

## EFFECTIVENESS OF TRAINING LIFE SKILLS ON CONFRONTING ABILITY OF WOMEN WHO PARTICIPATE IN NEIGHBORHOOD HOUSE MUNICIPALITY OF TEHRAN, REGION

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### Abstract

Life skills is a process that train human the way of life in the community and interacting with people, Give character and identity to the individual and it develops his capacity as members of society to perform the tasks individually.

The present research has done for the effectiveness of training life skills on confronting ability of women participating in the neighborhoods houses of Tehran municipality, region 1.

The present study is quasi-experimental and takes pre-test - post-test with experimental and control groups. A sample of study is 40 women older than 18 years residing in the municipal of Tehran, region 1 who participate in classes in neighborhoods houses based on Individual's test scores who were getting low scores in confronting strategies tests, and randomly selected and divided into two experimental and control groups (each group has 20 people) pretests were taken by two group.

The tool used in this study included questionnaire about Lazarus and Folkman's confronting strategies. In this study, the experimental group was trained life skills program for 8 sessions, one session per week, and control group did not receive training. After training, both groups confronting ability were evaluated. The findings and results of covariance analysis showed that the effect of training life skills on confronting ability and their subscales were significant ( $F(5,0) > P$ ).

Keywords: Training Life Skills, Confronting Ability.

### 1. Introduction

Today, despite creation the deep cultural changes and changes in life style and modernism, most people have lack of the essential ability to deal with life issues and these made them disable facing with problems and issues daily lives.

Numerous studies have shown that many health problems and mental, emotional disorders have social - psychological roots. For example, much social pathology such as suicide, addiction, violence, criminal behavior and mental disorders are rooted in low self-esteem, inability to express feelings and lacking of communication skills.

Human need to learn certain skills for adaptable confronting with stressful situations and struggles of life. Behavioral scientists believe, one of the most effective programs that help people to have better and healthier life, are training life skills program. The program aims to help people to understanding themselves better, creation appropriate and effective interpersonal relationships, and control of emotions, to manage the stressful situation and to solve the problems of the people very well. In the light of supplying such a goal, mental-social abilities increased and with promoting mental-social abilities of the society, can be raised the level of mental at the community and the incidence of social pathologies can be prevented. To create and increase mental – social abilities and health promotion, education of each of these areas is essential. Research has shown that if we have available the information and knowledge to people and create situations where people can experience their learning practically, then this knowledge, values and attitudes will be change into the potential abilities. This ability helps people to know what to do in any position and how to do it (Soltani 2007). In other words, the interesting and extensive aspect of emotional intelligence in recent decades, in addition, psychologists and psychiatrists has attracted attention of public. Applying the concept of emotional intelligence was first time backed to the 1940s. After Meyer and Salvvy, described the expression of deliberate role in shaping the theory of "multiple intelligences" emotional intelligence. According to Gardner's theory of multiple intelligences, there are two major types of intelligence: the first, intelligence and inner awareness that allows one to identify and differentiate human complex feeling and second, the knowledge in the interpersonal relationships that provides the ability for identifying and differentiation the emotions and the other motive (Parsa, 2008).

This study try to determine whether the application of life skills training on confronting ability of women, participating in neighborhoods houses in Tehran Municipality, region 1, is effective?

## **2. The Concept and Definition of Life Skills**

Life skills are social skills that children and adolescent should learn them until they can act about themselves, other people and the community effectively, worthy and assured. (Nick Parvar, 2002, p 3)

Taremian and their colleagues defined Life Skills as "series of abilities that provide adaptations, positive and useful behavior" in an article. They believe that this capability enables a person to accept the responsibility of their social roles and solve or meet his demands, expectations and daily problems without hurting yourself and others, and to act effectively especially in interpersonal relationships.

Moris, e Elias. of America Rutgers University and author of the book " social decision and life skills development ," said the general concept of life skills and defined life skills as creation convenient and effective interpersonal relationships , doing social responsibilities , made the correct decisions and solving conflict and argument without resorting to actions that hurt themselves and others . (Nick Parvar, 2002, p 4).

### **2.1. Self-Awareness Skills**

Self-awareness is the ability of self-knowledge and knowledge of the characteristics, strengths and weaknesses, desires, fears and disgust. This skill has closed relationship with words like self-concept, self-confidence and self-esteem. Self-concept is the idea that an individual has from himself and collection of data and ideas about themselves. (Nick Parvar, 2004, p 16).

Self-awareness has two types: elementary and collective. Elementary Self-awareness is the product of human primary relationship with them. Examples of this kind of consciousness occur when people see themselves in a mirror. This kind of self-awareness, attitudes and personal ideals has great or

absolute important. In other words, one of them is the idea that they have a mind of its own. The second type of Self-awareness is collective Self-awareness. This Self-awareness occurs when people believe others are watching out their behavior. The first type of Self-awareness more refers to inner feelings while the second type generally leads to management of opinion (Berkoutys, 2008, p 89).

Three components of self-awareness skills are: proper self-assessment, emotion self-awareness and self-confidence.

**Proper self-assessment:** It means that you have clear awareness from your strength, weakness-limitations, abilities, disabilities and learning from people's experience who have proper self-assessment and learn from their experiences because of they know their strength, weakness accept the others criticism . Understand their goals and values , and to know their rights and responsibilities.

**Emotional self-awareness:** emotional self-awareness means awareness of feelings and emotions in different situations. People who have emotional consciousness, they already know what the emotional feel and why and know how emotions affect their behavior. Mental self-awareness include: three major parts of the human's thoughts, feelings and behaviors.

We, people, treat the way that we feel and as we feel, we think about it. This relationship is not a linear relationship but it is interactive and each affects the other. Any attitude, thinking that intensify emotions, and thus change into negative behavior, is called inefficient. It is possible in the physical self-awareness that the unpleasant and unchanging of physical characteristics resulted in creation of negative thoughts and after that feelings and behaviors become negative. Knowing about the effects of thought has very important influence on mental health.

**Confidence:** it means a person rely on their strengths and abilities and permanent efforts to transform weaknesses into strengths. People who have confidence can express their idea although they have many opponents. They have strong will and can make decision and have enough motivation for decreasing their weakness (Nazareth, 2007, pp. 22-12).

## **2.2. Approach to Life Skills Training Program**

Generally, Incentive and preventive programs are designed based on three approaches.

1 - Providing information and awareness about the problem and a problem that is designed to prevent applications. So this approach only gives information and awareness about the above problem and issue like information about the effects of smoking on teeth and lungs.

2 - to shock or scare approach aims to illustrate and emphasize on the great dangers such as showing images of a crushed car by accident.

3 - The approach base on skills which is tried, students learn the related information and awareness through observational learning and learn series of skills along with practice in its.

In the life skills training program, a skills-based approach is used. In this approach, the first knowledge is given to person that should be used to practice and practice change into skill and the skills change into normal behavior through values and attitude changes.

Teaching life skills in this way enables individual until change knowledge and attitudes into potential abilities. Life Skills Training program is society-base program and it does not belong to children and adolescent but teachers, parents, students, workers and employees are involved and for every class and every age group, educational content and issues of special educational assistance has been taken. (Nourish Grasim Abadi, 1998, p 2).

## **2.3. Confronting**

Folkman and Lazarus defined confronting as a practical complex processes that it changes as a function from individual assessment and stressful situations and Include individuals' active cognitive

and behavioral efforts. According to Folkman and Lazarus, confronting is a dynamic process that by nature of stressful situations can change over time. Thus confronting can be conceptually defined as process of managing internal and external demands that are overwhelming or beyond individual resource is assessed (quoting Gonzales et al, 2001). Lazarus and Folkman (1980) classified confronting strategies into two categories: 1. Confronting strategy focused on problem 2. Confronting strategy focused on excitements.

#### **2.4. Dimensions of Confronting**

- Active Confronting (problematic): Active Confronting is defined as a process of active steps to eliminate stress by modifying the effects of stress. Active Confronting involves starting direct action, increasing individual efforts and effort to act in an intelligent style. What to be used as active Confronting is very similar to what Lazarus and Folk man (1984) used a problem oriented confronting (Carver et al, 1989).

Planning (problem-focused): thinking about how to confronting with a stressor is called planning. Planning includes providing designs with practical strategies and thinking about the necessary steps in order to better manipulate the problem. These activities focused on the issues but conceptually are different in the implementation of a problem-oriented action. In addition, the program is located at the second assessment (Carver et al, 1989).

Competitive activities inhibition (problem-focused): In this case, person deters other activities in order to more concentration on the threat or challenge. This strategy avoids being distracted by other events and more consideration to the stressor (Carver et al, 1989).

Self-control (problem-focused): Self-control is often considered as a potential confronting strategy. Individual comes back until suitable opportunity does not get for an action and does not act prematurely and untimely. Self-control is an active confronting strategy because person's behavior control and management of stress, but the application of self-control is not meant to act, it is considered as a passive strategy (Carver ET 1,989th).

To search for a means of social support (problem-focused): Includes search tools and information to help people solve the problem is (Carver et al, 1989).

-Seeking social support for emotional reasons (positive emotion): It includes trying to get moral support, sympathy or justification and approval for the individual's perceptions and actions. Seeking social support for emotional reasons can be defined as the ability of speaking with others about life stressors. Sources of empathy are considered as an asylum for air individual's feeling. (Carver et al, 1989).

- Seeking social support could focus on the emotions and outflow excitement that may be related psychological and behavioral strategies such as denial and apathy. This strategy can be had both adaptive and non-adaptive components while other confronting strategies occur along with it, belonging this strategies to these classes is effective (Bayern, 2004). The ability of talking with others can be helpful in reducing stress (Feldman and Bell, 1991; quoted Heyman and Sinha, 2009).

Shahla Pakdaman and Khanjani (2012) done research entitled life skills training on perceived and gathering parenting on students. Results of the research showed that life skills training on parenting methods has significant impact, so that nearly 50% of respondents with methods of authoritative parenting have been a good collectivism.

Bather and Bahrain (2011) research has been done on the role of life skills training on students' knowledge and attitudes towards drug use and self-esteem. Results showed that life skills training to

students cause make significant changes in knowledge, attitudes and self-esteem the surface ( $p < 0/001$ ).

Panther and his colleague (2012) have done studies on teaching life skills in guidance and high schools where the results of all studies expressed that decreased rates of smoking, alcohol and drugs, an increase in negative attitudes toward drug abuse and increased self-esteem in social skills. In addition, life skills training program are also used for the prevention of suicide, violence and negative behaviors and academic failure that its result express a decrease in suicides, violence and negative behaviors and academic failure.

Gilbert (2011), one of the main goals in life skills, is improving mental health in children and adolescents. Many studies were done about the impact of life skills training program on various aspects of mental health, and the results have shown that training these skills cause increases self-esteem, improving social skills and interpersonal relationships, increased positive social behavior and social adjustment, increase family system satisfaction and adjustment with family, increasing problem solving skills personal and interpersonal and increasing confronting skills.

Booty and his colleague (2010) Life skills training in various programs have been effective Such as drug abuse prevention programs, improving intelligence; AIDS prevention, education of peace and the promotion of confidence.

Perry and Kolder (2010) believed that prevention programs base on life skills training, According to the studies is more effective than traditional trends. they found that the overall trends in the prevention of drug abuse (including life skills training to promote social abilities ) in postponing of beginning of using alcohol and marijuana are more effective than attitudes based on knowledge , information and trends are based on peer leadership.

Turner and colleagues (2008) showed that life skills training on juvenile such as problem solving and effective communication skills, increases their abilities to solve problems and make effective use of social support as well as the power of adjustment with complexities and stresses.

### **3. Methodology**

In this study, pre-test, post-test from experimental and control groups were used. Research design is quasi-experimental. The study sample included 100 women over 18 year old have been formed in the neighborhoods houses of Tehran municipality, region 1 in 2013. The method of sampling is randomly and thus the test of confronting strategies is taken from the entire population ( $n = 100$ ).

The current research include 40 women that have gotten at least a score lower than average in confronting strategies scale. In doing this research, after choosing the sample and substitute them in a control and an experimental group. Pre-test was taken from two groups then life skill was taught to experimental group in 8 sessions and every session for 60 minutes and every week one session but control group did not receive any teaching, finally post- test was taken on both groups simultaneously and in the same condition.

The summary of life skills training sessions

The overall objectives:

- 1 - Creation a friendly and welcoming atmosphere
- 2 – Challenge the women’s minds with the concept of skills and how to learn skill
- 3 - The introduction of life skills as a mental health promotion program
- 4 – Women familiarity with structure of sessions

Self-awareness skills

- 1 - Familiarize women to rely on strengths and accept and overcome their weaknesses
- 2 - Introduction of their mental components
- 3 - Emphasis on the role of self-awareness in other skills
- 4 – Aware Women with concept of the pressure group
- 5 – Description the concept of purpose and the process of goal setting.

#### Anger management skills

- 1 - Activate women's mind in relation with the importance of Anger management skills
- 2 - Women's awareness of the extent of their anger
- 3 - Activate the mind in relation to importance the role of the individual thoughts in amount of anger
- 4 – Professionalize women to control anger

#### Skills of confronting with stress

##### Goals

- 1 - Activate women's mind in relation with the difference of people in dealing with stress
- 2 - Awareness of women with ways of confronting with stress
- 3 - Women's awareness from the overall impact of stress on human
- 4 - To objectify to the role of stress in human life.
- 5 - Women's awareness of the link between stress and excitement
- 6 - Professionalize women in dealing with stress

##### Problem solving skills

- 1 - Activate women's mind in relation with the importance of solving and decision making in the lives
- 2 - skilled women to effectively solve problems
- 3- professionalize women in effective decision-making

#### Problem-solving and decision-making processes

- 1 - Emotional self-consciousness
- 2 – The exact definition of problem or decision
- 3 - Brainstorming
- 4 - Evaluation of alternatives the best solution
- 5 - Implementation and review solutions

#### Effective interpersonal communication process

##### Hi

- 1 - simple questions

##### Start paying attention to interests list

- 2 – Laudation or Exaltation
- 3 – to report
- 4 – The suitable environment
- 5 - Note

The art of listening requires, patience

##### Summary

#### Responsiveness

##### Favorites

continue to express interest

Change the time to talk

A good end, to end

Pay attention to the non-verbal behavior.

To active

Finishing before new topic

Creative Thinking Skills

1 - Enable ladies' mind in relation to the concept of creative thinking

2 - Familiarize women with the components of creative thinking

3 - Skilled in creative thinking

### Research Tools

For collecting the required data for both pre-test and post-test questionnaire of confronting strategies was used.

Questionnaire of Confronting Strategies:

This scale have been created by Lazarus and Folkman (1985), including 66 article which seven methods of confronting problem-focused (social support, responsibility, problem solving and positive reappraisal) and emotion-based (face, choose remoteness, escape - avoidance and self-control) is divided. Lazarus stated internal consistency 0/79 and Alpha 66/0 for each confronting method.

Problem Solving: 1, 26, 39, 48, 49 and 52.

Avoid: 11, 16, 33, 40, 50, 58 and 59.

Social support: 8, 18, 22, 31, 42 and 45.

Reassessment: 20, 23, 36, 38, 56 and 60.

Choose remoteness: 12, 13, 15, 41, and 44.

### 4. The Research Findings

In order to analytical data and the performance of ANCOVA test, first some basic presuppositions analysis of covariance, such a linear relationship between the dependent variable and the auxiliary random variables as well as equal variance assumption will be reviewed.

**Examine the linear relationship between the auxiliary random variable and post-test confronting strategies**

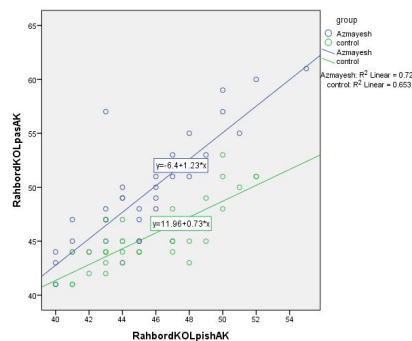


Figure 1: Linear Diagram between auxiliary random variable and confronting strategies variable between two groups.

According to Figure 1, there is a linear relationship between the auxiliary random variables (pretest) and the dependent variable (confronting strategies). Therefore, the performance the test of covariance analysis is allowed. Squared value R; show degree and intensity of the relationship.

Hypothesis 1: Family Life Skills Training Program is effective on the level of confronting ability of women who participate in neighborhood houses in Tehran Municipality, region 1. Based on the results of the analysis of covariance, the first research hypothesis was confirmed.

Table 1: Results of covariance analysis of the effect of life skills training on women's confronting ability

power	The effect size	sig	F	Squares Mean	degrees of freedom	the square total	dependent variable	source of changes
1/000	0/423	0/000	56/359	331/024	1	331/024	confronting ability	Group

As seen in Table 1, with respect to control and delete statistical the auxiliary random variable (pretest confronting strategies), F calculated was significant at the alpha balanced level ( $0/01 > \text{Sig}, 359/56 = (1, 78) F$ ). Effect size or squared correlation ( $r^2$ ) is equaled to 0/423. This means that more than 42 percent of individual differences in post-test scores, confronting abilities are due to the influence of life skills education. Also, based on the above data, the power of test is equivalent to one.

Table 2: Preliminary averages confronting power post-test

Variable	group	average	standard deviation
Confronting power	Life skill	49/13	5/09
	control	45/48	2/926

According to the descriptive data in Table 2, the averages of confronting power post-test in the experimental group (life skills) versus 49/13 that the mean posttest control group (45/48) further.

Table 3: Adjusted means of confronting power variable

dependent variable	Group	mean	standard error	Assurance distance	
				Upper limit	Lower limit
confronting power	Life skills	49/338	0/384	50/102	48/547
	Control	45/262	0/384	46/026	44/498

As results of table 3 shows after mean adjustment, the experimental group (life skill) in Post-test confronting ability than the control group (45/262) has the highest average (338/49).

Table fourth: the results of approximate test for confronting power (mean even comparison)

dependent variable	First Group	Second Group	Mean difference	standard error	Significance level
confronting power	Skills group	control	4/077	0/543	0/000

The results of table 4 shows that there are differences between the mean of confronting power of experimental and control groups in rate of ( 4/077 ), and this difference , it is statistically significant ( $P < 0/01$ ). Thus, we can conclude with 99 percent confidence that the second assumption of the research base on "life skill education program is effective on the amount of women participating in the neighborhoods houses of Tehran Municipality, region 1" has to be approved. This finding is seen in Figure 2.

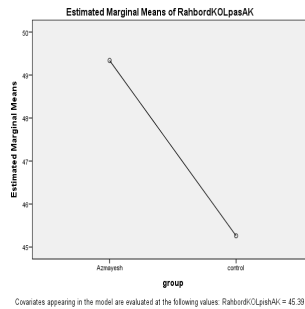


Figure 3: Diagram of mean of post-test the variable of confronting power in the experimental and control groups.

Hypothesis 2: Family Life Skills Training Program is effective on isolation rate of women participating in neighborhoods houses of Tehran Municipality, region 1.

Based on the results of the analysis of covariance, the assumption (2) this research was approved.

Table 5: Levine's test for equality of variances review.

Significant level ( Sig )	the second degrees of freedom (df2)	the first degrees of freedom (df1)	F	dependent variables
0/520	78	1	0/417	isolation post-test

Results Table 5 shows that the significance level alpha was calculated to test isolation greater than 0/05 of the (0/05 <Sig). Thus, F is calculated and the assumption of equal variances in the groups, there is significant.

Table 6: the results of covariance analysis of the effect of life skills training for women isolation

Power	The effect size ( Eta )	The significant level	F	Squares Mean	degrees of freedom	the overall square	dependent variable	the source of changes
1/000	0/351	0/000	41/715	119/764	1	119/764	isolation	group

Table 6 shows that with regard to the control and statistical elimination of the auxiliary random variable (pretest isolation), F calculated was significant at the alpha balanced level was significant increasingly (0/01> Sig, 41/715 = (1, 78) F). Effect size (coefficient ITA) is 0/351. This means that more than 35 percent of individual differences in empathy test scores resulting from the impact of life skills education.

Table 7: The mean initial post-test isolation

variable	Group	The mean	standard deviation
isolation	Life skill	14/13	2/672
	control	16/30	2/954

Based on the descriptive data in Table 7, the mean isolation test in the experimental group (life skill) is 14/13 that is less than the mean posttest control group (16/30).

Table 8: Adjusted mean isolation variable

The dependent variable	group	mean	the standard error	Assurance distance %95	
isolation	Life skill			Upper limit	Lower limit
	control	13/985	0/268	14/521	13/453
		15/487	0/180	16/972	15/904

As seen in Table 8, after the adjusted mean, experimental group (life skill) in Post-test isolation (13/987) is lower than the post-test control group (15/487).

Table 9: Results of the post-test for isolation (compare paired mean)

dependent variable	First Group	Second Group	Mean difference	standard error	Significance level
isolation	Skills group	control	- 2/452	0/380	0/000

The results of Table 9 shows that there is difference between mean isolation experimental group and the control group -2/452, and this difference is statistically significant ( $P < 0/01$ ). Thus, with regard to the meaningful difference mean with 99% confidence can be stated that the assumption (2) base on Family Life Skills Training Program on the amount of research that women begin participating neighborhoods houses of Tehran Municipality, region 1 has been reduced to a has been confirmed. These results can be seen in Figure 4.

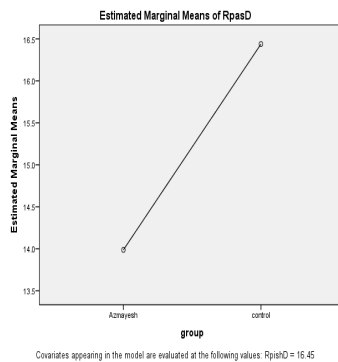


Table 4, is related to post test isolation variable average in control and experiment group

Hypothesis 3: family life skills training program is effective on the social support of women participating in Tehran municipality regional houses.

Based on the result of co-variance, hypothesis 3 confirmed.

Table 10: Levine's test for surveying the equality variance

Relevant variable	F	(df <sub>1</sub> )	(df <sub>2</sub> )	(Sig)
Post test – social support	1/384	1	78	0/243

As table 10 shows the result, because the level of calculated meaning for post test –social support is more than alpha 0/05 (Sig>0/05), therefore, calculated F is not meaning full and there is identical variances pre – hypothesis in groups.

Table 11: the results of covariance analysis on the effects of social support and life skills training for women

Source of differences	Dependent variable	Sum of freedom	The average of squares	F	sig	(Eta)	outcome
Group	social support	144/541	1	144/541	0/000	0/445	1/000

As seen in Table 11 , according to control and statistical elimination of the auxiliary random variable ( pretest social support ), calculated F was significant at the alpha level Benfory (F (1,78 ) = 61/733, Sig< 0/01 ). Effect size equal to 0/445 and the test outcome are equal to one. Accordingly, more than 44 % of individual differences in post-test scores are due to the influence of social support.

Table 12: Post- primary means of social protection

Variables	Group	Mean	Standard deviation
Social support	Life skills	16/15	3/294
	control	14/00	3/055

Based on the descriptive data in Table 12, the average self-expression post-test in experimental group (life skills) equals to 16/15 that is more than the mean post-test control group (14/ 00).

Table 13: Adjusted means of social support variables

dependent variable	Group	mean	standard error	Confidence distance 95%	
				lower limit	Higher limit
Social support	Life skills	16/426	0/243	15/943	16/909
	control	13/724	0/243	13/241	14/207

According to the data in Table 13 observed that, after scores adjustment in the experimental group's average life skills in post-test social support (16/426) is greater than the mean of the control group (13/ 724).

Table 14: Results of the post hoc test for social support (compare paired mean)

dependent variable	First Group	Second Group	Mean difference	standard error	Significance level
Social support	Skills group	control	2/702	0/344	0/000

The results in Table 14 show that there is about 2 / 702 difference between the average social support of the experimental group and the control group, and this difference is statistically meaningful ( $p < 0/01$ ). Thus, with regard to meaning of differences it can be expressed by 99 % confidence that hypothesis (3) research on the effectiveness of programs that teach life skills and social support for women attending family homes in a municipality districts of Tehran are confirmed.

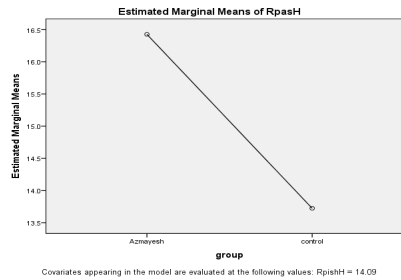


Figure 5 is related to mean post test of the social support variables in the test and control groups Hypothesis 4: Family Life Skills Training Program is effective on the amount of women avoid participating in neighborhood houses of Tehran Municipality.

Based on the results of the analysis of covariance, the assumption (4) of study was approved

Table 15: Levine's test for equality of variances review

Relevant variable	F	(df <sub>1</sub> )	(df <sub>2</sub> )	(Sig)
Post test avoidance test	2/321	1	78	0/132

As Table 15 shows the results because the significance level was calculated for post-test avoidance is more than alpha 0/05 ( $Sig > 0/05$ ). Thus calculated F is not meaning full and the condition of variances equality don't exist in groups.

Table 15: Results of covariance analysis on the effect of life skills training for women

Source of differences	Dependent variable	Sum of square	Level of freedom	The average of squares	F	sig	(Eta)	outcome
Group	avoidance	141/499	1	141/499	55/787	0/000	0/420	1/000

Table 15 shows that, with respect to control and delete the auxiliary random variable (pretest avoidance), calculated F was significant at the alpha level Benfrony version ( $F(1, 78) = 55/787, Sig < 0/01$ ). Effect size equal to 0/420 and the test outcome are equal to one.

Table 16: Preliminary post-test means avoidance

Variables	Group	Mean	Standard deviation
avoidance	Life skills	15/50	2/819
	control	17/45	2/855

Based on the descriptive data in Table 16 , the mean avoidance test in the experimental group ( life skill ) equals with 15/50 that is less than the mean post-test control group ( 17/45 ) .

Table 17: Adjusted means avoidance variables

dependent variable	Group	mean	standard error	Confidence distance 95%	
				lower limit	Higher limit
avoidance	Life skills	15/128	0/253	14/624	15/633
	control	17/822	0/253	17/317	18/326

As seen in Table 17, the adjusted scores, and the mean of the experimental group life skill in post-test avoidance (15/128) is less than the mean post-test control group (17/ 822).

Table 18: Results of chasing test for avoidance (comparison of paired for averages)

dependent variable	First Group	Second Group	Mean difference	standard error	Significance level
	Skills group	control	2/694	0/361	0/000

The results of table 18 shows between the experimental group and the control group there is about 2/694 differences, and this difference is statistically significant ( $P < 0/01$ ). Thus, with regard to the meaning of the differences it can be stated with 99 % confidence that the assumption (4) of research based on the effectiveness the amount of family life skills training program on women avoidance participating in neighborhood houses of Tehran Municipality has been decreased and confirmed. In Figure 6, the mean post-test groups are presented to compare .

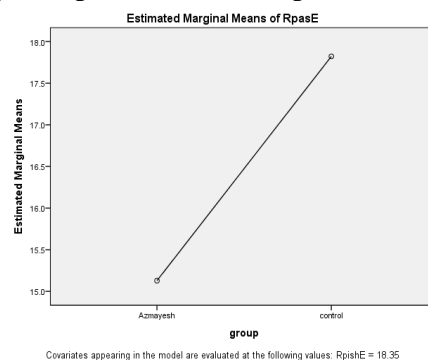


Figure 6: Diagram of the experimental and control groups in mean post-test avoidance variable

Hypothesis 5: Family Life Skills Training Program on the extent of the problem solving for women participating in neighborhood houses of Tehran Municipality district one is effective.

Based on the results of covariance analysis, the assumption (5) of research was approved.

Table 19: Levine's test for equality of variances review

Relevant variable	F	(df <sub>1</sub> )	(df <sub>2</sub> )	(Sig)
Post test avoidance test	11/822	1	78	0/071

As the results of table 19 shows, because the significance level was calculated for the problem solving test is more than alpha 0/05, is (Sig > 0/05). Thus, calculated F is not meaningful and variances equality condition exists in groups.

Table 20: Results of covariance analysis effect on life skills training on women's problem solving

Source of differences	Dependent variable	Sum of square	Level of freedom	The average of squares	F	sig	(Eta)	outcome
Group	social support	199/389	1	199/389	69/384	0/000	0/474	1/000

As seen in Table 21, according to control and statistical elimination of the auxiliary random variable (pre-test problem solving), calculated F was significant at the alpha level Benfrony ( $F(1,78) = 69/383$ ,  $Sig < 0/01$ ). Effect size equal to 0/474 and the test outcome is equal to one.

Table 22: Preliminary test averages problem solving

Standard deviation	Mean	Group	Variables
3/374	15/45	Life skills	Problem solving
2/112	12/55	control	

Based on the descriptive data in Table 22, the mean post-test problem solving in the control group (life skills) is equal with 15/45 that is higher than the mean post-test control group (12/ 55)

Table 23: Adjusted mean variable problem solving

dependent variable	Group	mean	standard error	Confidence distance 95%	
				lower limit	Higher limit
Problem solving	Life skills	15/581	0/268	15/047	16/116
	control	12/419	0/268	11/884	12/953

As seen in Table 23, after the adjusting averages experimental group (life skills) in post-test problem solving has a higher average than the control group (15/ 581).

Table 24: the results of chasing test for the problem solving (compare paired mean)

dependent variable	First Group	Second Group	Mean difference	standard error	Significance level
Problem solving	Skills group	control	3/163	0/380	0/000

The results of table 24 shows that between problem solving of experimental group and the control group, there is about 3/163 differences, and this difference is statistically significant ( $P < 0/01$ ). Therefore, with regard to the meaning of the differences it can be stated with 99 % confidence the assumption (5) of research based on the effectiveness of "family life skills training program on women problem solving participating in neighborhood houses of Tehran Municipality has been confirmed. The results are presented in Figure 7.

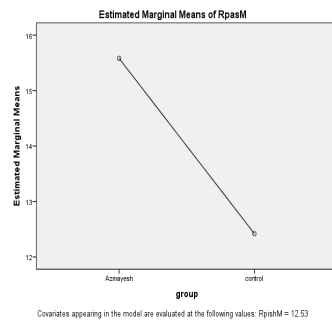


Figure 7: diagram relevant to pos- test problem solving variable in control and experimental groups.

Hypothesis 6: Family Life Skills Training Program is effective on the amount of re-evaluation of women participating in neighborhood houses of Tehran municipality district one.

Based on the results of the covariance analysis, the assumption (6) of research was approved.

Table 25: Levine's test for equality of variances review

Relevant variable	F	(df <sub>1</sub> )	(df <sub>2</sub> )	(Sig)
Post test avoidance test	4/843	1	78	0/131

As the results of table 25 shows because the significance level was calculated for post-test is more than alpha 0/05 ( $Sig > 0/05$ ). Thus, calculated F is not meaningful and the assumption of equal variances in the groups exists.

Table 26: Results of covariance analysis to reassess the effectiveness of life skills training for women

Source of differences	Dependent variable	Sum of square	Level of freedom	The average of squares	F	sig	(Eta)	outcome
Group	social support	168/762	1	168/762	31/587	0/000	0/291	1/000

As seen in Table 26 , according to statistical control and elimination of the auxiliary random variable ( pre-test re-evaluation ), calculated F was significant at the alpha level Benfrony version (  $F(1,78) = 31/587$ ,  $Sig < 0/01$  ) Effect size equal to  $291 / 0$  , and the test outcome is equal to one .

Table 27: Preliminary test averages reassessment

Standard deviation	Mean	Group	Variables
3/952	17/ 03	Life skills	Reassessment
2/917	14/43	control	

Based on the descriptive data in Table 27 , the average test re-evaluation in the experimental group ( life skills ) is equal with 17 /03 that is higher than the mean post-test control group ( 14/43 )

Table 28: Adjusted mean variable reassessment

dependent variable	Group	mean	standard error	Confidence distance 95%	
				lower limit	Higher limit
reassessment	Life skills	17/180	0/366	16/452	17/452
	control	14/270	0/366	13/542	14/998

As seen in Table 28, after adjusting averages experimental (life skill) in post-test reassessment has higher average than the control group (17/ 180).

Table 29: the results of chasing test for re-evaluation ( comparing paired averages)

dependent variable	First Group	Second Group	Mean difference	standard error	Significance level
reassessment	Skills group	control	2/910	0/518	0/000

the results of table 29 shows that between re-evaluation of the experimental group and the control group there is about 2/910 difference , and this difference is statistically significant (  $P < 0/01$  ). Thus, according to the meaning of the differences it can be stated with 99 % confidence the assumption (6) of research " family life education program on rates of re-evaluation of women participating homes in the neighborhoods of Tehran municipality district one has been confirmed. These findings are shown in Figure 8.

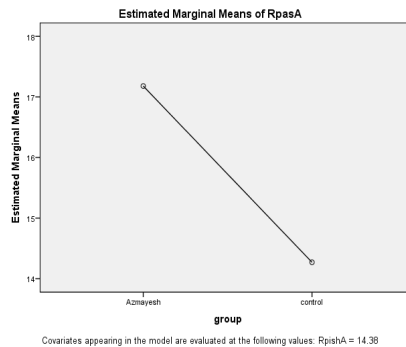


Figure 8: Diagram of the experimental and control groups in mean posttest variable reassessment

## 5. Discussion and Conclusion

First hypothesis: life skills training program is effective on women contrastive power participating in the neighborhoods of Tehran municipality district one.

Based on the results of covariance analysis (Table 1) the first hypothesis of this research was fully confirmed. Based on this finding, life skills training had significant effect on contrastive power of experimental groups ( $P > 0/05$ ). These results toward the effectiveness of the intervention and performing life skills training program is equal with Shrifir research (2011), Haghghi, Mosavi & Mehrabizadeh Farahmand (2011), Bagheri Bahrami (2011) Zarean & colleagues (2007). Also, the result of this assumption in some aspects is compatible with (Tlado & colleagues, 2011), Albertin & colleagues (2001), pisini & Mak Kari (1998), Tlado & colleagues (1974) findings. Specifically, the result of Tlado & colleagues (2011) showed that after training problem solving skills to experimental group, acquiring this skill increase toward control group. Second hypothesis: the life skills training program is effective on women's isolation level participating the neighborhoods of Tehran municipality district one.

According to the statistical analysis of this study (Table 2) the above assumption based on effectiveness of life skills training program on women's isolation level was approved. This finding is equal with some research results like Haghghi, Mosavi & Mehrabizadeh Farahmand (2011), Sharifi (2011) and Shah Gholian and colleagues (2008). For example, it has been shown in real research that life skills training increase girl students psychological health and self-esteem in experimental group in comparison with witness group. This result is also consonant in some ways with pisini & Mac Kari (1998) research findings, Albertin & colleagues (2001).

To describe assumptions (2) we can say that isolations are cognitive attempts for separating itself and make the situation to the lowest level. Although there is the different logical explanations for isolation or steer their relationship with childhood experiences. However, the present research shows that through life skills and using approaches based on problem in accepting responsibilities and reevaluation of type of thought and perceptions overcome the problem. In this relation realistic expectations, avoid negative and unreasonable evaluations, having satisfactory interpersonal, verbal skills and social skills are very useful and effective.

Hypothesis III: Life Skills Training program is effective on women`s social support participating the neighborhoods houses of Tehran municipality district one.

Based on the statistical analysis of this study (Table 10) above was adopted. The result of this hypothesis, is compatible with Zairian & colleague(2007) , Termer & colleague (2008) , Gonzales (2003) , Chimkent & colleague(1995) research findings . Termer & colleague also show that the life skills training increase individual's abilities for problem solving and effective use of social support and the ability to overcome barriers.

In description above assumption finding can say that suitable group or social system that is a result of proper social communication gives the individual confidence. It means that first satisfies the person affection and kindness and increase the worthy feeling and being reliable. secondly , a group help to confronting the problem in better ways through persuading to do our best in solving problems and also by preparing discussions and friendship make the life sweet (Nasser 2007) . The study also showed that teaching life skills and choosing contrastive strategies based on problem, social support can be obtained. The fourth hypothesis: life skills training program is effective on women`s avoidance participating the neighborhoods houses of Tehran municipality district one.

According to statistical analysis (Table 15) the above assumption was confirmed. The results of some of the findings is compatible with Haghighi & colleague (2011) , Sharifi (2011) , Bagheri & Bahrami (2011) , Hamidi (2005) and also Pisini & Mak Kari (1998) , Albertin & colleagues (2001) research finding .

In explaining the premise (4) it should be noted that the escape and avoidance describe dreams and behavioral attempt to avoid and escape from problem. in this study through teaching how to face problem , loving itself , being starter , complete and apply social skills , controlling thought and increasing ability to communicate reasonable expectation in participants and effect avoiding behavior .

Hypothesis V: Life skills training programs is effective on women`s problem solving participating the neighborhoods houses of Tehran municipality district one.

Statistical analysis (Table 19) showed that life skills training is effective on the women`s problem solving rate. Therefore, the assumption (5) was confirmed. the Finding of this study, is compatible with the results of Hamidi (2005) , Penter & colleagues (2012) , Gilbert (2011) , Albertin & colleagues (2001) , Tlado & colleagues (1974) research in some ways .

In explaining the above assumption can state that it is basically set the personal ability and define personal and social problem and also create and apply effective solution for problem by an especial process. Therefore, this study try to make individuals know their situation and have motivation to confront problems and make new decisions to find the best way to overcome problems by acquiring the necessary skills. Furthermore, problem solving, with desire to do the job in a better way, order and confronting instead of avoiding.

Hypothesis VI: Life skills training program is effective on women`s re-evaluation rate participating the neighborhoods houses of Tehran municipality district one.

Based on the statistical analysis of this study (Table 25) above assumption based on the effectiveness of women's re-evaluation rate was confirmed. The result of this hypothesis on the side of influencing skills is compatible with Sharifi (2011) findings. Sharifi also found that training problem solving skills is effective to decrease depression among youth and increase the personal competence in relation with his or her same age's friends this findings also is compatible with some results of Bagheri & Bahrami (2011), Terner & colleague (2008) and Bastin & colleague (2005).

The above hypothesis can explain the purpose of re-evaluation, are efforts with focus on personal growth that create positive meaning. Participants in this study were selected after the solutions were used, the results must be checked and evaluated until they have sufficient evidence to confirm the accuracy of the solution and the answer to the question. The finding of this hypothesis shows that training re-evaluate skills of participants in dealing with various problems are somewhat effective. However, such improvement needs practice, and follow-up. This is obvious teaching life skills through this way make the person bring knowledge and view in to action. And in dealing with every issue pay checks and reassessment.

## 6. Research Limitations

This study, like other studies in human science due to the complexity and the efficacy of the study area, and lack of control over all factors and motivators, has been faced with many limitations. Therefore, it is recommended to use the results of this study, the following limitations should be considered.

1. Restrictions related to the location of the training sessions, which have little facilities.
2. Type of society and statistical sample that only cover women of district one of Tehran municipality.
3. Lack of control of annoying variables during the study the way to complete contrastive questionnaire and E. Q.

## 7. Research Suggestions:

1. It is suggested to ensure the stability of positive changes in the subjects study follow up included in research projects, to improve the effectiveness of training and its impact can be evaluated better.
2. It is recommended patterns and life skills training program used in this study can be used in future studies for individuals or other groups.
3. It is recommended to researchers in order to better evaluate and having conclusion, after training session or treatment do not perform post test immediately. Rather, it takes at least one or two month to obtain a more accurate estimation of the effect of education.

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