

## The relation of teachers' life skills and students' anxiety

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### Abstract

This study aimed to investigate the relationship between teachers' life skills and students' anxiety in Tehran. The study method was conducted as descriptive-correlation. The target population consisted of all girl and boy students of five District of Tehran and the total population size of girls in 5 areas of education was 47289 and the portion of each area was 9457 people. The sample size according to Cochran's formula was 159 girls and 169 boys. Also the target population of teachers consisted of 100 teachers as targeted sampling (twenty teachers from each area that was ten females and ten males) was selected. The research tools were questionnaires of Spence anxiety and living skills of QOL. Also, the data analysis was according to the univariate two-way variance analysis. The results showed that there is no any relationship between teachers' life skills and students' anxiety. And there is no relationship between gender and anxiety in students. Interaction of teachers' life skills and gender did not interfere on students' anxiety.

**Keywords:** life skills, anxiety

### Introduction

Today, in spite of the deep cultural changes and changes in lifestyle and modernism, many people have not essential and basic ability to deal with life issues, and this makes them powerless to confront the daily problems and issues of life (Abedi and David, 2015). Behavioral scientists believe that one of the most effective programs which help the people to have better and healthier life is life skills at an ideal level (World Health Organization, 2012). Life skills are skills that are taught to increase psychic- social abilities and enable people to confront effectively with exigencies and struggles of life (Azizinejad et al., 2015). The goal is achieving an adequate level of life skills, to help people for better recognizing themselves, to establish effective and suitable interpersonal relationships, control of excitement, to manage stressful situations and to solve the problems of individuals appropriately. Teachers have numerous roles for establishing or destroying children's moral foundation. Children are almost affected by their teachers, even some historian about the causes of the collapse or decline of a society say that their teachers and educators are guilty. They even mentioned that the cause of fall the Muslims at the Andalusia was Christian educators and forged-Muslim teachers of that society and education of children at the Christian schools (Lu et al., 2008). Therefore, to create and enhance the psychosocial abilities and promoting of health, should be recognized each of these areas. Researches have shown that if we give the necessary knowledge and information to the qualified people and create situations where people can experience their learning practically, therefore, these knowledge and worth will convert to the actually abilities. This capability helps people to know what and how to do it (Jamal et al., 2014). It seems that life skills can increase the capability of people to deal with the challenges of living. One of the main problems that students encounter with it during their studies and their teachers and parents are trying to deal with it is the anxiety (Ramirez, 2016). In terms of psychiatry, anxiety is a type of restlessness, a sense of danger and unpleasant and released fear that its source is not identifiable and it is along

with physical changes such as palpitations, headaches and shortness of breath (Maloney et al., 2010). Anxiety is sourced from personality of individual and is a response to the unknown and uncertain threats. The fear that individual has internalized it in his childhood and express it in different situations. The youth is an important step in the psychological and social development of person (Lyons and Beilock, 2012). Maturity phenomenon and specific crises in this period of, a sense of confusion and loss of self-esteem have embossed more this stage of life for the mental health (Park et al., 2014). Anxiety disorders are the most common psychiatric disorders in adolescence (Wollin, Plummer and Wavon, 2009). In spite of the proportional rate of anxiety is the normal and part of teenage life, but anxiety as illness causes the problems in the ordinary life and academic performance, and its chronic and abnormal type has the devastating effects on mental and physical health of the individual. Some children find the school an anxious and scary place (Thompson et al., 2010). It is difficult for these kids to adapt to the school environment. For some children are difficult to be far from their parents because of the intensity of attachment (Rice, Glasper and Keaton, 2008). Children who have physical or mental disabilities or learning difficulties they may find the studying as difficult and stressful issue and avoid going to school (Kagan, 2013).

Students in their process of growth and development learn the communication skills and how to deal with life's challenges. This training was learned as imitation by family, school, community and even friends non-regularly and occasionally. It seems that the children of the powerful families in the use of positive defensive skills are more successful, and against children without powerful parents are deprived from this (Rahman, 2013). It is clear that the educational system as one of the fundamental institutions of society could play important and valuable role in this regard. The developed countries have had effective action for a long time and following extensive research, training of life skills was included at educational programming as formal and codified form. Also, in Iran the training of life skills has been implemented at recent years in some schools primarily (but weak in terms of content) (Jafari, 1385).

Many researches in this field both inside and outside of the country were carried out which we mentioned some of that research: The results of Sepah mansour (2012) showed that relationship between life skills and mental health and educational progress is significance. There are significant differences between the components of life skills in girl and boy students, also the mental health of girls and boys are different. It seems that training of life skills could be an important and functional step for the best and safe education progress and mental health of students. The results of Prajina (2012) showed that among the components of emotional intelligence, self-exciting, self-awareness, social skills and self-regulation are an appropriate predicting of high school students' life. And self-awareness between the components of emotional intelligence to explain educational progress of students has the highest impact. Raveendra (2012) showed that life skills have influence on the quality of life but this effect from tolerable way compared to direct effect is more. In the study of Rawal (2006) on life skills, relationship between teachers and students and behavior of students at classroom becomes better. Other study in Puerto Rico showed that after the implementation of life skills program, was reduced students absence from school. Furthermore, other studies have shown that following the implementation of such programs was increased students attendance at schools and their average class grades and significantly reduced their ill-treatment. Vernos faderani (2013) and Ahmadian (2009), in a study entitled "Examining Effect of Life Skills Education in Mild-Intellectual Students" concluded that after the education of self-knowledge skills, social skills and interpersonal relationships, anger management, was seen high positive effects in the people. According to the points mentioned to be noted that due to the emotional connection established between teacher and student, the kind of teachers' response and the way of interaction and transfer of information in students can affect the kind of students' response, negative emotions and dealing with

the problems, and the type of their look at the environment. Our main question in this study is that teachers' life skills with students' anxiety are related or not.

### **Methodology**

Present research method was descriptive-correlation. The study population was students and teachers in Tehran. The sample was selected from five areas in Tehran: North, South, East, West and center. Sampling method in the study is that from each area was randomly selected a girlish school and a boyish school as the sample. And all fifth grade students in the method of census were selected as the sample and questionnaires were distributed among the students. From the northern area 32 girls and 36 boys, from the southern area 42 girls and 33 boys, from the central area 28 girls and 34 boys, from the western area 29 girls and 31 boys, and from the eastern area 28 girls and 35 boys were selected as the sample. Overall, 159 girls and 169 boys were selected as the sample. In addition, from teachers' population, 100 teachers were selected as targeted sampling (from each area twenty teachers that were ten teachers, woman and ten teachers, male). Tools used in the study were as follows:

Spence's anxiety: Spence's Children Anxiety Scale for measuring and assessing children's anxiety has been design and built. Factors of syndrome has related to separation anxiety, social phobia, compulsive obsession disorder, panic disorder, fear of market, generalized anxiety disorder, and fear of bodily injuries. This scale consists of 38 questions to reflect syndrome. 6 questions have a positive state and have designed to reduce the negative bias of replies. Spence's anxiety scale has sub-scales as follows. 1. Panic and fear of open space. The scale in questions of 13-21-28-30-32-34-36-37-39 is evaluated. 2. Separation Anxiety: The scale in questions of 5-8-12-15-16-44 is evaluated. 3. Fear of bodily injuries: The scale in questions of 2-18-23-25-33 is evaluated. 4. Social fear (phobia): The scale in questions of 6-7-9-10-29-35 is evaluated. 5. Obsessive-compulsive state: The scale in questions of 14-19-27-40-41-42 is evaluated. 6. Generalized anxiety: The scale in questions of 1-3-4-20-22-24 is evaluated. This scale has been reported by Mousavi et al. (2009) on 450 students of normal girl and boy, and it validity and reliability has examined. Mean of the test for Iranian children 0.89 has been calculated.

Skills of life questionnaire: Quality of Life Questionnaire (QOL), this questionnaire use to assess individual's quality of life in the past two weeks. Its manufacturer is the World Health Organization in collaboration with 15 international centers in 1989. The number of its questions is 144 questions in the form of 18 domains, which the first two questions do not belong to any of the domains and generally evaluate the health status and quality of life. The score of each item range from 1 to 5 (not at all, low, medium, high and quite, or I'm very dissatisfied, I'm not satisfied, I'm relatively satisfied, I'm satisfied, I'm fairly satisfied, respectively). Therefore, the total score of 144 items indicate the amount of individual's life skills, the total score of the questionnaire is 720. Sub-scales are as follows: 1. Self-knowledge, 2. The skill of Life 3. Skills related to human communications, 4. Interpersonal relationships, 5. Decision, 6. Health and mental health, 7. Health and physical health, 8. Skills of solution to the problem, 9. Skills of Partnership and co-operation, 10. Creative thinking (creativity), 11. Critical thinking, 12. Demonstrating personal responsibilities, 13. Understanding and promoting the principles of freedom, justice, and equality, 14. Engaging in activities that improve interests, 15. Showing social behaviors, 16. Globalization citizen, 17. Professional skills, 18. Skills related to observing and employing safety points, and 19. Skills of using information technology. Therefore, after summing and calculating scores should act as follows: a score between 144 and 336, life skill is low. A score between 337 and 528, life skill is medium. A score between 529 and 720, life skill is too high. Cronbach's alpha coefficient of this test in Sa'atchi and Kamkari's research was 0.70. Qiasi's study for evaluating the validity of

questionnaire, after the pilot study on 30 people, using the Cronbach's alpha method, validity coefficient was 0.97. Furthermore, the questionnaire was examined by Baharifar in 2002, and Cronbach's alpha coefficient was reported 0.93. These coefficients represent that the questionnaire has desirable psychometric properties. In other study that conducted by Yousefi in 2004, the questionnaire was conducted on 600 students and with an emphasis on Cronbach's alpha method, coefficient 0.95 endorsed the desirability of psychometric indicators of the tool.

### Results

The method of data analysis includes tables of univariate two-way ANOVA that calculations were done using SPSS 22.0 software.

**Table 1: The results of one-way ANOVA for comparing life skills of three groups of teachers**

The level of life skills	No.	Mean	Standard deviation	Source of variation	Total square	df	Mean square	F
Low	19	292.11	39.21	Inter-group	1080978.948	2	540489.474	220.104**
Medium	42	433.12	60.84	Intra-group	238194.092	97	2455.609	
High	39	574.95	39.32	Total	1319173.040	99		

\*\*p<0.01

Given that the F indicator calculated (220.104) is larger than the index critical F0.01 with df of 97 and 2 (4.82), thus with confidence 99%, H0 based on the lack of difference between the average of job performance of three groups is rejected.

**Table 2: Scheffe post-hoc test to compare average life skills in three groups of teachers**

The level of life skills (A)	The level of life skills (B)	The standard error of difference	Difference in means (A- B)
Low	Medium	13.701	141.014**
Low	High	13.864	282.843**
Medium	High	11.020	141.830**

\*\*P< 0.01

**Table 3: Homogeneous sub-groups based on results of Scheffe post-hoc test (life skills for teachers)**

The level of life skills	Number	Homogeneous sub-group		
		1	2	3
Low	19	292.11		
Medium	42		433.12	
High	39			574.95

Since F index (0.160) is calculated smaller than F0.05 with degrees of freedom 5 and 322 (2.23), thus the null hypothesis confirmed based on equality of variances with confidence interval of 95 percent.

*The effect of life skills for teachers:* Since F index (1.917) is calculated smaller than F0.05 with degrees of freedom 2 and 322 (3.02), thus the null hypothesis confirmed based on equality of the means for the three groups with confidence interval of 95 percent. In other words, the average for anxiety score is identical in three groups of students who have teachers that their life skill levels are different. ( $\eta^2 = 0.012$ , in other words, only about 1.2 percent of the variable changes for anxiety in students influences by a factor of life skills for teachers.)

**Table 4: Two-way ANOVA of the univariate [anxiety]**

Sources of Change	Sum of squares	Degree of freedom	Mean Squares	F	Eta correlation coefficient $\eta$	Eta squared effect size $\eta^2$
Equal variances		5.322		0.160		
adjusted pattern	181.769	5	36.359	0.930		
Intercept	1325925.828	1	135925.828	33923.393		
The life skills of teachers	149.855	2	74.928	1.917	0.110	0.012
Gender	10.455	1	10.455	0.267	0.032	0.001
Life skills and gender interaction	75.539	2	37.770	0.966	0.077	0.006
Error	12585.655	322	39.086			
Total	1944258.000	328				
adjusted total	12767.451	327				

*The effect of gender:* Since F index (0.966) is calculated smaller than F0.05 with degrees of freedom 2 and 322 (3.02), thus the null hypothesis confirmed based on equality of the means for the two groups of male and female students with confidence interval of 95 percent. ( $\eta^2 = 0.001$ , in other words, only about 0.01 percent of the variable changes for anxiety in students influences by a factor of gender.)

*The effect of life skills for teachers and gender interaction:* Since F index (1.917) is calculated smaller than F0.05 with degrees of freedom 2 and 322 (3.02), thus the null hypothesis confirmed based on equality of the means with confidence interval of 95 percent. In other words, the average for anxiety score is identical in the six groups of male and female students who have teachers that their life skill levels are different. ( $\eta^2 = 0.006$ , in other words, only about 0.6 percent of the variable changes for anxiety in students influences by a factor of life skills for teachers and gender interaction.)

### Conclusion

In recent decades, psychologists examined behavioral disorders and social deviance, and they concluded that many disorders and injuries rooted disability in their appropriate and position analysis, lack of sense for control and self-sufficiency to confront the and unprepared for solve difficult situations and life problems to the appropriate ways. Therefore, according to the changes and the increasing complexity of society and the expansion of social relationships seems necessary to prepare people, especially young people, to deal with difficult situations. In this regard, psychologists have studied with the support of national and international organizations, to prevent mental disorders and social abnormalities, life skills throughout the world. This study was conducted with the aim has three main conclusion. Research results showed that there is no relationship between life skills for teachers and students anxiety. There is no, also, relationship between gender and anxiety in students, as well as life skills for teachers and gender interaction (simultaneous effect) not involved on anxiety in students. It can be said that life skills for teachers has not communicate with anxiety in students, and research hypothesis was rejected. The results are not homologizing with other researchers results such as Sipahmansour (2011), Projinia (2012), Rawal (2006) and the Ahmadian (2009). This finding can be explained that having life skills cause to promote psychosocial abilities. Abilities that enable individual to deal effectively for addressing the challenges and life situations, positive and adaptive to operate in relation with other human, society,

culture and environment, and provide their mental health. Teachers have a vital role in constructiveness or destroying children's moral foundation. Children influenced more or less than their teachers. Even some historians fault on responsibility of teachers about the causes of decline or degeneration of society. Children affected by the teacher's working practices, how to apply discipline for children, dealing with students, the power of his attraction and repulsion, attitude of his disciples, encouragement and punishments, etc. The situation is the same for the student influence on director, Schoolmaster, responsible for the upbringing, servant. As also, exert the role of pressure group to all those about him. And many children learn their behavior from them. Knots caused by its pressure at home act over their brothers and sisters and other members of the community. According the mentioned items, we find that the teacher is a role model for the student; his role of model is multiplied and further embodied, if this template expresses values concepts and Islamic life skills. But teachers in schools due to low the power of pattern and little interaction with their students causes students are experiencing anxiety disorders during the school, as it is expected to teachers is not established in the school caused lack of appropriate communication to reduce anxiety (Paul terror, translated by Mahdad Pajouhan, 2009). Teachers learn life skill during their services. It may occur because the teacher has little association with students during the day. Students have a lot of anxiety in other environments, and teachers do not pay attention the problem, and he is not able to identify the problem in his student. As teacher is executing the program, it is essential that he has good traits, so that more students will be in effect. Because it, whoever is not good attributes, cannot recommend it for others.

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