Survey the Effects of Life Skills Training on Tabriz High School Student’s Satisfaction of Life

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Abstract

The present research survey the effect of life skills training on Tabriz high school students’ satisfaction of life. Statistical society under study was female students of zone 2 of Tabriz Education Office. From this society by sampling method, one of the high schools due to its large population and presence of behavioural problems in it is chosen as the sample from which 24 students of 60 students who were volunteer for passing the training course with similar demographic characteristics were selected and then randomly were substituted in two groups of examinee and witness. In this research, the plan of pre-test and post-test is used with control group. The research’s tool was the questionnaire of satisfaction of life. Results showed that with 95% confidence, life skills trainings increase high school students’ satisfaction of life.

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1. Introduction

Creating deep cultural changes and change of the living ways, is found to be essential for many people who lack the required ability to face the life’s challenges and problems and their inability in confronting daily problems has made them vulnerable (Valizadeh, 1381). Therefore, living in such condition requires special skills; the skills which can award us correct living, i.e. healthy and lively life together with peace, growth, and efficacy (Ghias Fakhri, 2005). Jalili (2002) citing from Adler and Matius (1994) says that many life events affect our health and wellbeing. Some of these events are controllable and some other not. Existence of events beyond one’s control requires in order preserving our feeling of merit and self-efficiency to obtain the right skills.

Implementation of programs in order to enhance social skills and problem solving is likely to improve individual performance at school and other environments. juvenile’s lack of familiarity with ways of fighting crisis can give rise to their succumbing, anger, aggression or depression, or it can lead them to avoidant behaviors such as smoking cigarette, drug addiction and a variety of offences. As is seen in England, juveniles use smoking cigarette as a solution for in acquiring identity and bringing their life under control (Cup, 2000). This issue reminds necessity of education to this group and indicates if these skills are learned well, they may choose more suitable solutions in confrontation with these problems.

Escamp (1990) defines satisfactions: “in contrast to the concept of happiness which refers to emotional experience (excitements and feelings), satisfaction indicates a recalling knowledge is definable as the perceived difference between wish and progression. This definition comprises a range including from success to deprivation feeling.” Feeling of satisfaction is a feeling which in equal condition may exist for one person while may not exist for

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another. It means that a thing may create satisfaction for one but the same thing does not create satisfaction for another person and that thing may even cause individual’s dissatisfaction. Results obtained by psychologists suggest that it is individuals’ imagination and mentality which mostly affect their life and not realities of their life (Mohammadkhani, 2001).

Life skill training has positive effect on individuals’ self-assertiveness, self-esteem and accepting responsibility by them and this helps getting social support and other people’s attention which are among the factors decreasing psychological pressure (Cub, 1976). Increase of level of satisfaction of life through life skills training decreases family conflicts and indirectly increase individuals’ psychological health level in the society. For example, Welpi and Lazarus (1966) and McDonald (1975) suggest training of self-assertion for people who has the ability to express anger but are incapable to express states of love, interest, praise and appreciation. Considering what has already been said, in present research, it has been tried to find an answer for the question that whether life skills training affects satisfaction of life of the examinee group.

Methodology

This research was a experimental method, i.e. pre-post test design. Independent variable of this research is life skills training which was performed on the examinee group in 12 sessions (each session 90 minutes) during 8 weeks. Training techniques have been as lecture, discussion and dialogue, question and answer, doing practical exercises, role play, model-copying, provision of educational pamphlets, introduction of book and journals. The subjects under discussion in the group included self-consciousness skill, intimacy, feelings understanding importance, effective inter-personal relationship, knowledge of excitements, fighting negative excitements, decision making and problem solving, creative thinking and confrontation with stress.

Sampling

For control of the sample, first, 24 students who were volunteers for getting life skills training were selected and then were randomly substituted in two 12-students groups of examinee and witness.

Instrument

Scale of satisfaction of life: this test comprises 24 questions based on Likert Scale which has been designed by Kadkhodazadeh after translation and repetitive ground finding in order to obtain a test which fits culture, gender, and age of participating people is designed by. Cronbach Alpha Coefficient is calculated as $r = 0.88$ by him. In present research, Cronbach’s Alpha Coefficient was obtained as $r = 0.86$.

Results and discussion

Before starting life skills training and one week after its ending, satisfaction of individuals with life was measured and the obtained results were analyzed by statistical method of covariance analysis and using SPSS-18 software. Results of covariance analysis for study of effect of life skill training on students satisfaction of life suggest when effect of pre-test is eliminated from results of post-test related to the groups, difference between groups becomes significant at 95% confidence level. In other words, life skill training has had effect on the examinee group’s satisfaction of life compared to that of the witness group.

Results obtained from the present study showed that life skills training leads to increase of satisfaction of life among the examinee group. This result is consistent with results obtained from the research by Stanly and Marmeken (2003) which indicated that after training of such skills as effective relationship, fighting negative excitements and way of communication, individuals are changed and in their relationship with others, more satisfaction is obtained. And Hotfield (2002) showed that trainings such as this can leave positive effects in family relationships and result in growth of such feelings as philanthropy and the like in participating people.

Different researchers showed that satisfaction of life is one of predictors of psychological health (Andrews and Witty, 1976; Powt and Dinner, 1998).

In the end, it is suggested, given the young demographical pyramid of the country, paying attention to psychological health training in order to prevent part of the problems should be taken in to consideration and it is necessary that
teachers and authorities of educational centers to act beyond their traditional duties and by considering students’ unique characteristics next to paying attention to their education to take steps for improvement of their psychological health and considering their psychological needs. Given the obtained results, it is suggested by arranging successive training courses under supervision of experienced teachers and with emphasis on educational quality and ensuring that the solutions are practical and useful to take actions for prevention.

References