



**THE EFFECT OF LIFE SKILLS TRAINING ON THE DECLINE SOCIAL
ANXIETY AND INCREASING SOCIAL COMPETENCE FIFTH GRADE
STUDENTS IN ARSANJAN**

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ABSTRACT

Current study, Applied research is a quasi-experimental research with pretest-posttest control group and the test was conducted And aims to determine the impact of life skills education in reducing social anxiety and increase social competence of students Arsanjan fifth grade in school year 2013-2014, respectively. The sample (n = 60) were selected using two-stage cluster sampling Randomized 30 patients in the intervention group and 30 patients in control groups. Research hypotheses using social anxiety questionnaire Watson And social competence Perendin was tested on two groups And by using independent t-test and analysis of covariance, with software spss-18 to check the hypotheses. The following results were obtained on the basis of statistical findings: (1) life skills education to reduce social anxiety Fifth grade students in Arsanjan significant effect. 2. Life skills training to increase the social competence of students in fifth grade Arsanjan significant effect. Therefore, life skills training, social competence and reduce the growth of students' social anxiety.

Keywords: life skills, social anxiety, social competence.

INTRODUCTION

In the educational environment of the 21st century issues such as attention to the needs of students, motivation, academic achievement, reduce anxiety and increase

their capabilities are important. In this space it is believed that in order to develop standards and student needs should be considered to improve control, resulting in

achievement motivation, anxiety and distraction and increase social competence and academic achievement of our students (Ayeni and Popoola, 2007). Annually, about a million students are studying in our schools because students are a large portion of the working population of our country student psychological issues and problems between them, and it seems that a wide range of several social competence and academic achievement is impressive. These can be a combination of stimuli such as anxiety, which underlying failure Give people the problems and external factors such as environmental stressors. Personality problems, motivational and excessive stress among students is often academic failure, unemployment, health problems, lack of performance and drop-out rates leads (Monk and Mahmoud, 1999; cited in Meshki, 2008). The vulnerability of the population of students in the stress and difficulties to develop a variety of psychological problems and lower social competence them. when anxiety and stress is severe or student each person has different reasons to stress the negative perception of the degree of motivation and social competence, he becomes his academic performance is affected (Misra, Mckean, West, Russo, 2000). Therefore, the diagnosis of problems during the school year for children, early intervention and

prevention emotional problems, social and education in the future. in fact, early intervention and correction maladaptive behaviors of children in this critical period of life skills training to increase social skills and popularity peers and adults, resulting in improved self-esteem and increase efficiency Social and child to accept responsibility for preparing future (Shahim, 2010). The study also sought to examine the impact of social and life skills to reduce anxiety and increase the social competence of students in fifth grade is Arsanjan. Problem statement:

Today, in spite of the deep cultural changes and changes in lifestyle, many people deal with life issues and how to interact with others without Ability and skills are essential, and this makes them more vulnerable in the face of the problems of everyday life have. All our lives we are faced with the challenges and problems that everyone will respond in a manner specific issues. Some are trying to assess the correct and rational use of strategies such as problem solving and Positive thinking deal with problems. In contrast, some other strategies are ineffective in the long run bring many negative consequences on the grounds that some people need to learn the skills and develop abilities such as self-awareness, social communication, problem solving and decision making they need to

learn how to behave, and they solve their problems and issues of life control (Barzegar, 2008). In this context, several training programs to achieve the growth of moral, spiritual, cultural, mental and social skills taught in the program one of the useful life. Life Skills Training Program is a program of prevention and improvement in order to improve skills, communication, public health and prevention of injuries and disorders such as anxiety and ultimately improve capacity has been prepared (Ghias Fakhri, 2012).

The need for research:

The formation of the education system in every society to prepare the children of the community, good for social life in the future. Thus, according to one of the most important factors affecting the social development of children is necessary (Shahim, 2010). On the other hand, one of the goals of education, emotional problems - behavior and improve student behavior and achievement. As a result, the identification of methods and strategies for the promotion and enrichment of important factors and training practices is, in between study and life skills training as a tool for dealing with the many problems of position. As a result, maintain, upgrade and consolidation of variable interest is motivating students (Galilee, 2103).

On the other hand, one of the characteristics of family communication and interaction skills, to learn of them (Harjyh and Dixon, 2004). As a result of these transactions can be changed in a positive direction and a higher quality of life caused. Also according to research studies, studies that have been done inside and out, every single part of the study carried out. And any research to assess these variables together and together, the research unit is paid. And given that one of the main problems in different societies today's social, behavioral abnormalities and psychological and coping with them, no doubt that the education of parents and children daily life skills is more important in the world today. In general, given the importance of life skills and the training that these skills are probably one of the factors causing the decrease social anxiety and increase the social competence of the students, this research can increase knowledge of the subject and relevant organizations in this field can use the results for practical purposes. The goals of this study as a step becomes necessary.

BACKGROUND RESEARCH

Research carried out in

And done many Neysi and Shahny Yeylagh (2001) in an experimental study on the first year high school students of Ahwaz city have shown that skills training Natural

increase assertiveness, self-esteem and mental health and reduce the social anxiety of students. Kazemi (2011) as the research on the effectiveness of teaching life skills and social competence of students with mathematics disorder The results found that life skills and social competence of students with mathematics disorder increases Keikha F. (2011) in research as a result of life skills training on social anxiety, academic achievement and social skills of students to achieve results that will teach life skills Reduce social anxiety and social skills and academic achievement is increasing.

Rahimi (2012) in a study entitled Effect of life skills training assertive on social skills, assertiveness and social anxiety in first year high school students to attain these results training Life skills assertive increased social skills, assertiveness and social anxiety are students. Mavally et al (2013) in a study entitled Effectiveness of life skills training, social competence of students with hearing loss to achieve the results that significant effect on students' social competence, life skills training and life skills training can improve social competence of students with hearing loss. Jalili (2013) in research as teaching life skills to evaluate the effects of behavioral disorders such as aggressiveness and anxiety Anger Control Abade city school

children to the conclusion that skills training practices Life reduces significant anger control behavioral disorders such as anxiety and aggression in children can be.

Studies abroad:

Research Anisworth Mery (2005) found that parental education has a profound impact on a child's behavior and social anxiety (according to the Nemat Bakhsh, 2010). Several studies have shown that life skills training directly or through parents and teachers reducing social anxiety in children and improve their social behavior is effective (Logsdon, 2009 and Bylmm, 2009). Selcuk et al (2007) in their study have shown that the development of life skills training and increased skills such as decision making, motivate themselves, take responsibility, positive relationships with others, develop positive self-esteem, problem solving, self-regulation and social competence of students is effective. Wehr & Kaufman (2012) in a study entitled Impact of life skills training on social anxiety, a study conducted on a group of teenagers anxious to achieve the results that skills training Life, increase self-esteem and reduce aggression and anxiety in adolescents is.

Studies have shown that teaching life skills to students has led to aggressive behavior and depression in children reduced mental health benefit (Kazdin, AE, Siegel, TC &

Bass, 2012). These findings have shown that juvenile offenders are family members, using methods such skills Behavioral disorders in children have reduced problem (Tosic, Bvjanvak and Mjvsk, 2012).

RESEARCH METHODOLOGY

This study is applied using a quasi-experimental pretest-posttest design with control group and tests have been carried out and the influence of social and life skills to reduce anxiety and increase the social competence of students in the fifth grade in school year 2014 Arsanjan -1392, has been investigated. Population, sample and sampling:

The population in this study, all fifth grade students in the academic year 2013-2014 Arsanjan is using cluster sampling method. Two-stage, 60 were selected and evaluated in the control group were tested.

Measuring tool:

A questionnaire was used to collect information that describes each of the questionnaires were then separately.

Social Anxiety Scale Watson:

This questionnaire by Watson (1998) and has been developing in Iran in 2001, during the study, and colleagues Shokrkon translation and standardization is the Iranian students. The questionnaire includes 28 questions that will be grading on a Likert scale option.

Scale social competence:

This questionnaire is a tool of 47 questions based on the theory made Flner. Estimate the reliability and validity of the test by R Parandin R (2006) in Tehran, on 450 as well.

Data analysis:

In this research, data analysis, descriptive and inferential statistics is presented in two parts. The statistics descriptive statistics such as frequency, mean and standard deviation were used. Analysis and hypothesis testing was conducted with the help of inferential statistics. For analysis according to objectives and hypotheses Provided inferential methods (T-test and co-variance) in the form of SPSS software has been used.

RESULTS

Table 1: Descriptive statistics for variables in the pre-test and post test and control groups

Group				Location	Indicators Components
Witness		Trial			
Standard deviation	Average	Standard deviation	Average		
2/61	7/57	2/30	8/53	Pre-exam	Social Anxiety
2/54	7/56	3/49	6/63	Posttest	
16/63	170/57	12/65	170/83	Pre-exam	Social competence
7/92	169/35	12/68	188/73	Posttest	

Table 2: Kolmogorov-Smirnov test to check the normality of variable distribution of social anxiety

The significance level	Kolmogorov-Smirnov Z	Index
0/925	0/482	Test
0/741	0/673	Pre-exam

Table 3: t-test for comparison between experimental and control groups in the pre-test Social Anxiety

Levine test (homogeneity of variances)		significance level	Degrees of freedom	t Calculated	mean	Standard deviation	Average	Number	Index Group
significance level	F								
0/632	3/13	0/316	58	1/42	.96	2/30	8/53	30	Trial
						2/61	7/57	30	Control

Table 4: TABLE test for homogeneity of regression slope using covariance analysis

Significance level	F	Mean square	Degrees of freedom	Total squares	Resource change
0/001	64/5	234/42	1	234/42	Pre-exam
0/621	51/3	2131/46	1	2131/46	Group
0/518	0/76	14/12	1	14/12	Group pre-test *
		7/45	58	432/36	Error
			60	2769	Total

Analyses of covariance test for social anxiety variables:

Table 5: Analysis of covariance for the dependent variable, social anxiety and post-test

Chi Eta	The significance level	F	Mean square	df	Type III sum of squares	Source
0/561	0/001	5/461	342/15	1	342/15	Social Anxiety
0/329	0/000	9/521	2799/40	1	2799/40	Group
			13/229	58	767/32	Error
				60	4158	Total

Table 6: Adjusted means changing social anxiety and post-test

significance level	T	Degrees of freedom	Mean Difference	SEM	Average	Group
0/008	2/74	58	-1/90	49/3	63/6	Trial
				54/2	56/7	Control

The second hypothesis: life skills training to increase social competence.

Analysis of covariance:

Requirements:

A normal distribution of social competence variables:

Table 7: Kolmogorov-Smirnov test to check the normality of variable distribution of social competence:

significance level	Kolmogorov-Smirnov Z	Index
0/923	0/471	Test
0/752	0/586	Pre-exam
		Posttest

B) the adequacy of social homogeneity of variance of the error for the variable:

Table 8: Levine test for equality of variance error for the variable social competence in the test

significance level	F	Variable
0/377	0/80	Social competence

C) In the same means of control and test groups:

Table 9: t-test for comparison between control and social competence in the pre-test

Levine test homogeneity of variances		significance level	Degrees of freedom	t Calculated	Difference Average	Standard deviation	Average	Number	Index Group
significance level	F								
0/726	2/63	0/348	58	1/719	0/26	65/12	83/170	30	Trial
						63/12	57/170	30	Control

D) The slope of the regression homogeneity:

Table 10: homogeneity tilt table test to apply regression analysis of covariance

Significance level	F	Mean square	Degrees of freedom	Total squares	Resource change
0/001	5/61	273/51	1	273/51	Pre-exam
0/734	3/41	2139/53	1	2139/53	Group
0/525	0/78	12/13	1	12/13	Group pre-test *
		29/8	58	481/23	Error
			60	2913	Total

Analyses of covariance for the variable intelligence test:

Table 11: Analysis of covariance for the dependent variable: social competence in the test

Chi Eta	significance level	F	Mean square	df	Type III sum of squares	Source
0/581	0/001	4/85	273/87	1	273/87	Social competence
0/413	0/000	11/721	2046/50	1	2046/50	Group
			13/33	58	773/49	Error
				60	4126	Total

Table 12: Adjusted variable means of social competence in the test

significance level	Degrees of freedom	T	Mean Difference	Error Criterion	Average	Group
0/001	58	8/314	19/38	12/68	188/73	Trial
				7/92	169/35	Control

DISCUSSION

First hypothesis: life skills training is effective in reducing social anxiety children.

Based on the results and compare scores on the test and control groups varied social anxiety, First Results Research shows that students life skills training on social anxiety and reduce social anxiety affect children. These findings and the results of numerous studies including the Neysi and Shahny Yeylaghi (2001), Keikha F. (2011), Rahimi (2012), Galilee (213), Lagsdvn (2009), Bylman (2009), Bradley and et al. (2010), and Vahr and Kaufman (2012) and Ryngvld et al (2013) is consistent. Among the issues that in any society, especially its educational system to show improved student behavior and prevention of mental health and social. In today's stressful life

full of frustration, man Often encounter situations in which such a defense should not need to be some kind of social anxiety. Life skills training in a few content and components of behavior therapy are guided, role playing, modeling, feedback, training Conduct an objective review of visual and other training as well as social skills such as behavioral therapy is rooted in mental health. It is believed that social anxiety learn, so it can be The bold and explicit learning and behavior, and firmly taught. Thus, in explaining the findings it can be stated that, students who have difficulty in expressing their ideas in Many times, with frustration and failure, and the problems caused Reducing anxiety and increasing self-esteem in them for their presence in social media, such as friends, family or acquaintances are. It typically leads to

academic failure and the creation of cycle Wrong behaviors and emotions are abnormally. Therefore, learning life skills at school on time can be against such cycle's irrational and emotional behavior to an acceptable level of safety construction. In fact, the teaching of life skills can be dealt with social anxiety and social skills to develop and enhance students' self-expression initiated. Success in social and educational function involves having self-confidence, assertiveness and social skills are. It features children Teens opportunity to school in their respective fields, such as group activities, interaction with students and doing homework, actively and Manufacturer, and, in general, strive to solve the social anxiety level down.

The second hypothesis: life skills training to increase social competence. Based on the results and compare scores on the test and control groups varied social competence, the second finding of this study suggest that skills training Students living on social competence and increase social competence affect children. These findings and the results of numerous studies, including Vahedi (2006), Kazemi (2011), Mvlely et al (2013), Soloc and colleagues (2007), Coleman (2011), Ryngvld et al (2013) agreement there. With regard to the effectiveness of social competence in students life skills can be The order of the

emotion emotional skills, stress management, communication, feelings and self-control it takes and also motivational skills, including the values, moral development and Self-efficacy is a person's interaction with the environment, social competence, and ultimately lead to the promotion of mental health, in line with the objectives that More specifically in the education of students important life skills. So what makes a good link excitement and motivation to learn the skills of how to live through life skills training, students will be formed. In other words, firstly, to help students learn new skills and life skills can combine with previous skills and higher levels of cognitive skills, behavioral, emotional and motivational reach. Secondly, Life skills training to improve processing skills, cognitive, behavioral, emotional competence and motivation and consequently to improve the skills levels and improve social competence, the students would not be unexpected. On account of these findings it can be stated that the application of the regulation and improving interpersonal skills, acceptance of social responsibility, appropriate decision-making and conflict resolution influences. To achieve this objective are practically not possible, unless the basic skills taught to students. So negative emotions planning, management training,

education, problem solving, decision making, Thinking and good interpersonal relationships can prevent the development of many disorders and maladjustment in children and thus promote social competence gave them.

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