INVESTIGATION OF THE EFFECT OF LIFE SKILLS TRAINING ON SELF-ESTEEM, EXPRESSION AND AGGRESSION IN HIGH SCHOOL STUDENTS IN FEREYDAN CITY

Mohammad Hasan Tajdary,
Phd. student of philosophy in Education, Shahed University, hassantajdary@gmail.com
Amir Hossien Soltanifallah,
M.A , history and philosophy of education, Shahed university, soltanifallah.ah.soltani.f@gmail.com
A.A.Mansour,
Bachelor of Science in Primary Education . Farhangian university of mazandaran. A.A.MANSOUR108@gmail.com
Soheilrezaei,
Bachelor of Science in Primary Education, Farhangian university of Mazandaran, Soheilrezaei625@yahoo.com
Alishirdel,
Bachelor of Science in Primary Education, Farhangian university of Mazandaran, Alishirdel74@yahoo.com

Abstract. The purpose of this study according to the importance of life skills in solving interpersonal problems and improving mental health of high school students,was to investigate the effect of life skills training on increasing self-esteem, increasing self-esteem and reducing aggression among high school male students. This researchwas conducted with the quasi-experimental methods and with pre-test design - Post-test by a control group. The statistical population of the study is male high school students in Fereydan city who are in the academic year 1997-96.Sampling in this research was downedby using non-random (available) method. And subjects were divided into two experimental and control groups (each group was 30). In this research, bass and perry aggression questionnaire, Cooper Smith Self-Esteem Questionnaire and Gambler and Richie assertion questionnaire were used. Data were analyzed using SPSS software using multivariate analysis of covariance. The results of the analysis showed that there is a significant difference between the two experimental and control groups in terms of increasing self-esteem, increasing the level of assertiveness and decreasing aggression (P <0.05). The findings of this study show the effect of life skills training on increasing self-esteem, increasing assertiveness and reducing aggression.
Key words: life skills, self-esteem, assertiveness, aggression.

Introduction. A quick glimpse into the surrounding environment can be easily seen that the majority of people, in addition to their family life and their friends' network, have also chosen a career that determines the competence and competence of individuals in their professional life and their satisfaction, providing mental and social health Man is one of the foundations for the progress and success of any society; but in life in a busy world, today there are many stresses and stresses that endanger the ability of individuals to survive.Of course, the severity of these pressures in the community in a country like Iran, which is moving from tradition to modernity, is one hundred.

The needs of today's life, rapid socio-cultural changes, family structure change, wide and complex network of human communication and the variety, spread and attack of information resources people have faced many challenges, stresses and pressures, that Effective coping with them requires need to deal with mental - socialabilities.Lack of emotional, psychological and social skills and abilities will make people vulnerable to problems and problems and they will be exposed to a variety of psychosocial, behavioral and delinquent disorders.Life Skills Training is a preventive and promotional program.

This program has been prepared to improve the mental health and prevention of psychological and social damage.Mental Health In plain language, the ability to be happy, constructive, healthy, and without difficulty and difficulty living, as defined by the World Health Organization (WHO), mental health does not simply mean no mental illness; it is more related to a kind of mental health.The People have mental health, that they feel they can come out with their lives, and its related issues and changes, they can control their lives, responsible, usingtheir mental abilities, communicate well with others and to make constructive and useful activities.If the results of this study are clarified, at the basic level, the role of teaching skills in a way that is self-aware can lead to mental health promotion (ImamiNaini, 2012). A life skills training program has been developed to promote mental health and prevent social injuries.

The main purpose is that, through the implementation of the program, opportunities will be provided throughout life, so that people learn life skills in addition to obtaining professional and occupational skills; the skills that help them can be effective both for themselves and for other people and for the community as a whole (Mohammad Khani et al., 2006).

Research hypotheses
1- Life skills training affects the self-esteem of high school male students in Fereydan city.
2- Life skills training affects the increase of assertiveness of high school male students in Fereydan city.
3- Life skills training has an effect on reducing aggression among high school male students in Fereydan city.

Researchmethod:

The research design was a quasi-experimental design with pretest-posttest design with control group. In a quasi-experimental method, the researcher studies the effect of providing one or more independent variables on the dependent variable. And assesses the impact of its interventions through pre-test and post-test (Delaware, 1380); which in this research includes the following steps:

Non-random simple selection of subjects (available)

- Perform pre-exam (Self-esteem, assertiveness and aggression test)
- Performing an independent variable (Life Skills Training)
- Performing a post-test (self-esteem and assertiveness test and aggression test)

Table 3-1: General view of research

Group membership	Sampling	Sample size	pre-exam	Provide intervention	Post-exam
Examinationgroup	R	30	T1	×	T2
Controlgroup	R	30	T1	-	T2

Research variables

Independent variable: Life skills training program

Dependent variable: self-esteem, Assertiveness, Aggression

Statistical Society

The statistical population of this study included all female high school students in Fereydan city that they study in 1394-95 education year.

Sample and sampling method

Available sampling method was used in this research. The samples were divided into experimental and control groups (each group was 30). Both groups underwent the same and simultaneous pre-test with bass and Perry aggression questionnaire, Cooper Smith's self-esteem questionnaire, and Gambler and Richie's assertiveness assertion questionnaire.Then, the experimental group was performed for 9 sessions with 1 hour duration, which consisted of weekly sessions.The experimental group was trained in life skills, but the control group did not receive any training.

The data collection tool

Cooper Smith Self-Esteem Questionnaire includes 58 items that describe feelings, beliefs or reactions. And the subject must respond with these materials by marking in two choices (it's similar to me (yes)) or (it's not similar to me (no)).

Descriptive Findings Related to Research Hypotheses

In Table 1, the mean and standard deviation of the pre-test and post-test of self-esteem variables in the human and experimental groups are presented.

Table (4-1): Mean and standard deviation of assertiveness pre-test and post-test

Variable	Group	Average	Standard deviation	Average	Standard deviation
		pre-test		post-test	
General Assertiveness	Human	16.77	4.62	13.90	4.09
	Experimental	16.97	3.42	22.23	2.99
Familyassertiveness	Human	4.87	1.79	4.40	1.67
	Experimental	4.73	1.87	6.67	1.37
Social Assertiveness	Human	5.23	2.01	4.17	1.46
	Experimental	5.07	1.82	6.70	1.23
Job/education Assertiveness	Human	5.50	1.33	4.40	1.45
	Experimental	4.93	1.93	6.20	1.71
Lie Scale	Human	3.57	2.13	4.63	1.75
	Experimental	5.67	2.23	2.83	0.95

Considering the mean values of Table 4-1, we can conclude that in the human group, life skills training reduced public assertiveness, family assertiveness, social self-esteem, and assertiveness of work/education and increased the scale of lies. However, in the experimental group, life skills training increases assertiveness, family assertiveness, social assertiveness and assertiveness of work/education and reduce the scale of lies.

Table 4-2 presents the mean and standard deviation of the pre-test and post-test of the existing expression in the human and experimental group.

Table (4-2). Mean and standard deviation of pre-test and sub-test of assertiveness

Variable	Group	Average	Standard deviation	Average	Standard deviation
		pre-test		post-test	
Amount of Discomfort or Anxiety	Human	137.17	13.25	127.40	16.20
	Experimental	137.37	16.20	109.43	21.75
The reaction or behavior of the individual against the situation	Human	116.57	11.35	120.10	24.08
	Experimental	99.93	24.08	96.67	15.77

Considering the average values of Table 4-2, we can conclude that in the human group, life skills training reduces the amount of discomfort or anxiety but increases the response or behavior of the individual to the situation. And while in the experimental group, life skills training reduced the amount of discomfort or anxiety, and the reaction or behavior of the individual against the situation.

In Table 4-3, the average and standard deviation of the pre-test and post-test variables of aggression are presented in the human and experimental group.

Table (4-3). Average and standard deviation of pre-test and post-test of aggression

Variable	Group	Average	Standard deviation	Average	Standard deviation
		pre-test		post-test	
Body aggression	Human	28.20	6.19	26.23	4.77
	Experimental	29.90	5.11	19.37	3.23
Verbal aggression	Human	15.17	2.80	16.70	2.56
	Experimental	15.97	3.59	9.43	2.06
Anger	Human	21.93	4.53	20.87	3.88
	Experimental	21.10	5.62	14.80	1.75
Hostility	Human	24.87	4.85	25.03	3.74
	Experimental	24.10	6.23	15.97	3.16

Regarding the mean values of Table 4-3, it can be concluded that in the human group life skills training reduced physical aggression and anger.While causing an increase in hostile aggression.In the experimental group, life skills training reduced all four levels of physical aggression, verbal aggression, anger and hostility.

Inferential Findings Related to Research Hypotheses

In this section, the test hypotheses are examined, for this purpose, covariance analysis has been used.The results of the assumptions regarding the analysis of covariance variables, self-esteem, expressive existence, aggression are presented in the following tables.

Covariance analysis is used to test the hypotheses.In this case, it is examined whether there is a significant difference in self-esteem before and after the life skills training in the human and experimental group.

To perform a covariance analysis test, the presumption of the normalization of data and the homogeneity of variances should be considered.Table 4-4 shows the assumptions used to perform the covariance analysis test.In the first part of Table 4-4, the Kolmogorov-Smirnov test is used to check the normality of the data, that null hypothesis shows the normalization of the data and the assumption of the non-normalization of the data.

As shown in Table 4-4 and the significance level calculated for this test, because the level of significance is more than 0.05.Therefore, it can be concluded that the data are normal.After completing the study, the assumption of the homogeneity of variances based on Levin's test for data in the second part of the table was tested, as specified in Table 4-4, Because the level of significance is more than 0.05, therefore, the assumption of homogeneity of variances is confirmed.

Therefore, we can use the covariance analysis test to study the effect of life skills training on the self-esteem of experimental and humorous male students.It is worth noting that since the level of significance is more than 0.05, then the assumption of homogeneity of regression slopes is established.

Table (4-4). Covariance analysis for assertiveness variables

	Group	Stage	Kolmogorov-Smirnov test		Levine test		Regression slope test	
			The test statistic Z	Significance level	F test	Significance level	F test	Significance level
General Assertiveness	Human	pre-test	0.598	0.879	2.982	0.09	1.958	0.055
		post-test	0.677	0.749				
	Experimental	pre-test	0.651	0.791				
		post-test	1.29	0.072				
Family assertiveness	Human	pre-test	1.258	0.085	3.571	0.064	0.973	0.338
		post-test	0.700	0.711				
	Experimental	pre-test	1.007	0.263				
		post-test	1.21	0.095				
Social Assertiveness	Human	pre-test	0.996	0.275	0.529	0.470	3.719	0.060
		post-test	0.978	0.294				
	Experimental	pre-test	0.833	0.429				
		post-test	1.024	0.246				
Job/education Assertiveness	Human	pre-test	0.984	0.288	0.040	0.842	0.022	0.884
		post-test	0.959	0.316				
	Experimental	pre-test	0.988	0.283				
		post-test	1.023	0.246				
Lie Scale	Human	pre-test	0.836	0.487	3.729	0.054	1.062	0.308
		post-test	1.002	0.268				
	Experimental	pre-test	0.858	0.454				
		post-test	0.27	0.081				

Covariance analysis is used to test the hypotheses. In this case, it is examined whether there is a significant difference in the expression of existence before and after the training of life skills and beyond in the human and experimental group.Table 4-5 shows the assumptions used to perform the covariance analysis test. In the first part of Table 4-5, the Kolmogorov-Smirnov test is used to check the normality of the data because the significance level for this test is more than 0.05, therefore, it can be concluded that the data are normal.

After completing the study, the assumption of the homogeneity of variances based on Levin's test for data in the second part of the table was tested, As shown in Table 4-5, since the significance level is more than 0.05, therefore, the assumption of homogeneity of variances is confirmed. Therefore, we can use the covariance analysis test to study the effect of life skills

training on expressing the presence of high school male and female students Because the level of significance is more than 0.05, therefore, the assumption of homogeneity of regression slopes is established.

Table (4-5) Covariance analysis for assertive expression variables

			Kolmogorov-Smirnov test		Levine test		Regression slope test	
	Group	Stage	The test statistic Z	Significance level	F test	Significance level	F test	Significance level
The amount of Discomfort or anxiety	Human	pre-test	0.719	0.679	1.086	0.302	0.576	0.451
		post-test	0.532	0.940				
	Experimental	pre-test	0.527	0.944				
		post-test	0.739	0.646				
The reaction or behavior of the individual against the situation	Human	pre-test	0.493	0.968	3.99	0.59	0.357	0.553
		post-test	0.66	0.776				
	Experimental	pre-test	0.531	0.941				
		post-test	0.439	0.990				

Covariance analysis is used to test the hypotheses. In this case, it is examined whether there is a significant difference in aggression before and after training in the human and experimental group or not.

To perform a covariance analysis test, the presumption of the normalization of data and the homogeneity of variances should be considered. Table 4-6 shows the assumptions used to perform the covariance analysis test. In the first part of Table 4-6, the Kolmogorov-Smirnov test is used to check the normality of the data, which assumes zero is the normalization of the data and the assumption of the non-normalization of the data.As shown in Table 4-6 and the calculated significance level for this test, since the significance level is greater than 0.05, it can be concluded that the data are normal.

After completing the study, the assumption of the homogeneity of variances based on Levin's test for data in the second part of the table was tested. As shown in Table 4-6, the significance level is more than 0.05, therefore, the assumption of homogeneity of variances is confirmed.

Therefore, covariance analysis can be used to study the effect of life skills training on aggression in high school male and female students. Because the level of significance is more than 0.05, therefore, the assumption of homogeneity of regression slopes is established.

Table (4-6). Investigation of Covariance Forms For Aggression Variables

			Kolmogorov-Smirnov test		Levine test		Regression slope test	
	Group	Stage	The test statistic Z	Significance level	F test	Significance level	F test	Significance level
Body Aggression	Human	pre-test	0.687	0.732	4.006	0.051	0.159	0.692
		post-test	0.772	0.591				
	Experimental	pre-test	0.447	0.988				
		post-test	0.876	0.426				
Verbal aggression	Human	pre-test	0.640	0.808	1.873	0.176	0.010	0.920

		post-test	0.803	0.540				
	Experimental	pre-test	0.751	0.626				
		post-test	0.857	0.455				
Anger	Human	pre-test	0.598	0.867	1.174	0.165	0.221	0.641
		post-test	0.811	0.526				
	Experimental	pre-test	0.725	0.669				
		post-test	0.797	0.549				
Hostility	Human	pre-test	0.871	0.434	0.410	0.525	0.829	0.367
		post-test	0.779	0.578				
	Experimental	pre-test	0.894	0.401				
		post-test	0.890	0.407				

Researchhypotheses Test
First hypothesis of research
Life skills training has been shown to increase self-esteem among high school male students in Fereidan.

In Table 4-7, the results of multivariate covariance analysis are presented to compare the self-esteem post-test scores with the control of its pre-tests, because the significance level is less than 0.05, therefore, it can be concluded that there is a significant difference between the human group and the experimental group in at least one of the dependent variables, therefore, the use of covariance analysis is permissible.

Table (4-7). The results of meaningful test of covariance analysis for comparison of post-test scores with pre-test control

Test name	Value	F test	Hypothesisfreedom degree	Errors Freedom Degree	Significance level
pillowii effect	0.696	22.413	5	49.0	0.000
Lambda Wilkes	0.304	22.413	5	49.0	0.000
Hoteling effect	2.287	22.413	5	49.0	0.000
Greatest Root	2.287	22.413	5	49.0	0.000

According to Table 4-8, which is the result of the analysis of covariance, it can be concluded that the group (human and experimental) has a significant effect on general self-esteem, family self-esteem, social self-esteem, occupational self-esteem, and false scales for the post-test stage after adjusting the effect of the pre-test stage, because the level of significance for the group is less than 0.05 and equal to zero, therefore, the hypothesis is confirmed.

There is a significant difference between the experimental group and the human group in general self-esteem, family self-esteem, social self-esteem, occupational self-esteem, and false scales of high school male students in Frieden. Which illustrates the effect of life skills training on general self-esteem, family self-esteem, social self-esteem, occupational/education self-esteem and the scale of lies.

Table (4-8). Covariance analysis test for self-esteem subscales

	Source of change	sum of squares	Degrees of freedom	Mean squares	F test	Significance level	Squared Eta	Test power
General self-esteem	Pre-test effect	0.892	1	0/892	0/71	0/791	0/001	0/058
	Group	975.89	1	957/89	75/872	0/000	0/589	1/0
	Error	669.13	53	12/62				
Family self-esteem	Pre-test effect	2.078	1	2/078	0/834	0/365	0/015	0/146

	Group	69.89	1	69/89	28/051	0/000	0/346	0/999
	Error	132.06	53	2/49				
Social self-esteem	Pre-test effect	0.695	1	0/695	0.367	0.547	0.007	0.091
	Group	86.25	1	86/25	45/567	0/000	0/462	1/0
	Error	100.32	53	1/89				
Job/education self-esteem	Pre-test effect	0.180	1	0/180	0/073	0/788	0/001	0/058
	Group	49.15	1	49/15	19/95	0/000	0/274	0/992
	Error	130.56	53	2/463				
Lie Scale	Pre-test effect	0.977	1	0/977	0/512	0/478	0/010	0/108
	Group	41.48	1	48/41	25/359	0/000	0/324	0/999
	Error	101.17	53	1/909				

**Significantly at the level of 0.01

The second hypothesis of the research

Life skills training has been shown to increase the awareness of high school male students in Fereidan.

In Table 4-9, the results of multivariate covariance analysis are presented to compare the ex post facto scores with its pre-test control. Because the significance level is less than 0.05, therefore, it can be concluded that there is a significant difference between the human group and the experimental group in at least one of the dependent variables, therefore, the use of covariance analysis is permissible.

Table (4-9). The results of meaningful test of covariance analysis for comparison of post-test scores with pre-test control

Test name	Value	F test	Hypothesis freedom degree	Errors Freedom Degree	Significance level
pillowii effect	0.374	16.403	2	55.0	0.000
Lambda Wilkes	0.626	16.403	2	55.0	0.000
Hoteling effect	0.596	16.403	2	55.0	0.000
Greatest Root	0.596	16.403	2	55.0	0.000

According to Table 4-10, which is the result of the analysis of covariance, it can be concluded that the human and experimental groups have a significant effect on the degree of discomfort or anxiety and the reaction or behavior of the individual against the situation for the post-test stage after adjusting the effect of the pre-test stage. Because the meaningful level for the group is less than 0.05 and equal to zero, therefore, the hypothesis is confirmed.

There is a significant difference between the experimental group and the human group in the degree of discomfort or anxiety and the reaction or behavior of the individual against the situation of high school boy students in Frieden city. Which illustrates the effect of life skills training on the degree of anger or anxiety and the reaction or behavior of the individual against the situation.

Table (4-10). Covariance analysis test for subsystems of assertiveness

	Source of change	sum of squares	Degrees of freedom	Mean squares	F test	Significance level	Squared Eta	Test power
General self-esteem	Pre-test effect	196.982	1	196.982	0.525	0.472	0.009	0.11
	Group	3069.6	1	3069.6	8.179	0.006**	0.127	0.803
	Error	21016.36	56	375.29				
Family self-esteem	Pre-test effect	40.437	1	40.437	0.094	0.76	0.002	0.061
	Group	6876.49	1	6876.49	16.07	0.000**	0.223	0.976
	Error	23967.77	56	427.99				

**Significantly at the level of 0.01

Third hypothesis of research. Life skills training has an effect on reducing aggression among high school male students in Fereydan city. In Table 4-11, the results of the multivariate analysis of covariance analysis are presented to compare post-test aggression scores with control of its pre-tests, because the significance level is less than 0.05, therefore, it can be

concluded that there is a significant difference between the human group and the experimental group in at least one of the dependent variables, therefore, the use of covariance analysis is permissible.

Table (4-11). The results of meaningful test of covariance analysis for comparison of post-test scores with pre-test control

Test name	Value	F test	Hypothesis freedom degree	Errors Freedom Degree	Significance level
pillowii effect	0.785	46.420	4	51	0.000
Lambda Wilkes	0.215	46.420	4	51	0.000
Hoteling effect	3.641	46.420	4	51	0.000
Greatest Root	3.641	46.420	4	51	0.000

According to Table 12-12, which is the result of the analysis of covariance, it can be concluded that the group (human and experimental) has a significant effect on physical aggression, anger, verbal aggression and hostility for the post-test stage after adjusting the effect of the pre-test stage, because the meaningful level for the group is less than 0.05 and equal to zero. Therefore, the hypothesis is confirmed there is a significant difference between the experimental group and the human group in physical aggression, verbal aggression, anger and hostility of high school male students in Fereydan city. Which shows the effect of life skills training on physical aggression, verbal aggression, anger and hostility.

Table (4-12). Covariance analysis test for aggressive subscales

	Source of change	sum of squares	Degrees of freedom	Mean squares	*F* test	Significance level	Squared Eta	Test power
General self-esteem	Pre-test effect	39/586	1	39/586	2/426	0/125	0/043	0/334
	Group	688/36	1	688/36	42/186	0/000	0/439	1/0
	Error	881.14	54					
Family self-esteem	Pre-test effect	9.541	1	6.541	1.996	0.163	0.036	0.284
	Group	748.54	1	748.54	156.57	0.000**	0.744	1.0
	Error	258.16	54					
	Pre-test effect	3.124	1	3.124	0.340	0.562	0.006	0.088
	Group	446.69	1	446.69	48.66	0.000**	0.474	1.0
	Error	495.74	54					
	Pre-test effect	2.265	1	2.265	0.181	0.672	0.003	0.070
	Group	1108.2	1	1108.2	88.601	0.000**	0.621	1.0
	Error	675.42	54					

**Significantly at the level of 0.01

Summary of research. This is a quasi-experimental study with the aim of evaluating the effect of life skills training on self-esteem, self-esteem, and aggression reduction in high school male students. Independent variable in this study was life skills training which was performed in 9 sessions of 1 hour in experimental group. Dependent variable, self-esteem, assertiveness and aggression that was carried out in the pretest and posttest phases in both experimental and control groups. The results of the research in the fourth chapter are presented in detail. This chapter discusses and concludes from the research findings.

Discussion and Analysis of Results. The main assumptions. The present research consists of three main hypotheses that discuss the results of the idea about them in the following order:

Summaryand Conclusion. The main first hypothesis: Life skills training has been effective in increasing the self-esteem of high school male students in Fereydan city.

According to Table 3-3, which is the result of the analysis of covariance, it can be concluded that, the group (human and experimental) has a significant effect on general self-esteem, family self-esteem, social self-esteem, occupational self-esteem, and false scales for the post-test phase after adjusting the effect of the pre-test stage, because the level of significance for the group is less than 0.05, therefore, the hypothesis is confirmed.

There was a significant difference between the experimental group and the human group in general self-esteem, family self-esteem, social self-esteem, occupational self-esteem, and false scales of high school male students in Frieden city. Which illustrates the effect of life skills training on general self-esteem, family self-esteem, social self-esteem, occupational/education self-esteem and lie scale.

The results of this research have shown that life skills training has been able to increase the self-esteem of male students in experimental group compared with control group male students.

This research was conducted in a manner consistent with Vychrosky (2000), Moth (1995), Gonzales (1990), (Telaldova et al., 1974), (Pentre et al., 1998), Verdi (1383), Yadavarii (2004), Taromian (1998), Aghajani (2002), (Bagheri and Bahrami, 2001), Haghighi et al (2006) research.

In explaining the effectiveness of life skills training program on increasing self-esteem, the subjects of this study can be said that learning life skills on the one hand makes people more aware of themselves to understand their strengths and strive to correct weaknesses and strengthen their strengths. Creating awareness of the strengths and weaknesses helps the individual to deal with problems to use more efficient and appropriate methods and thus increase self-esteem. In other words, teaching life skills helps individuals achieve their desired level of self-esteem by developing their own abilities and eventually experiencing success. It can be stated that self-esteem and learning of these skills interact with each other. Life skills training is a program whose benefits have been proven in numerous studies. In general, the findings of this study and similar studies suggest that through the training of life skills, it is possible to improve the level of mental health and adaptation of adolescents and increasing the self-esteem of students.

As defined by the World Health Organization, life skills are said to be a set of abilities that have a great impact on regulating and improving interpersonal relationships, accepting social responsibilities, making decisions and resolving conflicts. Achieving this goal is virtually impossible, unless basic skills are taught to teens and students.

If a small part of the school's detailed programs are devoted to teaching emotional control, problem solving, decision making, thinking, and establishing interpersonal relationships,many disorders and behavior will be prevented. One of the goals of life skills training to increase self-esteem is to create self-esteem. Self-esteem also increases the flexibility to change and positive attitudes toward self-esteem.

One of the other goals of this training is to increase students' self-esteem, which makes the mental image of individuals, and especially students, positive for themselves, accept themselves as they are.

This right approach makes it possible to take advantage of other aspects of their growth, such as solidifying the basis of friendship, being more independent of parents and competing with oneself, both physically and rationally, developing and expanding these aspects can always enhance and enhance self-esteem. And positive self-image also makes it possible for a person to have an appropriate level of mental health in the fields of science and science and other aspects, and can achieve their goals in the best way possible.

Second main hypothesis: Life skills training has been shown to increase the awareness of high school male students in Fereidan.

According to Table 4-7, which is the result of the analysis of covariance, it can be concluded that the human and experimental groups have a significant effect on the degree of discomfort or anxiety, and the reaction or behavior of the individual against the situation for the post-test stage after adjusting the effect of the pre-test stage, because the level of significance for the group is less than 0.05 and equal to zero, therefore, the hypothesis is confirmed and there is a significant difference in the experimental group and the human group in the amount of discomfort or anxiety and the reaction or behavior of the individual against the situation of high school male students in Fereydan city, which indicates the effect of life skills training on the degree of anger or anxiety and the reaction or behavior of the individual against the situation; therefore, according to the results, it can be concluded that, if the score of Self-expression is lower than usual, the person's emotional behavior turn to improved.

The results of this study are consistent with the studies by Fellner (1292) and Albertin et al. (2001) in expressing existence, Prazel and Tringer (1998), Yadavari (1383), Wroudii (1383), Amali (1374), Nissi and ShahinYaylaq (2001) Rahmati (1387), NaderiArdab and Hosandi (2008) Autumn (1385), Firepour and Kazemi (1379) and Delaware and McNamara (1986), It is also consistent with Arabs' findings (2001) by Ramsht and Farshad (2004) and Peik et al. (2003).

According to studies indicated that, group training is more effective than individual training; because members of the group practice these behaviors well in the group, in addition to learning the attitudes, and it is easier for them to do this because of the ruling atmosphere in the acceptance group.

Life skills training, in particular, are a courageous behavior with the use of technology; for example, a role play can affect the increase of self-expression and the improvement of personal relationships. Studies show that anxiety, stress and depression are among the factors that can threaten the attitudes of people who are courageous and happy. As stress increases, the expression of the existence of people is greatly reduced. Expression is a skill that plays an important role in interpersonal relationships and as a behavioral pattern, it prevents many of the afflicted connections and relationships.

Because people who do not have the ability to express themselves are always anxious, fearful and, in others, aggressive, expressing their point of view. Researchers found that anxiety and depression can be reduced by increasing self-expression skills and improved individual interactions. Another remarkable point is that expression is related to the cultural context of each society; therefore, researchers have always sought to apply appropriate methods in this regard.

The goal of life skills training to increase the self-expression of people, especially high school male students, was the ability to express themselves explicitly, directly and appropriately.What can be found in various researches this skill helps to

identify the strengths and weaknesses of an individual to gain the ability to deal realistic situations with external situations that can be relied on.

People who communicate with assertiveness know what they need and clearly express their feelings and beliefs and ultimately directly asks for changes that others want. People do this without threatening, demanding or having a negative attitude to others. In a bold response, a person shows his or her needs in a way that does not detract from other people's feelings. Therefore, a correct self-expression training program is capable of changing people's perceptions of oneself, enhance their confidence in them and improve interpersonal relationships. Life skills training are an effective strategy for increasing self-expression and social behaviors and reducing negative and destructive behaviors and these skills enable students to increase their self-expression in their lives, so that they can get their rights in society as much as they need. Analysis of the findings showed that the implementation of an independent variable (life skills training) and the characteristics of the behavioral behavior in the experimental group increased the excitement of the experimental group.

These findings suggest that there is an effective way of increasing the tenderness of male students. These results are consistent with the findings of other studies. The probable reason for the increase in the amount of jibbing may be that engaging in tartar programs in the student's internship relationship will show more courageous behaviors.

In teaching anesthesia skills, proper social behaviors are taught to express and express emotions, attitudes, aspirations, opinions, and interests, so that they can express themselves freely and without fear and beliefs, feelings and emotions. Exercise skills training create social relationships in a new environment and expand the network of emotional and social support among children and through the correction and rebuilding of student beliefs and thoughts; they provide immunization for mental relaxation. Third main hypothesis: Life skills training have an effect on reducing aggression among high school male students in Fereydan city.

According to Table 4-11, the results of the test are covariance analysis, it can be concluded that the group (human and experimental) has a significant effect on physical aggression, anger, theological and aggression of hostility for the post-test stage after adjusting the effect of the pre-test stage. Because the meaningful level for the group is less than 0.05 and equal to zero, this hypothesis is confirmed.

And there is a significant difference between the experimental group and the human group in physical aggression, verbal aggression, anger and hostility of high school boy students in Frieden city, which shows that effect of life skills training on physical aggression, verbal aggression, anger and hostility are significant.

Based on the results of this research and similar studies, it was found that life skills training, especially problem-solving training has been effective in reducing aggression and increasing student adaptation.

The results of this study are consistent with the research by SogliTappeh et al. (2008), Hashemi et al. (1393), Asgarnia (2001), Bahrami (2005). Also in another study, the life skills training program has been used to prevent suicide, violence and negative behaviors and to reduce academic failure. The results show that the rate of suicide, violence and negative behaviors and academic failure has decreased Elias et al., 1991; Giner et al., 1993; Eigert et al., 1994; Thompson et al., 1998; quoted by Khapur, 1380 Wick Long, 1979, quoted by Nouri and Mohammad Khani, 2000, Jeffrey (2002).Fomeris et al. (2007) Also, Turner et al. (2008). In fact, one of the reasons for aggression is that aggressive people make less decisions for difficult social situations, and their solutions are less effective and aggressive than other non-aggressive people (Deloty, 1981, LaTeX and Sherer, 1985). In teaching life skills, proper ways of emotional development and management, interpersonal skills development, problem solving techniques are presented, which can have an impact on reducing aggressive behavior and promoting compromise.

In fact, these skills represent effective interpersonal relationships, make proper decisions and resolve conflicts and conflicts without harming one-self or others.In this research, the effect of life skills training on self-esteem and self-esteem and aggression in high school male students was investigated. Findings showed that life skills training and especially the training of expressing skills (asking, saying yes, not saying, expressing positive emotions, expressing negative feelings and constructive criticism) increased self-esteem and increased self-expression and decreased aggression among high school male students.In expressing the result, it should be noted that life skills can have an impact on happiness, well-being and self-esteem, and also on the management of anger and the reduction of aggression.

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