The Effect of Social Skills Training on Social Adaptation, Progress Motivation and Self-Esteem among High School Female Students in Tabriz

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Abstract: *The present study aimed to study the effect of social skills training on social adaptation, progress motivation and self-esteem among ninth grade students in the city of Tabriz. For this purpose, two schools were selected through cluster sampling from the females' high schools in Tabriz which were the statistical community of the study. Two classes were randomly assigned to the experimental and control groups. The research method was quasi experimental with pre-test and post-test. To measure social adjustment, progress motivation and self-esteem, the Wieland's Social Adaptation Questionnaire, Herman's Progress Motivation Questionnaire, and Coppersmith's Self-esteem Questionnaire were used. Social skills training was done in 8 sessions of 45 minutes. The results of multivariate analysis of covariance analysis (MANCOVA) showed that social skills training has been effective in increasing social adaptation, progress motivation and self-esteem of students.*

Keywords: *Social skills, Social adaptation, Progress motivation, Self-esteem*

INTRODUCTION

Self-esteem is a sense of value, degree of approval, emphasis, acceptance, and being valuable that a person has toward himself. Self-esteem is the result of social life and its values and it is one of the most important aspects of personality and determines human behavioral characteristics (Kubata and Sasaki, 2002). Since self-esteem is the most critical factor in a person's mental development, it has significant effects on the person's thoughts, feelings, desires, values and goals. As much as one's self-esteem is defeated, he would suffer more from anxiety, mental retardation, self-consciousness, escaping truth, and feeling of being inadequate. A person who has a high self-esteem, can easily cope with the threats and unpredictable events of life without experiencing negative emotions and mental disruption (Robert, 2005).

Luchman and Lammon (1988) in their research showed that the sense of humiliation and dependence are of people with low self-esteem that leads them to inadequacy and unconsidered decisions in facing problematic and high pressure situations and forces to express shocking and emotional responses (Sharifi daramdi, 2011). But how does self-esteem actually increase motivation in individuals?

The progress motivation is the desire to win and engage in activities in which success depends on the effort and the ability of the individual. There are, in fact, different motivational approaches, among which the cognition approach considers the individual's thoughts as the source of motivation. Based on this approach, behaviors are created by the goals, expectations and attribution of the individual and every factor that leads

to the overbalance of the individual's vital balance. One of the motivational theories is the theory of progress motivation or the need for progress (Raisi, 2001; Seif, 2007). This is why academic and progress motivations are related to academic performance (Siadrossadat, 2000). Progress is a task-based behavior that allows one's performance to be evaluated according to internal or external standards, which include the individual's analogy with others, or otherwise encompasses some supreme criteria.

Findings of a research (Packran et al., 2011, quoted by Khosropour and Nicouee, 2014) indicate that the progress motivation is related to learning and academic achievement, and the emergence of negative thoughts and emotions such as stress and anxiety that lead to functional decline. According to the aforementioned, people who have motivation and desire to progress, will have perseverance and high effort in all areas especially in the field of education and in facing unpredictable issues do best approaches instead of being influenced by negative emotions and thoughts.

But one of the problems that has a deterrent effect on the efficiency of individuals, especially adolescents, is the problem of establishing and maintaining social communication. Self-denial, lack of respect for individual rights, and lack of decisiveness on interpersonal interactions make people to suffer from physical and mental illnesses and unhealthy social relationships. Many delinquencies and inappropriate behaviors, especially in adolescents, arise because they have not power to say no in the right situation and, in general, they do not have the necessary social adaptation (Bafroei and Hosseini, 2014).

These skills are acquisitive and do not appear at the time of birth, but evolve as a result of interaction with others. One of these skills is the ability to express oneself. Since learning this skill leads to feeling of being empowered, greater self-confidence, stress relief and prevention of harms such as addiction, smoking, deviance and sexual abuse in adolescents, it is important to be trained (Spitzberg, 2009).

Social compatibility as the most important symptom of mental health is one of the topics that has attracted the attention of many sociologists, psychologists and instructors in recent decades, because the adolescence period is a sensitive period, and social adaptation of the adolescent experiences high emotional, physical and mental changes and has not yet fully developed. For this reason, the delay in emotional maturity might cause serious problems in interpersonal relationships in adolescents and create social challenges for them. In addition, social growth is the most important growth aspect of each person, and the criterion of measuring the social development of everyone is his compatibility with others. Success in social acceptance leads to social adaptation and may bring the person to a degree of social penetration which is a higher level of social acceptance, and at this stage, he/she can affect the people around them. Social penetration is a process through which humans reach from a level of intimacy to a higher level of love.

Adaptation means a relationship that exists between the individual and his environment, especially the social environment, and allows his needs and motivations to be answered. The time that person is profited by adaptation is when he/she establishes a healthy relationship between him/herself and his/her social environment and satisfy his/her motives, otherwise we regard him/her as non-adaptive. In fact, his adaptation to the environment is a skill that must be learned, and its quality, like all other learnings, depends on the individual's interest and effort in learning (Yarmohammadian and Sharafi Rad, 2011).

Social compatibility has certain features and attributes. One of the signs of being environmentally and socially compatible is independence. Independence means the ability to do things without the help of others, the ability to stand alone and even enjoy it. Accountability is another sign of social adaptation. Futurism and the perception of that today's decisions and actions can affect one's life is also a feature of an individual with social adaptability. A person with social adaptability has the ability to plan for all his hours and, as far as possible, maintains all aspects of his life balanced and avoids extremes (Yarmohammadian and Sharafi Rad, 2011).

Gersham (2003) defined social skills as adaptive behaviors taught to enable a person to interact with other people and show positive responses. He divided these behaviors into five more detailed categories. Each of

them can facilitate interpersonal relationships. These behaviors include co-operation, proper speech, accountability, empathy and self-control.

Most of the students have never learned to behave appropriately in social situations in which interact with others. Obviously, the development of social skills for social adaptation in interpersonal relationships requires emotional and psychological health and emotional intelligence. In this way, social skills are referred to the learnt and community accepted behavior. These are behaviors that by which, one can interact with others, which results in positive responses and avoids negative responses and leads to social adaptation of the individual (Ahadi et al., 2014).

Seddiqui (2001) has discussed the cognitive-behavioral education of self-esteem and social adaptation in students. The results indicated that students did not increase these structures. Ahmadi (2014) explained that communication skills training plays an important role in improving self-esteem and academic achievement of students. Also Behpajouh (2010) stated that social skills training and social adaptation have a significant effect on students' academic achievement. Bafroei and Hosseini (2014), in their study, stated that self-esteem and social adaptation affect academic achievement.

Therefore, the present study aimed to examine the effect of social skills training on social adaptation, progress motivation and self-esteem of female students, based on the cognitive and humanism approach and use the results at improving student's motivation and the academic achievement.

Statistical population and sample

The statistical population of this study was all female students of 4th district of Tabriz city in the academic year 2016-17. From the above mentioned community, two classes with 30 subjects were selected. Fifteen people were assigned randomly to the control group and 15 people were assigned to the experimental group (one of the classes served as the experimental group and the second class as the control group). In the experimental group, training was conducted in eight sessions of 45 minutes, twice a week. Students of both classes first responded to the necessary questionnaires and were tested again after the intervention.

Measuring tools

In this study, at first, the Matson Evaluation of students' social skills was used. The value of its Cronbach's alpha coefficient was 0.86 (Behpajouh et al., 2010). This form had 64 questions and examined the two sub-scales of appropriate social skills and inappropriate behaviors. After using the reporting form, the skills that students had problem in them were identified and selected as training skills. The educational intervention was designed and performed for eight sessions of 45 minutes, and two-session on a week, based on the research background.

Wiland Students' adaptation questionnaire was used to measure social adaptation of students. The questionnaire aimed to separate high school students (14-18 years old) with good adaptability from poorly adapted students in three emotional, social and educational fields (Behpajouh et al., 2010). The final form of the questionnaire had 60 questions (20 questions for each field). The fields studied were:

1. Emotional adaptation: High score indicates emotional instability, and low score indicates emotional stability.
2. Social adaptation: High score indicates weakness and backwardness and low scores represent aggression.
3. Educational adaptation: High scores indicate poor academic status and low scores indicate interest for education and school.

The Hermans' Progress Motivation Questionnaire (1970) was used in this study. The test had 29 questions and the scoring of the questionnaire was according to the nine characteristics that the questions were prepared based on. Also, the Cronbach's alpha coefficient in this questionnaire was 79. (Khosro Pour and Nikooi, 2004).

Coppersmith's Self-Esteem Questionnaire was used to measure students' self-esteem. In this questionnaire 48 items, eight of which were pathometers, were used. Cronbach's alpha coefficient of the existing questionnaire was reported as 0.91. (Khosro Pour and Nikooi, 2014).

Results:

	Social skill		Self-esteem		Progress motivation		Social adaptation	
	Before test	After test	Before test	After test	Before test	After test	Before test	After test
Average	178.16	179.80	21.07	22.40	14.16	14.96	201.36	201.48
SD	24.86	25.04	3.59	3.21	2.52	2.25	4.96	5.29
Lowest	64	73	8	9	27	36	71	75
Highest	103	111	38	43	74	99	73	78

Experimental group:

	Social skill		Self-esteem		Progress motivation		Social adaptation	
	Before test	After test	Before test	After test	Before test	After test	Before test	After test
Average	179.44	228.52	21.33	26.07	14.92	17.01	200.36	208.96
SD	9.92	12.85	3.59	3.80	2.03	1.71	7.51	7.11
Lowest	64	64	8	9	29	39	72	79
Highest	107	192	38	50	89	116	73	90

Correlation table between research variables:

Variables	Social skill	Self-esteem	Progress motivation	Social adaptation
Social skill	1	-	-	-
Self-esteem	0.28	1	-	-
Progress motivation	0.54	0.47	1	-
Social adaptation	0.27	0.44	0.19	1

Homogeneity test of variance and normality test

The Mbox and Bartlett test, respectively, confirmed the homogeneity assumption of the covariance matrix and the correlation between the dependent variables. The results of the homogeneity analysis of variance (Levine) showed that the groups were homogeneous in terms of variance, and the one-variable test of Kolmogorov-Smirnov's confirmed the normality assumption.

The homogeneity of variance tables of each of the variables are given respectively.

Order	Variable	Normality test for experimental group	Normality test for control group	F	DF1	DF2	Levine's significant level
1	Social adaptation	0.69*	0.56*	0.81	1	28	0.37
2	Self-esteem	1.14*	0.68*	0.79	1	28	0.38
3	Progress motivation	0.10*	0.77*	6.20	1	28	0.02

Order	Variable	Normality test for experimental group	Normality test for control group	F	DF1	DF2	Levine's significant level
1	Social adaptation	0.77*	0.78*	62.3	1	28	0.07
2	Self-esteem	0.56*	0.79*	1.29	1	28	0.26
3	Progress motivation	0.70*	1.14*	0.30	1	28	0.87

Order	Variable	Normality test for experimental group	Normality test for control group	F	DF1	DF2	Levine's significant level
1	Social adaptation	0.52*	0.61*	3.36	1	28	0.10
2	Self-esteem	0.65*	0.94*	4.01	1	28	0.05
3	Progress motivation	0.94*	0.84*	3.58	1	28	0.07

Also, the results of Pillai and Wilks' Lambda tests at the level of $p < 0.01$ showed a difference between the experimental and the control groups.

Discussion and Conclusion

Acquisition of social skills is one of the factors contributing to social adaptation. Gersham (2003), while defining social skills as adaptive taught behaviors to enable a person to interact with other people and show positive responses, divides these behaviors into five more detailed behaviors, each of which can facilitate interpersonal relationships. They include co-operation, proper speech, accountability, empathy and self-control.

Many students have never learned to behave appropriately for social situations in interaction with others. Obviously, the development of social skills for social adaptation in interpersonal relationships requires emotional and psychological health and emotional intelligence. In this way, social skills are referred to the learnt and community accepted behavior. These are behaviors that by which, one can interact with others, which results in positive responses and avoids negative responses and leads to social adaptation of the individual (Ahadi et al., 2014).

The study showed that increased skill levels and having intimate relationships without any inappropriate behavior, and with proper verbal behavior and patience in the face of troubles and bitter events of life, will increase the degree of adaptability and receiving a better support of the environment.

In fact, today's lives and the lack of familiarity with the right communication and social skills disrupt relationships between individuals and thus they are unable to receive the support of the environment. Training these skills can provide a strong source of support for the individual and created an internal motivation for them, improve achievements, develop communication skills and social relationships, and by having appropriate feedback and interaction with others can achieve adaptation and empathy.

It is clear to the researcher that if skill training activities are conducted in a manner of non-competition and supremacy among students, they will benefit better from classroom activities and lessons, and will have an intimate relationship without any seizure, anxiety and incompatibility with their classmates. As a result the student will gain more autonomy and become an active learner and participate in the learning process in a cooperative, rather competitive way, and by satisfying the needs of autonomy, competence, and motivation as the best way will influence the students' self-determination. Students who practice real-life social skills and apply their merits can certainly be successful in entering peer groups and making friends. They could have a positive interactive relationship with peers, and show a range of acceptable behaviors. Children and adolescents who learn the social rules of the peer group well and have strong relationships with family and community members are likely to show a high level of social adaptation and socially desirable behaviors .They have a more self-positive concept, which allows them to evaluate, understand and accept their limits and abilities in a more correct way.

Training appropriate social skills and providing opportunities and experiences that increase social interaction will enable students to practice and apply social strategies and skills in all environments and real life situations. Also in this research, the researcher tried to improve the relationships between students by creating friendly opportunities for students and created a cooperative and empathic class far from unhealthy competitions.

In a class in which communication skills are proper and individuals could have correct behavioral and cognitive interactions to one another, students tend to ask questions, express opinions and suggestions, and cause behavioral conflict and having a function in classroom and thus show high progress motivation. This is in agreement with the findings of Rio (2012), Green et.al (2008), Hey (2009), Packran et al. (2011), Behpajouh (2010) and Ahmadi et al. (2014).

Having proper social skills, rehearsing voice tone, physical gestures and communicating with the look, reduces anxiety, confronts unrealistic expectations and moral and non-rational values in students. By emerging their feelings, thoughts and ideas, these people find themselves feeling good about themselves and end their emotions and excitements, and this leads to higher self-esteem and increased acceptance of the student.

Self-esteem is one of the most important foundations of today's life and having relationships with others. Failure to establish a relationship or lack of proper communication with others leads to arousal and causes provocation of self-esteem and creates inactive, harming people, and lack of interaction with others. However By developing social skills training and the ability to communicate and feel friendship and having the wishes for others and participation enthusiasts, we were able to improve this and have students with supreme goals. It is important to note that adolescents form the basis of a community and acquisition of the skill of communicating with others can increase self-esteem, self-autonomy, and the ability of making the right decisions and healthy choices in their lives. In the future years the adolescent will become someone self-taught and successful. Therefore, encouraging and supporting the adolescent to do things in right way could increase the self-esteem of students and make them become successful in their lives.

The findings of the present study were in consistence with the findings of Plus (2014), Kerckland, Telen and Miller (1982; quoted by Rahimi et al., 2006), Nisi and Shanni Yeilagh (2001) and Esmaeili (2010) and Ahmadi et al. (2014).

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