

The effectiveness of teaching social skills on self-esteem and dimensions (self, family, social and academic) in students with learning disabilities

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ABSTRACT

The purpose of present study was to study the effect of teaching social skills on self-esteem and dimensions (self, family, social and academic) in students with learning disabilities among grade 5 and students of center learning disabilities in kohgiluyeh. Sample of this study was 30 students grade 5 of Elementary (15 students in the experimental group and 15 students in the control group), that, they were selected randomly based on sampling. The scale used for this study was self-esteem Scale (Cooper smith, 1967). The research design was pretest-posttest with control group. The experimental group received 12 sessions of social skills (45 minutes per session). Data were analyzed using covariance analysis (Mancova). The results indicated the effectiveness of teaching social skills in modifying self-esteem and dimensions (self, family, social and academic) in students with learning disabilities.

KEY WORDS: social skills, self-esteem, learning disabilities

1- INTRODUCTION

Childs and adolescence have been introduced in to them peer group, through obtaining social skills and thereby form that live four Darian (Lin, 2004, weight and chapparo, 2008). Obtaining the social skills is the pivot of social development, forming social relationship, quality of social interaction as well as mental health (Teodoro et al, 2005). Social skills are behaviors that using effective interaction with others, cognition of social signs and response to them provide individuals with application of appropriate to special status, avoidance of inter personal conflicts and consistency with simple and complicate situations. Presence of this skill facilitator right emotions, protecting positive social relations and life imparting (kuha: matson, mingual & marson, 2001). Social skills consist of skills that are necessary for having effective relation with others and obtaining acceptance from them (Hallinger, 1980).

Self-esteem is a guard against mental pressures that protect individual from negative pressuring events. The person who has self-esteem is able to encounter with external pressuring events and threats with we experiencing negative exciting and degradation of mental organization (kohn, 2004). From koppereshmit view self-esteem growth is prefunding effected by level of respectful behaviors of important person in individual's life as well as history of his (her) success in life and for this efforts has to bemade for elevating student's self-esteem level prior to start any teaching action (carsoon etal, 2001). The self-esteem consisy or (self, family, social and academic). The first componevre is a belief and attitude that individual develop on self-confidence, self-perception, individual motivation, desire and decisions. Social self-esteem refers to individual view and attitude on preferences, interests, duties and self-assertion in community. Family self-esteem is referred to as individual judgment about his/her emotions, relations and expectation with respect to family. Academic self-esteem is related to the judgment and attitude that an individual develops on academic affairs, peers, teacher and school (Noori, 1375).

Learning disorder has described as a neurological depict that hinders *student's* abilities to , process and generation of information and is associated with significant academic and social problems (Gettiner&koscik, 2001, International center for Learning disabilities, 2002, after paul, michell, marelg, Geane and josepri).

Child with learning disorders often experience excitation and emotional-social problems and due to their low self-esteem it is too hard for them to find friend and have trouble in maintaining friendship (Gottinger&koscik, 2001 after paul, 2006).

Childs with learning disorder have problems in functions such as self-awareness in presence of others (sense of space, reading *other's* reaction), relationship (using)(treating with derision , apologizing, responsibility acceptance), cooperation

Learning disorders lead not only to low self-esteem in child but low self-concept and self-esteem has negative effect on children. Childs with low self-concept are significantly worse than those with high self-esteem, academically. Students with learning disorders that are of low General self-esteem and self-concept may develop inadequacy in fields such as academic, social, behavioral and academically skills, academically (kloomok, cosden, 1994). Learning disorders in children affect their self-esteem, self-concept, social skills and mental health, so these have a low self-perception (mckenzie, 2005, wight, chapparo, 2008). They have a negative sense about their disability; have low confidence on academic task and subject to more academically failure that can lead them to become more disable (Kelly, Norwich, 2004). These students have lower self-esteem than their normal peers that can be due to lake of social and academically positions (Reid, magg, 2006 after Roald, nancy, 2008). Self-esteem of children and adolescence is one of the interested benchmark for psychologist and educative science scholars and a great deal of attempts has been made on effectiveness of training social skills on the self-esteem of child's and adolescence. Baianzadeh and Arjmandi (1382) in line with these efforts has evaluated the impact of training social skills to minor mental disabled children. Their findings show that the test group after completion of training sessions has improved signititly. Moradi et al. (1388) said that training life skills affect improvement of self-esteem of students. Be hpajuh et al. (1389) have conducted a study to access impact of training social skills on social consisteky and academically performance of unapt students the results showed that training social skills has significant effect on improvement of social consistency and academically performance of uhapt students. Tailer and Montgomery (2007) argue that cognition-behavioral training leads to increase of self-esteem of depressed adolescence. Social skills training resulted in increase of self-esteem in schizophrenia patient (j min et al, 2007) and mental partiers (klavz and tinous, 2004). Yazd khasti (1390) showed that group with tongue tie due to poor social skills have lower self- esteem than normal child. Bob Lawlir et al. (2010) in a study on communication skill requirements of graduate students concluded that these skills significantly lead to increasing self- esteem interrelation and fallibility in them.

Studies show that there is a relation between self-esteem and socially accepted behavior in elementary level and there is a relation between low self- esteem, anxiety and depression (Fransis 1997, kohen, 2004).

Considering different works, the current study aims to access effectiveness of training of social skills on self-esteem and its dimensions (self, family, social and academic) in students with learning disorders.

2- METHOD

In this study, the pretest-posttest method with control group was used. Statically population included all students of grade 5 elementary of kohgilugeh city in academic-year 92-93. The study sample consists on male students of grade 5 elementary (30) with Learning disorder that have been assessed in educational and rehabilitation center for Learning specific problems and recognized as having Learning disorders/and grouped into test and control categories. The test group was touched by 12 sessions each Lasting for 45 minutes. But the control group received no teaching.

2-1: Self-esteem questionnaire

This questionnaire was invented by cooper smite (1967) in order to assessing self-esteem. The scale of self-esteem has 58 items. The responses are in yes or No form. This questionnaire composed of 5 subscale that include self, social, family, educational center and false.

Grading : grading is as zero and one. Reliability using x-factor reported equal to 0.88 (Hers, Gollen, 1999) and validity using split half method is 0.87 (poor shafeei, 1380).

2-2 : The summary of educational sessions is as follows :

First session: Familiarity and introduction, discussion about group, group regulation, significance of social skills and individual feedback about introduction method and tasks related to introducing self to others.

The second session: evaluating previous task and giving feedback, method of introducing self to others, greeting and assigning appropriate task.

The third session: assessing previous task and giving feedback, practicing exchanging complement, practicing to start discussion appropriate continuity and ending it, assigning task about starting discussion with others.

The forth session : evaluating previous task and giving feedback, discussion about significance of rules in home and school and assigning task about discipline.

The fifth session: evaluating previous task and giving feedback, practicing for demanding method from others, teaching how to treat with one that reject our request, assigning task about demanding and giving appropriate response.

The sixth session: evaluating previous session and giving feedback, discussion on significance of permitting from headman's and doing duties, and assigning appropriate task.

The seventh session: assessing previous task and giving feedback, teaching about emotion in habitant, expressing Negative and positive emotions and assigning appropriate task.

The eighth sessions: evaluating previous task and giving feedback practicing on How to express emotions, presenting template about requesting help and helping to other.

The ninth session: evaluating previous session and giving feedback, discussion about how to say No to irrational requests, assigning task relating to irrational quests and power of saying no. The tenth session evaluating previous session and giving feedback, discussion about criticizing, task about giving feedback to others, apologizing from others and accepting *other's* apologize. The eleventh session : evaluating pervious session and giving feedback, practicing on criticizably, How to presence template in relation to appropriate treating with critique, assigning task about putting in with critique and problem solving skill.

The twelfth session : evaluating previous session and giving feedback, presentation summary of previous matters, pluralization and co-variance analysis was used to analysis data so it is possible eliminating pretest effect weighted means of the two group be compared.

3- FINDINGS

Discretionary characteristics of self-esteem and *it's* subscales in the test and control group are shown in table 1 for pre and post stage of teaching of life skills.

Table 1- mean and standard deviation of self-esteem and *it's* dimensions for pre and post test stages by studies groups.

scale	control				Experimental			
	post-test		Pre-test		post-test		Pre-test	
	standard deviation	mean	standard deviation	mean	standard deviation	mean	standard deviation	mean
self-esteem	3/32	19/06	3/10	19/73	3/09	24	3/45	19
self	1/32	10/80	1/70	10/73	2/47	14/4	2/47	10/86
family	0/96	3/06	0/99	3/13	0/75	4	0/79	3/06
social	0/81	3/66	0/82	3/60	1/03	4/93	0/99	3/53
academic	0/77	2/80	0/81	2/66	1/06	4/13	0/82	2/60

As the results of table 1 show self-esteem average and *it's* dimension (self, family, social and academically) have been increased more in test group with respect to control group.

In order to significance of obtained variance and impact of social skill on self-esteem and *it's* dimension in students, the co-variance analysis was used.

Table 2- covariance analysis summary of impact of social skills on self-esteem and *it's* dimension (self, family, social and academic).

Subscales	Sources of difference	df	SS	MS	F
self-esteem	Pre-test	1	190/49	190/49	52/39
	Group	1	227/25	227/25	62/50
	Error	27	98/169	3/63	
self	Pre-test	1	90/89	190/49	206/32
	Group	1	12/72	227/25	192/80
	Error	27	15/70	0/471	
family	Pre-test	1	7/32	190/49	81/07
	Group	1	5/23	227/25	37/80
	Error	27	16/35	0/194	
social	Pre-test	1	13/09	190/49	55/78
	Group	1	7/91	227/25	44/68
	Error	27	0/293	0/293	
academic	Pre-test	1	16/73	190/49	61/06
	Group	1	14/59	227/25	53/24
	Error	27	7/39	0/274	

*P<0/001

Accordingly self-esteem and *it's* dimension have been improved after teaching social skills and directed to positive direction.

According to results of co-variance analysis for self-esteem and all involved factors, the F factor was significant by 0.001 (table 2). So it can be concluded that teaching social skills is effective on self-esteem and *it's* dimensions in student with learning disorders. Since the post-test averages of self-esteem and *it's* dimension had been greater than pre-test (table 1). This effect is positive and self-esteem and *it's* dimension have increased. So it can be concluded that teaching social skill leads to increase of self-esteem and *it's* dimension.

4- CONCLUSION

Says research shows that social skills training Can its dimensions Self esteem(Self, family, social and academic) for students with learning disability change. Students with learning disability and social skills as well as gain.vaz Self-esteem in terms of its dimensions(self, family, social and academic) on his own Changes will have a more positive self-concept And it will be your limits and abilities in a way More accurate assessment, understanding and acceptance of them The findings of this study's findings Ji-Min et al. (2007), Close and Tynvs(2004), Tyler(2007), Terry (2002), Moradi et al. (1382), Akbari nejad (1388), born and civic expression(1382), the scholar and co-workers(1389) and Fleet wood et al(1392) The alignment.

Social skills training can be based on there cord to say Self-esteem and its dimensions(self, family, social and academic) in people improve If children in early life to learn social skills Their health, their family and their Social Therefore, social skills training to increase the empowerment Different of children And prepare the mtoan effective life.

Social skills training can explain these finding Improve self-esteem of students with learning disabilities

We can say that self-esteem, well-being and cognitive features that is important Environment a land neutralize adverse effects(vejdany,1382).Social skills training can increase a child 's social interaction swith peers ,teachers and family School problems, emotional, social and familiar educed.

The explanation of the components of social skills and self-esteem(self, family, social and educational) to say Teaching social skills to children with learning disability improve the beliefs ,attitudes and motivations of their, Their interests, tasks, and which expression changed, Harvest and their judgment about feelings, relationships and expectations of the family has changed and the level of their intelligence, to the school, classmates ,teachers and school stocreate positive change.

The issue of self-esteem and self-worth category of the fundamental factors of personality development, especially the development of children and adolescents is(Cross, 2004).

A strong will and self-confidence, decision-making, initiative, creativity and mental health has a direct relation ship with the amount of self-esteem Low self-esteem a common problem among many children with special need require counseling .Children need to understand, even if they are not successful in school and still people are valuable, Their sense of self-achievement, but the Mshvd (Brooks, 2000)So you must try to establish a link between learning and everyday life And teachers, administrators and counselors and parent sreceive the necessary training in this field and to transfer students.

Therefore it is recommended: a review of different age groups and conduct research in other areas of the country. The effect of social skills and other abnormal problems to bead dressed, the effect of social skills, self-determination and collaborative learning for students with special needs to be addressed.

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