



The Relationship Between the Dimensions of Life Skills and Self-Esteem of Primary School Education

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ABSTRACT

the aim of this study was to examine the relationship between life skills and self-esteem of the new system of primary education. The population of this study included all students have formed the sixth city of Chalus. And stratified random sampling to determine, 959 people have participated in this study the research method is correlation. Data collection was conducted through a questionnaire instruments used in this study, life skills and self-Esteem Inventory is carried out. The results show that the main variables predicting the aspects of life skills and effective communication between all Mv'lfh planning, selection of effective, personal skills, self-esteem and academic achievement of learner's learners in the education process there is a significant relationship. So special features and its native program is in addition to life skills education systems in the world is concerned, the rules of life and self-esteem is associated with it.

Keywords: *life skills, self-esteem, elementary school*

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INTRODUCTION

and on the other hand, people learn to meet the challenges of everyday life so that people have a happy life and successful Times. (Moafi, 2009; 150). In recent decades, the study of behavioral disorders and social corruptions have concluded that many of impairment in disability in correctly analyzing personal issues, lack of sense of control and competence to deal with difficult situations and lack of readiness to solve problems and issues an appropriate lifestyle, rooted (sarkhosh, 2005; 25).

Sometimes in life we are all faced with challenges and difficulties. (Kltyk-h, 1998, 14). so - called life skills to a large group of social and mental skills interpersonal said that can help people with knowledge of the decision to adopt effective to relate to their coping skills and to enhance their personal management and healthy living and fruitful . Life skills can apply and personal, and others related to the surrounding environment so that lead to greater health. And health, I. e. more comfort more physical, psychological and social (UNICEF, 2003, 25).

Today, what is known as life skills, only the work of scholars present era, but many of these skills in the divine teachings, especially in the Holy Koran and Hadith is an innocent. Importance and necessity of life skills training when life skills training to promote social mental abilities.

The abilities , Fred to deal with the challenges and opportunities to make life and to help him with other human beings, society , culture and its environment and adaptive positive and their mental health . Thus, practice life skills strengthened or change attitudes, values and human behavior. (Nasserite,2005; 10).

(2005), thanks to the oasis believes education and Iran if national identity and value system of citizenship and skill - children and teenagers and promote consolidation, they have to live in an era of globalization in the present. For this purpose, education and attitude to the program of textbooks, and the activities of class and school in public education must change and education - in addition to the same curricula, consolidating its identity and human value system and citizenship , national and religious education and skills of life and social, economic, scientific and cultural - oriented education and training programs .

World Health Organization life skills and the ability to carry out the positive adaptive manner that Fred could challenge and its daily necessities of life. Organizations and theorists, different views of skill - division of life and a variety of skills for the skills - considered. UNICEF (2003) in the division of his life skills, three stories that includes linking and interpersonal relationships, decision - making skills and critical thinking, coping skills and personal management. The World Health Organization (1998), which comprises seven main feature is life skills that include: self - awareness, creative thinking, coping, decision - making, critical thinking, interpersonal relations, effective communication.

According to the positive points, strengthen confidence and self-assertion and most valuable things that religion and elders, scholars, education, and more attention to it. Is thought to be based on the responsibility and accountability, the most important job training and our duty. That task from birth to death with us and never Removable us. (Abedini, 2007; 160)

The children of the responsibility of the parents, the school, friends and community and learn to learn, this valuable skills for the rest of his life and it makes it easier to maintain success, most of them in the affairs of life. So, it is better to from childhood, the responsibility to educate the kids. The first family in the creation of an effective in responsibility. Then, participatory approaches from the outset, engage in home, school, college education, jobs and etc. Keya of methods that people feel more responsibility - responsible and perform their duties. (Klzvbyn, 1986; Alipur, 2007; 24).

Another noteworthy point because of education and skills of the life of a string of knowledge among so in primary and secondary period with subjects such as Farsi, science, math, social studies and visits programs and other activities of farmed and extra - curricular reconcilable, but in the middle period can be classified into two non - prescriptive and prescriptive way. The lesson goals can be achieved by the content of most of the lessons of the Quran, such as the Islamic Culture, Persian language and literature, studies social, economics, psychology, job creation, defense training schedule, educational and vocational and training activities such as Urdu, visiting and other integration of extra - curricular activities.

Mackie and Smith (2002), about self-expression: self-esteem is one of the determinants of human behavior is. In fact, their self-perception and judgment that determines how they deal with different issues. Also Maslow (2001) as well as the necessary sense of belonging to the sense of security is a prerequisite for the creation of self-esteem, the creation of Don Yamahas security and sense of belonging is necessary for accountability, providing a sense of security, a sense of belonging and self-esteem; the other hand, the role of the school is crucial Trazkhanvadh (quoting Kardlu, 2008) Zafari (2009), in a study entitled The Relationship between the enjoyment of life skills and self-esteem and test anxiety and academic performance of female students two-Secondary Karaj showed a significant relationship between the enjoyment of life skills and self-esteem and anxiety try and academic performance in secondary slack periods there the city of Karaj.

In the study by Verdi (2004) was carried out, the effect of life skills training on self-expression, self-esteem and responsibility of freshman students in secondary education and training, Ahvaz were studied. The results showed that life skills training on self-expression, self-esteem and sense of responsibility have a positive effect and has significantly increased each of the variables.

Hariri (2007) in their study concluded that between responsibility and common delinquent boys and girls are different. In other words, between juvenile offenders and normally there is a significant difference in terms of responsibility. And significant relationship between life skills and social behavior.

Research Tuttle (2006) show that life skills training for adolescents improves decision making, communication, will increase their self-confidence. In this respect the results Sohail (2008), showed that there is a significant relationship between responsibilities Vkhvdshkvfayy. In other words, more and more people are gradually responsibility to lead his side dumped into prosperity.

jahani (2006) assessment of life skills of elementary school students studied the results of this study were obtained during the assessment process, including decision-making skills, problem solving skills, critical thinking skills, global citizen, skills Inserts Professional, parenting skills and life skills is the office.

Adib (2003) explores the life skills needed to prioritize paying students. The results show that the skills needed, according to prioritize in the needs assessment was conducted, including self-awareness, having a purpose in life, decision making, management, life, health, human communication, social problem solving, creativity and critical thinking, citizenship responsible, interpersonal relations, partnership and cooperation.

With regard to the role of life skills in various aspects of social and personal life students and with regard to the theoretical foundations and research, this raises life skills relationship with self - esteem between students in Chalus Township. In this regard six research hypotheses that include:

1. between dimensions' life skills and self - esteem is linked to students.
2. Between then planning and self - esteem is linked to students.
3. Between then individual skills and self - esteem is linked to students.
4. Between then skill and self - esteem is linked to students.
5. Between then effective communication and self - esteem is linked to students.
6. Between then study strategy and educational progress, and self - esteem is linked to students.

Research methodology

the demographic research all students Chalus Township primary sixth formed to collect data and library method is used. In this study of random sampling method used to determine a class and, 959 people involved in the study. Methodology of the kind of solidarity is used. To analyze the data from the descriptive statistics methods such as (Tables, charts, indicators percentages, central and one of the group, t

dispersion)and the inference statistics (test two independent group and a factor analysis of variance) and was done using SPSS software to calculate that has been Means of gathering information.

A) questionnaire life skills

of the life skills questionnaire was used in the design of the life skills books children and teenager's practical guidance and participatory approaches used in the teaching process, which includes 30 out of the question.

Validity and Reliability

In order to check the validity of the questionnaire after it has adopted 10 questions from pundits curricula area in order to measure and external validity (superficial and apparent) and validity (internal structure and content) used external validity and content that is approved . Comparative research in order to test the validity of the questionnaire, after a preliminary implementation on the 30 people of samples, research methods, the Cornbrash's coefficient 97 / 0 as credit coefficient, was calculated. It also questionnaire per year by 2002 spring and wave to the Cornbrash's coefficient 93 / 0 has been reported. This represents coefficients, which will be eligible for the questionnaire psychometric properties. In another study last year by Yusufi 2004, the questionnaire on 600 students and implemented with emphasis on the way, the Cornbrash's coefficient 95 / 0 as affirms the desirability of indicators of the psychometric tools.

B) Coppersmith Self-Esteem Scale

to assess the subjects' self-esteem, self-esteem questionnaire Coppersmith (1967) was used. This questionnaire in recent years has been widely used in psychological research and it's Form A, a substance that 8 of Article 58 of the lie detector. The test is scoring methods for zero and one. A total of 50 to 4 scale of self-esteem, social self-esteem, family self-esteem and self-esteem is divided. In addition to the four subscales of the scale, one loses the overall score. It is obvious that a person can take at least a score of zero and the maximum is 50. People who earn more score in this test, ZtNfs higher. In many preceding studies on the reliability and validity of self-esteem questionnaire referred Coppersmith (Watkins and Stila, 1980, A. et al., 1985, Chi, 1985; Brinkman et al., 1989, quoted scholar et al., 2007).

Validity and Reliability

Check in Iran and outside of Iran indicate that the test is valid and acceptable validity. Weed and Gulen (1999) alpha coefficient of 0.88 for the total score reported. Edmond Sun et al (2006) as well as internal consistency coefficient of 0.86 to 0.90 for the test have reported Self Esteem. Cooper Smith et al. (1990) after five weeks retest coefficients of 0.88 and 0.70 have been reported since.

Retest reliability of the test method in the space of four weeks and twelve days on 0/77 and 0.80, respectively, have been reported. The internal consistency coefficient was between 89 / . 83 / . Varied in different studies. Pour Shafei (1991) with two halves of a 0.87 coefficient has reported. The Validity of Cooper Smith, constant (1996) and Deputy Fred (2003) convergent validity of the positive test and Cooper Smith Self-Esteem

Inventory Eysenck, respectively. This research has been proven to 0.80 and 0.78 in the research Nayebi person. The test retest reliability coefficients, as well as methods for girls and boys respectively 0.90 and 0.92 have been reported.

Findings

Table 1. Descriptive Index and Kolmogorov-Smirnov test hypotheses related variables

meaningful level	test statistics	standard deviation	average	variables
0/0001	0/187	0/5	4/0167	planning
0/0001	0/182	0/50363	3/7333	someone
0/0001	0/238	0/58068	3/78	election
0/0001	0/233	0/90997	3/4633	connection
0/0001	0/188	0/47126	3/8296	self - esteem
0/0001	0/195	0/45953	3/7607	Life skills

Variations due to a significant level for all variables is less than 05 / 0, so the data from the normal distribution. So to examine the relationship between dimensions life skills with self - esteem students using logical Spearman correlation coefficient.

Table 2: The solidarity related to the first sub - hypothesis variables

significant level	N	correlation coefficients	variables
0/0001	100	0/574	Planning and self - esteem

As shown above is observed between the two variables Spearman correlation coefficient planning and self - esteem is equivalent to 574 / 0 and with regard to a significant level lower than that of the 05 / 0 (0001 / 0) and positive correlation coe Meaningful the relationship between the two variables and direct approval of this relationship .

Table 3: The solidarity related to the second sub - hypothesis variables

significant level	N	correlation coefficients	variables
0/0001	100	0/574	Individual skills.

As shown above is observed between the two variables Spearman correlation coefficient individual and self - esteem is

equivalent to 624 / 0 and with regard to a significant level lower than that of the 05 / 0 (0001 / 0) and positive correlation coe Meaningful the relationship between the two variables and direct approval of this relationship .

Table 4: The solidarity related to the third hypothesis variables sub

significant level	N	correlation coefficients	variables
0/0001	100	0/574	choice and self - esteem

As shown above is observed between the two variables Spearman correlation coefficient selection and self - esteem is equivalent to 667 / 0 and with regard to a significant level lower than that of the 05 / 0 (0001 / 0) and positive correlation coe Meaningful the relationship between the two variables and direct approval of this relationship .

Table 5: solidarity related to test hypotheses variables sub - the fourth

significant level	N	correlation coefficients	variables
0/0001	100	0/574	communication and self - esteem

As shown above is observed between the two variables Spearman correlation coefficient communication and self - esteem is equivalent to 774 / 0 and with regard to a significant level lower than that of the 05 / 0 (0001 / 0) and positive correlation coe Meaningful the relationship between the two variables and direct relationship is confirmed this.

Table 6: The main hypotheses variables related to solidarity

significant level	N	correlation coefficients	variables
0/0001	100	0/574	Life skills and self - esteem

As shown above is observed between the two variables Spearman correlation coefficient life skills and self - esteem is equivalent to 834 / 0 and with regard to a significant level lower than that of the 05 / 0 (0001 / 0) and positive correlation coe Meaningful the relationship between the two variables and direct approval of this relationship.

Discussion and conclusions

the main hypothesis of research

the dimensions of life skills and self-esteem are related Dard.dadh resulting from this hypothesis suggests that the

overall correlation coefficient 824/0 has been achieved in this relationship is significant.

Hypothesis 1. There is a relationship between the planning and students' self-esteem

the resulting correlation coefficient between the two variables in planning, life skills and self-esteem 574/0 01/0 level was significant in the sense that no matter how variable life skills, increase self-esteem also increased. The hypothesis of Osmeli (2005) is the line.

Hypothesis 2. Between the individual skills and self-esteem are related

the data correlation coefficient 624/0 table calculated at 01/0 positive and meaningful in the sense that no matter how variable the individual skills increase self-esteem in children increases. The hypothesis of Hsynynsb, Mesrabadi, IR (2010) is the line. The results showed that the overall social skills training on self-esteem, self-esteem and social self-esteem has a positive and significant impact. Family and individual self-esteem of the participants after the training, increased, but this increase was not statistically significant.

Hypothesis 3. Choose between the following skills and self-esteem are related

According to the product of the correlation 667/0 in the 01/0. Thus, the significant predictor variables (effective choice) and there is a significant relationship between self-esteem, self-esteem among children by increasing the variable before adding on. The results of this hypothesis with findings of scholars like the World (2006), Canopus (2008) are coherent.

Hypothesis 4. Effective communication and self-esteem among the students there

is. The results of this hypothesis with findings of scholars like Penman (2003), silk (2007), Canopus (2008) and correspond alignment.

Proposals on results

1. Presentation of the book's lessons for life skills education in schools compulsory and free of charge.
2. Communicate electronically parents to deal with the problems caused by lack of skills and life skills with the school counselor.
3. Organizing lectures and conferences life skills continuously and at least twice a year to learn life skills and coping with problems.

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