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The effects of social skills training on self- esteem and aggression male adolescents

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This study investigates the effects of social skills training on decreasing aggression (physical and verbal) and increasing self-esteem male adolescents under of support Orphanage centres in Tehran city. The experimental design using pre-test, post-test with control group is applied. Participations were 30 persons of the adolescents that were selected randomly of centre and examined with aggression questionnaire (AGQ) and self-esteem inventory of Cooper Smith pre-tests. The adolescents are purpose fully matched in experimental and control groups. During treatment experimental group received Social Skills instruction of 12 sessions of 60 min in one month. Then both experimental and control groups are measured with post-tests. The results of covariate and repeated measures analysis shows that social skills training has not led to decreasing physical aggression ($F=4.089$, $p>0.05$). But training has decreased significantly amount verbal aggression in these adolescents ($F = 14.428$, $p<0.001$). Also training has not increasing self-esteem male adolescents ($F=3.296$, $p>0.05$).

Keywords: Social skills, Verbal aggression, physical aggression, self-esteem

1. Introduction

The process of social skills Acquisition and rate of social adjustment among children and adolescents is a phenomenon which is studied in cognitive-social psychology. Social skills have many definitions.

Slomowski and Dann(1996) Social skills and recognition is known as a process which help person to understand and predict behaviour of others This cause to control his behaviour and set his social interactions according to environmental conditions to communicate effectively with others.

Individual Communication skills develop related to communication experiences of family members, relatives and friends. But, orphan children have no certain and stable behavioural patterns with others because they are kept in institutes and they did not experience any family relationship.

They face with more communication problems because of weaknesses in social skills. Relationship disability leads to communication failure and they cannot meet their individual demands and wishes. Relationship failure reduces individual self-esteem.

The self-esteem of an adolescent is an important contributor of his growth and dealing with difficulties. Studies have found that one-third to one-half of adolescents struggle with low self-esteem, especially in early adolescence (Harter, 1990; Hirsch & Dubois, 1991). The results of low self-esteem can lead to various problems including depression, delinquency, self-inflicted injuries, and aggression (Bhatti, 1992; Battle, 1990).

Aggressive behavior may be considered one of the most substantial social problems in many societies (Pakaslahti, 2000). Dullard and his colleagues explained the drawl-aggression theory and developed research works in this field

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in 1930 decade. They showed that deprivation cause to aggression. Orphan children and adolescents cannot reach to their goal and they feel incompetent and their self-esteem is reduced, because of deprivation factors, such as separation, poverty, limited range of experiences, etc. They act violently when face with the failure.

They show aggressive behavioural which can included their inside and outside factors.

Physical aggression in the aggressive person cause to hurt others through physical injury, such as pushing, beating, destroying property. Verbal aggression in the aggressive person cause to hurt others through threatening, labelling, hostile joke. (Burke, 2001; translated by Seyed Mohammadi, 1385).

Adolescents, who are irritable and aggressive, evaluate themselves negatively, they communicate rarely, and they often need to social skills training.

Studies have been done in the field of the training effect in social skills on some personality characteristic have been teenagers. The results of these studies show that social skills training significantly increased social growth, self esteem, personal adequacy, adjustment and reduced inappropriate behaviours such aggression in adolescents (Pasha& Gorjian(2010), Vahedi(2008), Vahedi& at el(2007), Nangle at el(2002), Breton (1999), Bijstra& sandy (1998), Pepler& at el (1995), Moote & at el(1991).Also various studies indicated Life skills’ training is effective in increasing self-esteem, self-efficacy and adjustment of adolescents (Yadav& Iqbal(2009), Winkleby et al (2004),Pick,s & at el(2003), Friesenhahn (1999),Morgan et al(1996).

According to cases which is listed , this research study the effects of social skills training on the level of verbal and physical aggression and self-esteem of adolescent boys under of support Orphanage centres in Tehran city

2. Methods

2.1 Participation

Of Tehran Orphanage centres, two centres were selected with a simple random sampling. male adolescents aged 12 to 19 were tested in centres . 30 people who got top marks in aggression pre-test AGQ and got lower marks in Cooper - Smith self-esteem questionnaires, randomly placed in experimental and control groups (15 experimental and 15 control group) .

2.2 Instrument

Two main tools have been used In this study:

1- AGQ Aggression Questionnaire: This questionnaire authored by Arnold Buss and Mark Perry, which includes 30 clauses .Four clauses measure anger factor . Eight clauses measure aggression and eight clauses measure malice .Reliability of this test is reported 0.85.

2-Self esteem inventory: Self esteem inventory by Coppersmith (1982) was used to measure the self esteem of the subjects. This tool consists of 58 items that, evaluated attitude towards the self in social, academic, family and personal area experience. Reliability coefficients 0.87 have been reported in research. Self-esteem is significantly associated with personal satisfaction and effective functioning.

2.3 Procedure

In the experimental design, adolescents were assigned to two groups: Experimental group had received social skills training of 12 sessions of 60 min in one month; and control group that does not receive social skills instruction.

Social skills training protocol is summarized in figure 1.

Figure 1. social skills training protocol

Training Stages	Training Objectives
One	Expression of group goals, introductions rules and realization of effective communication
Two	Identification positive and negative ways of communication
Three	Feelings and thoughts Practice through sentences apply with "I am "
Four	Understanding the importance of representation clear and accurate messages
Five	Recognition of nonverbal communication and its applications
Six	The importance of learning and applying techniques such "being a good listener"
Seven	Understanding The difference between strong, aggressive and passive behaviours.
Eight	Estimation of assertive levels
Nine	The ability to play role in assertive adolescents
Ten	The ability to comment
Eleven	The ability to say no in front of things he don't like

Twelve Evaluation and presentation feedback to people at the end of the entire educational sessions.

Two weeks later, the instructor examined both groups –the control as well as the experimental group with two post-test AGQ and Self-esteem questioner. The results were then compared and evaluate.

3. Results

The data is analyzed by covariance analysis technique according to the nature of research. Statistical results are given in parts description and analysis parts.

Table1. Descriptive statistics of control and experimental groups subjects

Variables	Test	Groups	Mean	Standard Deviation	Leaven's Test	Sig
Self-esteem	Pre-Test	Experimental	25.20	2.54	2.296	0.141
		Control	27.00	1.77		
	Post-Test	Experimental	32.66	4.54	2.296	0.141
		Control	30.06	3.82		
Verbal aggression	Pre-Test	Experimental	11.80	3.27	0.680	0.797
		Control	10.80	1.33		
	Post-Test	Experimental	8.53	1.76	0.680	0.797
		Control	10.93	1.57		
physical aggression	Pre-Test	Experimental	9.80	2.48	0.055	0.816
		Control	10.13	3.22		
	Post-Test	Experimental	8.26	2.96	0.055	0.816
		Control	10.46	2.85		

In order to equality of variances as the basic requirement in ANCOVA, Lyon test was applied. Test results show that the variance of four de pendent variable in all group studied is identical statistically (Tables2, 4, 6). Thus there is necessary condition for applying covariance test in all hypotheses tests.

Hypothesis 1: social skills training is efficacious in improving self-esteem

Table 2. Tests of between-subjects effects(depended variable: self-esteem)

Change sources	Square sum	Free degree	Square average	Sig	Fin
Groups	16.681	1	16.681	0.347	0.916
Pre-Test	15.602	1	15.602	0.363	0.856
Groups & post-Test	12.030	1	12.030	0.427	0.660
Error	473.635	26	18.217		

Table 3. Tests of between-subjects effects(depended variable: self-esteem)

Change sources	Square sum	Free degree	Square average	Eta	Sig	Fin
Post-Test	8.601	1	8.601	0.017	0.495	0.478
Groups	59.294	1	59.294	0.109	0.081	3.296
Error	485.665	27	17.988			

According figure 3, $F(1, 0.05) = 3.296$ that, shows the group effect after adjustment of pre-test marks is not meaningful in $p > 0.05$ level. It means in self esteem variables post-test there is not meaningful difference between performance of subjects in experimental and control groups. Therefore, social skill training not lead to increased self- esteem and first hypothesis of research is not confirmed.

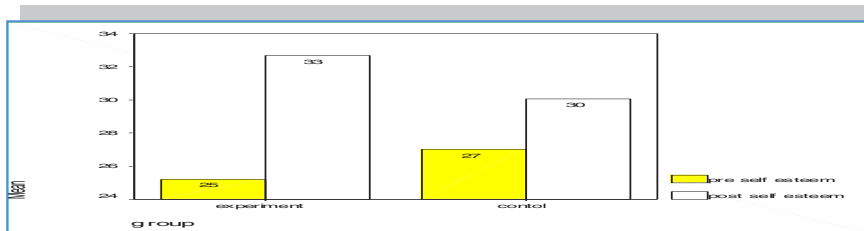


Figure1. Compare scores of self esteem mean of pre-test and post test of control and experimental groups

Hypothesis 2.social skills training is efficacious on decreasing verbal aggression

Table4. Tests of between-subjects effects(depended variable: verbal aggression)

Change sources	Square sum	Free degree	Square average	Sig	Fin
Groups	11.325	1	11.325	3.928	0.058
Pre-Test	0.290	1	0.290	0.101	0.754
Groups & post-Test	3.689	1	3.689	1.279	0.268
Error	74.969	26	2.883		

Table5. Tests of between-subjects effects(depended variable: verbal aggression)

Change sources	Square sum	Free degree	Square average	Sig	Fin	Eta
Post-Test	0.009	1	0.009	0.003	0.957	0.000
Groups	42.033	1	42.033	14.428	0.001	0.348
Error	78.658	27				

According figure 5, $F(1, 0.05) = 14.428$ that, shows the group effect after adjustment of pre-test marks is meaningful in $p < 0.001$ level. It means in verbal aggression variables post-test there is a meaningful difference between performance of subjects in experimental and control groups. Therefore, social skill training reduces youth verbal aggression and second hypothesis of research is confirmed. According to square of Eta, 35 percent (0.348) of variance of verbal aggression is explained by the independent variables, i.e. social skills training.

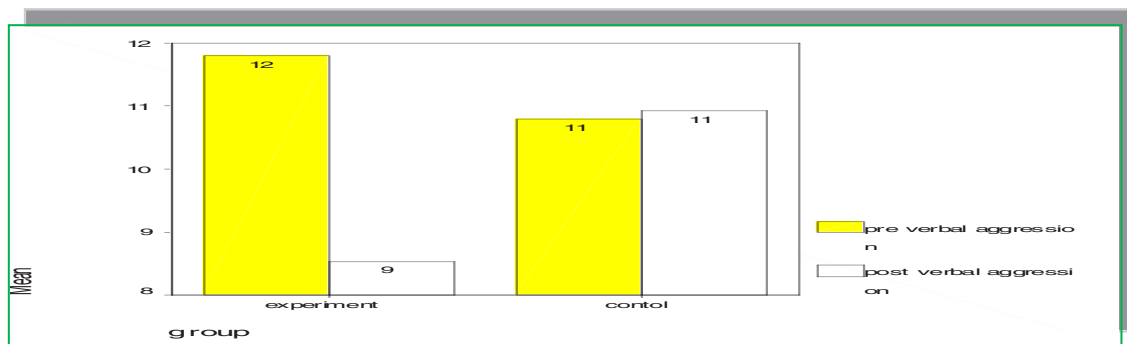


Figure2. Compare scores of verbal aggression mean of pre-test and post test of control and experimental groups

Hypothesis 3.social skills training is efficacious on decreasing physical aggression

Table6. Tests of between-subjects effects (depended variable: physical aggression)

Change sources	Square sum	Free degree	Square average	Sig	Fin
Groups	1.340	1	1.340	0.148	0.704
Pre-Test	0.153	1	0.153	0.017	0.898
Groups & post-Test	0.180	1	0.180	0.020	0.889
Error	236.22	26	9.08		

Table7. Tests of between-subjects effects (depended variable: physical aggression)

Change sources	Square sum	Free degree	Square average	Sig	Fin	Eta
Post-Test	0.267	1	0.267	0.030	0.863	0.001
Groups	35.800	1	35.800	4.089	0.053	0.132
Error	236.400	27	8.756			

According figure 7, $F(1, 0.05) = 4.089$ that, shows the group effect after adjustment of pre-test marks is not meaningful in $p > 0.05$ level. It means in physical aggression variables post-test there is not meaningful difference between performance of subjects in experimental and control groups. Therefore, social skill training not lead to loss physical aggression and third hypothesis of research is not confirms

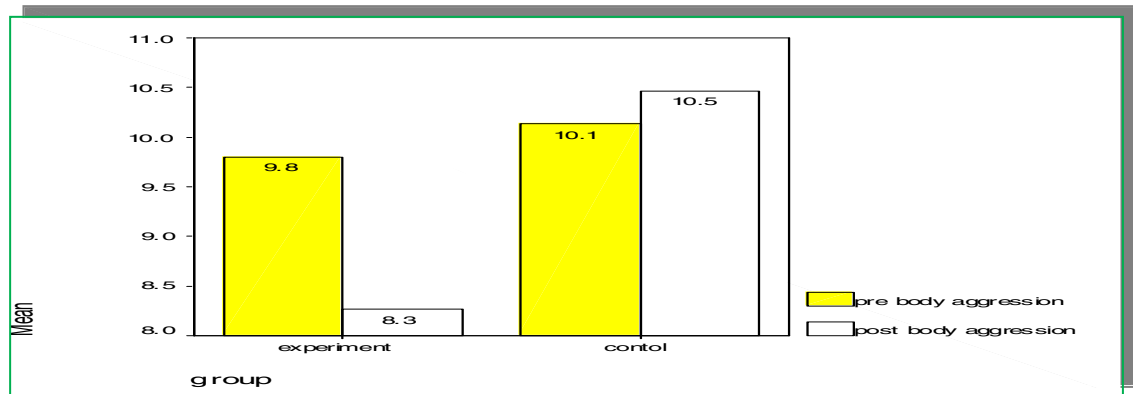


Figure3. Compare scores of physical aggression mean of pre-test and post test of control and experimental groups

5. Conclusion

The present study evaluated the efficacy of SST on verbal and physical aggression and self-esteem in male adolescents. Specifically, three main hypotheses were tested through comparison of the experimental group to a control group. First, it was hypothesized that self-esteem would increase in the experimental group largely over time than the control group. Second and three, they were hypothesized that verbal and physical aggression would decrease in the experimental group largely over time than the control group. Results indicated, there is significant differences between the experimental and control groups in verbal aggression after treatment but there isn't significant differences between the experimental and control groups in physical aggression and self-esteem after SST.

This study demonstrated that SST were not effective in improve self-esteem in the treatment. Not confirm of the first and third hypotheses may be due to compaction and short-time of education, not strengthen of learned behaviours, learned disability phenomenon, limited freedom and limited vocabulary of subjects. Probably effectiveness of social skills training is cognitive instead of behavioural. This means that the subjects changed their attitude about social skill in terms of cognitive skills. But there is no term of behavioural expression. Also this study demonstrated that SST were more effective in reducing verbal aggressive behaviors in the treatment group over time than the control group. The findings present research is also relevant and concordant with the researches performed by Pepler& at el (1995), Vahedi& at el(2007), Vahedi(2008), Pasha& Gorjian(2010) and Nangle at el(2002).

People who have lack of social and communicational skills, has less social adjustment in interaction with others. And when encounter to failure in their interactions they react aggressively and often passively. Social skill training helps them to get a positive perspective about around issues. It helps to realize reasons of incorrect or unexpected behaviour and habits and they learn methods to cope with situations. In fact, the skills Enable them to know what to say (the appropriate expression of feelings) How to choose and how behave in different situations effectively.

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