

The effect of life skills training on anger control and mental health of the second high school girls of Shirvan city

Ali Izady¹, Ali Jahangiri² and Kobra Nazarian³

¹Education advisor of Shirvan city

²Faculty member of Payam Nour university of Tehran

³Education teacher of Shirvan city

Article history:

Received date: 12 April 2020

Review date: 07 June 2020

Accepted date: 25 July 2020

Abstract

This study presented to evaluate of effect of life skills training on emotional control and mental health of teenage girls. Method of study is testing type with available samples that teenager girls (15-17 years) who were referred for Education Counseling Center of Shirvan city, 30 persons selected and divided to two groups of control and random testing. A method that used in this study is consisted of emotional control scale of Anisi (1387), which consists of a questionnaire of 42 questions that was scoring in the form of Likert scale. In both of groups were taken pre-test and then, life skills were taught with an emphasis on teenager period for 10 sessions and at the end, once again test of emotional control were taken in both of the experimental and control groups and results were assessed using by SPSS statistical analysis software and analysis of covariance. Results of study showed that teenager girls life skills training are effective in controlling their emotions.

Keywords:

control of emotions, ten life skills, teenage mental health, anger control.

Please cite this article as: Izady.A, Jahangiri.A, Kobra Nazarian.K. 2020 The effect of life skills training on anger control and mental health of the second high school girls of Shirvan city, SRPH Journal of Medical Sciences and Healthcare Management Volume 2, Number 3: (10-16)

Introduction:

Adolescence is a period of growth that begins with maturity and ends with the onset of adulthood. Adolescence is a stage of transition from childhood to adulthood. It is likened to a bridge between childhood and adulthood that person to find its place as a mature adult, is forced to passing. Teenager time will be end when teen abandoned their normal role and take one or more role of adulthood period. Adolescence is transition period from childhood to adulthood and changes in emotions and it is achieve a world with ups and downs and changes in personality and behavior. Including the features of adolescence will indicate to development of emotional, social cognitive. Adolescents is in a state between childhood and adulthood stage and under the pressure of expectations in this situation. According to Piageh and Valen adolescence is a period of internal turmoil and personality revolution. But childhood is a period of calm and tranquility.

Help people in control of their anger have a significant effect in their life and it has extraordinary benefits. For example, research shows that when parents and other adults around them have good behavior and sincere deal with the conflict, their children are less likely to be aggressive.

Life skills, including a set of capabilities that increase the power of positive adaptation and efficient. As a result, a person will be able to take responsibility for their social role without being damage to yourself or others and faced with the challenges and problems of daily living effectively. Researchers have been confirmation positive effects of life skills in reducing substance abuse, using the intelligence and cognitive capacities and abilities, prevention of violent behaviors, increasing self-confidence, increase self-efficacy, effective communication and other psychosocial abilities. These skills are emphasized as a general method of prevention from personal and social damage. We show the process of life skills role in mental health promotion in this figure. Some of these skills are self-knowledge skill, making decision, determination, courage, stress management, critical thinking, ability to say no and etc.

On the other hand control and management of emotions will make persons realistic, good-minded and honest and they will be useful in the development of society. It is inevitable that people response in the form of



emotionally and exciting to events and conditions of life. In modern industrial societies attention to emotions have a significant effect and emotion are started as a research.

According to the Statistical Center of the World (2010), 20% of the world's population are young people who are 85 percent of the population in developing countries. According to the Statistical Center of Iran (1385), about 30 percent of our people between 10 and 19 years old.

On the other hand, many people in the face of life problem have not essential abilities because of deep cultural changes and changes in lifestyle and this issue make them vulnerable in face of daily problems. In fact life skills are to a large group of psycho-social and interpersonal skills that will help people to make conscious decisions, communicate effectively and admitted his or her emotions and compromise with it. Considering the importance of life skills education and its effect on the control of emotions, if teen is able to control their positive and negative emotions, he or she will have a better life and this is not possible except by teaching life skills. Person will develop with a view to exciting and emotional intelligence and faced positively and effectively with life problem and issues using by life skills training and has not afraid of difficulties, but also there will imagine defeats as victory bridges.

Expression of issue:

Today, many people in face of life problem have not essential and main ability in spite of profound cultural changes and changes in lifestyles and this issue making them vulnerable in face of problems of daily life and requirements. Numerous studies have shown that many health problems and mental disorders, have emotional and social background. For example, research in the field of addiction and drug abuse have shown that three factors associated with drug abuse include: Poor self-reliance, inability to express feelings and lack of communication skills. Also, studies have shown that there was meaningful relationship between low self-efficacy, smoking and alcohol, substance abuse, risky behavior and poor cognitive function. Studies have shown that improving collation skills and psychosocial skills is very effective in improving life. Psychosocial abilities of the group is a person's ability that will help to deal effectively and to address the challenges and opportunities of life (Khani, 1380).

In the process of human development, adolescence is a period of growth that begins with maturity and ends with the onset of adulthood. Adolescence is a stage of transition from childhood to adulthood. It is likened to a bridge between childhood and adulthood that person to find its place as a mature adult, is forced to passing. Adolescence will be end when teen abandoned their normal role and take one or more role of adulthood period (Ris, 1389).

There are Physiological and psychological changes in adolescence period and understanding of the developments and changes is very valuable in youth behavior. In this stage of life, parents and teachers have a play significant role of responsibility because adolescent may take behavior that will have serious consequences. Mental health education and preparing young people, parents with problems related to this period of life is a matter that has been accepted by all psychiatrists and psychologists (Ahmad vand, 1382).

In recent decade, psychologists in study of behavioral disorders and deviations have found that many of the damages and disorders that have background in disability in the correct analysis of their own situation, lack of control, personal capability to face with difficult situations and lack of readiness to solve the problems of life in the right way. According to changes and increasing complexities of society and social relations, it seems necessary, preparation of people especially younger generation to face with difficult situations. Therefore, psychologists have been started with support of national and international organizations, to prevent of mental illness and social disorder of life skills in the world and schools levels (Taramian et al, 1378).

On the other hand, human development performed in the fields of psychological, social, physical, sexual, occupational, cognitive model (their) ethical and emotional, each of fields and issues are requires to skill and ability. In fact, we can say that development of life skills is dependent on the growth stages. They will improve in efficient performance when people obtain basic life skills. Life skills training has play a significant role in mental health and also it will have an important role if provide in a period of suitable growth (childhood and adolescence). Doubtless we can say that many of the psychosis caused by a defect in the development of basic life skills. In fact, life skills training has a treatment role. (Getiter, 1996)

Considering that emotions consist of an essential and basic part of human life especially teenager, Features and emotions changes, ways of make emotional communicate and understand and interpret other's emotions have important role in growth, character system, ethical and social development make identify and self sense

identify (Lotf Abadi, 1379). Most scientific papers and research suggests that emotions are mental processes of primary unconscious that makes status of preparation for act in the person's and human provided a behavior with a special way in environment (Sigel, 1999 to quote by Khajeh, 1391). Preparation state will be activated by unconscious mental processes and it makes conscious which are unprocessed and inactive. Emotions have influence on the mental state that include and contain of wide range of our mental processes (Datilio, 1390). Despite of incorrect common beliefs, emotions are an important part of treatment processes, cognitive and behavioral. Emotion is a state that many therapists often faced the beginning of the treatment process, so it is difficult and unwise to ignore. In a study, 147 married couples that were referred for treatment to resolve conflicts pair and related to couples, It was found that communication problems and lack of emotion between them, were the main reason for treatment (Dos and Sys Mom Chris Tens, 2004). All human have been experience excitement and emotions in their life and it is completely normal that shows different excitement and emotions in the face of different situation. But the extraordinary intense negative emotions and excitement is not only constructive, it has destructive and detrimental effects (Ghadiri, 1384). Because of Extremes of emotion, people would lead to conflict, aggression, anger, hatred, depression and anxiety that has a serious threat on mental and emotional health of persons and their families that are not controlled (Linley et al, 2009).

One of the most important problem of teenagers that have not proper control over their emotions. Many researchers, clinicians and educational psychologists have emphasized on importance of monitoring and control emotions and they understand the importance of that on self-awareness, a healthy relationship with others and its effect on physical and emotional and mental health (Linley and Joseph, 2004).

Importance and necessity of research:

Access to the right information and skills necessary for life have an important effect in prevention of psychological trauma. Many factors are involved in development of these events, and the most important of them, are inattention and neglect of parents to feeling, emotions and excitements of children in adolescent age. In view of Psychologists, positive and negative emotions in this period and age are the most important factor that stimulates teenagers to do something. Emotions are internal feelings that arise in response to individual stimuli. Positive emotions such as happiness, interest, pleasure and love, give to human good feel and develop to their thought and action. Negative emotions will caused limitation in their thought and action. Teenagers performance ways are largely under the control of their emotions. Teens who feel their love, consciously or unconsciously, they have a more behave kindly than the others. People who are angry that may attack or harm them. Teens who are afraid, it is possible to avoid of confrontation or attempted to escape.

It will have a lot of damage if their parents and friends are Ignorance to teens emotions such as lower self-reliance in teenage. If evaluation of a person about herself, resulted of that be a feeling esteem and verification in a person, it will be a person of high self-reliance. If view of person about herself or himself is negative, self-reliance will be low in him or her. A teen who has low self-reliance, often he or she feels sequestered and suffers from loneliness. Communicate with others is hard in this persons because of feeling of harassment and stress that they have in a social situations. And they come easily under the command of others affected because they want make satisfy others about themselves. Also it found a significant relationship between criminal and low self-reliance in adolescents. In fact, sometimes criminal is an effect of low self-reliance. According to this theory, people with low self-reliance, sometimes trying to decrease their feelings of rejection with choose of perverse behavior patterns.

Purpose of study:

The effect of life skills training on anger control in adolescent girls.

Hypothesis:

Life skills training is caused to control of anger in adolescents.

A) The independent variable (predictor)

Life skills, with emphasis on skills needed for adolescents (including skill of self- knowledge, decision making, courage, stress management, critical thinking, the ability to say no, to deal with dangerous situations, solve problems, gain self-reliance, anger management).

B) Dependent variable (criteria)

Control of anger

C) The control variable

Age and sex

Definition of terms

definition of life skills

Life skills are a set of abilities that you can learn by training and practice and access to them caused self-knowledge, increase the ability to communicate effectively with others, a sense of satisfaction and success in life.

The World Health Organization introduced life skills as follows:

Life skills are a set of abilities that caused constructive and positive behaviors by learning them.

Life skills, including high skills but our purpose in this study is following skills:

Self-knowledge skill, empathy skill, problem solving skill, decision making skill, courage skill, enjoyment skill, stress management skill, skill of say no, anger control skill, effective communication skill, thinking skill, control, anger management skill.

The anger control skill is that a person to learn how to recognize their anger in different situations, and express and control it (Geros, 1998).

The operational definition of control of anger:

Anger operational definition is that a mean score from (1-8-11-16-28-30-34-39) questions which will be achieved from emotion control questionnaire (affect control scale).

History of research:

Hezari, Z (1385), he studied about effect of life skills training on mental health in high school students and he presented a significant and positive result in field of training cases and its effect on students mental health.

Sarvari, Z (1390), she was presented a significant and meaningful report about anger control effectiveness on compatibility of Shiraz girl's high school.

Kazemi, M (1388), she presented a significant and meaningful report about effect of forgiveness therapy training on control of anger.

Research of Bootvin and Griffin (1384) showed effects of Life skills training on mental health of adolescents.

Methodology

This study was functional and tentative and has been done by method of pre-test and post-test with control group. Data collection method was Inquiry and tools of collecting was questionnaire.

A: Type of research: experimental, pretest and posttest plans with control group

B: Data collection method: Inquiry

C: Data collection tools: questionnaires

D: Data analysis methods: analysis of covariance

E: The statistical population: Adolescent girls (15-17 years) who referred to Education Counseling Center of Shirvan city.

Research samples size and sampling method:

A sample size of 30 people who were randomly divided into two groups, 15 of this number were in the control group and other 15 were in experimental group.

Sampling method is done by available samples.

Emotions control scale:

issue	relevant questions
Anger	1-8-11-16-28-30-34-39

Analysis of results:

Descriptive part:

In this part, we presented descriptive features of both groups, control and experimental groups, and the statistical population.

Table 1. Numbers, percent and summative of experimental and control groups.

Group Statistic Indices	Numbers	Percent	Summative
Experimental group	15	50	50
Control group	15	50	100
	30	100	Total

Table2. Descriptive indices of experimental group in questionnaire score of emotions control.

Experimental Group	Numbers	Average	Standard Deviation	Min Score	Max Score
Pretest	15	176.23	20.78	138	205
Posttest	15	163.46	21.18	127	192

According to table 2, score average of emotions control in pretest is 176.23 and it is in posttest 163.46 that showed average of test subjects has decreased after the test.

Control group		Experimental group		Stage	Variable
Standard deviation	Average	Standard deviation	Average		
6.45	33.46	6.65	33.13	Pretest	Angry
5.36	33.12	5.15	3.33	Posttest	

Table 3. Levine test results about the default equality of variances in two groups in society.

Variance	Z	significances
Angry	0.160	0.958

Scale/ indices significances		F	First freedom degree	Second freedom degree	P
Angry	Past test	1.975	1	42	0.887

Homogeneity of regression slopes: Results of Homogeneity of regression slopes showed in table 4.

Variance	F	significances
Angry	1.044	0.390

Life skills training is caused to anger control in adolescents.

In relation to this hypothesis, life skills training is caused to anger control in adolescents.

According to table 4, it showed that there is a significant difference between the students of

The experimental group (who have taken life skills training) and the control group (who have not taken life skills training) in anger control.

Results of this study in secondary hypothesis showed training by cognitive-behavioral method was effective to reduce of emotional reactions (depression and aggression). Findings were harmonious by studies about effectiveness of interventions for prevention and treatment of depression in adolescents and so anger control and having self-control (Markman et al, 1993).

Considering that one of the life skills programs is deal with emotions. Many of us have had experience emotions like sadness, fear, anxiety, stress, frustration and other unpleasant emotion. The ways to deal with situation that have caused this emotions, represents of our coping style with the challenges of life. A person's mental health will be gradually endanger by suppress emotions, sudden reflection, hide and actually using psychological defense mechanisms for a long time and to make him or her to give mental diseases or social vulnerability. Knowing and understanding and control of negative effect of emotion are, think and behavior of the right way to face with emotions. A person with emotional control and high emotional intelligence skills can recognize and understand his or her emotions and others emotions and management them and postpone their impulsive and demands and desires. Use your emotions to improve interpersonal communication. So training in control of angry issue resulted a significant difference in experimental group in compare of control group.

References:

- Alden, L. E., & Taylor, C. T. (2011). Relational treatment strategies increase social approach behaviors in patients with Generalized Social Anxiety Disorder. *Journal of Anxiety Disorders*, 25(3):309-18
- Alice, M. Isen (1999). Positive Affect and Decision Making, (*Handbook of Emotion: chapter 25*)
- Allendorf, A., & Ghimire, D. J. (2013). Determinants of marital quality in an arranged marriage society. *Social Science Research*, 42(1):59-70
- Argyle, M. (2001). Personality, self – esteem and demographic predictions of happiness and depression. *Journal of Personality and Individual Differences*, Personality and Individual Differences, 34(6): 921-942
- Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). Does Self-esteem Cause Better Performance, Interpersonal Success, Happiness, or Healthier Lifestyles? *Psychol Sci Public Interest*. 2003 May; 4(1):1-44

- Butler, Andrew & Beck, Judith. (2000). Cognitive therapy outcomes: A review of meta-analyses. *Journal of the Norwegian Psychological Association*. 37. 1-9.
- Cheng, C. C. (2010). A study of inter-cultural marital conflict and satisfaction in Taiwan. *International Journal of Intercultural Relations*. 34(4):354-362
- Cloninger, C. R., & Zohar, A. H. (2011). Personality and the perception of health and happiness. *Journal of Affective Disorders*. 128(1-2):24-32
- Cohen, S., & Herbert, T. B. (1996). Health psychology: psychological factors and physical disease from the perspective of human psychoneuro immunology. *Ann. Rev. psychology*. 47: 113-42
- Dannely, D.A. (1993); Sexually inactive marriage, *Journal of Sex Research*, 30(2): 171-9
- Demir, A., & Fisiloglu, H. (1999). Loneliness and marital adjustment of Turkish couples. *The Journal of Psychology*, 133(2):230-240
- James V. Cordova, Christina B. Gee, Lisa Z. Warren (2005). Emotional Skillfulness in Marriage: Intimacy As a Mediator of the Relationship Between Emotional Skillfulness and Marital Satisfaction. *Journal of Social and Clinical Psychology: Vol. 24, No. 2, pp. 218-235.* <https://doi.org/10.1521/jscp.24.2.218.62270>
- Wiebe, Stephanie & Johnson, Susan. (2016). A Review of the Research in Emotionally Focused Therapy for Couples. *Family Process*. 55. 10.1111/famp.12229.