established, the less likely the staff will experience stress. In the present study, the role of communication skills in reducing job stress can also be understood. The staff of the Boostan Psychiatric Hospital in Ahvaz learned through training the communication skills courses how to establish effective communication with others so they can clearly express their needs and desires and how to establish friendly and constructive communication. Also, the skill leads to intimacy, social support, and cooperation. As a result, their job stress decreased. Therefore, regarding the effectiveness of training the communication skills in reducing the job stress of the staff of the Boostan Psychiatric Hospital in Ahvaz, we tried to explain the obtained results as follows:

1. Training the communication skills is effective in reducing the job stress of the staff of the Boostan Psychiatric Hospital in Ahvaz.
2. Training the communication skills is effective in reducing the demand in the staff of the Boostan Psychiatric Hospital in Ahvaz.
3. Training the communication skills is effective in reducing the control of the staff of the Boostan Psychiatric Hospital in Ahvaz
4. Training the communication skills is effective in reducing the changes in the staff of the Boostan Psychiatric Hospital in Ahvaz.

Therefore, with the pretest control, there is a significant difference between the staff in the experimental and the control groups regarding the job stress variable and its components ( $p < 0.05$ ,  $F = 16.99$ ). Therefore, hypotheses 1 to 4 are confirmed. In other words, training the communication skills has reduced job stress in the experimental group given the mean job stress of the subjects of the experimental group compared to that of the control group.



**Recommendations**

The research recommendation provides strategies for conducting further studies in this area. This study also recommends conducting other studies in this area:

- Conducting this study on other staff of psychiatric hospitals in other cities and other cultures
- Examining the role and relationship of other variables affecting communication skills
- Using other measurement scales and comparing their results with each other
- Implementing this project in other groups and comparing its results with the results of this study
- Examining the views and solutions provided by experts and university professors in areas related to communication skills.
- Examining the effectiveness of training the communication skills with other interventions such as job satisfaction

**Acknowledgment: None**

**Conflict of Interest: None**

**Funding: None**

**Ethical statements : None**

**References**

- Gholamali Fesharaki, M, and Azad Marzabadi, E (2009), validity and reliability of HSE job stress questionnaire, *Journal of Behavioral Sciences*, Volume 14, Issue 4, Winter.
- Farhanghi, AA (2003). "Human Communication", Rasa Cultural Printing Institute, 6th edition
- Farhanghi, AA (2004). "Organizational Communication", Rasa Cultural Services Institute, first edition.
- Rahimi Pardanjan, T (2014). Investigating demographic, personality, and situational variables as predictors of shift work in an industrial company. Master's thesis. Shahid Chamran University of Ahwaz.
- Rahimi, Sh (2001). "Proper communication, the key to effective management", *Tadbir Monthly Journal*, Issue 111.
- Green, B. A., Miller, R. B., Crowson, H. M., Duke, B. L., & Akey, K. L. (2014). Predicting high school students' cognitive engagement and achievement: Contributions of classroom perceptions and motivation. *Contemporary Educational Psychology*, 29, 462-482.
- Hogan, J., & Hogan, R. (1989). How to measure employee reliability. *Journal of Applied Psychology* 74: 273-279.
- Richmond, V.P & G .C. Mc Croskey. (1992). "Organizational communication for survival ". Englewood Cliffs, Ng: Prentice Hall

