

Effect of a Course of Life Skills Program on the Male-Students' Self-Esteem

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ABSTRACT

A course of life skills program is an effective way to improve the normal personality and mental health of student. Also self-esteem is one of the most important factors in the favorite growth of children and adolescent; therefore, the research aimed to focus on the effect of a course of life skills program on the male-students' self-esteem in Bujnord high schools. The research was performed empirically by pretest and posttest on 286 students in high school in multiple stages and cluster method. Then, 40 students with self-esteem under 25 were chosen and divided into control and experiment groups. Both groups, at first, were examined by pretest; then, the group passed the process of a course of life skills program; finally, both groups were evaluated by posttest. Cooper Smite's Questionnaire was the instrument of data collection. The data was analyzed by Spss 15 in a statistic and descriptive, mono-literal analysis variance-independent t test. The research showed that a course of life skills program not only affected the student's self-esteem but it also has a significant difference with general, educational, social and family self-esteem. In other words, a course of life skills program cause to achieve success and effect self-concept success namely increase in self-esteem.

KEYWORDS: life skills, self-esteem, students, training.

INTRODUCTION

Rapid improvements in technology and information caused a vacuum for human, although it has many advantages. The increasingly wave of pessimism and disappointment, despair and depression, decline in suicide age, increase in crime and many other social-psychic problems are unquestionable facts showing humans have lost their own interactive human identity as well as others. [1] Moreover, the factors as profound diffidence and weak self-esteem cause such negative and perilous results in human including young and adolescent people. [2] Self-esteem is one of the most important factors in the favorite development of the young and adolescent personality. Having a powerful volition and self-confidence, safe and positive self-consciousness, problem solving and decision- making, thought health, mental health and mental communication are in a direct relationship with self-esteem and self-respect. [3] Self-esteem means understanding the ability and capacity to cope with the life challenges as well as eligibility to get the happiness. [4] In other words, self-esteem is one of the fundamental instruments of personality development toward self-actualization. [5] Self-esteem is a human need since the beginning of infancy to death. Mainly, self-esteem, in a child, is resulted from his/her parents love and kindness. [6] Life skills are a set of skills and abilities which protect individual to cope with the conflicts and difficult situations of life. This capability causes individual to act compatibly and positively in his/her relationship with human, society, culture and his environment and secure his/her mental health. [7] Researches have showed that social connections, family relations, struggle to achieve life skills and association with friends and relatives can reinforce the positive feeling of individuals and reduce their problems and difficulties. [8] With regard to the role of schools in proving mental health of students; therefore, a course of life skills program is an effective method for development the healthy personality and security of mental health of student. [9] According to the researches, the adolescent period is the most important and effective period for preventive training; thus, with regard to the above researches and importance and valuable role of a course of life skills program on individual's self-esteem, in particular adolescent as well as the positive effect of preventive

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programs in schools, the present research has considered the effect of a course of life skills program on the male-student's self-esteem in Bujnord high schools.

General objective: Determining the effect of a course of life skills program on male-student's self-esteem in Bujnord high schools.

Hypothesis: A course of life skills program is effective on the male-student's self-esteem school.

1. Is a course of life skills program effective on the general self-esteem of mail-students in schools?
2. Is a course of life skills program effective on the family self-esteem of mail-students in schools?
3. Is a course of life skills program effective on the educational self-esteem of mail-students in schools?
4. Is a course of life skills program effective on the social self-esteem of mail-students in schools?

METHODOLOGY

The research was performed in empirical pretest-posttest. It used the cluster multiple-stage sampling method in which 4 high schools were selected accidentally among 12 male-high schools. Among 30 classes, 10 classes (286 persons) were selected from marks 1, 2 and 3 in different fields. Then the measuring instrument in the research and self-esteem questionnaire by Cooper Smite was given to the students. After filling and mark, the individuals with marks below 25 became separated. Among whom 40 individuals were replaced in two groups of 20 persons (control and experiment) as accidentally samples. At first, both groups were tested by pretest, then, the experiment group started its a course of life skills program for 16 weeks, each session 90 minutes and one session in every week, but control group did not experience any education. Finally the posttest was performed for both groups.

Research Instrument: Research Instrument is Cooper Smite's self-esteem questionnaire containing 28 items, which are answered by Yes/No, and 8 pathometer items. Grading method of this scale is zero and one. On the whole, its 5 items have been divided into four sub-scales including: general self-esteem, social self-esteem, family self-esteem, educational self-esteem. The minimum mark is zero and maximum is 50. If the answerer's mark becomes more than 4 (from the 8 pathometer item), it means low validity of the test, that is, the testee has tried to show itself better that its real status. Individuals whose marks become more than 25 averages have a high self-esteem and less than 25 means low self-esteem. Final coefficiency of the questionnaire in the research by Cooper Smite *et al.* (1976), who had applied the re-trial method, became 0/7 to 0/8. [10] Validity of the questionnaire also has been confirmed by some researches as Cooper Smite (1976). [11] The data of the research was analyzed in the Spss 15 by statistic-descriptive, analysis and one-side variance and t test.

RESULTS

The result showed that utmost 124 persons from 286 (43.4%) students were in mark one and utmost 87 students (30.4%) were studding in the mathematic and technical field. Mainly the 248 (86.7%) student's parents were alive and mainly 254 (89.2%) student's fathers had an occupations and mainly 196 (68.5%) student's fathers education were below diploma. Mainly the 264 (92.3%) student's mothers were householder and mainly 68 (23.8%) students were the first child of family. Also, mainly 47 (51.4%) student's family incomes were average. Mostly, 110 (38.5%) students had reported their mental status as usual. Mostly, 160 (56%) students had reported their own physical status half-healthy.

Table 1: results of test t to compare the difference of self-esteem mark in the control and experiment groups.

Group	Mean	Standard Deviation	Mean difference	t	Freedom Degrees	P
Experiment	14.15	11.28	22.85	7.15	38	< 0.001
Control	-8.82	8.82				

The table is the result of independent t test containing the mean difference of a group who has received a course of life skills program and a group who has not received a course of life skills program. It is 22/85 which is significant statistically (p < 0/001, T=7.15).

Table 2: Results of t test to compare the difference in the marks of general self-esteem in control and experiment groups.

Group	Mean	Standard Deviation	Mean difference	t	Freedom Degrees	P
Experiment	8.6	7.08	14.35	6.59	38	P<0.001
Control	-4.85	5.75				

The table is the result of independent t test containing the mean difference of a group who has received a course of life skills program and a group who has not received a course of life skills program. It is 14.35 which is significant statistically ($P < 0.001$, $T = -6.59$).

Table 3: Results of t test to compare the difference in the marks of family self-esteem in control and experiment groups.

Group	Mean	Standard Deviation	Mean difference	t	Freedom Degrees	P
Experiment	2.45	2.84	3.35	4.157	38	< 0.001
Control	-0.09	2.22				

The table is the result of independent t test containing the mean difference of a group who has received a course of life skills program and a group who has not received a course of life skills program. It is 3.35 which is significant statistically ($p < 0/001$, $T = -4.157$).

Table 4: Results of t test to compare the difference in the marks of educational self-esteem in control and experiment groups.

Group	Mean	Standard Deviation	Mean difference	t	Freedom Degrees	P
Experiment	2.35	2.01	3.7	5.112	38	< 0.001
Control	-1.35	2.54				

The table is the result of independent t test containing the mean difference of a group who has received a course of life skills program and a group who has not received a course of life skills program. It is 3.7 which is significant statistically p ($P < 0/001$, $T = 5.112$).

Table 5: Results of t test to compare the difference in the marks of social self-esteem in control and experiment groups.

Group	Mean	Standard Deviation	Mean difference	t	Freedom Degrees	P
Experiment	1.7	1.86	1.825	3.264	38	0.04
Control	-0.125	0.15				

The table is the result of independent t test containing the mean difference of a group who has received a course of life skills program and a group who has not received a course of life skills program. It is 1.825 which is significant statistically ($p = 0.04$, $t = 3.264$).

DISCUSSION AND RESULT

Research Hypothesis: A course of life skills program affects student's self-esteem

With regard to the table 1, the hypothesis above was approved and it is concluded that a course of life skills program affects student's self-esteem and increases their self-esteem. This result matches the research entitled *Effects of A course of life skills program on Inter-personal Relations, Self-esteem and Self-assertion of Blind Daughters in 1388*. The researcher perceived that a course of life skills program has a significant and positive effect on the self-esteem and self-assertion of blind daughters. $p < 0/001$. [12] Also, this finding matches the results of the researches by Vicherusky (2000) [13], Peik *et al.* (2003) [14], Albertine *et al.* (2001) [17] and Shirvani (1385) [18]. The findings show that a course of life skills program on the self-esteem is changing in a positive direction.

Question: Does a course of life skills program affect general self-esteem of students?

With regard to the table 2, the question above is confirmed and it is concluded that a course of life skills program affects the self-esteem of students and increases general self-esteem of student. This finding matches the finding of the research by Sharifi Daramadi (1384) entitled *Effect of Training Problem-Solving Style on Self-Esteem of Students between 12-13 Ages with Behavioral-Communication Problems in High schools*. The finding of this research showed that the means of general self-esteem in control and experiment groups had a significant difference in posttest and mean of general self-esteem in experiment group was more than control group. [19]

Tafarudi and Savan (2001) [20] showed that general self-esteem is separable at two levels of self-eligibility and self-interest. Educational and social self-esteem was categorized at level of self-eligibility in the field of education and communication and physical and family self-esteem at the level of self-interest. [21] In the study, it is concluded that a course of life skills program has caused a positive change in self-eligibility as well as self-interest.

Question 2. Does a course of life skills program affect family self-esteem of students?

With regard to the table 3, the question above is confirmed and it is concluded that a course of life skills program affects the family self-esteem of students and increases their self-esteem. This finding matches the finding of the research by Qagremanlu (2005) entitled *Relation between Family Operation and Educational Improvement of Guidance School Students in Asfrayan in 2005-2006*. The general results declared that the most part belongs to the family self-esteem [22] Hynik (1995) perceived that the skill of flexible problem-solving is positively related to the parents' reaction to their children needs. [23] Therefore, quality of infancy relations is in essential importance and it is in this moment that the seeds of self-esteem are cultivated and family self-esteem returns to the previous experiences more than the other self-esteem. [24] Question 3, Does a course of life skills program affect the educational self-esteem of students?

With regard to table 4, the question above is confirmed and it is concluded that a course of life skills program affects educational self-esteem of students and increases it. The finding matches the finding of Barkhori's (2009) research entitled *Effectiveness of the skills of Positive Thinking in the Group Method on the Motivation of Improvement, Self-esteem and Happiness of Male-student in Mark one in Jiruft High School*. The general result of the research showed that training skills of positive thinking have had a significant effect on increasing the marks of improvement motivation ($0/001 > p$) [1].

Also, it matches the finding of the research by Ebadi (2005) [25], Biyanongard (2007) [26], Lapurt and Suini (1993) [22], Kesidi and Lung (1996) [19], in which increase in ability has a direct effect on self-esteem and increases learning, activity and interesting and cooperation in the process of learning. [27] It is resulted in educational success which causes increase in educational self-esteem.

Question 4, Does a course of life skills program affect social self-esteem of students?

With regard to the table 5, the question above is conformed and it is concluded that a course of life skills program affects the social self-esteem of students and increases their social self-esteem. This finding matches the finding in Mahmmudi Rad's research (2007) entitled *Effect of Training Communicative Skills and Social Problem-Solving on Self-esteem of Elementary Mark 3*. Statistic analysis of the research described the significant improvement of self-confidence in the group. [21] Also, these finding matches the finding of the researches by Harchi (2005) [28], Vrtiz (1975) [29], Gabril (1994) [30], B. Jesterd (1998) [31] and Keramer (1991) [32]. A course of life skills program can be resulted in more social adjustment; consequently, a higher social self-esteem.

As the result, the finding of the research showed that a course of life skills program affected general, educational, social and family self-esteem and increased them because social skills cause success achievement and affect success in self-imagination; consequently, they increase self-esteem.

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