

Evaluation effect of life skills training on mental health and self-esteem

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Abstract: This study aimed to investigate the effect of life skills training on mental health and self-esteem of high school students in Razan city. Research in terms of purpose, functional and in terms of methodology was quasi-experimental. The study population consisted of first year high school students have enrolled in the academic year 2010-2011 Razan City. According to research findings life skills training on mental health and self-esteem of high school students a significant effect was considered. In other words, the promotion of mental health and self-esteem for these students is increasing. As well as life skills training on other components of mental health (physical problems, anxiety, depression, and social functions) has a significant impact.

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1. Introduction

Psychologists in recent decades in the study of mental disorders and social corruptions have concluded that many disorders and impairment of disability in their correct analysis of difficult situations and lack of readiness for solving life problems in an appropriate manner rooted. Thus, according to the changes and the increasing complexity of society and develop social relationships, especially the younger generation to prepare people to deal with difficult situations seems necessary. Directly affected by the mental health community mental health of its members if someone is caught in addiction, mental illness, personal problems, career, family, education and the like so that endangered his mental health, mental health level of the population decline finds. Any treatment for these people to help them improve the mental health of the society was important.

In this regard, psychologists, supported by national and international organizations, to prevent mental disorders and social abnormalities and life skills training around the world have started at the school level. Today, using various applications such as mental health education, psychological interventions can promote social - students and finally, identify students in need of psychological services and specialized treatment to children and adolescents they can be helped to live better and have more satisfaction.

Social and cultural factors that are the main determinants exact nature of the life skills program. It may be training the objectives and content of education in the country and vary by region. Primarily on the development of modern philosophy focuses on

children and young people and encourages them to take responsibility for their actions.

Research purposes:

Overall goal:

To determine the effect of life skills training on mental health and self-esteem of high school students was considered.

Targets Details:

- Determine the effect of life skills training on students' level of depression.
- To determine the effect of life skills training on anxiety level of students.
- To determine the effect of life skills training on students' physical problems.
- To determine the effect of life skills training on students' social functions.

Main hypothesis:

- A) Life skills training are effective in improving students' mental health.
- B) Life skills education is effective in increasing self-esteem.

Literature review

- Study the effectiveness of life skills training on effective communication in female high school students pay and the positive effect of life skills training in social communication in their study concluded that efficient and significantly increased.
- Research under the effect of life skills training workshop in changing attitudes and awareness of substance abuse in students' results that the knowledge, attitude and skills of assertiveness after the change or increased participation in training workshops.

- Biabangard (1999) during the research, the relationship between self-esteem, locus of control and academic achievement were examined and a strong positive relationship between the three variables was obtained.

- Lam Stewart, Kelly (2008) in a study on the effectiveness of life skills training to parents to deal properly with children problem showed that within 6 months and 12 months compared with parents who trained the problems their children reduction respectively.

- Research in educational programs and training to support parents of children with disabilities, showed that teach life management, life style intervention for health (part of the Life Skills) is an effective way to treat parents to supervise, health, improve psychosocial issues they are depressed children and creating social.

- Research shows that life skills training to the considerable reduction in youth drug and alcohol use leads. Another study showed a significant effect on life skills in youth leadership and management abilities. San Francisco in the formal organization of prison life skills program for anger control their successful return to life in prison and were designed. The program was successfully implemented for three years in the central prison of San Francisco.

Subject skills: effective communication

First session

The role and importance of speaking and listening in communication, verbal recognition of how messages can be changed or be misinterpreted, identify the skills necessary for active listening, showing empathy, a sense of efficiency in relation open.

Second session

Identification of active listening and non-verbal behavior, understanding the importance of communication in short, ineffective emotion recognition, acceptance of personal responsibility in the communication process to explore different solutions to connect, play by the students to evaluate the relevance was considered.

Subject skills: assertiveness

First session

Recognize verbal and nonverbal aspects of communication, understanding the unique aspects of people, consider their feelings and others in relation to the transfer of common sense in relation to others, distinguish between a bold, submissive, aggressive, bold expression in the position causing conflict, understand the pattern Stop the aggressive actions

Second session

Bold response to the detection of different feel comfortable when using the call for bold, daring confidence in scope-of to review its position and recognize peer pressure and how to deal with it, the role of peers' ineffective decisions was important.

Subject skills: Decision Making

First session

Explore the components of Decision Making, expanding the group empathy, the ability to make different decisions, understanding the effects of emotions in decision-making, awareness of how Decision Making affect personal beliefs that, say what decisions will affect others, awareness of emotions and their role in decision-making

Second session

Expression decision making process, identify values and emotions associated with Decision Making, applying the framework decision in real life situations, evaluate decisions in problem solving situations and communicate with others.

Research Tools:

A) Self Esteem Questionnaire of Cooper Smith:

Self-esteem Scale contains 58 articles that feelings, opinions or reactions describes the materials of each of the subscales include: scale public 26 female social scale 8 material, scale family-8 material, scales school 8 female and lie scale 8 material, scores on scales and the total score, the identification of the context in which people have a positive image of themselves are provided-making (Cooper Smith, 1967) Studies in Iran and outside Iran shows that this test had acceptable reliability and validity. Weed and Gulen (1999) alpha 0.88 and for a total score has been reported was considered. Edmond Sun et al. (2006), the internal consistency coefficient were 0.86 and 0.90.

To test have reported Self Esteem. Cooper Smith et al. (1990) after a five-week test-retest coefficient 0.88 and since 0.70 have reported. Test-retest reliability coefficients of these tests for girls and boys respectively 0.90 and 0.92 have been reported.

Analysis of data:

Results for statistical analysis, descriptive and inferential statistical methods were used in the descriptive statistics of the sample mean standard error, standard deviation. And inferential statistics as well as multi-variable analysis of variance t test was used. Cross section: This section examines the descriptive indicators including the mean and standard deviation of the results for the following has been placed.

Table 1. Descriptive indicators for the total sample

S.D.	S.D. Ave.	Ave.	No.	Statistical indicators	Variables
38.45	8.59	533.20	30	Pre test mental health	
45.84	10.25	516	30	Post test mental health	
1.80	0.40	10.75	30	Pre-test physical symptoms	
1.63	0.36	11.05	30	Pre-test anxiety	
1.73	0.38	12.05	30	Pre-Exam Dumps	
1.68	0.37	9.30	30	After testing physical symptoms	
2.02	0.45	9.75	30	Post test anxiety	
2.08	0.46	10.55	30	Post test depression	
3.63	0.80	33.85	30	Pretest self-esteem	
4.54	1.01	29.60	30	Post test self-test	
2.54	4.01	9.60	30	Pre-Exam Dumps	
2.64	4.02	9.70	30	Pre-test social functions	
4.54	1.01	29.60	30	Post test social function	

The table above shows the descriptive indicators for the total sample deals that include the number of people, mean, standard deviation and standard error.

Table 2. Descriptive indicators for the control group

S.D.	S.D. Ave.	Ave.	No.	Statistical indicators	Variables
38.45	8.59	533.2	15	Pre test mental health	
45.84	10.25	5.16	15	Post test mental health	
1.80	0.40	10.75	15	Pre-test physical symptoms	
1.63	0.36	11.05	15	Pre-test anxiety	
1.73	0.38	12.05	15	Pre test depression	
1.68	0.37	9.30	15	Post test physical symptoms	
2.02	0.45	9.75	15	Post test anxiety	
2.08	0.46	10.55	15	Post test depression	
3.60	0.80	33.85	15	Pretest self-esteem	
4.54	1.01	29.60	15	Posttest self-esteem	
2.54	4.01	9.60	15	Pretest self-esteem	
2.64	4.02	9.70	15	Pre-test social functions	
4.54	1.01	29.60	15	Post test social functions	

The above table shows the descriptive indicators for the control group-which includes a number of subjects, mean, standard deviation and standard error respectively.

Table 3. Multivariate analysis of variance

Sig. level	d.f. error	d.f.	f value	Value	Effect
0.001	20	1	29.426	0.79	Pillay

As the above table shows results calculated 29.426 f and 20 degrees of freedom is greater than the critical value, so we can say with 99% confidence that our hypothesis that "life skills training on mental health and self-esteem." approved. This amount Pillay observed that the differences between linear combination of independent variables are dependent variables at different levels. The more significant for

evaluation of dependent variables separately significant in the linear combination of variables used one-way analysis of variance.

Main hypotheses

1. Life skills training to high school students affect their self-esteem.

Table 4. Compares the test scores of the two groups of control and experiment in self-esteem

Sig. level	<i>d.f</i>	t value	mean difference	S.D. error	S.D	Ave.	No.	Statistical indicators Variables
0.001	18	3.87	26.04	6.63	20.97	-30.40	15	Test
				1.53	4.85	-4	15	Control

2. As the results show a significant difference between the scores of high school students self-esteem can be seen that the observed value 3.87 t with 18 degrees of freedom is greater than the critical value of 2.16, after the 99% confidence we can say

that the hypothesis of life skills training on self-esteem high school students confirmed a significant effect (P<0.01).

3. Life skills among high school students have an effect on social functioning.

Table 5. Compares the test scores of both control and experimental groups at social functions

Sig. level	<i>d.f</i>	t value	mean difference	S.D. error	S.D	Ave.	No.	Statistical indicators Variables
0.001	18	2.93	1.50	0.49	1.57	-2.40	15	Test
				0.40	1.26	-0.60	15	Control

4. As can be seen from the results table are significant differences between two groups of experimental and control over social functions can be observed among high school students t has been observed that the amount of 2.93 with 18 degrees of freedom is greater than the critical value of 2.16, after

the 99% confidence we can say that our hypothesis that life skills training high school students a significant effect on social functions is confirmed (P<0.01).

5. Life skills among high school students have an impact on physical symptoms.

Table 6. Compare control and test scores on tests of physical symptoms

Sig. level	<i>d.f</i>	t value	mean difference	S.D. error	S.D	Ave.	No.	Statistical indicators Variables
0.001	18	3.46	3.33	0.92	5.05	-3.10	15	Test
				0.33	1.85	-0.23	15	Control

As can be seen from the results table are significant differences between two groups of experimental and control over social functions can be observed among high school students t has been observed that the amount of 2.83 with 18 degrees of freedom is greater than the critical value of 3.46, after the 99% confidence we can say that our hypothesis that life skills training high school students a significant effect on social functions is confirmed (P<0.01).

Discussion and Conclusions:

Main hypotheses:

Main hypothesis A: life skills training have an impact on the mental health of high school students.

The results of this study show that life skills training had a significant effect on the mental health of high school students there. The results is consistent with previous results Nazarpour et al. (2009), Tork Ladani et al. (2008), Khadivi (2001), Arabgol (2005), Lam, Stewart, Kelly (2008), Turner et al. (2007) and Davies (2002). This hypothesis can be said in explanation that makes life skills training to know their pupils better, communications better position to

control their emotions and feelings of lack of control in life leading to depression change. Also, given that one of the sections that teach life skills in this study is presented, assertiveness training was important and given that the effectiveness of the training of social functions this tutorial to express their feelings and attitudes are good. Also according to the research deals with communication skills is presented, the students can more easily with their age groups as well as their family members communicate and better able to express your emotions and feelings of self-defense rights.

Main hypothesis B: life skills training to high school students affect their self-esteem.

The results of this study show that life skills training had a significant effect on self-esteem of high school students. The results are consistent with previous results Tavakoli et al (2009), Temple and Bryan Robson (1991), Morgan and Leung (1980) and Brown et al. (1992). It can be stated that the use of life skills in organizing and improving interpersonal relations, social responsibility and conflict resolution to affect the correct decisions. Achieving this goal is not possible unless the skills to be taught to students. If a small fraction of these skills to students to teach them better able to control and regulate negative emotions, problem solving, decision making, anger management, communication, etc. to be allocated, the risk of many disorders and maladjustment students in the prevention and therefore their quality of life is improved. Self-esteem is one of the basic human needs in all scientific and moral classes. Life skills training can be for everyone, especially for high school students who are at a crucial stage in terms of age, can have a significant impact. The results of this study show that life skills training can cause changes in self-esteem of students.

Applied research suggestions:

- Due to the impact that life skills training in mental health and other social and psychological factors of students, it is suggested that life skills as a textbook written separately to be used as textbooks available to students and also can be provided life skills, among other subjects.

- Mental health questionnaire, along with other mental health indicators at the start of the academic year by consultants, teachers and the students to the psychological needs - social needs they identify and train the students to be associated with it (needs assessment, psycho-social needs of students).

- Due to the lack of life skills education in school is proposed a radical revision by experts in all stages of planning, teaching life skills such as organization, control and supervision of the implementation of the

program, manpower training and evaluation and modification done to complete the project. An important step in the promotion of mental health and social for students was considered.

- As well as life skills training courses tailored to the psychological characteristics of students to be included.

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