

STUDY OF EFFECTIVE OF LIFE SKILLS EDUCATION ON SELF-ESTEEM AND SOCIAL AND EMOTIONAL ADAPTABILITY STUDIED: GIRL STUDENTS OF HIGH SCHOOL

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Abstract

The aim of the present study was effect of life skills training respectively on students ' self-esteem and emotional adjustment. The present research method was experimental and quasi experimental designs before so the test was carried out with a control group. A statistical sample of high school students in the first year of high school, a regional high school of education was an area of the city of Isfahan. From among 90 students of the first year of the secondary school 28 people were selected and the method in the experimental and control groups divided into random shape (14 persons in each group). The tools used in this research were: self-esteem scale Cooper Smith, Singh and Sinha compatibility questionnaire, demographic data and cloud-based group students, beginning on each test run was before divided. Then test interventions that teach life skills (effective communication skills, anger, awareness, stress management, assertiveness, and problem solving) were given training and educational program, and after the passage of two weeks of both groups, so the test was performed. The analysis of the data is initially classified with the help of descriptive statistics and the desired average was calculated, and then the Covariance analysis parametric test, Shapiro–Wilk test, Levene's test for hypothesis testing was used. Covariance analysis revealed that the mean scores of self-esteem and emotional compatibility tested group compared to the control group at the level of ($P > 0.05$) and the average scores of social adjustment and academic achievement test group compared to the control group ($P > 0.01$) level an increase significant finds.

Keywords: *Teaching Life Skills, Self-Esteem, Emotional Adaptability, Social Adaptability.*

1- Introduction

Human life was not affected by widespread changes in industrial, social, cultural, having been transformation. The number of people capable of self-control and between external forces are varied to create balance and internal ' conflicting in the growth process and impact is the main objective of human excellence, are experiencing the problem. Today, despite deep cultural changes and changes in the way of life, a lot of people deal with life issues, lacks the necessary ability are fundamental and the same applies to them in the face with the problems of life is vulnerable [1].

Provided that children and adolescents due to lack of experience and knowledge of preventive skills, facilitating greater exposure and raise serious internal disorders, and are social. Necessary knowledge, skills, which deal with the stressful positions, will be subordinated to a kind of them and thus prone to mental disorders, anxiety, depression, and emotional substance will be antisocial This decision process students are also experiencing the problem. Human growth in the areas of physical, sexual, psychological, social moral and emotional for the job, take place. Each of the fields will require the skills and the ability to be. In fact, we can say that the evolution of the developmental stages is dependent on the skill and excellence in the skills of life.

When people get their basic life skills in the performance of its optimization enhancements they. Teaching life skills to play an essential role in the mental health. Certainly can be said that most of the Neurosis and Psychosis caused by a defect in the development of the basic skills of life. In fact, it is the role of therapeutic life skills education [2].

Due to the increasing complexity of society changes and the spread of social relations, the preparation of individuals, in order to deal with difficult situations, imperative, it seems that the reason for sociologists, mental disease prevention of psychological and social skills training, and the abnormality of life all over the world and have begun at the level of schools.

Therefore, with regard to the important role of schools in providing mental health students, the program has an effective life skills education, healthy personality development methods in order for the students and their mental health is funding [3][4] Also, it seems that this step can result in this direction, in order that the talents and abilities of your students will be taken to actively use the head and get their choice of entries if it. Furthermore, the process of self confidence in their route during the teens and teen contraceptive use, while true skills, your actions and feelings of responsibility and the necessary skills for making decisions important to the of life [5].

2- Expression of Problem

The growth of science and technology in the 21st century to its highest level in the history of human knowledge will reach and with his stunning developments and changes in various dimensions to be mobile. The way of dealing with emerging and existing issues, coordination and consistency with the changes, how to communicate with others, the pressures caused by environmental conditions, etc. All species of the issues and problems that are more in the new era are discussed. Thus the life in such a situation, the quest for specific skills, skills that can just Shack, i.e. healthy life and vitality, coupled with the expansion and labor peace and brought the catalyst [6].

They offer studies that anger control skills and decision making in educational problems of young potential can reduce the risk of making and other issues such as school drop-out and other socio-psychological problems is also reduced by between them. These studies establish the importance and impact of mental skills and academic training in results-anger management and goal setting for students who are exposed to educational show. In the same direction with respect to the importance of the issue, the World Health Organization in order to increase the level of mental health and prevention of mental and social trauma, a program entitled life skills training and performing in 1993 at the United Nations Children's Fund UNICEF suggested. Become the next year, this program in many countries has been investigated and implemented.

In this research have shown that communication stresses resulting from everyday issues, for people with high self-esteem are less supportive of the good system is adequate. Therefore, it seems that using the necessary skills training internal sense of control can be activated and its mode of working was the catalyst, and strengthening self-esteem. With the

same skill and training as a result of increasing and decreasing the negative effects of self-esteem everyday stress, can be used to help a person's mental health [7]. Since education in schools the possibility of access to the majority of children and adolescents provides, can be run as a universal and the economic costs of the times he burdened the community and also the possibility to access to the experienced teachers, parents trust and the possibility of the short and long term evaluation provides. The most suitable location for the schools of learning the above skills may be.

A person's life skills enabling them to effectively face the conflicts of life and be with where appropriate. The main objective of socio-psychological ability in fact increase and finally, prevention of harmful behavior formation to health and promoting the mental health of people. Generally, strong life skills are key tools in the hands of community mental health providers for the empowerment of youth in socio-psychological is dimension. The successful learning of life skills, learn about your recipient feel and affect others and in addition to this, the acquisition of these skills, as well as others about the person's attitude is changing.

Therefore, because of the acquisition of life skills is changing both the person and the environment. And this is the principle of two strains; the promotion of mental health will improve double Acceleration [8].

In this study, the researcher to life skills training that deals with what effect may be on self-esteem, compatibility and academic achievement of students have? Because having a healthy, rational, purposeful life and flexible, may protect against high pressure event, manage stressful situations in life, academic success and demands the right to every person, especially adolescents. Achieving these goals is a valuable for many students is not possible and it was upon that researcher with subject teaching life skills to students to achieve these goals achieved, and easy returns.

In recent decades, sociologists, mental, behavioral disorders and deviations in social survey concluded that most of the disorders and damage to the correct analysis in personal issues in disability, lack of a sense of control and the adequacy to deal with difficult situations and unprepared to solve problems and issues the appropriate manner of life rooted [9]. Therefore, due to the increasing complexity and changes of social relations and the expansion of the current era in the preparation of young people for generations to deal with difficult situations, imperative, it seems.

The importance and necessity of teaching life skills will be determined when we know the life skills training that will upgrade the psychosocial abilities will be.

This person's ability to deal with conflicts and situations of life can help, and will help him with other human beings, society, culture and their environment is positive and consistent action, and your mental health or security. Thus, practice life skills, attitudes, or change strengthens the values and behavior of be man.

Adolescence is one of the most important steps and outstanding social and psychological growth and development of the individual to the organization. During this period, the need for emotional and emotional balance, particularly the balance between emotions and intellect, although the value of understanding himself, consciousness (understanding the talents, abilities, and relish),

Select the target of the real life, emotional independence of the family, and their psychological and emotional balance in front of environmental factors causing pressure, healthy relationships with others, acquire the necessary social skills in understanding the issue, like healthy living and how effective it is, the most important of the teen needs to process.

So, contributing to the growth and expansion of the teenager in the skills needed for optimum life, create or enhance confidence in dealing with the problems as well as help in

the growth and evolution of emotions and social skills necessary for successful adaptation with effective and constructive social and living environment, it seems to essential [9].

Based on the age the most important research and preventive education for adolescence period is, therefore, with regard to the above and the importance of life skills training and valuable role on self-esteem and mental health of individuals, especially adolescents and with regard to the positive impact of prevention programs in schools, the necessity of teaching the skills to teens is evident for us.

In the target population in this study according to the test results before that of self-esteem, compatibility respectively, reveal that scores of them, practices, or specific skills, problem solving, stress management and time and express their feelings have not been recalled. And many of them, according to school officials and consultants said in dealing with environmental problems and the threat of a deterrent and avoidance reactions because it failed to set a command property, the law school, destruction, fraud and aggression they use.

If this behavior were caused by the impact of inappropriate educational patterns to know and accept that the basic skills of families moving to the kids, specifically, the importance and the necessity of comprehensive life skills education training plan for us to be clear. And as a researcher for twenty years and Andy has to teach employment each year saw the school drop-out, conflict and reducing students is 'self-esteem [10].

On the other hand, the transition from high school to help course for most students is a stressful event has been found because the entry to this point with increased personal responsibility, new friendships and relationships has come, the necessity to find time management, change the nature of the concern about the selection of textbooks, field of study and their parents and educators face the expectations change makes all the first year students will be in analogy with other students a sense of tension and The more pressure that led her to the school drop-out, conflict and the decline of their self-esteem can be. Although these feelings and experiences that happen to most students, is part of the natural process of cross section of the secondary tips, but this is some emotional and psychological problems, such as long-lasting stress, anxiety, conflict and education are suffering from loss. So it seems the research skills training six variable's inappropriate reaction in students to be effective environment. This causes the researcher of the life skills training is taken up to the coping abilities of the students in the position of the stress they cause to do upgrades, academic achievement, and provide valuable and being awarded to them. Therefore, the present research is to study the effect of living skills training on self-esteem, emotional, social adaptability of high school students may attend.

3- Hypothesis of Research

Life skills training to increase students ' self-esteem is effective.

Life skills training on students ' emotional adaptability increase is effective.

Life skills training on students ' social adaptability increase is effective.

4- Methodology of Research

The present research project is an experimental design project using pseudo-posttest control group test pattern is random. For the study, the first prototype completed 28 people volunteered to spend life skills training course, were chosen. This 28 people out of 90 students were selected in the first year of high school.

5- Findings of Research

In order to use the parametric tests to check the compatibility of the variance scores draws emotional self-esteem, social and educational tests, Levine was used. The results come in table 1.

Table 1- Levin test about the consistency of the variance of the scores of self-esteem, emotional, educational and social compatibility

Components	F	First degrees of freedom	Second degrees of freedom	Significant
Self esteem	0.541	1	26	0.468
Emotional Adaptation	7.583	1	26	0.011
Social Adaptation	1.341	1	26	0.257
Training Adaptation	0.238	1	26	0.629

Results table-1 test of variance of self-esteem, Levin draws emotional adaptation, social and educational adaptation shows. The results suggest that for scores of self-esteem, social adaptation and variance are equal is training but not normal emotional compatibility scores.

Table-2 Shapiro–Wilk test scores, self-esteem training, social and emotional adjustment

Components	Statistic	degrees of freedom	Significant
Self esteem	0.988	28	0.984
Emotional Adaptation	0.943	28	0.128
Social Adaptation	0.937	28	0.095
Training Adaptation	0.945	28	0.145

Table 2- results Shapiro–Wilk test scores emotional adjustment, social esteem, educational shows. The results suggest that all scores except for scores of academic achievement are normal. According to the results set forth in tables 1 and 2 and also draws groups use the parametric test is possible.

Hypothesis 1:

Life skills training on increasing students ' self-esteem is effective.

Table 3-analysis of covariance on self-esteem score study groups

Source	Total Square	Degrees of freedom	F	Significant	ETA	Level statistic
Pre Test	11.659	1	0.401	0.532	0.016	0.094
Post Test	176.103	1	6.059	0.021	0.195	0.658

As the results of table-3 shows between groups at the level of $P > 0.05$, there is a significant difference and given that the average scores on self-esteem group tests of the control group average is more the difference in favor of the group tested. That is the amount of life skills training has been able to increase students ' self-esteem. ETA squared results show that 19.5 percent of the changes observed in the self-esteem of students between the two groups caused by students ' life skills have been acquired.

Hypothesis 2:

Life skills training on increasing students ' emotional adjustment is effective.

Table 4- analysis of Covariance emotional compatibility students in the study groups

Source	Total Square	Degrees of freedom	F	Significant	ETA	Level statistic
Pre Test	7.363	1	2.463	0.389	0.0783	0.371
Post Test	28.822	1	6.892	0.015	0.231	0.710

As the results of table 4 shows between groups at the level of $P > 0.05$, there is a significant difference and given that the average scores on emotional adjustment group tests of the control group average is more the difference in favor of the group tested. An i.e. life skill training has been the amount of students' emotional compatibility scores increase. ETA squared results show that 23.1 percent of the changes observed in students emotional compatibility between the two groups caused by students' life skills have been acquired.

Hypothesis 3:

Life skills training on students' social adaptability on the increase is effective.

Table 5- analysis of Covariance social adaptation score in the study groups

Source	Total Square	Degrees of freedom	F	Significant	ETA	Level statistic
Pre Test	5.137	1	1.444	0.242	0.059	0.210
Post Test	32.698	1	9.191	0.006	0.286	0.827

As the results of table 5 shows between groups at the level of $P > 0.05$, there is a significant difference and given that the average scores of social adjustment in the tests of the control group average is more the difference in favor of the group tested. Life skills training that have been the extent of social adaptability of students scores increase. ETA squared results show that 6/28 percent of the changes observed in the social adjustment of students between the two groups caused by students' life skills have been acquired.

6- Discussion and Conclusion

According to the results of current research in the areas of life skills training on self-esteem, adjustment (social, emotional) and the academic achievement of students, can be said that the life skills training to a significant extent increases self-esteem, causes of emotional and social adaptability of students provides so far the student's academic achievement will be, so that the above difference of two experimental groups of the leasing and control mean in terms of Statistically significant is completely achieved. Evaluation of the results of the above results, the quality of educational sessions also confirmed the company's satisfaction, the students of educational sessions, their willingness to do their duties, educational activities, and requested the group students based on their company in this report bear witness to the educational sessions, respectively. Taking into account the limitations of the study and a researcher in the cast despite intervention to control the conditions of study probably has hidden from his view. This study showed that the life skills education, self-esteem, and social adaptability of students' emotional adjustment increases.

In the above results, we can say that the 24 students from the life skills training session which includes skills self-awareness, problem solving, effective communication, stress management, anger, and were used to dramatically will boost your skills.

Thus this group compared to the control group, no significant differences in physical symptoms, stress, depression, social functions, self-esteem and self expression indicated that perhaps that this training leads to a reduction of deviant behaviors will be kids, and since most juvenile stage of developmental stages is a person, It is because of the importance of the changes that occur in the life of a teenager, at the same time by virtue of the creation of the mental stresses and all-round, is on, whereas the necessary preparation for the teen effective still with the challenges life has arrived.

Social conflicts of the modern world and complex conditions, adjustment is made even more difficult for the teen, teen, therefore using life skills will be able to be effective and efficient to deal with its problems and difficult conditions, and provided that the method of coping with the challenges of life teen, the effect of the large success in life, liveliness, is preparing his mental health.

The proper way of life skills to deal effectively with the problems of human life to the inevitable may teach. Thus, with regard to the importance of life skills, the knowledge of the necessity for all people in every position and it is clear that kids, in particular circumstances, If your social life in the early stages of adolescents under the education skills put to family and community, too, has been helping, because the life skills training as a primary method of prevention in the field of mental health, leading to increasing socio-psychological abilities in people and made them ready for life makes and part of the effect.

As a result of the life skills training program is its usefulness in the study of several proven and Generally, of the present research findings and the same research suggests that life skills training of fulfillment can be used to promote mental health and consistency, increased the self-esteem of kids and their improvement in academic performance is sponsored by the environmental protection organization [11].

Since schools play an important role in the prevention of injury and promotion of psychosocial mental health students are, therefore, in recent years, school-based prevention programmers have expanded. Show evidence that this kind of favorable outcomes programs and results in increased academic performance and reducing the risk of making behavior between students are looking for. Thus, the role and the importance of life skills program according to the manufacturer's various dimensions of life goals in teen and young generation is undeniable.

Human life skills ready to deal with the problems of life and thereby become more resistant to the character of people, increasing their insight towards life and its events, increase the skills of administrative life and interacting with the environment and can be arrested. If a person with the knowledge to deal effectively with the problems of all-encompassing unavoidable to pay the necessary fields to maintain life, and her mental health will be provided.

Of course, life-skills training program for kids age group is more appropriate, because this group by personality and psychological characteristics that are specific to get more insight, awareness and acceptance of the show. In the meantime, the importance and the necessity of acquiring life skills for adolescent girls to play the role of the family in the future, social and career as a woman, the wife of a successful and healthy mother or day to day is ever increasing.

The majority population of the country because the US children and adolescents shall supersede the school, it is essential to create the proper field of mental health promotion and the level of health in the schools is to provide opportunities and the absence of school officials, planners, consultants, sociologists, mental education in the country through an introduction to mental health issues, children and adolescents for mental help us achieve healthy.

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