The Effect of Group-Training of Social Skills on Self-Esteem in Guardian-less and Mismanaged Children and Adolescents

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Abstract

Self-esteem is a basic need in life processes which has an important role because it helps normal growth and health. So, without positive self-esteem, psychological growth will stop. Human is a social and dynamic being that is in continual interaction with other beings to meet his own physical, emotional and spiritual needs so that without this communication he is not able to develop his own ability to perform social and individual duties. Social skills is a complex set of skills that is vital to adapt and cope with stressful situations which in turn foster healthy relationships and affect the overall performance of humans. Poverty, death of parents, drug addiction, alcoholism, parents’ incurable physical illness or mental disorder, imprisonment, absence of one parent (usually the father) and mother being prostitute are of factors affecting mismanaged and guardian-less children across the world. If group-discussion is going to be effective, it should express the views clearly. Therefore, background facilitators are important in this approach. Increasing of social skills, expanding skills related to self-esteem as well as modifying maladaptive schemas that these children have about their surrounding world, can be essential components of prevention and therapeutic interventions for children affected. Thus, social relations and their learning are the most basic of achieving social activities. Compromise with family and family group will be a prelude to compromise with academic groups and then professional groups. Generally, group-training of social skills is mainly founded in family.

Keywords: group training, orphans and Unsupervised, self-esteem, children and adolescents, social skills.
1. Introduction:

1.1 Self-Esteem:

Self-esteem is a basic need in life processes which has an important role because it helps normal growth and health. So, without positive self-esteem, psychological growth will stop. In fact, self-esteem acts like a consciously safe system, providing essential strength and capacity needed for life. On the other hand, low self-esteem decreases flexibility of the individual facing problems.

One of the main issues is in psychology that has attracted the attention of many researchers and psychologists are self-esteem. So, the numerous theories have been looking for ways to increase or foster self-esteem. Based on theoretical and applied research in recent decades, numerous therapeutic approaches have focused on these ways, too. People who feel good about themselves can surpass their own conflicts easily, stand the negative pressures, and enjoy life well.

Self-esteem is one of the main and decisive factors in shaping the behavioral and emotional patterns, and shows individual attitudes towards themselves and the outside world (Emami, 2006). Self-esteem affects all aspects of people's lives and their attitudes about their own abilities.

Studies have shown that there are a relationship between high self-esteem and positive personality traits in individuals. According to these studies, people with high self-esteem have such characteristics as maturity, stability, realism, comfort, ability to tolerate frustration and failure, while people with low self-esteem do not hold such features. In addition, self-esteem affects their recognition of their own abilities. (Sardar Ebadi, 2005).

1.2 Group Training:

Group discussion is an interactive way that makes it possible to exchange ideas and the best way to find answers to questions and dialogue with each other. In group discussions new ideas are evaluated and tested, leading to the creation of new ideas and exploring of new concepts, which in turn helps think more broadly about attitudes and values.

Group discussion will lead to the creation of solidarity and trust. Differences of opinion, race, gender and participation must be respected. Discussion in small groups provides the participants with identifying each other and gives them a sense of belonging to a group.

Group discussion, is an organized debate to explore a set of specific issues (Kelly et al, 2006). In discussion, you have simultaneously access to emotions and experiences of 5-15 persons. (Tomlinson et al., 2006) Effective use of group discussion is the need to express views publicly, so there are background facilitators in this important procedure (Kelly et al, 2006).

1.3 Social skills:

Obtaining social skills is the basic of socialization of human beings in all cultures that have been considered in the past two or three centuries. Human is a social and dynamic being that is in continual interaction with other beings to meet his own physical, emotional and spiritual needs so that without this communication he is not able to develop his own ability to perform social and individual duties. (Nassaji Zavareh ; 1388).

Social skills is a complex set of skills that is vital to adapt and cope with stressful situations which in turn foster healthy relationships and affect the overall performance of humans. In other words, social skills are behaviors that help people interact with others. The family and school are the first social environments for an individual. In school, an adolescent may
interact with classmates, the teachers and other school personnel. Later in life, this interaction would be with colleagues, supervisors, friends and other people (Randy and Michael, 2008). On the other hand, the importance of social skills as the most important factors in socialization and social adjustment cannot be ignored, and attention to social intelligence, social development as well as social education along with other aspects of growth and fields of education, are of great significance, too. (Matson, Luke and Mayuovel 2004). Lack of social skills, in interpersonal and emotional-behavioral areas cause to many problems (Randy and Michael, 2008).

Mismanaged and Guardian-less Children: Those who are below 18 and deprived of effective educational, psychological and supportive presence of parents and life in family are called mismanaged and guardian-less children (Asghari Nekah, Heidari Darbandi 1389). Poverty, death of parents, drug addiction, alcoholism, parental involvement in incurable physical illness or mental disorder, imprisonment, absence of one parent (usually the father) and mother being prostitute are of factors affecting mismanaged and guardian-less children across the world (Tambeni, 2010). Increasing of social skills, expanding skills related to self-esteem as well as modifying maladaptive schemas that these children have about their surrounding world, can be essential components of prevention and therapeutic interventions for children affected (Kazdin, 1998). Many researchers believes teaching social skills is useful for children with externalizing disorders.

The logic of such training is that these type of children cannot think about various and appropriate solutions tailored to the problem because of the weakness in controlling impulses, so they behave quickly and without hesitation in social situations and real life (Webster-Stratton and Reed, 2011). Despite confirmation of the effects of social skills training on reducing behavioral problems in children, making the process attractive and forming the concepts simple and tangible to promote and protect children's motivation have always been a concern of child therapists (Yosefi Loye, Matin and Yosefi Loye, 1387). There is no supervision from the beginning of creation and guardian-less children live in orphanage away from loving, parents and family members. Some of them suffer from withdrawal, feelings of failure, and sometimes injury and psychological trauma. These children feel empty and are unhappy and dissatisfied people who may tend to maladaptive and deviant behaviors for their rights. (Alamchi Meybodi, 2002).

The disintegration of the family, poverty and hunger, addiction and such factors are the reasons of the increasing conflicts and orphaned children and teenagers (Milanifar, 2008). Moreover, cold and uninspiring relationships in the family and lack of parental sensitivity about the future of children and their emotions leave mismanaged and guardian-less children. These children are sent to charities and welfare boarding centers to live (Moein Namini, 1994).

Social maladjustment in children is the result of poor relationships with parents. Children deprived of guidance and encouragement due to separation of parents, or neglect and indifference toward their education, find wrong concepts of the world and become an enemy for society when they get an adult.

Separation of children from parents, especially the mother, leads to inability to form good and healthy emotional relationship in maturity (Ahadi, Mohseni, 2002). Lack of continuous care of the child is a cause for non-compliance of child and family as well as behavioral, cognitive, emotional, and developmental problems and social problems (Akpalo, 2007).
2. Materials and Methods:
Evaluation of present studies shows that the impact of group education of social skills (assertiveness) on increasing assertiveness and self-esteem of mismanaged and guardian-less children have been less studied in Iran. Therefore, due to the large number of children and teenagers who lack of self-esteem, suffer from low assertive and do not have the necessary skills to establish a good relationship with their peers and others, this research is of great importance and the results can submit an appropriate approach to educational consultants and practitioners.
This research is going to answer the following question:
- Does group-training of social skills have any effect on self-esteem in mismanaged and guardian-less children?

3. Achievements:
Generally speaking, children living in single-parent families, children adopted temporarily or permanently, children in boarding-houses, street and homeless children, and children living in separated and damaging families face a wide range of similar and different problems. Many of these children are alternately kept in different families (relatives, volunteers, adoption) or they are accepted in boarding-houses. Some of the problems these children are to be briefly mentioned.

3.1 The lack of sense of security and meeting requirements:
Mismanaged and guardian-less children and those living in boarding-houses face these problems: frequent displacements (from one center to another, from one house to another, and from home to a boarding-house and vice versa), changes in boarding-house personnel, policy changes in the care center that may be under the auspices of welfare or the Board of Trustees as well as the shortage of recreational and well-being facilities. All of these factors may lead to not meeting various needs, instability, and insecurity. Instability and insecurity would result in feeling like guilt, shame and perceived the world as a dangerous place.

3.2 Low self-esteem and self-concept:
Researches comparing the amount of self-esteem and self-concept between normal children and children living in boarding-houses show different results. However, most of them generally express the low level of self-esteem and self-concept in children of boarding-houses.
A study carried out in Tehran boarding-houses suggests low level of self-esteem, self-confidence, self-awareness and also weak and undeveloped self-concept (Babaei et al. 1369). In another study it was found that the degree of children's confidence is reduced as they go to higher grades, so that there is a considerable difference between children in the first and second grade and children in the fourth, fifth and the Guidance (Mortazavi, 1372).

3.3 Lack of support, inability to express problems with the right person, and not being cared
Mismanaged and guardian-less children under supervision cannot easily express their problems for a confident person.
Many boarding-houses either do not have enough employees or their employees do not have essential skills to listen to children’s problems seriously and appropriately.
A child in contact with the child's phone line in the UK, said: "Children do not like to get in touch with aid workers because they do not visit them easily and do not take them seriously. Mainly adults do not have time for children. Also, the younger the child, the more possible is
to raise his problem to an aid worker or other person. On the other hand, children below 14 years of age who were with alternative families felt that they can state their problems with their foster parents, especially the mother. The child feels that other people do not like him. About a third of children who contacted with the supported children phone service center in London suffered from this feeling and its consequences. Another common issue is the feeling of not being cared and loved by others. About a third of children who contacted with the supported children phone service center in London suffered from this feeling and its consequences, involving bearing problems without any supporter.

3.4 lack of ownership and privacy
There is a mess in many care centers, orphanages or homes due to financial problems, lack of space or mismanagement. In such a situation children use each other’s stuffs, tasks are not divided, no one measure to fix the broken device, cleaning is not observed and the environment is not suitable for studying and having privacy.

3.5 stereotypes about mismanaged and guardian-less children
Children who are in boarding-houses and those with stepfather and stepmother have possible problems and disorders. This issue along with other matters broadcasted in society by movies and news stories result in a stereotype about mismanaged and guardian-less children. These assumptions in long-term cause gradually project behaviors that confirm the stereotypes about them.

4. Conclusion:
Children and teenagers have to live with stepfathers, stepmothers, or other supporters due to such factors as family environment, educational environment, and physical and psychological factors. Poverty and unfavorable economic conditions, family disorders and stress, may bring in failure in social skills particularly self-esteem.

Lack of a warm family environment, economic and cultural poverty, and association and relationship with wrong people, are of effective factors in reducing the individual’s self-esteem.

Running away from home in mismanaged children is an explicit representation of a deeper and more complex problem known as "the relationship between children and parents."

Children run away from home to relieve the pain and discomfort, to being away from the continuous blame, repeated humiliations, and losing their character. This is sometimes done either showing opposition and punishing the parents or feeling insecure and unsupported. Denying emotions and existing family norms and overlooking society expectations is not definitely a normal and natural behavior. The normal reaction is to confront with the existing boring behaviors in the abnormal environment of family. A study shows that parents’ separation and family’s conflicts leads to escape home. Most escapee children and teenagers who arrested later mentioned that one of their reasons (the most important one) is family disputes (industry. 1378). An unkind stepmother or discrimination among children and such factors which bring about tensions in adolescent period may cause children turn to unfamiliar and strange people and perform a wrong action so that they cannot go back home.

Dissentious and unorganized families tending to order and being strict, experiencing unkindness in childhood, depriving of safety and welfare, parents’ quarrel, and weakness of moral principles are from the main factors of delinquency. Family disputes including disputes between parents or between parents and children, repeated marriage, presence of half-sisters or half-brothers, jealousy, discrimination among children, divorce and so on, make the person so rebellious that its side-effects emerge outside the home and family.
Divorce and separation of parents causes anxiety, worry, and tension for the child. Deprivation of meeting father or mother brings a sense of shortage in children. The subsequent psychological reaction would be anger, misbehavior, disobeying of parents and others’ orders, and finally social maladaptation. 

The death of one of the parents is also effective in mental imbalance. The environment in which the child lives gets him unstable and anxious. After divorce or death, children suddenly encounter psychological crisis, terror and anxiety and turn to kids who are hapless, patient and delinquent. In the absence of mother, children face lack of kindness and in the absence of father, children avoid home and family and do not obey mother’s orders. In early years of life, children need kindness and security more than any other time. If there is no attachment, children’s training would not be successful even if they are under constant care and control. When the child observes the conflicts between the parents, he grows hatred towards one of them and expands it to others as he grows up. The child has learned this imitation and identification from his own parents. Relationships with father, mother, sister and brother are another main issue in childhood. Social relationships and their learning are the most important basis of learning social activities. 

Compromise with family and family group is a prelude to compromise with academic and then professional groups. Shortly, social compromise is basically founded in family (sanati, 1378). Therefore, parents are an important factor which can help children meet independence requirements and turn to adults who are capable, self-reliant and have positive image of themselves.

Children who are victims of severe emotional behaviors and disorganization, have trouble in trusting others and make romantic connections, and although they feel a strong need to be in a relationship, they lose their self-esteem as soon as they frustrate. Several studies conducted in the US and other countries, have proven that democratic, decisive and reassuring parents is more likely to have children with self-esteem, self-confidence, independence and responsibility who believes they are loved and cared (Ardalan, 1383).

The deviance is conflict between culture and rigor family and friends, their peer culture. After the family, school, social skills particularly important role in children's self-esteem is responsible. The conflict between culture and sternness of family with that of the peers and friends is a factor of deviation. After family, school plays an important role in social skills especially the children and teenagers’ self-esteem. The child goes to an educational environment formed from different religious, ethnic, regional, economic and social groups. Dissatisfaction with the academic environment as a result of physical and psychological factors and/or family environment, educational conditions, not only leads to school getaway but also brings about indiscipline, rebellion, aggression, misconduct, misbehavior, disregard for regulations, creating losses and finally committing crimes.

5. Suggestions:
To address the lack of self-esteem is required in children and adolescents irresponsible and derelict Search and activities in the following areas:
A. Check talents and interests: 
Consulting and educators should identify the talents and interests of the child; what activities he enjoys and what you can well done to investigate these can be used cases and the status etc. for intelligence, the test.
B. Review the goals and ideals of children and adolescents:
Counselors, and Teachers need to review their individual goals and ideals. Here may be confusion and disorder identity On the other hand the difference between the actual self and the ideal person to . To perform precise tests like this can be used as if Rogers the worker will be contacted him daily.

C. Create a successful experience:
One of the most important factors and strengthen confidence in children and adolescents, especially those who are shy, and traumatic experiences are unsuccessful, that is increase in activity successful.

For this purpose it is necessary in various training programs, educational and school sports and the attempt to show, to achieve success. In these cases, teachers and other school staff should be given terms of student programs (education and training) for him to set that in most cases, they can be managed with reasonable effort, then be encouraged.

In this way, great importance should be given to the soul of continuous efforts and provide appropriate patterns also have been considered.

D. One of the most important variables in children's social skills, emotional atmosphere prevailing in the family and school. The emotional atmosphere in the theory of individual psychology is an important structure should be evaluated in future research (Adler, 1361).

After reviewing adverse events and annoying children if the children do not feel it is known that they can defend themselves against abusive adults, activities for their defense is not successful. The coaches should focus on strengthening social skills and self-esteem of the child in school and that he could defend himself at risk and ask for help from others, emphasize.
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