Teaching how life skills (anger control) affect the happiness and self-esteem of Tonekabon female students

Hamidreza Vatankhah a *, Darya Daryabari b, Vida Ghadami c, Ehteram KhanjanShoeibi d

a Lecturer of Azad University of Tonekabon, Iran
b MA graduate of Azad University of Tonekabon, Iran
c MA student of Azad University of Tonekabon, Iran
d Department of Psychology, Islamic Azad University of Tonekabon

Abstract

The purpose of the current research is investigating the effectiveness of teaching the life skills (Anger Control) on increasing happiness and self-esteem of the girl students of the Shahed high school in Tonekabon. The statistical society of this research consists of 200 girl students at the Tonekabon Shahed high school out of which 80 individuals were given questionnaire randomly. Among those who had low scores of the effect of teaching life skills on the increase of happiness and self-esteem, some were selected as a sample and divided randomly into two 15-individual groups as test and witness group. Tool of measurement is the year's Oxford happiness questionnaire and the year's Cooper-Smith test. In order to study the hypothesis of the research which is based on the effect of the teaching of the life skills (Anger Control) on the increase of the happiness and self-esteem of the students, the multi-variable covariance test has been used with the aid of SPSS software. The results showed that teaching the life skills (Anger Control) is effective in increasing the self-esteem.

Keywords: Happiness, Self-esteem, Teaching the skills;

1. Introduction

In the course of life, all individual encounter with the problems and obstacles, but how they confront with the problems/ complexities is very different. In confrontation with the problems of life, some individuals lack the required capabilities and this affair leads to their vulnerability. Possessing of the resources and skills which assist the human to cope with solving his/her problems in the best manner as possible as is very valuable. Every one responses to the problems through his/her special method. Some, while facing with complexities, try to confront with the problem or situation through evaluating the situation logically and using the methods, including problem of girl students of Shahed high school course solving, positive thinking and effective usage of the supporting systems. In contrast, some others, instead of the incompatibly confrontation with the inefficient problems, avoid encountering with problems. Although these methods may be effective in the short term and calm down the individual temporarily, they will have very negative consequences in the long term and deprive the individual of having the

* Hamidreza Vatankhah. Tel.: +98-912-351-1146
E-mail address: d.daryabari@yahoo.com

© 2013 The Authors. Published by Elsevier Ltd. Open access under CC BY-NC-ND license.
sense of self-effectiveness and self-esteem. Teaching of the life skills confirmed by the global organization and the fund of the children of the United Nations can be implemented in two ways which is about the noticeable importance in the teen period: Instruction of the general skills of the life which is to be implemented for the purpose of promotion of the psychological health and hygiene, creation of the behaviors and the healthy interactions. Instruction of the particular allocated skills which have been raised with the aim of preventing from a personal damage such as substance abuse, sexual promiscuity and violence. Generally, those individuals who are skillful to regulate their own excitements can compensate better their negative exciting states through the pleasant activities, but those individuals who have problem to regulate their own excitements lack this ability. In the plan of teaching the life skills, skill means: Capability to create the most effective and appropriate interpersonal relationships, performance of the social responsibilities, implementation of the correct decision makings, solution of the aggressions and struggles/conflicts without resorting to the actions which cause damage to oneself and others. In other words, the life skills are the personal and societal skills which the children and teenagers must learn them so that they are able to act effectively, worthily and certainly regarding oneself, other human beings and the whole society.

Method

The method of the research is of the quasi-experimental type. Method of collecting the data is random. In order to collect the data, 80 girl students who selected from the witness high school course, numbering 200 ones, were given Oxfords happiness questionnaire and Cooper smith's self-esteem questionnaire. Then, 30 individuals from amongst them who had low happiness and self-esteem (after responding to 2 above-mentioned questionnaires, it was specified that they have low happiness and self-esteem) were selected randomly.

Then, they were divided randomly into two 15-individual groups, including test group and witness group. Regarding the testing group, 9-90 minute session of teaching the life skills (anger control) was executed, while the witness group received no teachings. After execution of the life skills instructions (anger control) in the test group, again the same students were presented in order to determine the effect of teaching the life skills. Also, test group, in the same manner, was given/presented the above mentioned questionnaires within two steps and the required data were extracted and analyzed statistically through the covariance analysis.

In the current research, the experimental/testing method has been used. In this research, there is a chance equally in order to replace the tests on the different conditions (the test and witness groups). In this research, the plan of the pretest experiment (test) and post-test experiment has been used together with the witness group.

In the current research, the guidance of teaching the life skills (anger control) has been used in order to teach the life skills. Therefore, life skills (anger control) in this research mean the subjects, including the self-recognition and self-abilities (Identification of oneself capabilities), familiarization with the personal and familial values, familiarization with how to establish a relationship with others, familiarization with the concept of the society and the social relationships, familiarization with determining the objectives and familiarization with the concept of the lack of adjustment and the methods of its restraint and familiarization with psychological/mental health which were implemented within 9-90 minute sessions.

Oxford's happiness questionnaire: Which is used to measure the happiness. Cooper smith's questionnaire: Which is used to measure the rate of the self-esteem in the statistical society? With regard to this point that this research is of testing type, the descriptive and perceptive methods were used, as follows, in order to analysis the data. The data obtained from the test and control groups were studied using the descriptive indexes such as diagramming, average and standard deviation, and the perceptive indexes of the multi variable covariance analysis has been used with the aid of the SPSS16 software.

Results

There exists a linear relationship between the random-auxiliary variables and a dependent variable. The relationship between the random-auxiliary variable and dependent variable in each three groups is similar/alike
(Homogeneity of Regression). With regard to these two matters, the statistical method of the covariance analysis can be used.

Table 1, The statistical analysis between the life skills (Anger control) and group in the amount of happiness

<table>
<thead>
<tr>
<th>Resources of changes</th>
<th>Total square roots</th>
<th>Degree of freedom</th>
<th>Average of square roots</th>
<th>f</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test-group</td>
<td>704.447</td>
<td>1</td>
<td>704.447</td>
<td>109.590</td>
<td>0.0001</td>
</tr>
<tr>
<td>Control group</td>
<td>167.128</td>
<td>26</td>
<td>130.337</td>
<td>109.590</td>
<td>0.0001</td>
</tr>
</tbody>
</table>

Table 2, Comparison of the difference of the average between the life skills (Anger control) and test group in amount of happiness

<table>
<thead>
<tr>
<th>Groups</th>
<th>Difference of averages</th>
<th>Standard deviation</th>
<th>P</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching of life skills</td>
<td>11.028</td>
<td>1.053</td>
<td>&lt;0.0005</td>
<td>0.0001</td>
</tr>
</tbody>
</table>

On the basis of the results obtained from Table 1 and Table 2 and after the modification of the average of the protests scores in quantity of 18.27 for the variable of happiness in two test and witness groups, Ben Feroni's Alpha (0.005) has been used. With regard to the calculated F (0. oo>P), (109.59=F) and (26 and 1= DF) (0.808=Eta), because the significance level is less than the Ben Feroni's adjusted Alpha (0.005), F is thus significant, therefore, it can be said that there exists a significant difference between the scores of the happiness post test in two test and witness groups.

Table 3, Statistical analysis between the life skills (Anger control) and test group in the amount of the self-esteem

<table>
<thead>
<tr>
<th>Resources of changes</th>
<th>Total square roots</th>
<th>Degree of freedom</th>
<th>Average of square roots</th>
<th>f</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test-group</td>
<td>130.337</td>
<td>1</td>
<td>130.337</td>
<td>69.656</td>
<td>0.0001</td>
</tr>
<tr>
<td>Control group</td>
<td>48.650</td>
<td>26</td>
<td>1871.337</td>
<td>69.656</td>
<td>0.0001</td>
</tr>
</tbody>
</table>

Table 4, comparison of different of averages between the life skills (Anger control) and test group in the amount of the self-esteem

<table>
<thead>
<tr>
<th>Groups</th>
<th>Difference of Average</th>
<th>Standard Deviation</th>
<th>P</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching of Life Skills</td>
<td>4.743</td>
<td>0.568</td>
<td>&lt;0.0005</td>
<td>0.0001</td>
</tr>
</tbody>
</table>

On the basis of the results obtained from table No. 3 and 4 after the modulation of the average scores of the pretest to a quantity of 31.27 for variable of self-esteem and considering the calculated F (0.005>P), (69.656=F), F is thus significant because the significance level is less than Ben Fromi's regulated Alpha (0.005). As a result, it can be said that there exists a significant difference between the scores of the self-esteem post test in two test and witness groups.

With regard to the significance of the difference of the averages, we express surely up to 0.99 that the hypothesis of the research based on that instruction on the life skills (Anger control) is effective on the happiness and self-esteem of the girl students of the Shahed high school will be confirmed.

Discussion

The results of this research are in direction/harmony with the findings obtained from the research conducted by Taremian (1998). In his research, he reached this conclusion instruction of life skills (Anger control) is effective on the self-esteem.

Also, the result obtained from the main hypothesis of the research is in the direction/harmony with the research conducted by Mansour Bagheri and Bahrami (2001) the results of the their research were that: Teaching of the life skills (Anger control) to students has led to creating the significant changes in knowledge, outlook and self-esteem of them in the significance level of (P<0.001).

Car (2003), Johnson and Keroker (2006) are in harmony with the current research.

The findings of this research are in direction/harmony with the research conducted by Paeizi (2007). In his research, he reached this conclusion that the average happiness score of the students who have passed the lesson of the life skills is higher than those who have not passed the lesson of the life skills.

Also, the findings of this research are in the direction/harmony with the research conducted by Bagheri (2002) whom he reached this conclusion that the execution of the plan of teaching the life skills leads to the promotion of knowledge and awareness of students towards the opiate substances as well as their self-esteem.

With regard to this point that the calculated (f) is significant for two variables of (Happiness and self-esteem) and using the following/ chosing test, there exists a significant difference between two (witness and test) groups and the results suggest that the teaching of the life skills (Anger control) is effective on the increase of the happiness and self-esteem of the students. At the end, we express surely up to 0.99 that the hypothesis of the research based on that the teaching of the life skills (anger control) is effective to increase of happiness and self-esteem will be confirmed.

References

World Health Organization (WHO-2000), plan of teaching the life skills. Translated by: Robabeh Noori and Parvaneh Mohamadkhani, Tehran, Branch of the mental psychological health and prevention from the abuse of the substances, World Health Organization.


Dardan. C. A; Gazda. G. M. (2005). Life skills and mental health counselling, journal of mental health counseling. 18(2) 8-134.

Nikparvar R. (2004). A survey of the effectiveness of teaching the life skills on the mental health of the students, the second nationwide seminar of the students' mental health.


Safarzadeh M. (2004). A study of the effect of teaching the life skills on the skill of the establishing the effective social relationship in the girl students who are in grade one of high school, M. A. thesis, Allameh Tabatabaei university.


Paeizi M. (2007). A study of the effectiveness of teaching the self-assertion on the happiness and educational improvement of the girl students who are in grade two of high school (Empirical sciences) of the Tehran's high schools, Psychological studies, issue No 4, Page 25.