

Investigation the Effect of Life Skills Training on Students' Emotional Reactions

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ABSTRACT

Learning Life skills causes psychological capacity of individuals to increase, and the higher the psychological capacity of individuals, the more psychic and behavioral health. Therefore, the present paper deals with the effect of life skills on emotional reactions of university students. Method: In this semi-empirical research, under study universe were medical students of Maragheh Islamic Azad University, of whom 40 nursing and midwifery students were selected through purposive sampling method. DASS-21 questionnaire was used as research tool. The present research was of one-group type and as pretest and post-test. Interference (Life skills education) was performed in 8 90-minute sessions and post-test was carried out on the very group after completing educational program, and data were analyzed. Findings: pair t-test showed that stress score after education with 7.8 score decrease, anxiety after education with 8.9 score decrease, depression following education with 9.5 score decrease compared with scores before education had significant difference ($p < 0.01$). Conclusion: This study showed that life skills education causes emotional reactions of students (anxiety, depression, and stress) to decrease. Therefore, a comprehensive planning is necessary in the field of life skills education.

KEYWORDS: Life Skills, Emotional Reactions, Students

1. INTRODUCTION

Cope with life stress and interpersonal and social skills have always been a part of the reality of human life and are manifested in different forms in different periods of life. Conflict in childhood have little effect, but along with age, especially in dealing with the challenges of adolescence and youth, and internal conflicts will become more manifest peripheral [1]. Life skills, social and personal skills are so important and all students should be able to acquire their own issues and other people within the community to effectively make decisions and act effectively and safely. To achieve an appropriate level of mental health and overcome emotions and stress in everyday life, there are a lot of life skills that includes 1- Emotional management; 2- problem solving; 3- Assertiveness; 4- Self-Awareness; 5- Resiliency; 6- Anger management; 7- Critical Thinking; 8- Decision Making; 9- Communication; 10- Stress Management [2]. Life skills training, skills-based education is to develop the ability of young people to deal effectively with the demands and challenges of everyday life, particularly in the areas of physical health, emotional and social empowers [3]. People will learn life skills, increase mental capacity and how people's mental capacity is high, as is the promotion of mental health and behavior, psychological capacity in mental health promotion, psychosocial and physical aspects of each of the above is great [2]. Nonspecific stress response of the body to any pressure that may be the answer against any internal stimulus, cognitive, and environmental or external stimuli is shown [4].

Psychological disorders can cause many problems for the students. The disorders most occur between the ages of 15 to 25 years into young adulthood. At this stage of life, many people have begun or are continuing their education or training. Most common problems with the education of students with psychological disorders such as lack of concentration, distraction, inappropriate behavior, lack of social skills, helplessness, behavioral impulsivity and experience extreme anxiety. Often the complexity of the problems and obstacles in the way of it, they are supposed to be studying [5]. According to the World Health Organization, over the next two decades we will witnessed major changes in disease epidemiology and population health, so that mental disorders are the leading risk factors for early mortality [6]. Currently, depression is the fourth most common disease in the world, according to figures from the World Health Organization; 340 million people worldwide suffer from depression [3].

Studies show that each year about 19 million people in the United States experience depression. It is believed that 10-20% of people with severe depression are too weak [7]. According to statistics, 15% of people in

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America are suffering from anxiety disorders [8]. In a study conducted on Malaysian students in private schools, it was found that 46.2% of the students were suffering from psychological disorders. It seems that medical students are more engaged than non-medical students with emotional problems [9].

Because of the high prevalence of depression and its subsequent consequences are serious health problems. Prevalence of depression in the general population ranges from 10 to 21 percent [10]. Experts believe the stress of physiological and psychological factors in health and disease originating from 50 to 80 percent. Health disorders in developed countries includes 12-10% of students, regardless of its intensity is one of the major reasons for dismissal, failure, and dropout students [11]. In a study of Chinese students' social anxiety associated with stress and mental health using the GHQ were more women than men suffer from stress [12]. The role of stress in causing depression and mental condition is so well known that stressful life events in predicting depressive symptoms may be most critical of university environment to study the health of young people [8]. Educational demands required to successfully face uncertain future and students with emotional, social and physical problems of the families involved that may affect learning ability and educational performance. These changes can increase the risk of depression and may affect your health [13]. Students having problems with other students, their specific problems, such as stress and psychological environment (hospital) and not having to deal with the problems of the patients also have a bright future career and the reason seems to be higher than the other students are in danger of losing their mental health. The critical thing about stress is its effect on learning. Students behave under stress or in an undesirable manner and listen to life or to end a stressful situation hastily choose a solution [14]. Therefore, this study led researchers to determine the effect of life skills training on emotional reactions (stress, anxiety and depression), Islamic Azad University, Maragheh.

2. MATERIAL AND METHOD

This study was a quasi-experimental before and after. A total of 40 patients were enrolled in this study. Samples were purposefully selected from among students of nursing and midwifery. Inclusion criteria for the subjects included in this study in the first semester of the academic year 2011-2012 are being educated; do not use of psychoactive drugs, or tranquilizers not to obvious impairment of mental illness and have no physical disability may not, be willing to participate in the study, they did not participate in life skills classes. The tool for data collection was a two part questionnaire. Part of characteristics including age, gender, major, year of arrival, marital status, family size, birth order, place of residence, education and occupation of parents and family monthly income. Part two is made of depression, anxiety and stress scale and this scale has 21 materials and made by Lovibond and Lovibond [15, 16] which is graded on a 4-point Likert scale. This measure is built based on a theoretical model, the triad of depression, anxiety and stress. The model suggests that the prevalence of anxiety and depression overlap with the future in similar cases to follow, on the other hand, both long-term and chronic stress disorder, usually following form. Crawford and Henry are reported with Cronbach's alpha reliability of this instrument for depression 0.95 Anxiety 0.90, stress 0.93. In Moradi's study [17], Cronbach within Department of depression in 0.94, anxiety 0.92 and stress 0.82 has been reported. The questionnaires completed by the students before the training program was implemented. This training program within two months, in 8 sessions, each session will run for 90 minutes. During the sessions, which may include life skills were taught. 1- Managing Emotions; 2- Problem solving skills; 3- assertiveness 4 - self-awareness skills; 5- resiliency; 6- anger control skills; 7- critical thinking skills 8- decision making skills; 9- Effective communication skills; 10- Stress management skills. Then, three weeks after the last training session, subjects were evaluated again with the same question. Data analysis was performed using the statistical software SPSS version 16. Description and analysis of descriptive statistics (absolute and relative frequency distribution, mean and standard deviation) and inferential statistics (paired t-test) were used.

3. RESULTS AND DISCUSSION

Students in two stages, before and after training were studied. 90% were single and 10% were married. Mean age of samples were 20.7 years. 72.5% of the samples in nursing were nursing students and 27.5% were midwifery students. Parents were educated about 42.5 percent illiterate and primary level, 40 percent of high school and under diploma and 17.5% university education. 5% of students working for their father's job, 22.5% of employees, 40 percent are self-employed, 27.5 percent retired, 2.5 percent were other. In relation to education, 50% of mothers were illiterate and primary level, 45 percent and 5 percent under diploma or college education. 10% of employees their jobs and 87.5 percent were housewives. 35% of students and 65 percent lack adequate income for their families expressed. Life skills training stress scores before 19.55 and after 11.75, respectively (Table 1). T-tests showed that after training stress score 7.8 score lower than before the training has had a significant meaning ($t < 13.63$, $p < 0.01$) (Table 2). The average anxiety score before life skills 22.07 after teaching 13.15, respectively (Table 1). Paired t-test showed that anxiety scores after training with the 8.9 score lower than

before the training has had a significant meaning ($t < 14.07$, $p < 0.01$) (Table 2). The mean depression score before teaching Life Skills was 20.85 and after training were 11.32, respectively (Table 1). Paired t-test showed that depression scores after training with 9.5 score lower than before the training has had a significant meaning ($t < 14.07$, $p < 0.01$) (Table 2).

Table 1. Mean, standard deviation, minimum and maximum emotional reactions and their subscales before and after training

Emotional reactions and their subscales		Numbers	Minimum	Maximum	Mean	S.D.
Stress	Before training	40	12.00	28.00	19.5500	4.07588
	After training	40	9.00	17.00	11.7500	1.72091
Anxiety	Before training	40	14.00	27.00	22.0750	3.37705
	After training	40	9.00	22.00	13.1500	2.57752
Depression	Before training	40	14.00	26.00	20.8500	3.47556
	After training	40	7.00	20.00	11.3250	3.19766

Table 2. Results of the paired t test to assess the impact of life skills training on emotional reactions and their subscales

Emotional reactions and their subscales	Differences before and after training					t value	d.f.	Significant level
	Mean Difference	S.D.	Average standard error	95% confidence for the difference				
				The lower limit	The upper limit			
Stress Before and After	7.80000	3.61762	0.57200	6.64303	8.95697	13.636	39	0.000
Anxiety Before and After	8.92500	3.83899	0.60700	7.69723	10.152	14.704	39	0.000
Depression Before and After	9.52500	4.08240	0.64548	8.21938	10.830	14.756	39	0.000

In order to determine stress subscale stress and compared before and after the training of students of Islamic Azad University, Maragheh "mean stress of life skills was 19.55 and after training was 11.75, respectively. Paired t-tests showed that stress scores before and after the training has had a significant meaning ($p < 0.01$). The result of the study, Haj Amini et al. [11] investigated the effects of a life skills education on adolescent emotional reactions are consistent. Young study [18] as power of life skills to cope with stress, suggesting that these factors may have an important role in dealing with the barriers to opportunity. Also Kavian [12] in a study on 217 children showed that stress management training has led to the reduction of stress. Also, Meichenbaum [19] stated that Edward in 1796 in their study found that stress problem solving skills training to adolescents and young adults has declined in the same mind and in the case of attempted suicide were much less stressful event. Anxiety subscale in order to "determine and anxiety before and after the training of students of Islamic Azad University, Maragheh" life skills mean anxiety score 22.07 after training, 13.15, respectively. Paired t-tests showed that anxiety scores before and after the training has had a significant meaning ($p < 0.01$).

The results of this research study, Hajj Amini et al. [11] investigated the effects of a life skills education on adolescent emotional reactions are consistent. Also Kavian [12] in a study on 217 children showed that reducing anxiety, stress management training company. Furthermore, Baba Shahabi [13] reported that problem-solving skills will reduce anxiety in adolescents. Depression subscale in order to "determine and depression before and after training in Maragheh Azad University students' depression scores before learning life skills was 20.85 and after was 11.32. Paired t-test showed a significant difference in depression before and after the training has significant difference ($p < 0.01$). Also Botvin and Kantor [20] studied as the impact of life skills education on prevention of drug abuse and Popenhagen and Qualley [21] as suicide prevention and treatment are consistent. The findings showed that teaching life skills to students contribute significantly to emotional reactions. The clear message is that through education and life skills to improve emotional reactions can be employed by students. Since stress and anxiety are gradually led to depression, stress and anxiety can seem to control and management over time, reducing the incidence and severity of depression. Because of the increasing complexity of society and social relations, especially in preparing young people to cope with difficult situations is necessary.

Since our country has a young population and, unfortunately, in recent years the field of social deviance and delinquency has increased, so it's necessary that extent and level of education of planning authorities to take action to reduce the level of social deviance and delinquency, Increasing employment opportunities in the community and enhance job creation in the spirit of the students, conditions for future challenges by providing students with life skills.

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