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**STUDY THE EFFECT OF INTERPERSONAL COMMUNICATION SKILLS-
SOCIAL AND PROBLEM SOLVING ON STUDENT BEHAVIOR**

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ABSTRACT

The aim of this study was to investigate the effect of the relationship between individual and social life skills training and problem solving on the behavior of guidance students of Islam shahr in the academic year 2009-2010. The population included 4,000 male and female students of Islam shahr guides and sample size was determined based on Morgan 350 people who were trained in these skills. Simple random sampling and data collection tools, questionnaires interpersonal communication skills and social researcher who questionnaire with 25 items and problem solving skills are 18 multiple choice questions. The research in the area of research is descriptive. Validity through surveys of teachers and advisors and life skills teachers was confirmed and its reliability by kronbach's alpha test (Interpersonal communication skills and social 0.80 and problem solving skills 0.85) is estimated. Analysis of the data from the single-sample t-test and independent t test to determine the presence or absence of a significant difference between the variables, showed that: 1- Life skills training in interpersonal communication and social skills of students is effective. 2- Life skills training in problem-solving skills of the students had an impact.

Keywords: Life Skills, Interpersonal Communication, Social Skills, Problem Solving Skills

INTRODUCTION

The rapidly changing social and cultural as a result of the natural evolution of cultures, development of technology, health, access to a variety of information and cultural

boundaries and social collapse, Human life today is faced with many challenges. According to World Health Organization statistics, types of trauma - in the form of

social concern in all communities is on the rise. On the other hand, the nature of the injury is such that dealing with secondary and tertiary levels of prevention, not only considerable costs in terms of manpower and finances impose on society, effectiveness and efficiency, but it is also very limited and often not cost-benefit and cost-effectiveness are not. These facts led the field of mental health experts, attention and focus its efforts around prevention programs are the first level. Since most social and psychological problems are psychosocial roots, the majority of primary prevention interventions focus on enhancing social psychic abilities. For this reason, many prevention programs aimed at reducing the social damage control is designed and implemented. Based on the research that has been conducted through these programs, life skills training programs aimed at health promotion and prevention of psychological and social damage had more success [1]. Life skills are a set of capabilities that increase efficiency and adaptation and positive behavior causes. They accepted responsibility for their social role without hurting themselves and others living with the challenges and problems faced and healthy choices and behaviors throughout life. These skills include the ten skills, self-awareness, empathy, communication, interpersonal relations, creative thinking,

critical thinking, problem solving, decision making, coping with stress and negative emotions that also promotes a wide range of personal and social skills and the potential to prevent various social problems and injuries [5]. Due to the special features of our society, such as young people which is on the highway drug trafficking increasing the age of marriage, problems related to identity and the trend towards increased psychological problems, generation gap, economic poverty, lack of recreation and sports, high rate of urbanization, distance and low class software and in particular the study and see the severity of the problems in the city of Islam Shar. Training program planning is priority for injury prevention in the region. In this study, the rate of success in changing student behavior and the impact of interpersonal communication and social skills and problem solving of Islam Shahr students will be discussed [2]. Skilled are use skills and strong sense of knowledge. For example, most people know of aggressive behavior, inefficient and sometimes devastating many of them even know how to control his anger, but a good number of these methods can be used to control your anger? Or in other words, have the skills anger control methods? [4]. Based on the above, the present study intends to conduct a research study to answer the following key questions:

Do teaching life skills to improve interpersonal communication skills - social has been effective?

Have students covered by life skills training after training are familiar with problem solving skills?

MATERIALS AND METHODS

The research in the area of research is descriptive. The population included 4,000 male and female students and 350 people, according to Morgan table of Islam Shahr guides to sample life skills training At least 25 were 90 minutes each session. Simple random sampling and data collection tools, questionnaires interpersonal communication skills and social researcher who questionnaire with 25 items and problem solving skills are 18 multiple choice questions. Validity through surveys of teachers and advisors and life skills teachers was confirmed and its reliability by kronbach's alpha test. (Interpersonal communication and social skills 0.80 And problem solving skills 0.85) is estimated. Analysis of the data from the single-sample t-test and independent t test to determine the presence or absence of a significant difference between variables was performed.

RESULTS

Inferential analysis of data The first question: do life skills training in

interpersonal communication skills - social have been effective?

To answer the above questions one-sample t-test was used as the table 1 below:

According to the table 1 the significant level test ($\alpha=0.000$) and much smaller than (0.05) It can be concluded that the test is significant. This means that the calculated average interpersonal communication skills - social and mean index (2.5) Significant differences and argues that teaching life skills to improve interpersonal communication skills - social effects.

According to the data in the table 2 concluded that interpersonal communication skills - social students (3.621) out of its scales (2.5) is more. So it can be argued that from the perspective of the student life skills training can increase and improve interpersonal communication skills - be social.

Second question: Is life skill training effective in improving students' problem solving skills?

To answer the above questions one-sample t-test was used as the table 3 below;

According to the table 3 the significant level test ($\alpha=0.000$) and much smaller than (0.05) It can be concluded that the test is significant. The average calculated between problem solving and the average index (2.5) the difference is significant and argued that covered students life skills training, after

training, are familiar with problem solving skills.

According to the data in the table 4 it is concluded that the average skills, problem solving ability of students (3.599) out of its

scale (2.5) is more. So it can be argued that from the perspective of students can learn life skills training to improve problem solving skills.

Table 1: One-sample t-test

	T	Degree of freedom	Confidence level	Difference	Confidence interval	
					Too low	Upper limit
Interpersonal communication skills - social	56.372	358	0.000	1.121	1.082	1.160

Table 2: Descriptive statistics of interpersonal communication skills - social students

	Statistics scales			
	Count	Average	Standard deviation	Deviation
Interpersonal communication skills - social	359	3.621	0.376	0.019

Table 3: One-sample t-test

	T	Degree of freedom	Confidence level	Difference	Confidence interval	
					Too low	Upper limit
Problem solving skills	49.590	358	0.000	1.099	1.056	1.143

Table 4: Descriptive statistics of students' problem solving skills

	Statistics scales			
	Count	Average	Standard deviation	Deviation
Problem solving skills	359	3.599	0.420	0.022

CONCLUSION

This study is entitled The Effect of Life Skills Training on student behavior in the school year 2009-2010 of Islam Shahr guides With the aim of promoting mental health and primary prevention of social ills and improve knowledge and attitudes of students in the field of mental health was conducted. Interpersonal communication and social skills of pupil component is capable of the utmost importance and the importance of interpersonal and social skills and problem solving skills.

First question: Is life skill training in interpersonal communication skills - social has been effective?

Interpersonal communication skills - social students (3.621) out of its scale (2.5) is more. The results from the perspective of the students in the study argue that life skill training is effective in improving individual and social skills. And enhance the sense of cooperation, respect and uphold the rights of others, lack of teamwork and stubborn in its expression. The results of the survey is compatible with Haqiqi and partners [1].

Second question: Have students cover life skills training, after training, are familiar

with problem solving skills? Average skills, problem solving ability of students (3.599) out of its scales (2.5) is more. So it can be argued that from the perspective of students can learn life skills training to improve problem solving skills. The results from the perspective of the students in this study indicate that students are covered by life skills training, after training, are familiar with problem solving skills. The results, according to researchers from the World Health Organization quoted from Noori [4], It is widely used in this study were consistent.

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