

## Study Two Important Indicators Influence of Mental Health and Self-esteem from Earning Life Skills in High School Students

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**Abstract:** The main purpose of this article is Studying the influence of two important indicators of mental health and self-esteem from earning life skills in high school students. School reform program and mental health education for school-based interventions - driven mainly by teaching life skills practice was done. A sample of 40 patients was randomized cluster sampling in two experimental groups and one control group. Goldberg mental health questionnaire to collect data and Self Esteem and to analyze the data from the implementation of a two-part questionnaire, descriptive statistics (mean and standard deviation) and inferential statistics were used (ANOVA test and multivariate analysis test and t ...). Identify students in need of psychological services and specialized treatment they can help teens to make life better and have more satisfaction.

[Abolfazl Ehsani, Faramarz Sohrabi, Hasan Maleki. **Study Two Important Indicators Influence of Mental Health and Self-esteem from Earning Life Skills in High School Students.** *World Rural Observ* 2016;8(2):10-14]. ISSN: 1944-6543 (Print); ISSN: 1944-6551 (Online). <http://www.sciencepub.net/rural>. 2. doi:[10.7537/marswro08021602](https://doi.org/10.7537/marswro08021602).

**Keywords:** Life skills training, high school students, Razan City

### 1. Introduction

It is more appropriate solution to these problems before the people and consequently reduces the level of mental health and society develops, it is to be prevented. Since many of the difficulties of life today is inevitable. And people always grappling with them so create and strengthen abilities and skills that ensure mental health is in difficult times which is essential.

School reform program and mental health education for school-based interventions - driven mainly by teaching life skills practice wear was vital. That the development of these skills (mental capacity) insists on a set of capabilities that provide good compatibility and positive behavior are applied. These capabilities enable the individual to accept responsibility for their social role and without injury to you and others, requirements, expectations and daily problems, to deal effectively.

It seems that due to the complexity of today's society with courses and activities offered in the current general education courses students' educational purposes, cultural, social, not fully arrive. Ready to exercise their responsibilities and experiences of adult life did not gain the appropriate level of mental health, can not reach Studies also have shown that low self-esteem, anxiety, depression, fear of failure at work, addiction to alcohol or drugs, risky behavior and poor cognitive function, suicide and delinquency are significant. Based on the research and preventative education to the age of adolescence is the

most effective given the above, and therefore the importance of the role of life skills training on mental health and self-esteem, this study examines the effect of life skills training on mental health and self-esteem of high school students were examined.

#### Sub-hypotheses:

- Life skills training are more effective in reducing depression levels.
- Life skills training in reducing anxiety levels of students.
- Life skills training to increase the students' social functioning.
- Life skills training reduce health problems-be students.

#### Research Background:

The effect of life skills training of this study was done on mental health. Source control of 191 high school students, 30 students who achieved the highest score of the GHQ Selection and after the post-test results showed that life skills training to improve mental health subjects.

- Sadeghi (2005) conducted a study about the life skills to the conclusion that life skills training to increase the self-concept.

- Research entitled the effect of life skills training, behavioral problems mothers on the third to fifth grade elementary school students in Isfahan showed that a significant difference between the experimental and control groups ( $P < 0.001$ ), and

teaching skills the mother's life has an effect on student behavior problems.

- Vasheghani (2005) evaluate the effectiveness of life skills training on self-esteem and academic achievement of students in Tehran concluded that self-esteem and life skills among students who have passed the course and students who have not passed the course and also between the academic achievement of students who have passed the course of life skills and students who have not passed the course, there is a significant difference, however, between the self-esteem of girls and boys who have gone through life skills lessons are not significantly different.

- Research training programs in a number of Australian indigenous families Results showed that parent education programs. The consistent growth and reduce behavioral problems of their children and educating parents to help them to deal with their child's behavior problems take proper action.

- A study entitled the effect of life skills training on reducing drug use was conducted on elementary and secondary students, the results showed that students who had been trained in life skills, self-development training in the day and very unlikely to be involved in violent behavior and risk students who had been teaching life skills drug use is considerably lower.

#### **Research design:**

The study used quasi-experimental schemes (quasi).

#### **The population, sample and sample selection procedure:**

The sample included all first-year high school students studying in the city of Razan established in the academic year 2010-2011. Test samples, including 20 students who participated in life skills classes, 20 counterparts groups, formed the control group; sampling was random cluster sampling model, the experimental group during 10 sessions and a total of seven weeks each session of two hours a week in classes participated. And based on Self Esteem Scale and General Health Questionnaire (GHQ or GHQ) (Once before and once after the completion of the class of classes) were studied in the control group had the same situation.

#### **Subject skills: Stress**

##### **First session**

Identify positive personal characteristics for personal development, finding opportunities for stress management, identify personal goals and control over them, identification of the target, identify and develop important life events, evaluating the business benefits of healthy living, identifying the sources and effects of stress in life, design stress management techniques, stress management.

##### **Second session**

Identify the elements of time management as a strategy for organizing life, the ability to make decisions and use of time management, speed and power of individual and social situations, identify and classify different types of conflicts, the use of personal actions to solve conflicts, ability to communicate with others in difficult situations, identify potential conflict situations that increase stress, identify strategies to protect themselves and others.

#### **Subject skills: self-awareness**

##### **First session**

Self-concept, self-esteem and self-esteem effect in communication, expressing its value, increase self-awareness, recognizing the impact of one's feelings about themselves, understand the impact on self-esteem, self-esteem implemented to provide for themselves and others

##### **Second session**

Classification and description of tips in their lives and others, express their feelings, develop empathy for other members, ineffective strategies for coping with an awareness of its negative features, and can understand how positive of yourself and others is important, ability to make decisions based on a better understanding of consciousness.

#### **Research Tools:**

##### **B) General Health Questionnaire (GHQ)**

Questionnaire GHQ, used in this study was designed in 1972 by Kohlberg, the purpose of this questionnaire is to achieve a specific diagnosis of mental illness in the hierarchy, but its main purpose is to create distinction between mental illness and health.

Application of Article 28 of the General Health Questionnaire has the advantage that it is designed for all members of society. This questionnaire has four subscales, physical symptoms, anxiety and insomnia, social dysfunction, and depression.

Of the total scores obtained an overall score (Dadsetan, 1998) various studies show that the test of validity and reliability is high. Goldberg et al (1973) the validity of the questionnaire between 80% (77% to 89%) have been reported. Jane (1995) coefficient alpha reliability of this test to measure physical symptoms, 67%, 71% anxiety and insomnia, social dysfunction and depression 59% to 75% is reported.

##### **Data Analysis:**

The above table shows the descriptive indicators, including the number of deals experimental group, mean standard deviation and standard error respectively.

##### **Inferential section:**

Main hypothesis A: life skills training on mental health of high school students implications.

Main hypothesis B: Life skills training high school students have an impact on self-esteem.

To test this hypothesis multivariate analysis of variance test was applied. First, the indicators describe

the variables and assumptions after the test was conducted and finally by observing the following assumptions for the results.

Table 1. Descriptive indicators for groups

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	516	15	Post test mental health	
1.63	0.36	11.05	15	Pre-test anxiety	
2.02	0.45	9.75	15	Post test anxiety	
1.80	0.401	10.75	15	Pre-test physical symptoms	
1.68	0.37	9.30	15	Post test physical symptoms	
1.73	0.38	12.05	15	Pre test depression	
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	
2.64	4.02	9.70	15	Pre-test social functions	
4.54	1.01	29.60	15	Post test social functions	

Table 2. Descriptive indicators

S.D.	Ave.	No.	Statistical indicators	Variables
43.12	489.80	15	Test	mental health
32.42	542.20	15	Control	
45.84	516	30	Total	
3.62	26.40	15	Test	Self-esteem
2.78	32.80	15	Control	
4.54	29.60	30	Total	

Table 3. A multivariate analysis of variance

Sig. Level	f value	Mean Square	Degrees of freedom	Sum of squares	Statistical indicators	Variables
0.002	13.59	3391.88	1	3391.88	Self-esteem	Intergroup
0.001	56.84	145.27	1	145.27	mental health	
		250.89	14	4014.23	Self-esteem	Error
		2.55	14	40.87	mental health	
			14	5365.46	Self-esteem	Total
			14	17916.00	mental health	

The above table to evaluate the effectiveness of life skills training on mental health and self-esteem which deals, the results show that life skills training had a significant impact on both variables, F calculated to equal the value of self-esteem and mental health 13.59 56.84 with degrees of freedom

equal to 1 and 14, respectively. The larger amounts of critical values, so we can say with 99% confidence that life skills training had a significant impact on both variables and hypotheses life skills training on mental health and self-esteem of high school students a significant effect was approved.

Table 4. Compare the scores of both control and experimental groups' in general mental health test

Sig. level	df	t value	mean difference	S.D. error	S.D	Ave.	No.	Statistical indicators	Variables
0.001	18	5.56	90.4	0.53	1.70	-6.70	15	Test	
				0.69	2.20	-1.80	15	Control	

**Main hypotheses**

1. Life skills training on mental health of high school students implications.
2. As the results table shows a significant correlation between the two experimental and control groups can be seen on the anxiety of high school students, t has been observed that the amount of 2.26

with 18 degrees of freedom is greater than the critical value of 2.14, so one can say with 99% confidence that our hypothesis that life skills education a significant effect on reducing anxiety is approved ( $P < 0.01$ ).

3. Life skills training are effective in reducing depression in high school students.

Table 11. Comparison test scores in the test and control groups reduced depression

Sig. level	d.f	t value	mean difference	S.D. error	S.D	Ave.	No.	Statistical indicators
								Variables
0.001	18	2.83	1.80	0.49	1.57	-2.40	15	Test
				0.40	1.26	-0.60	15	Control

As can be seen from the table, results 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 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 ( $P < 0.01$ ).

**Discussion and Conclusions:****Sub Hypotheses****The first sub-hypothesis: life skills training high school students have an impact on physical symptoms.**

The results of this study show that life skills training had a significant impact on physical symptoms secondary students. The results are consistent with previous results Sedghpour (2004), Pope and Mitchell (1998) and Sadeghi (2005). Your general opinion about ourselves based on our bodily means that how we think and how we act in relation to physical activity is located in total self-concept between the people and the consent of the fleshly. Body image is an important factor in their views of their own people, how to treat others with whom and how their relationship with others. Life skills training to help students in this age period to have a true picture of the body and its physical features and better accept changes your body. Life skills training makes students better able to recognize and accept the problems caused by it easily.

**The second sub-hypothesis: life skills training are effective in reducing anxiety in high school students.**

The results of this study show that life skills education a significant effect on reducing anxiety in high school students is consistent Tork Ladani et al. (2008), Khadivi (2001), Arabgol (2005), Lam, Stewart, Kelly (2008), Turner et al. (2007), Davies (2002). Life skills education and active learning based

on experience was vital. Based, collaborative learning, because during childhood and adolescence as well as adults, more social interaction occurs in groups, active people in life skills training in the teaching - learning dynamic involved. Physiological or psychological stress, bad mood that is created in response to stressful stimuli was considered. As a special event can be stressful for one person and for one another without perceived stress, so many definitions of stress on the relationship between the individual and the environment-are stressed, stress is the outcome of the evaluation process, namely assessing whether individual resources are sufficient to meet the expectations of the environment or not. In this study, life skills training had a significant positive effect on reducing anxiety. After the students had significant changes course and their behavior showed that it significantly reduced anxiety.

**The third sub-hypothesis: life skills training secondary school students have an impact on reducing depression.**

The results of this study show that life skills training high school students a significant effect on reducing depression. The results are consistent with previous results Burke (2001), Nazlk and Darks (2001), Aspanious (2003), Aznar et al. (2006) and Soltanuf (1995). Possible reasons for the acquisition to reduce depression in experimental group can be attributed to the use of life skills in real life and the basis for communication skills and interpersonal and coping with school and family problems. The students can see the training greatly to realize that they can control their lives and also by far the grief caused by his academic failures forget. They are also able to fine and good relations with family members and others and to reach a high level of social harmony. The majority of these students said they were satisfied with the training and the training because it is linked with real life they can better communicate with them. As well as life skills training from their view makes the students better with life issues they encounter.

**The fourth sub-hypothesis: life skills training high school students have an impact on increasing social functions.**

The results of this study show that life skills training high school students a significant effect on social functions. These results is consistent with the results of Nazarpour et al. (2009), Turk Ladani et al. (2008), Khadivi (2001), Arabgol (2005), Lam, Stewart, Kelly (2008), Turner et al. (2007) and Davies (2002). Since the training at a more intimate atmosphere than were provided classroom training and requires the active participation of students in the classroom and their own Unlike conventional classroom teaching and learning in the participating. Such as training provided was commensurate with experience of their biological and behavioral problems they had solved many of these students for their significant social functions were changed after the end of training. They performed in community activities than in the past, and empathy among them more than before. They did a lot of things together and students who were lower in group activity classes and even the reluctant for obvious than in the past and shunning also participated in collective activities.

**Research Suggestions:**

1. According to the study was limited to high school students and a certain number of life skills is proposed to be taken research in other levels of education and between students and also occur with other components of life skills.

2. The study should be conducted, for example, and the larger community to more confidently generalized results.

3. In regard with the educational role of the family environment and the social and psychological characteristics of children of parents should be equipped with life skills. So do research in the field of life skills training on parent and its impact on children's mental health to be done.

4. Due to the effect of life skills training, conducting a study done on other psychological variables.

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