# Effect of Life Skills on Assertiveness, Interpersonal Relations and Self-Esteem of Indistinct Boys

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## Abstract

The aim of research is to discuss effect of education of life skills on assertiveness, interpersonal relations and self-esteem of indistinct boys of Exceptional schools (Taher) of Tehran, dist.20 at 2014. Research method is semi experiment with pre- post test to control group. The statistical society consisted of all indistinct boys for this centre which were selected between 30 as randomly and in 2 groups of 15 people of witness and experiment. Experiment group were tested during 9 sessions for 2 hours and 2 days under living skills. Tools used was subscales of interpersonal relations from Bradbery and Grive’s emotional intelligence (2005, Alberti and Emmons assertiveness questionnaire (1995) and Copper Smith self esteem (1967). The results with use of multivariate analysis showed that education of life skills had significant effect on assertiveness of boys of experiment group (p<0/05). But it had not significant effect on interpersonal relations (p>0/05).

## INTRODUCTION

Hearing is one of the most important human’s sense which was influenced some of human capabilities for compatibility and adjustment with environment without it and caused lag and disability in mental and intellectual growth. [11] it seems that education of life skills to students who hearing difficulties increase social skills, so that education of life skills, education based on skills are vast abilities empower young generation in encountering to living daily needs and life challenges especially in bodily, emotional and social dimensions. [10]. Hard of hearing and indistinct persons had in low level same as other groups having disabilities by social basic skills and because of it, minimize their valuable feeling and self esteem at last, avoid from confronting to others and minimize their social interaction. Education of sum of life skills is preventive, inhibitive aims and problems management and is suitable for group and personal interventions like educational strategy. [12]

Education of living skill has positive effect on assertiveness, self esteem and responsibility of persons and this cause to attract social support and attention to others which is factors for reducing mental pressure [13]. Educational of life skills educated to indistinct persons develop in the fields of hearty, communication, success in occupational and graduation problems, reduce self destructive behaviours and responsibility and cope their problems their problems. It seems there is relation between education of life skills and increasing social skills of indistinct students [14]. World Health Organization regarded life skills like skills which conduce to promote mental health, rich of human relations, increase health behaviours and health in society. This organization divided life skills in ten main fields like decision, solving problem, creative thinking, critical thinking, self recognition, maintain interpersonal relations, make effective communication with others, empathy, encounter to emotion and skills for confrontation to stress [15].

Verdi 2004, investigated effect of life skills on assertiveness, self esteem and responsibility of girl students in first grade of high school at Ahvaz. The results from this research showed that education of life skills had significant effect on assertiveness, self esteem and responsibility. Yadavari 2004, discussed effect of life skills on public health, assertiveness, and self esteem of girl students of Ahvaz province. The results showed significant increment in public health, assertiveness and self esteem of girl students in experiment group than witness group. Also, Haghhi and et al, 2006, considered effect of education of life skills on public health and self esteem of girl students of first grade of high school of Ilam. The findings showed that education of life skills
can increase public health and self esteem of girl students in experiment group in comparison witness group. Sepah Mansour 2007, discussed effect of education of life skills on motivation, self esteem and social compatibility. The findings showed that learning life skills is effective in increasing motivation, self esteem and social compatibility. Based on said contents, the researcher is searching for discussion effect of education of life skills on self esteem, interpersonal relations and assertiveness of indistinct boys?

Methodology:
Research method is semi experiment with pre- post test plan to witness group. The statistical society consisted of all indistinct boys of exceptional school (Taher) of Tehran, dist.20, at 2014 which was 190 persons. Then, 30 persons were selected randomly between said societies and controlled in two groups. Experiment group was tested during 9 sessions for 2 hours and 2 days at week under living skills. But control group did not receive psychotherapy, also, for estimating tests, subscales of interpersonal relations of Bradberry and Grieves 2005, Alberti & Emmons Tools questionnaire 1995 and Copper smith self esteem questionnaire were used. At last, the data obtained were analyzed by multivariable covariance analysis.

Research Tools:
1- Assertiveness: this questionnaire was made by Alberti & Emmons 1995. Atashpour and Kazemi 1998, in research named discussion of effectiveness of tools existing in increasing courage of blind girls, obtained Kronbach alpha as 0/79. Between questions, 20 questions were selected by characteristics of Iran by Malekpour 1997, and their validity was estimated on 27 children and teenager and coefficient of validity is 0/74. Ajmaibafarani 2001 obtained alpha Cronbach coefficient as 0/7 at 2001 with operating of this questionnaire upon 50 persons of girls and boys students on Naeen high school. In current research on 30 girl students by ages 20 to 40 years old, alpha kronbach was calculated as 0/88. It is necessary to say that some of questions were coordinated by their status by proportionate of bodily status of the blind. This test was confirmed by researchers like Malekpour, 1999, Atashpour and Kazemi, 1998, Ajamibafarani, 2001 in Iran society and its validity was confirmed.

2- For measuring assertiveness of persons studied, Cooper Smith self esteem questionnaire was used. This questionnaire was applied in psychological researches as vast and form A has 58 articles which 8 articles is lie detector. If the subjects obtain 8 articles more than 4 points, it means validity of test is low and the subject tries to blazon better than it. Pointing method is as zero and one. Totally, 50 articles will be divided to 4 subscales of social self esteem, family self esteem and graduation self esteem. This scale gives one point in addition to 4 subscales. It is obvious that minimum point which will be obtained by any person is zero and maximum is 50.

The persons, who obtain higher point, have self esteem. As if, the person obtains point higher than 25, have higher self esteem and person who has more than it, have lower self esteem.

In study Shekarkan and Neysi 1994 which was performed on students of first to third grade of Najafabadm validity coefficient was calculated by test points with average of last year.

Also, validity coefficient of test was reported by retest method for girls and boys students as 90 and 92 respectively. In research by Pourfaraji 2003, validity coefficient of Cooper Smith was 0/52 by Alpha Kronbach which is acceptable by psychotherapy. In current research, for determination of validity of self esteem, alpha kronbach and Tansif method were used which was equal to 0/60 and 0/70 for all questionnaires.

3- Subscale of Interpersonal relations: this test was obtained from interpersonal relations of emotional intelligence questionnaire from Bradberry & Grieves, emotional intelligence book 2005 and in current research, alpha Kronbach was calculated as 0/84. By validity, this test was confirmed by psychotherapy instructors of Islamic Azad University of Tehran Branch.

Method for operating life skills to indistinct children during 9 sessions:

FIRST SESSION: Introduce and acquaintances to each other, express aims and class laws, define and clarify and discuss about concepts and life skills, interpersonal relations, self esteem and assertiveness, make partnership space for intervention persons in discussion and encourage them to talking for breaking communication ice.

Second session: cite points about commence and end of a relation, form loss and gain table for encountering to negative thoughts which prevent communication. Mention good and bad specifications.

Third session: mention and describe 5 keys secrets for effective communications.

Fourth session: mention and challenge some of unsuitable feelings which block good relation and mention and cite ten (10) block hearing. Mention positive hearing behaviors, methods for confront to angry persons, convert a boring discussion to an attractive discussion about efforts which was tried in the field of interpersonal relations.

Fifth session: define self esteem, mention importance and effects of high self esteem, mention specifications of persons with high and low self esteem, difference between self esteem and confidence and pride, mention current effects of low self esteem and behavioral symbols for persons who have low self esteem,
exercise analysis of loss and gain and fearful imagination, mention and cite sport benefits in mental health and increase self esteem.

Sixth session: apply methodology for idioms and exercise for comprehending and reduce humility, mention cognitive faults, discussion about them and ways for encountering in the fields of interpersonal relations and self esteem, establish happiness predication leaf, cite some of strategies for increasing self esteem.

Seventh session: apply method for clarifying thoughts and methods for defending and accept conflicts for entering with negative thoughts, mention points about health acceptance about self and cite and cite points about conditional and non-conditional self esteem and mention process for self esteem.

Eighth session: define assertiveness and mention difference behavior based on assertiveness to other behaviors. Cite some of self assertiveness specifications, mention human rights for assertiveness, mention some of methods for increasing assertiveness cite effectiveness of behaviors as well as assertiveness, perform relaxation technique, and ninth session is to learn techniques for requesting tell no, yes and coping to criticism, learn critics, effective decision and following accurate behavior.

Hypothesizes:
- Life skills training on assertiveness of indistinct boys is effective.
- Life skills training are effective on interpersonal skills of indistinct boys.
- Life skills training are effective on self esteem of indistinct boys.

Findings:

Table 1: Medium and Deviation of assertiveness, interpersonal relations and self esteem of witness and experiment group in pre- post test.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Post-test</th>
<th>Pre-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>9/02</td>
<td>57/63</td>
</tr>
<tr>
<td>Witness</td>
<td>9/03</td>
<td>57/15</td>
</tr>
<tr>
<td>Interpersonal Relations</td>
<td>4/65</td>
<td>38/23</td>
</tr>
<tr>
<td>Self Esteem</td>
<td>5/04</td>
<td>39/69</td>
</tr>
<tr>
<td>Witness</td>
<td>2/25</td>
<td>33/92</td>
</tr>
<tr>
<td>Witness</td>
<td>4/39</td>
<td>27/43</td>
</tr>
</tbody>
</table>

Comparison of average of witness and experiment group showed that average of post test was higher than in experiment group than witness and average of post test of interpersonal relation was lower than witness group to experiment group.

Table 2: correlation matrix of variables discussed.

<table>
<thead>
<tr>
<th>Variable</th>
<th>3</th>
<th>-</th>
<th>2</th>
<th>1</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assertiveness</td>
<td>0/516</td>
<td>0/043</td>
<td>0/755</td>
<td>9/13</td>
<td>90/55</td>
<td>0/997</td>
<td>0/000</td>
<td></td>
</tr>
<tr>
<td>Interpersonal Relations</td>
<td>-</td>
<td>-</td>
<td>4/75</td>
<td>38/993</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self esteem</td>
<td>0/260</td>
<td>-0/049</td>
<td>0/163</td>
<td>4/61</td>
<td>13/51</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on correlation matrix, there was positive and significant relation between three variables of interpersonal relations, self esteem. Also, age did not show meaningful difference to other variables (p>0/05)

After discussion Box test, Box sM-10/311, F-1/451, Sig-0/171) and confirmation of equability of variances of two groups, MANCOVA test was used for discussion pre tests points pertain to before intervention of education of life skills on assertiveness, interpersonal relations and self esteem of indistinct boys in experiment and witness group.

Table 3: characteristics F of multi variable covariance for assertiveness, interpersonal relations and self esteem.

<table>
<thead>
<tr>
<th>One variable</th>
<th>F</th>
<th>Pre test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ata Coefficient</td>
<td>Meaningful</td>
<td>F</td>
</tr>
<tr>
<td>0/602</td>
<td>0/000</td>
<td>28/711</td>
</tr>
<tr>
<td>0/373</td>
<td>0/001</td>
<td>12/866</td>
</tr>
<tr>
<td>0/407</td>
<td>0/001</td>
<td>12/886</td>
</tr>
<tr>
<td>0/498</td>
<td>0/000</td>
<td>22/796</td>
</tr>
<tr>
<td>0/053</td>
<td>0/001</td>
<td>15/044</td>
</tr>
<tr>
<td>0/439</td>
<td>0/001</td>
<td>15/044</td>
</tr>
</tbody>
</table>
Hint: rates of F multivariate of δ pertain to Vickzaland

Analysis of data showed that in pre test step, difference between experiment and witness group had meaningless as for interpersonal relations, self esteem and assertiveness and effect of group was meaningful.

Discussion of pre test effects showed that pre test of every variable like self esteem, interpersonal relations and assertiveness had not influenced on other post test results. Similarly, difference between two groups is meaningful as for self esteem (F-15/044, p<0/01) and assertiveness (F-22/796, p<0/01). Therefore, there is significant relation between average of self esteem and assertiveness points. According to Ata coefficient, 43% of variance change of self esteem and 54% of variance change of assertiveness will be determined based on living skills. Meanwhile, difference between two groups is not meaningful in interpersonal relations (table 4). In table 4, average and deviation of self esteem, interpersonal relation and assertiveness offered in pre- post test step for indistinct boys.

Table 4: average and adjusted standard deviation for assertiveness, interpersonal relations and self esteem

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>Group</th>
<th>Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/75</td>
<td>59/75</td>
<td>Experiment</td>
<td>Assertiveness</td>
</tr>
<tr>
<td>2/75</td>
<td>56/01</td>
<td>Witness</td>
<td>Interpersonal Relations</td>
</tr>
<tr>
<td>1/5</td>
<td>39/41</td>
<td>Experiment</td>
<td>Self Esteem</td>
</tr>
<tr>
<td>1/5</td>
<td>40/36</td>
<td>Witness</td>
<td></td>
</tr>
<tr>
<td>1/25</td>
<td>31/9</td>
<td>Experiment</td>
<td></td>
</tr>
<tr>
<td>1/25</td>
<td>28/20</td>
<td>Witness</td>
<td></td>
</tr>
</tbody>
</table>

Comparison average of witness and experiment group showed that after discussion pre test points, average of post test of self esteem 31/9 and assertiveness 59/75 as higher than to witness group by 28/20, 56/01.

Discussion and Concluding:

The aim of current research is to discuss education of life skills on assertiveness, interpersonal relations and self esteem of indistinct boys of exceptional school (Taher) of Tehran, dist.20 at 2014.

First hypothesis: life skills training can increase self esteem of indistinct boys in compare to control group. As displayed before, there is meaningful difference between indistinct boys of witness and experiment group by self esteem point of view, thus, first hypothesis was confirmed. In other word, life skills training increase skills for self esteem in experiment group.

Second hypothesis: life skills training increase interpersonal relations of indistinct boys in experiment group than witness group. As dialysed, there is meaningful difference between indistinct boys of witness and experiment group by self esteem point of view, thus third hypothesis was confirmed. In other word, life skills training increased self esteem of indistinct boys in experiment group.

According to results of this research, we can increase self esteem and assertiveness of indistinct boys by life skills training but, for increasing interpersonal relations, we need more precision and time for these persons so that in life skills training of interpersonal relations, face to face communication, transferring data and comprehend sentences are regarded as important aspects in education and beyond it, displaying and audible tools play a vital role for teaching skills between help seekers. Meanwhile, findings from this research conform to researches by Verdi 2004, Yadavari 2004, Sepah Mansour 2007 and Ghasemi 1997.

REFERENCES


