

Review Necessity of education of life skills to elementary students

Mohaddeseh Saffarieh

student of education, farhangian University, Iran

Abstract

The present study aimed to assess the need for life skills education to elementary school students was conducted. The research method was descriptive survey. The volume of the number of elementary school students in Semnan city of 2293 people, 300 of them who were selected as examples. Measurement tool was Standard Questionnaire life skills, including problem solving, collaboration, critical thinking, decision making, coping with emotions, coping with stress, critical thinking, effective communication, self-awareness, interpersonal relations. Face and content validity was confirmed by experts and reliability of the questionnaire gauges measured by Cronbach's alpha coefficient was 0.90. Data analysis was descriptive and inferential statistics. Analysis of the findings showed that amount life skills in elementary school students in all skills is less than average. That it would show the necessity of these skills in elementary school.

Keywords: Life Skills, students, elementary school

Introduction:

Continued progress the technology and industry in the third millennium, and Ty restructuring of family, social and life styles, modern man is faced with enormous challenges. According to the recent evolution, humans have simply accepted that fundamental change is needed in the fields of culture and their way of life. But despite all the changes in how we live, many people haven't ability essential for face to the problem and the difficulties ahead, And this vulnerable them in meeting the challenges of everyday life needs (Torabi, 1380). Life skills training prepare people for facing challenges and difficulties affecting of the lives. Life skills are kind of ability that people can learn . This ability to gain a satisfying and successful life to help people(Will ford,2005).

Theoretical basis of research:

The life skills means effective interpersonal relationships, social responsibilities, make good decisions, resolve conflict and conflict without resorting to actions that harm to self or others (British Institute TACADE). And author of "skills for the primary school" offers another definition for life skills: Personal and social skills that children need to learn before they can about themselves, other people and the whole community is competent, effective and safe to operate. (According to the World Health Organization Optical translations GHASEMABAD and Mohammad Khani, 1380, p. 16). The World Health Organization defines life skills in 1994: living skills means the ability of Positive behavior and adaptive to effectively that give person power to face for challenges of daily life . (Quoted from UNICEF).

The base material used in life skills training is information from how to learn through observing others' behavior and its consequences can be obtained and, in fact, based on Bandura's social learning theory (1977). Bandura's social learning theory and experience-based learning is an active process and therefore people especially children actively learning life-skills in the process of learning and teaching , (World Health Organization translations Qasim Noor Abad and M. Khai).

In addition to the theoretical basis of observational learning, life skills training based on cognitive learning theory that is performance-based of mental health modern humans (Aqajani). Based on the theory of social influence, peer pressure, social pattern of false models and the influence of mass media is a significant factor in the creation of problematic behaviors therefor social impact approach, life skills program introduces as an effective education. The theory of multiple intelligences also important applications for the education system and integrating life skills approach for improving mental health and the prevention of personal problems. Risk and resilience theory explains why some individuals better than others respond to bear the brunt of daily living and problems. For example in literature and research in the past two decades Gottman (1992) has been shown by evaluation of physiological changes when talking to more than two hundred couples were studied He received severe criticism due to the lack of communication skills (as one of the indicators of life skills) can couples communication is at risk. The

theory of emotional intellect Ellis argues that many psychological problems caused by their perception is distorted and irrational thinking. (Syed Rafi Mousavi).

Research Background

A lot of research work life skills training based on people's social- psychological empowerment on increase adaptive behaviors and decrease negative behavior has shown. For example Botoon and colleagues (1984-1980) the effect of life skills training programs (such as human communication skills, decision making, life management and prevention of anxiety and stress) on reducing high-risk behaviors (such as alcohol, cigarettes and drugs) have studied . Results show that life skills training on the above has been effective. (According to the World Health Organization). In a study by health and nutrition experts on 1517 person in Tehran city education on students with life skills they were taught was conducted, the results showed That pre-test, there is no significant difference between the two groups. But in the post-test scores , experimental group showed significant difference with control group. Indicating the successful life skills training program (resources in the Office of Health and Nutrition, Ministry of Education). The results of this study have been accepted in the previous study. (Elias and Kress, 1991; Pawnee and others, 1997; Dymatyv, 2000; Tladv, 2001; Lin, 2002; Smith and Jnry, 2005; Torabi; Aqajani; Mahmoud Lilo and Moradi; Haddad,Fried)

Primary school is an important and foundation course, an important part of personality and individual characteristics will develop over the years. Children in this period in Dimension physical, emotional, cognitive and ... has certain features that balanced growth , accurate identification of their training needs - particularly in the area of life skills. (Miller).

Formal learning life skills to children, young people and other community members, due to their importance has been accepted and is now part of the curricula of different educational levels are dedicated to teaching these skills (Stanton et al., 1980). In some countries the skills training for citizenship education is considered a necessity. in overall objective of many of curriculum of our educational system also explicitly or implicitly, the emphasis is on teaching life skills (Adib).

However, teaching life skills to students not much attention in Iran. Studies have been done amount their achievement in life skills evaluated at a low level (Ramezankhani and saiari; Kiamanesh, Adib; gharibi). So these skills should start from pre-school and at the school and in Soldiering and universities and even later in life in society, continuous training and retraining . But unfortunately, due to ignorance and not caring parents to Principles of Parenting , this very important aspect of education from preschool age arent institutionalized in children. And the possibility of easy learning in children disappears.It is therefore necessary primary course education consider special education for institutionalizing life skills.

Research methodology

The population, sample and sampling

The research method, according to the nature and intended purpose of the survey is descriptive. The study population consisted of all elementary school students in Semnan city their number was 2293 people. Based on cluster sampling method and using the formula sample, number of 300 girls and boys student were selected.

Research tools

In the present study to collect data used from life skills standard questionnaire .Questions prepared by three experts were discussed and inappropriate and poorly questions were removed And a total of 100 questions were designed to meet the students.

The Analysis of Data

After collecting Information, data using averages obtained were analyzed.

Research Findings

Question: What is the level of life skills of elementary school students in Semnan city?

In order to answer this question by comparing the skill of living with assumed average 3 to 5 will be discussed.

Table 1: Comparing the skill of living with the average criterion 3

Significance level	Degrees of freedom	t	Deviation from the mean	Standard deviation	Average	Components
0.001	293	-5/683	0.024	0.2	2.861	decision making
0.001	289	-7/913	0.024	0.42	2.80	Problem Solving
0.001	291	-16/974	0.027	0.46	2.53	Creative Thinking
0.001	295	-6/239	0.026	0.44	2.83	Critical Thinking
0.001	293	-10/630	0.026	0.45	2.71	Effective communication
0.001	293	-8/843	0.28	0.48	2.75	Interpersonal communication
0.001	289	-12/810	0.019	0.34	2.74	Self-awareness
0.001	293	-10/329	0.022	0.39	2.76	Sympathy

0.001	292	-15/054	0.025	0.43	2.61	Coping with emotions
0.001	294	-11/960	0.027	0.47	2.67	Coping with stress
0.001	251	-15/561	0.017	0.27	2.72	Life Skills

According to Table 1 in Significance level 0.001 indicate significant differences in the skill obtained from hypothetical average 3. so Life Skills of students in total and in each of the 10 skills, decision making, problem solving, creative thinking, critical thinking, effective communication, interpersonal communication, self-awareness, empathy out, coping with emotions and coping Low is more than the average.

Conclusion:

The results showed that students' skill levels are lower than average. . It can be concluded that the educational system has not been successful in achieving the goals of life skills training as in previous studies, these results is emphasized. (Ramezankhani and Saiari ; 1378, Adib, 1385). This is while learning life skills according to psychological principles of fundamental objectives and needs of the educational system.

Since education has a duty to prepare the new generation for today's society, Education and training is generally expected in the first stage is to train students who live right in the community. In spite of the deep cultural changes and changes in lifestyles, many people lack the skills to deal with life issues are essential And this making them vulnerable in the face of problems everyday. Humans to cope with stress situations and conflicts of life adaptation directed by need That equip them to learn these skills. Therefore, with emphasis on the model of the Holy Prophet (PBUH) is essential opportunities be provided to children and adolescents addition to the ability to read and write, count and also learn life skills.

Education in Iran Unfortunately, most focus on the training and tools and cognitive skills (literacy) to other dimensions of psychological and social education. In childhood, conflict and conflict due to the immaturity of psycho-cognitive development will have little effect, But with age, and when faced with difficulties, especially teens and youth, At the same time internal and external conflicts with physical and mental development of a young, expectations family and community rise So that they are due to social life, part of his desire to restrict or direction and within the framework of social norms and group .

In this regard Younger havent learned correct way of emotional behavior and skills necessary to adapt to family and community And psychological capacity isnt upgraded With serious damage and many will

The consequences would backfire and others And if that anti-social behavior in their form and their negative reactions exhibit Or can not manage these negative reactions, psychological damage and abnormalities involving the community in person and on tilt will be.

therefore it is essential education consider life skills program for primary school to exploiting it in the challenging period of life is possible.

Practical suggestions:

experts and program planners to more familiarity students with life skills, helpful resources on this issue provide for them . Better life skills training for a continuous program From pre-school to university course begins and continues.

To increase the level of critical thinking, teachers use teaching based critical thinking.

Considering the needs of the students skills in writing new textbooks.

Application training in life skills and practical application of these skills in-service training of teachers and students in extracurricular activities to be considered.

Comparative study of life skills training in different countries.

Practical teaching all courses in order to develop life skills.

Using sport and play either invented play school or sports for life skills training.

Coordinate the activities of the home, school, community to teach life skills.

Teaching life skills to parents through family education classes.

Open camps and field trips and cultural, recreational, pilgrimage and extracurricular activities and non-school curriculum programs and projects both in and out of school.

Supporting research projects and authored books in these fields

References:

- Adib, Yoosof. Design a suitable model for the period of universal basic education, life skills curriculum. Tehran: Institute for Research and curriculum development and educational innovations, research organizations and educational programming.
- Aqajani, Maryam. The effect of life skills training on mental health and juvenile Qom locus of control. Master's Thesis.

- Ramazankhani ,sayari. Training of life skills in the education system. According to the investigation. UNICEF Iran and the International Studies Office of the Ministry of Education.
- The World Health Organization. Life skills training program. Translation optical Robabe GHASEMABAD and butterflies Mohammad Khani. Welfare Organization, Department of Cultural Affairs and prevention. Tehran.
- Torabi, Majid. Liturgy and life skills .tbryz: afterglow.
- Wellford, J. (2005). Life skills training. *Journal of International Relations*, 19, 687- 411. Wenzel, V., Weichold, K. & Silbereisen, R. K. (2009). The life skills program IPSY: Positive influences on school bonding and prevention of substance misuse. *Journal of Adolescence*, 1, 1-11.