



Iranian Journal of Educational Society

The Effectiveness of Life Skills Training (Problem-Solving and Decision Making) on Interpersonal Intelligence, Love of Learning, and Self-Control in Male Students

Kamran Sheivandi Chaliche¹ , Fazlollah Hasanvand² , Zahra Ghalami³ , Zahra Nafar^{4*} 

1. Assistant Professor, Allameh Tabataba'i University, Tehran. Iran.
2. PhD student of Educational Psychology, Allameh Tabataba'i University, Tehran. Iran.
3. PhD student of Educational Psychology, Allameh Tabataba'i University, Tehran. Iran.
4. PhD student of Educational Psychology, Allameh Tabataba'i University, Tehran. Iran.

❖ **Corresponding Author Email:** znafar72@yahoo.com

Research Paper

Abstract

Receive: 2021/09/14
Accept: 2022/04/16
Published: 2023/01/23

Keywords:

Life Skills, Interpersonal Intelligence, Love of Learning, Self-Control.

Article Cite:

Sheivandi Chaliche K, Hasanvand F, Ghalami Z, Nafar Z. (2021). The Effectiveness of Life Skills Training (Problem-Solving and Decision Making) on Interpersonal Intelligence, Love of Learning, and Self-Control in Male Students, Iranian Association of Sociology of Education. 8(2): 57-66.

Purpose: The present study was conducted with the aim of investigating the effectiveness of life skills training (problem solving and decision making) on interpersonal intelligence, love of learning and self-control of male students.

Methodology: In terms of practical purpose, this research was semi-experimental based on a pre-test-post-test design with a control group. The statistical population included all the male students of the sixth grade in the city of Hasan Abad from Shahrari in the academic year of 2019-20. The sample was selected by multi-stage random sampling. The statistical sample was 50 students who were replaced in two experimental groups and control group (25 people in each group). In order to collect data, interpersonal intelligence questionnaire (Chislet and Chapman, 2005), love of learning questionnaire (McFarlane, 2003) and self-control questionnaire (Tanjani, 2004) were used. People in the experimental group were taught life skills (problem solving and decision-making) for ten sessions for one hour, and the group did not receive a training certificate. In order to analyze the data, multivariate covariance analysis was used in SPSS-24 software.

Findings: Findings show that teaching life skills (problem solving and decision-making) in sixth grade students increased interpersonal intelligence, love of learning and self-control ($p < 0.05$).

Conclusion: The results indicated that problem-solving and decision-making training can be an important way to create positive academic outcomes and positive psychological conditions in the school environment, and teachers and psychologists can use these trainings as One of the ways to prepare students to live in today's turbulent world.



<https://doi.org/10.22034/ijes.2021.541983.1184>



<https://dorl.net/dor/20.1001.1.23221445.1401.15.1.1.0>



Creative Commons: CC BY 4.0

Detailed abstract

Purpose: In terms of children's personality growth and education, the primary period is considered to be a very important period, which is the basis of further education and prepares students to acquire future skills and specialties. Slow the formation and all-round growth of a person takes place in this period, and a suitable opportunity for education, upbringing and learning the correct way of communicating with others is provided for the child. As students approach adolescence, which is an important stage of life associated with rapid physical, social and psychological growth, they face certain challenges. Therefore, it is very important to have the necessary knowledge and skills to make correct decisions and form constructive behaviors and habits at this age, because the lack of personal, cognitive and social skills increases the probability of risky and inappropriate behaviors. Interpersonal intelligence is among the factors that play an important role in the success of students in their daily and academic lives. Intelligence is one of the most important factors of human adaptation to the surrounding environment and causes different reactions of people to the environment. In an evolutionary process, the concept of intelligence has changed from a general concept to a multidimensional structure, and in the meantime, Gardner's theory of multiple intelligences opened new horizons in the understanding of human intelligence and its relationship with the effectiveness of the education process. Interpersonal intelligence is an important concept that is defined as the ability to understand, general knowledge, understanding the needs and feelings, performance of others and the way to communicate with them, and it helps people to interact with others and their moods, emotions, motivation. understand the intentions of others. Students with this intelligence usually play the role of leaders, encourage others to do collective work, prefer studying and doing collective work to individuals, and have high social skills. The success of today's students in academic matters depends on their love for education and school. The present study was conducted with the aim of investigating the effectiveness of teaching life skills (problem solving and decision making) on interpersonal intelligence, love of learning and self-control of male students.

Methodology: In terms of practical purpose, this research was semi-experimental based on a pre-test-post-test design with a control group. The statistical population included all the male students of the sixth grade in the city of Hasan Abad from Shahrari in the academic year of 2019-20. The sample was selected by multi-stage random sampling. The statistical sample was 50 students who were replaced in two experimental groups and control group (25 people in each group). According to an experimental group and a control group (error rate 0.05, effect size 0.8 and standard deviation 2.8), 25 people were determined for each experimental and control group. The sampling method of the research was multi-stage random. Based on this, first, the list of primary schools in Hasan Abad, Tehran was received from the Department of Education (38 schools). Then, in a multi-stage manner, 20 schools were selected from among 38 schools, and then 8 schools were selected from among 20 schools, and finally 2 schools whose students had the lowest level of dependent variables were selected (one class as a group experiment and another class of the control group). To homogenize the groups, students were selected from the lower areas of Tehran province, where families have less opportunity to pay attention to the special life skills of their children due to more problems. The entry criteria were: obtaining a score one standard deviation lower than the average in the questionnaire of interpersonal intelligence and love of learning and self-control in the pre-test, not receiving psychological services, not having a mental disorder (through interviews with students), informed consent to participate in research, being at the age of 12-13 years and being in the sixth grade of elementary school). In order to comply with ethical principles, the subjects were informed that the collected information will only be used for the current research and there was no need to write names (confidentiality of information and confidentiality); It was announced to the subjects that they are free to withdraw at any point if they do not want to continue cooperation during the sessions. It was agreed with the subjects of the control group that if the trainings are effective, they will also be trained during 4 sessions of the workshop. In order to collect data, interpersonal intelligence questionnaire (Chislet and Chapman, 2005), love of learning questionnaire (McFarlane, 2003) and self-control questionnaire (Tanjani, 2004) were used. People in the experimental group were taught life skills (problem solving and decision-making) for ten sessions for one hour, and the group did not receive a training certificate. In order to analyze the data, multivariate covariance analysis was used in SPSS-24 software.

Findings: The results of the analysis of covariance showed that interpersonal intelligence was higher in the post-test of the training group than in the control group. The mean love of learning in the post-test of the education group was significantly higher than the control group. Finally, self-control in the post-test of the training group was significantly higher than in the control group. Findings show that Life skills training (problem-solving and decision making) in sixth-grade elementary school students increased the level of interpersonal intelligence, love of learning, and self-control ($p < 0/05$). The results

showed that Problem-solving and Decision making training can be used as an important way to create positive academic outcomes and positive psychological conditions in the school environment, and teachers and psychologists can use this important training as a way to prepare students for living in today's turbulent world

Conclusion: In relation to the first hypothesis of the research, the results showed that teaching problem-solving and decision-making skills increased students' interpersonal intelligence. In fact, this education makes people accept their responsibilities and social roles and face the challenges and problems of life. In connection with the second hypothesis, teaching problem solving and decision making could increase the love of learning. Because teaching life skills causes students to increase their skills and gain a worthy position in the society and peer group, and their internal motivation increases, which causes an increase in effort and perseverance in doing homework. to be In fact, the application of problem-solving and decision-making skills in the learning situation is associated with correct decisions and recognition of situations, perseverance and hopeful efforts, and makes students live. These conditions can cause the formation of positive evaluations and create expectations for obtaining positive results in education and life. In connection with the third hypothesis, the results showed that teaching life skills improved students' self-control. In fact, teaching skills helps students to know their strengths and weaknesses, solve their conflicts well, make rational decisions and manage their stress, from skill weaknesses to Constructive skills. Self-control is one of the components of emotional intelligence and there is a significant relationship between emotional intelligence and problem solving and decision making.

Keywords: Life Skills, Interpersonal Intelligence, love of learning, self-control