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ANALYZING THE RELATION BETWEEN STUDENTS FAMILIARITY RATE WITH TENFOLD LIFE SKILLS AND THEIR PARENTS ACADEMIC LEVEL

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ABSTRACT

The goal this research is to analyze life skills level (tenfold skills) among secondary stage students in West Azerbaijan Province of Iran. This research in terms of its type is related to basic- applied researches and in terms of method it is correlative in survey type. Statistical population contains all secondary stage students of West Azerbaijan Province in academic year 2012- 2013 and sampling method is random- classified that based on this sampling method 348 students are selected from Orumiyeh, Poldasht, Miyandoab, and Khoy Townships. Research tool of this paper is a questionnaire under the name of evaluating awareness rate from life skills. This questionnaire is designed by Golzari based on life skills’ tenfold aspects of World Health Organization. Related data to highest and lowest average among life skills show that interpersonal relation skill has the highest average (3.6986) and coping with emotions skill has the lowest average (3.0208) among tenfold life skills subscales. Research results show that there is significant relation between student’s parents’ academic level and his life skills level.

KEYWORDS: Life Skills, Tenfold Skills And Parents’ Academic Rate.

Problem expression

High level life skills between wife and husband are the most important aspect of families with desirable performance. In view point of “RO” a combination of primary communications between parent- child, environmental experiences and genetic aspects of growth determine the structure of need. Then individuals learn to firstly satisfy growing needs through communication with others or independent activities. Parents’ role is important in children’s learning and group teaching sessions toward promoting parents’ literacy level can encourage them to run supportive programs (Zonker, 2006, Yoosefi quotes, 2011). Newman and Newman (Grief quotes, 2000) states high educations and high social- economic status in parents as one of effective factors in matrimony satisfaction and promoting children’s life skills level namely these factors lead to more matrimony satisfaction because where these factors exist people have better problem solving skills and have lower chronic stresses in life (like living in a crowd environment). Research results of Bani Jamali et al. (2004) showed that there is significant relation between academic level and success in life in
couples. Thereupon high level of education in couples is understanding and continuing factor of life. Parents’ behavior type with children is predictive of their future behavior (John and Katrina, 1993). Also in longitudinal study of Peterson et al. (1993) adolescent depression was highly dependent to type of relation between parents’ academic level and type of emotional closeness and relation between mother and girl was one of predictive factors of depression existence or non- existence in girl adolescences. In research of Mohammadi Kaji and Kamkar (2009) by using longitudinal information background factors were analyzed (age, gender, parents’ education and academic status) on following job and educations desires (orientation of educational and job pathways) during mid-adolescence to early adulthood. Statistically there was no significant difference between age, gender and parents’ education level with gob and academic desires. Indentifying life skills leads to better identifying of learners and their communication methods with themselves and others. Overall objective of this research is to analyze the relation between students’ tenfold life skills level with their parents’ education level.

**Method of research**

Since in this research we deal with describing and studying of what exists, stated research is a descriptive research in correlative- survey type. Statistical population contains all secondary stage students of West Azerbaijan Province in academic year 2012- 2013 with 180,000 persons. Classified sampling method selected equal to 384 students. This research’s tool is a questionnaire under the name of evaluating awareness rate from life skills. This questionnaire is designed by Golzari according to life skills’ tenfold aspects of World Health Organization. Hypothesis analysis is performed by Spearman formula.

**Findings**

- Describing sample based on demographic features

Number of sample individuals according to gender and academic course features are as follows:

Schedule 1: 2 dimensional schedule of data distribution based on gender and academic course

<table>
<thead>
<tr>
<th>Student’s academic course</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math and science</td>
<td></td>
</tr>
<tr>
<td>Human science and education</td>
<td></td>
</tr>
<tr>
<td>technical and Vocational Training branch</td>
<td></td>
</tr>
<tr>
<td>Kar o Danesh Training branch</td>
<td></td>
</tr>
<tr>
<td>gender</td>
<td>male</td>
</tr>
<tr>
<td>female</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>122</td>
</tr>
</tbody>
</table>

In bellow schedule a summary of total data related to tenfold skills is represented:
Schedule 2: related data to tenfold life skills

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision making subscale</td>
<td>325</td>
<td>1.43</td>
<td>4.43</td>
<td>3.0848</td>
<td>.63036</td>
</tr>
<tr>
<td>Problem solving subscale</td>
<td>340</td>
<td>2.00</td>
<td>5.00</td>
<td>3.4572</td>
<td>.47829</td>
</tr>
<tr>
<td>Critical thinking subscale</td>
<td>333</td>
<td>1.90</td>
<td>4.70</td>
<td>3.2829</td>
<td>.51065</td>
</tr>
<tr>
<td>Creative thinking subscale</td>
<td>330</td>
<td>2.17</td>
<td>4.83</td>
<td>3.5470</td>
<td>.53942</td>
</tr>
<tr>
<td>Empathy subscale</td>
<td>336</td>
<td>2.25</td>
<td>5.00</td>
<td>3.5920</td>
<td>.63984</td>
</tr>
<tr>
<td>Coping with stress subscale</td>
<td>353</td>
<td>1.33</td>
<td>5.00</td>
<td>3.3924</td>
<td>.71337</td>
</tr>
<tr>
<td>Self-awareness subscale</td>
<td>353</td>
<td>1.20</td>
<td>5.00</td>
<td>3.4606</td>
<td>.80358</td>
</tr>
<tr>
<td>Coping with emotions subscale</td>
<td>347</td>
<td>1.22</td>
<td>4.89</td>
<td>3.0208</td>
<td>.88181</td>
</tr>
<tr>
<td>Effective relation subscale</td>
<td>345</td>
<td>1.86</td>
<td>5.00</td>
<td>3.6986</td>
<td>.66463</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>196</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis of above schedule shows that among life skills, interpersonal relation skill has the highest average (3.6986) and coping with emotions skill has the lowest average (3.0208) among tenfold life skills subscales. Related question to decision making level about important issues has the highest average level (3.62) and related question to “even when I have decided about an important issue others can simply change my opinion” is reported in lowest average rate (2.36). Also related data to question “if I can’t do a work at first time I do my best to succeed” from problem solving subscale have the highest average level among his part’s questions with 3.84 average and the question “I trust to my ability to sole hard and new problems” has the lowest average equal to 3.12. The question “I love situations that I can examine new methods of doing works” from creative thinking subscale has the highest average equal to 3.90 among creative thinking subscale components. Describing sample based on parents’ academic features is represented in bellow schedule:

Schedule 3: sample distribution based on parents’ academic features
Data of above schedule show that 8.8% of control group students’ parents have diploma degree, 0.81% has associates degree and bachelor degree and about 10% has degrees higher than bachelor degree. Students answer to question “I know how to be relax in critical conditions” from coping with stress subscale has highest average equal to 3.44 among questions of this part. Research hypothesis: there is significant relation between students’ familiarity rate with life skills (tenfold skills) and parents’ academic level. Significant level analysis between students’ familiarity rate with life skills (tenfold skills) and parents’ academic level is represented in bellow schedule:

Schedule 4: results of hypothesis 1 about relation between student’s parents’ academic level and students’ life skills level

<table>
<thead>
<tr>
<th>Parents’ education</th>
<th>Life skills</th>
<th>Spearman's rho</th>
<th>Correlation Coefficient</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
<th>Life skills</th>
<th>Pearson's rho</th>
<th>Correlation Coefficient</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associates Degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree and bachelor degree</td>
<td></td>
<td>1.000</td>
<td>.156</td>
<td>.029</td>
<td>196</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher than BD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*. Correlation is significant at the 0.05 level (2-tailed).

Analyzing above schedule shows that Spearman correlation rate in above two variables is equal to 0.156, means that there is significant relation between student’s parents’ academic level and students’ life skills level. In other words parents’ education level factor can be effective in students’ life skill level and children who have families with higher education, have higher skills.
Discussion and conclusion
Results of this research show that there is significant relation between student’s parents’ academic level and students’ life skills level. Most researches are done in Iran and other countries that confirm this subject. In educating parents various researches are done such that educating family life can reduce depression and social isolation and improves mothers’ competence that have troubled children (Shahrakipoor et al. 2009). The research of Salehi (2006) indicates effectiveness of parents’ education with Adler's approachon children’s mothers coping styles. Also regular training of parents in ($P<0.05$) level has positive effect on interrelationships and family relations subscales, adaptability, and family solidarity and academic improvement of children (Shamaizadeh, Ahmadi, 2008). Research of Asadi shows that there is significant relation between family training and promoting awareness and parenting knowledge, improving academic guidance, religious and moral guidance of children, and family relations’ prober methods. In research of Ahmadpoor Dariyani et al (2009) it is specified that family relations, family resources and family’s shared vision are effective on creating home business and parents proper relation with children, sympathy about problems, communicating about social and academic issues and monitoring their status lead to creation of a sense of self-efficacy in students and more motivation to gain next successes in education (Mazaheri et al, 2011). These researches imply the importance of family’s effect and its role in children’s mental, academic and career future. Results of this research can be used by counselors, psychologists and education specialists to step out in planning for their future. On the other hand this research can attract parents’ attention toward teenagers’ mental and career issues and give them necessary knowledge to try to help teenagers at this sensitive age and support them and benefit themselves and society from its advantages. In explaining this result it seems that parents’ literacy rate promotes student’s mental health and life skills level and helps in self- esteem training. Understanding adolescence features provides field for flexibility and mutual understanding and simultaneous with improving communications and creating sense of closeness provides field for compliance and planning for teenagers’ future passes.

Applied suggestions:
1- According to findings of this research that live skills level is in medium rate in most of tenfold skills and also there is significant relation between parents’ education level and students’ life skills level so it is suggested to run some trainings for students, teachers and families.
2- Regarding that identifying life skills has basic role in better living and problems solving it is recommended that education and training system annually deal with identifying life skills in students and perform some planning for them in order to educate.

3- As in this research tenfold skill were analyzed according to their components so it is necessary to inform these skills data to target society.

4- According to life skills average in this research it is suggested to textbooks’ authors to pay attention to educating of various life skills in secondary stage’s curriculum.

5- According to findings of this research it is specified that there is significant relation between student’s parents’ academic level and student’s life skills levels. Thus it is recommended to education authorities to run some classes for promoting families awareness rate.

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