

Influence of educating life skills on reduction of behavior problems and psychological health stageAyub Ghasemian¹, Shahram Vaziri², Davoud Taghvaei³Department of Psychology, Arak Branch, Islamic Azad University, Arak, Iran^{1&2}Department of Psychology, Roud-e-Hen Branch, Islamic Azad University, Roud-e-Hen, Iran³

Abstract: Life skills consist of abilities that prepare the way of compatibility and positive behavior. These abilities make one accept social role of responsibilities and without damaging himself or others, confronting efficiently with demands, needs and daily problems especially in intra-person relations. The aim of current research is to study the effects of educating life skills on reduction of behavioral problems and improving student's psychiatric health stage. Because of this between the students of high school, 40 students were selected in cluster method of different stages and divided in two groups of twenty-student of experiments and witness. 8 main educating life skills subjects are gaining from guiding life skills educational plans of UNICEF organization, during 8 sections each section two hours are taught to test group. At first experiments and at last the research is tested by SCL-90R evaluated by the test. The results indicate that scores after experimenting test group in each of student's health stage is different with control group meaningfully. It seems that with educational interruptions and compiling life skills educational courses affect positively on reducing student's behavioral problems.

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1-Introduction:

Depending on the explanation of world health organization (1998) psychological health is defined as welfare and progress that during of it anyone can reach to his potential abilities, can struggle with ordinary stresses in life, work efficiently and play in an efficient role in the society which he comes from. In other words, psychological health state is defining the high rate and acceptable harmony confronting with sentiments and treatments. On the other hand, one who has healthy mind during compatibility, as excitement and treatment should have acceptable stability and a little equality and enjoy from his life and satisfy by the sense of being with others. Life skills consist of a complex of abilities which make compatibility and positive and effective behavior. These abilities, make one doing social responsibilities without damaging others and himself, by needs demands and daily problems, especially in personal relations encounter effectively. (Taremiyan, 1387) World health organization defines the life skills as: Ability for doing positive treatment and effective for ones help struggling with daily problems. (Maleki, 1386) With the other words life skills are calling a big group of psychological, social and intra-person skills and they can help people for making decision wisely and can relate effectively, expanding confronting skills and managing personal and having a healthy and fertilize life. (Sepah Mansow 1386) Different searches define that many of behavioral problems and psychological problems, have psycho-social roots. (Ghale Assadi & Mahmoudnia, 1384) Today life

needs fast social and cultural changes, changing the construction of family, widespread and complicated human relations and diversity, spread and invading information confront people with stresses and different pressures which are struggling their needs of social-psychiatric abilities. Lack of sentimental-psychiatric and social skills make people confronting with difficulties and harmful problems with different psychologies. One of preventing ways psychiatric and behavioral problems are promoting psychiatric capability by teaching life skills. Life skills are a complex of capabilities which they cause harmony and positive behavior. (Taremiyan & colleagues 1378) Teaching life skills is one of efficient plan for preventing the youth from using narcotics and increase of personal and social efficiency. (Butwin, 2004) Also researchers have insisted on using from the positive effects of life skills in decrease of using narcotics, using from capabilities, reaction of intelligence, preventing from harshly behaviors, strengthening self-confidence, strengthening self-supervise and etc. (Tarmiyan & colleagues 1378) The effect of teaching life skills is promoting self-confidence, social adaptation, intra-person relations, increasing the skills of solving problems and preventing ways have confirmed increasing psychiatric health. (Sepah Mansour, 1378) According to Kawalik (1994) some of school responsibilities is regarding to teaching life skills. The society is improving but schools have been disapproving still. Generally teachers are training by applying school books instead of practical teaching life skills. That real

life is the best source for children plan because training courses should depend on real life or inspiring it. Current training plans are insisting on last that they should insist on here and now. We can be confident that students learn the experiences in school which they concern to their life. (Wen Day 1996) Different researches insist on lack of life skills in different education grades. In one of country researches Alireza Kiamanesh (According to ramezankhani & siyari, 1377) in his research declared that the application of student skills were studied in fifth grade from the least (%60) were lower. Another report was in the same position and insisting on living healthy skills and security. (Ramezankhani & sayari, 1377) Some of researches out of country declared that the same position too. For example Wan Day (1996) reported in his job, students whom they were searched on life skills, cooperation, continuity, solving problem and sympathy were weak. With attention to training life skills from downer grades as fundamental graduation in each group, the researcher was eager to find the impact of training on student's health psychology and find the answer of the following questions:

- 1-Are life skills efficient on decrease of student's physical complains?
- 2-Are life skills efficient on progressing in personal relations?
- 3-Are teaching life skills efficient on depression decrease?
- 4-Are teaching life skills efficient on decrease of student's anxiety?
- 5-Are teaching life skills efficient on student's quarreling?

2-Methodology Process

Statistical society and model group: The model group of this search is boy students of high school in Tehran. We divide Tehran to three stages north, center and south parts then from each stage we select some schools randomly. According to coordinating with managers of these schools and student's parents, just in one of schools it was obtained to run training levels.

Between all of the students of these schools 40 students with psychiatric problems were selected. **Search plan and the method of analyzing objectives:** The main present project is one of semi-practical plans and regarding to run before exam for both groups of model and witness, the scheme of control group is unfair because of analyzing objectives of the search plan is using queariance.

Scales: Due to the effects of training life skills on decrease of behavior problems and reform student's psychiatric health SCL90-R test was used in 90 questions. In these 90 questions there were 9 scales 1- Physical complains 2-Obligation & obsession 3- Susceptibility were investigated in mutual relations 4- Depression 5- Anxiety 6- Quarrelism 7- Fear 8- Paranoyid thoughts 9- Psychosis in 5 stages, none, less, someway, lot, intensively Marashi (1375) he reported all the rates in this questioner by Alpha Crown Bakh between 0/8 & 0/93

Training Methods: Each half of time was devoted to theory points and the other half to group rounding the point by subject of training. **Method of performance:** After defining test groups and witness of SCL90-R for both of groups it was done and giving the results. After passing 8 weeks and a two-hour section of training life skills to test group and the witness group should do their daily tasks. After passing the course this questioner should be done again for both groups to catch the results.

3-Results

Findings of this search are compared queariance analysis the scores before and after the test and testers are investigated in two groups of test and witness.

The results of these tests are on 5 scales: physical complains, Intra-person relations, Depression, Anxiety and quarrels in the part of students after investigation and supposing normal as they are coming in the following chart. So Kelmogrouf-Smiranouf test of lawn is supposing in each rate, 0/05 rate was acceptable.

Chart 1: Queariance analysis was done regarding to affect training life skills on decrease of physical complains

meaningful stage	F	Average of squares	Freedom scale	Complex of squares	Change source
0.000	64.571	6296.347	3	18889.041	Model
0.774	0.083	8.140	1	8.140	Control group
0.000	17.827	1738.363	2	3476.726	Effect of method
		97.511	37	3607.903	Mistake
			40	22496.944	Complex

Meaningful stages obtained in chart (1), it is revealed the effects of life skills on student's physical complains in scores of tester after and before the test

it was shown the differences of witness group is near 0/05 rate.

Chart 2: Average scales of physical complains of test and witness group

Deviation scale	Average	number	Group	Test
11/28	27/1	20	test	Before test
10/01	23/78	20	witness	
7/24	14/38	20	test	After test
11/23	24/65	20	witness	

Regarding to average number we can observe these groups in chart 2 a high difference in the number of test group, it has been for decrease of numbers.

Consequently life skills in rate of 0/05 was efficient in decrease of student's physical complains.

Chart (3): Analysis of queariance test which is done connected to the affects of life skills on intra-person relations

meaningful stage	F	Average of squares	Freedom scale	Complex of squares	Change source
0.000	46.840	6590.148	3	19770.445	Model
0.154	2.119	298.162	1	298.162	Control group
0.000	20.816	2928.786	2	5857.572	Effect of method
		140.696	37	5205.740	Mistake
			40	24976.185	Complex

Meaningful stages obtained in Chart 3 is for effective test of life skills on intra-person relations for students who indicate the scores of test group before

and after test. Depending on these meaningful scores of before and after test the difference of witness group is in 0/05 stage between the scores in this group.

Chart (4): Average and deviation criterion of intra-person relations of test and witness group

Deviation scale	Average	number	Group	Test
13/23	23/55	20	test	Before test
12/24	23/38	20	witness	
6/28	16/00	20	test	After test
11/35	23/93	20	witness	

Depending on the information of chart 4 decrease of test scores after the experiment show the

effects of life skills on progressing intra-person relations.

Chart(5): Experiment of queariance analysis regarding to effects of life skills on depression

meaningful stage	F	Average of squares	Freedom scale	Complex of squares	Change source
0.000	75.053	7864.979	3	23594.937	Model
0.709	0.142	14.840	1	14.840	Control group
0.000	36.938	3870.810	2	7741.620	Effect of method
		104.792	37	3877.320	Mistake
			40	27472.257	Complex

Results of this experiment in chart 5 show in rate of 0/05 meaningful there are differences between

sources before and after experiment and this difference is not meaningful for witness group.

Chart (6): Average and deviation scale of depression of test and witness group

Deviation scale	Average	number	Group	Test
13/23	20/55	20	test	Before test
12/24	21/38	20	witness	
8/28	15/06	20	test	After test
11/35	22/93	20	witness	

Depending on information chart 6 decrease of test group scores during the exam define a meaningful difference on the decrease of test scores and the life

skills in results on the decrease of student's depression in on 0/05 stage.

Chart (7): Analysis quariance regarding to life skills effects on anxiety

meaningful stage	F	Average of squares	Freedom scale	Complex of squares	Change source
0.000	43.026	5141.953	3	15425.858	Model
0.803	0.063	7.534	1	7.534	Control group
0.000	17.803	2127.562	2	4255.123	Effect of method
		119.509	37	4421.828	Mistake
			40	19847.686	Complex

Meaningful stages in quariance analysis in chart7 show that there was a difference between the scores of test before and after the test in test group on

0/05 stage but these scores indicate a meaningful difference in the stages of first kind

Chart(8): Average and deviation of stress on test and witness groups

Deviation scale	Average	number	Group	Test
12/23	25/44	20	test	Before test
13/24	22/54	20	witness	
8/28	13/04	20	test	After test
13/35	23/08	20	witness	

With attention to information's chart 8 decrease of test group scores were on the meaningful differences insisting on test scores and consequently

teaching life skills are efficient on student's stress decrease in o/05 Rate.

Chart (9): Test of analysis quariance was done regarding to teaching life skills on quarrel

meaningful stage	F	Average of squares	Freedom scale	Complex of squares	Change source
0.000	85.325	5929.438	3	17788.313	Model
0.086	3.113	216.310	1	216.310	Control group
0.000	46.349	3220.904	2	6441.808	Effect of method
		69.492	37	2571.203	Mistake
			40	20359.516	Complex

Results of test analysis quariance in chart 9 indicate that training life skills on 0/05 stage on quarrel were efficient on students. The meaningful

rate of this teat for the scores of witness group do not indicate a meaningful difference between the scores after and before test of group in 0/05 rate.

Chart (10): Average and deviation of quarrel on test and witness groups

Deviation scale	Average	number	Group	Test
10/23	25/44	20	test	Before test
12/24	21/22	20	witness	
8/28	11/39	20	test	After test
12/55	21/48	20	witness	

With attention to decrease average of scores after the test of test group in chart 10 resulted that meaningful differences sources of these testers were in decrease and it was efficient of training life skills on student's quarrel decrease.

4- Discussion and Concluding

The results made of this test are affecting from teaching life skills on each of 5 standards of student's psychiatric health which they are given.

Ø The results of test of affecting life skills teaching on physical complains, with the results of researches were done by Rassid (1998), Aghajani (1381), Review (1363), and Musavi (1385) they are

matched. Findings regarding to this hypothesis from different directions are explainable. First The amount of activity and the scale of its effects on psychiatric health, teaching life skills can show the way of defeating against the problems and stresses increase, student's.

Readiness for confronting with the problems. Second the physical complains in students are because of educational problems and disordering that teaching life skills can be efficient on decreasing of physical complains.

Ø Second matter in this search declares that teaching life skills is progressive in intra-person

relations. The results obtained from this hypothesis are the same of Riskach (1996), Gaf & Tonny (1986), Belchman (1985), Sharif (1372), Iranizade (1376), Amali (1377) search results. Effective relation skills consist of expressing ideas, needs and fears. The power of friendly relationships is very effective in personal psychiatric health. In this way we maintain considerable relations, sympatric and responsible members of family can be the being of this skill and complete a making intra-person relation and also useful is the other part of life facts that it needs experience and exercise one of the important effective intra-person relations, person ability or disability is for expressing existence. Therefore this result is gained that lots of matters such: Family, same age group, kinds of personal behavior with children, social matters, weak self-wisdom in effective social communications that depend on the effects of learning and making disordering in intra-person relations. So it can be claimed dominance on life skills have efficient affect on progressing intra-person relations.

Ø in response to third question of this search it can be claimed that training life skills are efficient on decrease of student's stress. As like it is observed in chart (5) and chart(6) analysis of findings concerning to third hypothesis of this research confirm it. Results gained of this test are conforming with the results that they have been done by Riskach (1996), Mouri (1981), Review (1983), Sharifi(1372) students. Education plan of life is sufficient confronting life problems especially in physical health, emotional and social abilities and make a good impression for himself and making increase of personal qualification and conclude less stress for teenagers.

Ø As we see the results of analysis quarriance in chart 7 and chart 8 the analysis is concerning to fourth matter in this search that is decreasing the effects of training life skills on decrease of student's stress. Results of this hypothesis with the results which are done by: rasid (1998), Defenbalchter & Kant (1996), Riskach (1996), Belchman (1985), Muri (1981), Musavi (1385), Review (1383) & Aghajani (1381) are the same. In all of psychological and consulting theories, anxiety is a fundamental matter and is making emotional disorders. Psychological and social disordering and different searches indicate training life skills cause upgrading ability of self express, skill of telling no and upgrading deciding and solving problems which cause decrease of stress.

Analysis of findings about the fifth matter of this search is defining the effects of life skills training on decrease of quarrels. Results of testing this hypothesis with search results are done by Gilbert (1996), Defen Bakher & kant (1996) Gay Ner (1993), Eliyas & colleagues (1991) and Wakili (1386) are the same. People who have problem controlling anger do

not have psychiatric sources for struggling with mental stresses and managing them, from the point of view Nowako (1994) remedies for controlling education social skills have positive effects on decrease of anger and negative demonstrations of anger, make soothing and control excitements.

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