The effectiveness of social and educative skill training on self-esteem of Noor city high school female students

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Abstract

This study was conducted with aim of determining the effectiveness of educative and social skills on self-esteem of Noor city high school female students. The research method was a pre-test and post-test with a control group. The population was 1000 people, which according to Morgan, a sample of 278 individuals was selected. And then they responded to cooper smith's Self Esteem questionnaire, from these respondents 75 patients had low self-esteem, lower than the cut line, 30 people were selected randomly and assigned in an experimental group and a control group (15 per group) randomly. Then experimental group received social and training skills in 9 sessions 40 minutes twice a week. But the control group did not receive any training in this area. After implementing educational interventions the questionnaire were conducted again and pre-test and post-test grades were analyzed. The resulting data were analyzed using univariate analysis of covariance. The results showed that social skills training are effective in improving self-esteem of female students. As a result, this training method can be used as an efficient method to improve the mental health of students in schools.

Keywords: social and educative skills, self-esteem, students.
Introduction

Social skills of children and teenagers are part of their issue of socialization and socialization is a process that skills, motivations attitudes and behavior of a person are shaped within it. Social skills can be defined as necessary skills for adjustment to social needs and preservation of satisfactory interpersonal relationships (Ashouri et al. 2013, 957). Researchers have defined social skills as the ability to interact with others in a specific social field, in a way that it is appropriate and valuable in civil law (Ashouri et al. 2013, 957).

Psychologists already believed that social skills were a collection of acquired and acceptable skills that enable people to communicate with others and prevent them from irrational reactions. Cooperation collaborate with others, asking for help, initiating a relationship, to praise and thank others are examples of social skills (Garsham 1982) Garsham & Iloyot (1987) cited in Behpazho, et.al (2006). Thus, in recent years, a great deal of attention has been paid to teaching social skills, because many researches show that impaired social skills have negative impact on academic performance and exacerbate learning problems and often cause to compatibility problems occur (Parker & Asher, 1993).

Students with appropriate social skills show some behaviors that lead to socio-psychological outcomes such as peer acceptance and effective relationship with others. On the other hand, those who have not acquired social skills, often develop behavioral disorders, are not accepted by peers, are not popular among peers and adults and do not come along with teachers or other professional people Behpazho, et.al (2006, p.30). This gradually leads to sense of inferiority and worthlessness and at last children and adults' self-esteem will come down. In fact, their self-esteem is founded on objective data and subjective values on which they hold. There is a reciprocal relationship between self-esteem and image of your ability, if self-esteem reduces, a feeling of helplessness in person will be created, and vice versa, by increasing self-esteem, a sense of empowerment is restored in person (Zaki, 2005). Previous studies have confirmed the relationship between social skills and self-esteem (Asl Fatahi & Njarpouri Ostadi, 2014, Nazari & Hosseinpur, 2010, Haider Pour et al., 2009).

Self-esteem is the judgment and vision that a person declares consistently and persistently on his values, and it is created from four components that are personal, social self-esteem, family self-esteem and educational self-esteem.

The researchers believe that people self-esteem is a main determinant of human behavior, and in different stages of affected by his relationship with others (Ashoori et al., 2014: 958) Healthy self-esteem operate like as armor against global challenges for children and adolescents. People who feel good about themselves, they can easily overcome challenges, can stand the negative pressures and can enjoy life. Self-esteem is the key to human success and vice versa, many of the human problems arising from his weakness. Self-esteem is the major determinant in forming of behavioral and emotional template (Asl Fatahi & Njarpouri, 2014: 125)
Teenage years are the important and outstanding stage in social and psychological development. In this course, the emotional and affective balance especially balance between emotions and intellect, understanding the existential value of themselves, self-consciousness by choosing real-life objectives, emotional independence from their families, preservation of mental and emotional balance against stressful environmental and life factors, having healthy relationships with others, learning necessary social skills to make friends, recognition of effective and healthy life and using them are the most important needs of teenagers. Thus, helping teenagers can help them to develop their social skills for effective life and creating or increasing confidence in dealing with problems, as well as helping them to grow and develop emotional and social skills necessary for successful adaptation to the social environment and the effective and productive life in society (Nazari & Hosseinpur, 2009). According to the above, we seek to answer the following questions: Is social skills training and education effective on self-esteem of female students?

Method

This study aimed to determine the effectiveness of training and social skills on self-esteem of Noor city high school students was conducted. The research method was a pre-test and post-test with a control group. The population was 1000 people, which according to Morgan, a sample of 278 individuals was selected. And then they responded to Cooper smith’s Self Esteem questionnaire, from these respondents 75 patients had low self-esteem, lower than the cut line, 30 people were selected randomly and assigned in an experimental group and a control group (15 per group) randomly. Then experimental group received social and training skills in 9 sessions 40 minutes twice per week. But the control group did not receive any training in this area. After implementing educational interventions the questionnaire were conducted again and pre-test and post-test grades were analyzed.

The instruments used in the study were:
Cooper's Self-Esteem Inventory (SEI): This tool contains 58 articles that describe the feelings, ideas or reactions of people. Participants should mark these two boxes (like me (yes) (not resemble me (no) answer.

Each of these subscales included: General scale 26 articles, social scale 8 articles, family scale 8 articles, academic or professional scale 8 articles and lie scale 8 articles.
Subscale scores and the total score allows you to specify the context in which individuals who have positive picture of themselves (Cooper Smith, 1967). The interpretation of scores obtained is: poor self-esteem (26 and under), medium self-esteem (27-43) and strong self-esteem (44 and above). Researches in Iran and outside of Iran show that this is an acceptable validity. Herzvogolen (1999) have reported alpha coefficient of 88% for the total score. The validity of the subscales and total scores on the test Neuroticism figure in Eysenck. Validity of negative and positive convergent validity of the scales of extraversion is obtained. Edmond Sun et al. (2006) reported the internal consistency coefficient of Kooper smith's self-esteem test from 86% to 90%. Cooper Smith et.al (1990) have reported test-retest coefficient of 88% after five weeks and 88% after one year. Test-retest reliability of the test with an interval of four weeks and 12 days have
been reported to be 77% and 80% respectively. The internal consistency coefficient has been between 89% to 83% in different studies. Porshafei (2002) has reported that by dividing into halves, coefficient of 87% has obtained. In the study of Validity of Cooper Smith, Sabet (1997) and Naenifard (2002) have obtained positive convergent validity between Copper smith's test and Eysenck's self-esteem test. This rate has been 80% in Sabet's (1997) study and 87% in Naenifard's (2002) study. Moreover, reliability of this test by using test-retest method has been reported 90% and 92% for girls and boys respectively.

Summary of social skills training sessions were:
First session: Understanding on personal information
Second Session: Training obedience
Third session: Learning Responsibility
Session Four: helping others
Fifth Session: Partnership and cooperation
Sixth Session: Asking for help
Seventh session: respect the rights of others
The eighth meeting: Solving problems
Ninth session: Training of harming others

Findings

To test the hypothesis of the study of effectiveness of social and training skills on Self-esteem of Noor city high school girls, the differences in average of post-test and pre-test scores between experimental and control groups by analysis of covariance ANCOVA was obtained. The results are presented in the following table.

Table 1: Results of levens’ test for the assumption of the equality of variance

<table>
<thead>
<tr>
<th></th>
<th>df2</th>
<th>df</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/750</td>
<td>28</td>
<td>1</td>
<td>0.003</td>
</tr>
</tbody>
</table>

In the above table the amount of F in Levene's test for equality of variances is equal to 750/10 and the value of a significance level is less than 050/0 indicates that the data have questioned the assumption of equality of error variances. Therefore Caution should be exercised in interpreting the results.

The data in Table 2 is related to the slope homogeneity hypothesis testing. This table runs before running the covariance to help to evaluate the interaction between helping random variables (pretest self-esteem) and variable of the group (the agent) in predicting the dependent variable (self-test).
Table 2: Summary of the analysis of covariance of self-esteem to test the interaction in the experimental and control groups

<table>
<thead>
<tr>
<th>Source of changes</th>
<th>Sum of squares</th>
<th>Degrees of freedom</th>
<th>Sum of squares</th>
<th>Mean Squares</th>
<th>F</th>
<th>significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Covariate</td>
<td>150.334</td>
<td>1</td>
<td>150.334</td>
<td>16.551</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>Group a</td>
<td>71.732</td>
<td>1</td>
<td>71.732</td>
<td>7.897</td>
<td>0.009</td>
<td></td>
</tr>
<tr>
<td>Pre-test(self-esteem b)</td>
<td>20.147</td>
<td>1</td>
<td>1</td>
<td>2.218</td>
<td>0.148</td>
<td></td>
</tr>
<tr>
<td>Interaction a*b</td>
<td>24.890</td>
<td>1</td>
<td>1</td>
<td>2.740</td>
<td>0.110</td>
<td></td>
</tr>
<tr>
<td>Error</td>
<td>236.160</td>
<td>26</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>21069.000</td>
<td>30</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the data table, the interactional effect between pre-test of self-esteem and control group is not significant \((F(1,26)=2/740, p=.110\). Not having meaningful interaction indicates that the data support the hypothesis of homogeneity of regression slopes. So, running variance merely used to test the effects of self-esteem and control group variables in post-test. This means that if the means in both experimental and control groups are same. The results of this analysis presented in Table 4 and 3.

Table 3: Mean and adjusted Mean of dependent variable of self-esteem

<table>
<thead>
<tr>
<th>source</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>adjusted Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td>Experimental</td>
<td>16.60</td>
<td>3.089</td>
<td>30.93</td>
</tr>
<tr>
<td>control</td>
<td>19.53</td>
<td>1.959</td>
<td>20.73</td>
</tr>
</tbody>
</table>

In the above table adjusted average of the dependent variable of self-esteem can be seen, it means that the ancillary effect of random variables is statistically removed. These averages tell us that the average of experimental group compared with the control group located at a higher level. The summary of the analysis of covariance in self-esteem by eliminating the interaction between experimental and control groups are shown in Table 4:

Table 4: The summary of the analysis of covariance in self-esteem by eliminating the interaction between experimental and control.

<table>
<thead>
<tr>
<th>Source of changes</th>
<th>Sum of squares</th>
<th>Degrees of freedom</th>
<th>Sum of squares</th>
<th>Mean Squares</th>
<th>F</th>
<th>P</th>
<th>Eta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Covariate</td>
<td>282.246</td>
<td>1</td>
<td>282.246</td>
<td>29.192</td>
<td>0.000</td>
<td>0.520</td>
<td></td>
</tr>
<tr>
<td>Pre-test(self-esteem)</td>
<td>6.816</td>
<td>1</td>
<td>6.816</td>
<td>0.705</td>
<td>0.025</td>
<td>0.025</td>
<td></td>
</tr>
</tbody>
</table>
As you can see, the effects of covariate and the ratio of F for effective work also is statistically highly significant, therefore, it is relevant to criterion, (F(1, 27)=66/793, p=.000, Eta= .712) which shows that there is a difference between two groups. In other words, there are significant differences between experimental group and control group in self-esteem. Thus it can be concluded that teaching social skills and training are effective on self-esteem of Noor city high school girls.

**Discussion and conclusion**

This study aimed to investigate the effectiveness of teaching social and training skills on self-esteem of students. Results showed that there is a significant difference in self-esteem of the experimental group and the control group, (F(1, 27)=66/793, p=.000, Eta= .712). And this difference according to the average of the adjusted means was a benefit for experimental group. These results are in line with the results of researches done by Van Vogt et al. (2013), Mami & Araysh (2010), Ghiyasi Zadeh et al. (2014), Betlo (2005), Kaliyeva (2009), Abdullah Pour (2007), Attari et al. (2006) Aqajani (2003). According to studies conducted in the interpretation of hypotheses it can be said that instruction of social skills and using them can be a foundation for interpersonal communication which can the probable reasons for increasing and improving of self-esteem. Teenagers who actually practice their social skills and competently apply them, Of course, can succeed in entering into peer groups and friends, have positive engagement and interaction in games with their peers, as well as show a range of socially accepted behaviors. As a result, we can say:

Many of the problems associated with behavioral disorders, possibly partly are due to a lack of social and cognitive skills to solve the issues between people.

So that social skills can increase a person's ability to communicate properly with others and decrease anxiety in social situations and social inhibition, or reduce interpersonal behavior drawn from anxiety about interpersonal evaluation, it can also play a role in increasing self-esteem. A student who has achieved the necessary social skills is a student that can be well adapted to their environment or by communicating with others avoid verbal and physical conflictual situations. These students exhibit behaviors that lead to positive psychosocial outcomes, such as peer acceptance and effective relationship with others.

Teaching appropriate social skills and providing opportunities and experiences that increase social interactions,

cause students to practice and apply strategies and social skills in all environments and real-life situations. Obviously, providing such an opportunity is the responsibility of all those who are associated in some way with the students and believed to compiled and comprehensive training programs.

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</thead>
<tbody>
<tr>
<td>Covariate b)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control group</td>
<td>645.791</td>
<td>1</td>
<td>645.791</td>
<td>77.793</td>
<td>0.000</td>
</tr>
<tr>
<td>Errors</td>
<td>261.051</td>
<td>27</td>
<td>9.669</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>21069.000</td>
<td>30</td>
<td></td>
<td></td>
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</tbody>
</table>
The last words, in our education system more emphasis is given to academic achievement, but little attention is given to social skills which are very useful in life. Social skills can be used as extra-curricular educational units to be used in schools. If social skills training program continues regularly during educational period it will lead to a comprehensive all-round development of students and cooperation between families, teachers, caregivers, and educators. The findings of the study revealed that teaching social skills has been effective on self-esteem of Noor city female students.
References

Abdullah M., (2006) study, the effect of life skills training on self-esteem, self-concept and mental health


