

Effect of Implementing Social Skills Training Program on Self-Esteem for Male Adolescents' Students

MervatHosnyShalaby¹, RahmaSolimanBahgat², Sabah Mohammed El SayedSharshor³

¹Ass.Professor of Psychiatric and Mental Health Nursing, Faculty of Nursing, Tanta University

²Prof of Pediatric Nursing, Faculty of Nursing, Tanta University

³Lecturer of Pediatric Nursing, Faculty of Nursing, Tanta University.

Corresponding Author: MervatHosnyShalaby

Abstract: -Self-esteem of adolescent depends on communication skills through Social Skills Training which had become basic characteristics of multicomponent management to address the social skill defect common among these adolescents.

Aim: The aim of the study was to evaluate the effect of implementing social skills training program on self-esteem for male adolescents' students.

Research design: -Quasi experimental research design was used to perform this study.

Setting: the study was conducted at Al – Mahalla Secondary Military Mechanical School for male. It consists of 56 classes. 900 students for first grade and 780 students for second grade each class has extremely 30 students, this school affiliated to Ministry of education at Al Mehala city Gharbiya Governorate.

Subjects: Stratified randomized sampling of 180 students, selected from six classes, 90 students from three classes at first grade and another 90 students from three classes at second grade from previously mentioned setting.

Tools of data collection: three tools were used namely;

Structure Interview schedule, Social skills improvement scale and Rosenberg self-esteem inventory scale.

Results: the result represented that there was statistically significant difference between social skills and self-esteem of male adolescent student before and after implementation of social skills training program. There is relation between self-esteem and social skills training for male adolescents. **Skills.:** The study was concluded that improvement of male adolescent related to social skills and self-esteem after implementation of social skills training program. There was significant difference between them. The study recommended that health education for developing social skills among students, teacher lead the student through the process in the way that academic skills and concept of social skills and self-esteem could be incorporated into everyday curriculum are taught. Educational training program for teacher and parents to support positive behavior in the school age children, teaching strategies as materials for parents in the home

Keywords: Social skills training, self-esteem, male adolescents

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I. Introduction

Self-esteem is generally determined as a core component of psychological and physiological growth during adolescent Period. It plays a significant role in the development of a variety of mental problems. Self-esteem has been determined to be the major dominator and powerful predictor of action and life satisfaction. Self-esteem is an important factor in mental health that affects human relation, especially job performance.⁽¹⁻³⁾. Adolescents' self-esteem depending on communication skills. Self-esteem of adolescents can be influenced by many factors such as: puberty, growth and development as the body goes through different changes. These changes combined with feeling to be accepted by their friends and compare themselves with others. Social media and Family and school also highly affect the self-esteem of the adolescents. Social skills and self-esteem are variable which have very close relation.^(4, 5)

Adolescence is a social and dynamic human strives to keep the balance through many different types of relationships, safe his physical, motor, mental and emotional intimate and build communication with others; adolescents develop the ability to think abstractly. Adolescents move from being concrete thinkers, to abstract thinkers. Preparing for social life mainly established in adolescence period and learns proper social adjustment. Social skills training programs in schools can have positive effects on the future lives of adolescents and youths. Communication skills direct individuals to express their feeling more efficiently and their needs for others and

also develop of their mental health. UNICEF and WHO accept that social skills are greatly performed in variable aspects of life. (6, 7)

Adolescence develop of their own personality, through recognition of a set of personal moral and ethical values, and self-esteem or self-worth. Nowadays adolescents are the manager of tomorrow, so their behavior should be form. The adolescents face so many obstacles; during this time that adolescents find their own identity and learns to become independent in making life decisions. It is the period where they are overtly oriented with their different aspects of personality. They are very sensitive group whose self-esteem and quality of life can be influenced by the minimum stimuli. (8-10)

Schools have long been identified as major socialization factors, so social skills training in schools are crucial to improving adolescents' students' self-esteem. Adolescents' self-image and self-esteem are established on the adolescent social skills in relating to peers and adults. These skills contribute to self-esteem because the adolescent with good social skills is likely to build satisfying relationships and to receive positive feedback from others and vice versa. (11)

Adolescents build social communication skills and achieve emotional development through peer relationships. Negative adolescents' peer-relationship experienced can easily depress them in stressful situations, and create negative self-conception, and are highly related to school maladjustment. Negative adolescents' peer-relationship can lead to the growth of delinquent behavior and mental health problems. Peer relationship in adolescence period is a necessary process for successful social adjustment in adulthood and formation of healthy interpersonal relationships. (12-13) Adolescent's relationships could also affect their behavior, self-confidence, and efficacy. Supportive peer relationships have the effect of reducing anxiety, depression, and subjective stress index compared to relationships with family and teachers as well as of increasing prosocial behavior and self-esteem. (14)

Social Skills Training is have become a basic component of various treatments to address the social skill deficits common among these adolescents as social, emotional, developmental, and behavioral challenges. Because of social skills deficits, these adolescent often face peer rejection and develop low self-esteem. (15)

Communication skills of male adolescent student are mean of conveying information, values, attitudes and perspectives. It's the starting point to developing, keeping friendships and to building a strong social support network. Relationship can be with parents, friends and teachers, children know how to convey their feeling by their nonverbal communication and express feeling of others, nonverbal communication are involved body language, eye to eye contact, position, facial expression, an awareness of physical distance and physical appearance. (16, 17)

Social Skills Training access to success for adolescent's stage, adaptation to the environment, and improves self-esteem of them. Training on social skills is the responsibility, community and school. Social skills training should focus on facilitating the desirable social skills as well as reducing the undesirable behavior. Nurse is emphasizing on maintenance of appropriate skills through modeling, coaching and role playing and also the nurse had crucial role to provide adolescents students with immediate performance feedback. (18)

Significance of the study:

Adolescents' peer relationship is a core process for successful social adaptation to adulthood and establishment of healthy interpersonal relationships. Adolescents' self-esteem is an important contributor of his healthy growth & developments and indicates how adolescent can deal with life difficulties. Adolescent self-esteem development prepare adolescent to carry all life functions, duties and maintain his self-satisfaction. Low self-esteem among adolescents can lead to different problems as; anxiety, depression and aggressive behavior which considered one of the most substantial social problems in many societies and have undesirable impact on all society members so this study aimed investigate impact of Social skills training intervention on male adolescents' self-esteem enhancement.

Aim of the study was to evaluate the implementing of social skills training program on self-esteem for male adolescent

Research hypothesis:

Social skills training program enhance self-esteem of adolescent

II. Subjects and Method

Subjects:

Research design: -quasi experimental research design was used to perform this study

Setting:

This study was conducted at El –Mehala Secondary Military Mechanical School for male students affiliated or under supervision and direction of Ministry of education. It consists of 56 classes. 900 students for first grade and 780 students for second grade each class has extremely 30 students, which affiliated to Ministry of education at Al Mehala city of Gharbiya Governorate.

Subjects:

Stratified randomized sampling of 180 students, from three classes at second grade from previously mentioned setting. The sample size was determined based on epi info program using 5-10% acceptable error and 95% confidence.

Inclusion criteria:-

-Age from 15-18 years.

-Free from any medical or psychiatric problems.

Tools of data collection:

Thretools were used for data collection:

Tool I: Structure Interview schedule:

Part I:-a-Socio-demographic characteristics of male adolescent students such as age, residence, birth order and number of sibling.

b- Socio-demographic characteristics of the parents such as educational level, occupation.

Part II: a-Knowledge of male adolescent students related to social skills as:

definition, types, characteristic, problems, factors affecting social skills, result related not developing and training social skills training program for male adolescents students

b-Knowledge of male adolescent students related to self-esteem; definition, importance, causes of low self-esteem.

Male adolescent student was scored as follows:

-Correct and complete answer was scored (2)

-Correct and incomplete answer was scored (1)

-Wrong answer or don't know was scored (0)

The total score of Male adolescent student was calculated as following

-Less than 60% was considered poor knowledge.

-From 60- <75% was considered fair knowledge.

-From 75-100 % was considered good knowledge

Tool II: Social skills Improvement Scale (SSIS; Gresham & Elliot, 2008) ⁽¹⁹⁾ which includes the 10 items

It was designed for assessing and screening of adolescent students (ages 8 to 18) who are suspected of having significant social skills deficits, and to offer support in the development of interventions for those found to display

Significant social skills impairments

1-Effective communication and Interpersonal communication, this item teach the child to reinforce cooperation, trust, and working closely with each other's.

2) **Effective relationship:** The skill educate the children to understand others, conditions, active listening, and how to express demands.

3) **Self-awareness:** This item aims to make ability to be aware of self-characteristics, weaknesses, and strengths, recognizing demands of circumstances, and fears. Self-awareness help the adolescent to understand whether one is under stress, and usually it a prerequisite of empathetic social relationship.

4) **Empathy:** This item intended to make better understanding of others even once we are not in place of them. This skill makes the individual pay attention to others and creates feeling of belongingness.

5) **Coping stress:** This item teach the child how to aware of stress and how to control self.

6) **Self-management:** This means how to identify affectionate states, discriminate emotions and finally how to respond them.

7) **Problem solving:** In this skill child learn how to make and find better solutions for their problems.

8) **Responsible decision making:** The skill teaches the child to make appropriate decisions in conflictual situations.

9) **Creative thought:** This item teach the child how to build and discover new ideas; in this skill problems assume as an opportunity instead of a problem in which one should find fresh ways to solve problems.

10) **Critical thinking:** This skill teaches the child to think about accepting or rejecting others' idea especially in stressful conditions. This item focuses mostly on reasoning.

Scoring system

- Done correctly and complete was scored (1)
 - Done incorrectly or not done well was scored (0)
- The total score of adolescents' social skills improvement scale was calculated and classified into two level
- 60 < 75% was considered unsatisfactory
 - 75-100% was considered satisfactory

Tool III: Rosenberg Self Esteem Scale:

- Rosenberg Self Esteem Scale (RSES; Rosenberg 1965)⁽²⁰⁾
- The RSES is a widely used measure of global self-esteem the scale was developed by Ciarroch, Heaven & Fiona (2007)⁽²¹⁾
- Respondents use four -point Likert scale (strongly agree/agree/disagree/strongly disagree)
- Self-esteem inventory was used to measure self-esteem of the subjects.
- This tool consists of 10 items that, evaluated attitude towards the self in social, academic, family and personal area experience to rate five positive and five negative self-worth statements
- **Scoring system:**
- Sum scores for all ten items. Keep scores on a continuous scale.
- The scale ranges from 0-30. Scores between 15 and 25 are within normal range; Scores are calculated as follows:
- Strongly agree = 3
- Agree = 2
- Disagree = 1
- Strongly disagree = 0

Method

- 1-An official permission to conduct the study was obtained from the responsible authorities.
- 2-Ethical and legal consideration:-
 - a- Privacy and confidentiality will be maintained.
 - b- Respecting the right of adolescent students to be withdrawn from the study at any time of data collection.
- 3-Content validity: Tools of the study were tested for content validity by experts in the field of pediatrics and psychiatric nursing. Modifications were carried out accordingly.
- 4-Test reliability was applied on tool (I, III) was reliability Cronbach's Alpha; $r = 0.749$.
- 5-Pilot study: A pilot study was carried out on 10% male adolescent students before starting the data collection. It was done five tools and the required modification were done accordingly and adolescent students whom participate in the pilot study. The pilot study was excluding from the main study sample.
- 6-Meeting with the male adolescent students who were participate in the study in order to explain the purpose of the study.
- 7-Tool (I, II, III) were used individually with each male adolescent to obtain the necessary data
- 8-Social skills training program was divided into four phases:**
 - a- Assessment phase:** The researchers were perform pretest to selected subjects by application tool I, II, III
 - b- Planning phase:** Social skills training developed by the researchers post reviewing of the related literature according to students' need to enhancing their knowledge and skills toward the social skills intervention. The intervention had two parts theoretical part (include ten items) and practical part (include 45 items). Several teaching methods was used.
 - c- Implementation phase:** Studied adolescent students was divided into 10 sub-groups, each group consists of 18 students and they was received social skills training program of ten sessions (two sessions weekly) and scheduled in mentioned time for each session was about 30-40 minutes for three months.

The time taken for filling each sheet ranged from 30-40 minutes that is depending upon the response of adolescents and male adolescents question was answered before starting each session.

First session: Focused on definition, types, characteristic, problems, factors affecting social skills, result related not developing and training social skills training program for male adolescents' students

Second session: Focused on self-esteem, positive and negative of low self-esteem.

Third session: -Focused on communication and effective relationship skills:-method, factors affecting communication (The ability to control emotions, follow rules and cooperate with others, and the ability to settle disputes and accept criticism). Include 7 items.

Fourth session: -Focused on responsible decision making

Fifth session: Focused on problem solving and creative thinking skills

Sixth session: Focused on self-awareness and self-management skills -

Seventh session: -Focused on Coping stress and empathy

Eighth session: Focused positive and negative self esteem

The study was carried out through a period of six months from October 2018 to March 2019.

d -Evaluation phase:-implementation social skills training program on self-esteem for male adolescent was done before and after two weeks.

Statistical analysis: -The collected data were organized, tabulated and statistically analyzed using SPSS version 20 (statistical package for social studies). The difference in each variable before and after implementation were tested using Wilcoxon signed ranks test (Z) the correlation between two variables was calculated using Pearson's correlation coefficient. The level of significant was adopted at $p < 0.05$.

III. Results:

Table (1): Distribution of male adolescents' students and their parents related to Socio-demographic characteristics

Socio demographic characteristic of male adolescent and their parents	(n=180) No	%
Age		
15<16	19	10.5
16<17	110	61
17<18	43	23.5
18	8	5
Residence		
Rural	100	55.5
Urban	80	44.5
Number of siblings		
1-3	4	2.2
4-6	140	77.8
>6	36	20
Birth order		
First	87	48.3
Middle	53	29.5
Third	40	22.2
Mothers' education		
Illiterate or read and write	22	12.2
Primary or preparatory education	79	44.4
Secondary education	66	37.1
University	13	7.3
Fathers' education		
Illiterate or read and write	13	7.2
Primary	68	38.2
Secondary	80	44.9
University	19	10.7
Fathers' occupation		
Professional Working	160	88.9
Employee	20	11.1
Mothers' occupation		
Employee	155	86.1
Housewives	25	13.9

Table (2) Distribution of male adolescents 'students' knowledge related to socialskills training

Adolescents knowledge regarding social skills training	Before social skills training implementation				After social skills training implementation				P
	Correct and complete answer		Incorrect or don't know		Correct and complete answer		Incorrect or don't know		
	No.	%	No.	%	No.	%	No.	%	
- Definition of social skills training for male adolescents	50	27.8	130	72.2	152	84.4	28	15.6	0.001*
Types of social skills	67	37.2	113	62.6	160	88.9	20	11.1	0.001*
Characteristic of social skills	67	37.2	113	62.8	140	77.8	40	22.2	0.001*
Factors related to social skills	89	49.4	91	50.6	122	67.8	58	32.2	0.001*
Result related not developing and training social skills training	82	45.6	98	54.6	110	61.1	70	38.9	0.001*
Problems related to social skills	43	23.9	137	76.1	123	68.3	57	31.7	0.001*

Table (3): Distribution of male adolescent related to communication and effective relationship skills before and after social skills training program

Communication and effective relationship skills	Before (n=180)				After (n=180)				Z	P
	Incomplete done or not done		Done		Incomplete done or not done		Done			
	No	%	No	%	No	%	No	%		
Thanks friends.	100	55.5	80	44.5	40	22.2	140	77.8	4.691	0.001*
Can face problems quietly.	120	66.6	60	33.4	30	16.7	150	83.3	4.782	0.001*
Depend on self and do the duties required.	150	83.3	30	16.7	30	16.7	150	83.3	4.959	0.001*
Follow the instructions.	110	61.1	70	35.9	20	11.1	160	88.9	5.839	0.001*
Start talking to others.	108	60	72	40	35	19.4	145	80.5	5.984	0.001*
Help friends when needed.	100	55.5	80	44.5	33	18.3	147	81.7	4.425	0.001*
Follow the instructions and do not exceed the limits.	150	83.3	30	16.7	30	16.7	150	83.3	4.959	0.001*
Understand expression of the sad and anger	147	81.7	33	18.3	25	13.9	155	86.1	4.465	0.001*
Invite friends to participate in the game and group activities.	145	80.6	35	19.4	40	22.2	140	77.8	5.422	0.001*
Solve problems and reconcile with others	100	55.6	80	44.4	30	16.7	160	64.4	5.091	0.001*
Share the others friends in fun and laughter	85	47.2	95	52.8	40	22.2	140	77.8	5.749	0.001*

*Significant at (p<0.05)

Table (4) : Distribution of male adolescent related to responsible decision making , problem solving and creative thinking skills before and after social skills training program

Social skills training program	Before				After				Z	P
	Incomplete done		Done		Incomplete done		Done			
	No	%	No	%	No	%	No	%		
Do the duties required	95	52.8	85	47.2	20	11.1	160	88.9	5.903	0.001*
Follow the instruction	100	55.6	80	44.4	30	16.7	150	83.3	4.592	0.001*
Accept the criticisms of others willingly.	100	55.6	80	44.4	25	13.9	155	86.1	4.405	0.001*
Do not hesitate to ask for help if needed	120	66.7	60	33.3	30	16.7	150	83.3	5.953	0.001*
Avoid friends distracted while working	130	72.2	50	27.8	20	11.1	160	88.9	4.019	0.001*
Can face problems quietly	120	66.7	60	33.3	30	16.7	150	83.3	4.867	0.001*
Solve problems	120	66.7	60	33.3	30	16.7	150	83.3	5.277	0.001*
Trusted of himself very much.	110	61.1	70	38.9	20	11.1	160	88.9	5.841	0.001*
Stand with friends in time of distress and defend their rights.	100	55.6	80	44.4	30	16.7	150	83.3	6.734	0.001*
Go on schedule and have all tools	85	47.2	95	52.8	32	17.8	148	82.2	5.873	0.001*

*Significant at (P<0.05)

Table (5): Distribution of male adolescent students related to self-awareness, self-management, coping stress and empathy skills before and after social skills training program

Social skills training program	Before				After				Z	P
	Incomplete done		Done		Done		Incomplete Done			
	No	%	No	%	No	%	No	%		
Take care of recreational activities	155	86.1	25	13.9	150	83.3	30	16.7	5.608	0.001*
Trusted of himself very much	150	83.3	30	16.7	148	82.2	32	17.8	4.749	0.001*
Tend to teasand act with things wisely	158	87.8	22	12.2	155	86.1	25	13.9	4.405	0.001*
Stand with friend in the time and make many friendships	155	86.1	25	13.9	160	88.9	20	11.1	5.524	0.001*
Control emotions at time of anger	150	83.3	30	16.8	140	77.8	40	22.2	4.465	0.001*
Can coping stress and defend their right	160	88.9	20	11.1	155	86.1	25	13.9	4.104	0.001*
Use the words please, thanks		88.9	20	11.1	159	88.3	21	11.7	4.465	0.001*

	160										
Help friend when needed	155	86.1	25	13.9	155	86.1	25	13.9	4.405	0.001*	
Sensitive to the feeling of friends and empathize with friends	120	66.7	80	44.3	170	94.4	10	5.6	5.524	0.001*	
Cooperate with others in many situations	155	86.1	25	13.9	160	88.9	20	11.1	5.524	0.001*	

*Significant at (P<0.05)

Table (6) Distribution of male adolescents' students related self-esteem before and after social skills training program

Self-esteem	Before social skills training						After social skills training after						z	P
	Strongly disagree		Disagree		Strongly agree		Strongly disagree		Disagree		Strongly agree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
-On the whole, satisfied with himself.	18	10%	22	12.2%	140	77.8%	0	0.00	10	5.6	170	94.4	3.874	0.001*
-At times, think that no good at all.	24	13.3%	50	27.8%	106	58.9%	165	91.7	15	8.3	0	0.00	7.022	0.001*
-Feel that being have a number of good qualities	34	18.9%	26	14.4%	120	66.7	0	0.00	18	10	162	90	3.765	0.001*
- Able to do things as well as most other people.	56	31.1%	32	17.8%	92	51.1	0	0.00	20	11.1	160	88.9	3.945	0.001*
- Do not have much to be proud of	30	16.7%	50	27.8%	100	55.6	158	87.8	22	12.2	0	0.00	5.743	0.001*
- Certainly feel useless at times.	24	13.3%	34	18.9%	122	67.8	166	92.2	14	7.8	0	0.00	6.443	0.001*
- Feel that being a person of worth, at least on an equal plane with others.	26	14.4%	33	18.3%	119	66.1	0	0.00	15	8.3	165	91.7	4.786	0.001*
Wish to have more respect for him	33	18.3%	56	31.1%	91	50.6	172	95.6	8	4.4	0	0.00	6.330	0.001*
Feel that being a failure	45	24%	40	22.2%	95	52.8	167	92.8	13	7.2	0	0.00	5.732	0.001*
- Take a positive attitude toward him.	34	18.9%	37	20.6%	109	60.6	0	0.00	20	11.1	160	88.9	7.987	0.001*

* Significant at (p< 0.05)

Table (7): Correlation between social skills and self-esteem before and after implementation of social skills training program.

Self -Esteem	Social skills training.	
	R	P
Before social skills training program	0.28	0.988
After social skills training program	0.279	0.366

Table (8): Relation between social skills and socio-demographic characteristics of male adolescents' students before and after implementation of social skills training program

Social skills total score	Residence				Birth order					Number of siblings						P	
	Rural (n=100)		Urban (n= 80)		First (n=87)		Middle (n=53)		Last (n=40)		1-3 (n=4)		4-6 (n=141)		> 6 (n=36)		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.		%
Before : unsatisfactory	79	79%	62	77.5%	70	80.5%	45	85%	30	75%	4	100%	11	79.4%	26	72.2%	0.001*
- Satisfactory	21	21%	18	22.5%	17	19.5%	8	15%	10	25%	0	0%	29	20.6%	10	27.8%	0.001*
After: - unsatisfactory	15	15%	12	15%	7	8%	5	9.4%	4	10%	0	0%	12	8.6%	3	8.3%	0.001*
- satisfactory	85	85%	68	85%	80	92%	48	90.6%	36	90%	4	100%	129	91.4%	33	91.7%	0.001*

Table (9): Relation between self-esteem and socio-demographic characteristics of male adolescent before and after implementation of social skills training program

Social skills total score	Residence				Birth order						Number of siblings						P
	Rural (n=100)		Urban (n= 80)		First (n=87)		Middle (n=53)		Last (n=40)		1-3 (n=4)		4-6 (n=141)		> 6 (n=36)		
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	
Before : Low self-esteem	70	70%	67	83.75%	70	80.5%	45	85%	30	75%	4	100%	11	79.4%	26	72.2%	0.001*
High self-esteem	30	30%	13	16.25%	17	19.5%	8	15%	10	25%	0	0%	29	20.6%	10	27.8%	0.001*
After: Low self-esteem	5	5%	10	12.5%	7	8%	5	9.4%	4	10%	0	0%	12	8.6%	3	8.3%	0.001*
High self-esteem	95	95%	70	87.5%	80	92%	48	90.6%	36	90%	4	100%	12	91.4%	33	91.7%	0.001*

Table (1): Regarding socio-demographic characteristics of male adolescents students .It was observed that nearly two third (61%) of the studied male adolescents with age sixteen. Regarding residence more than half of them (55.5%) from rural areas. More than three quarter of them (78%) from 4-6 siblings. Mal adolescent was first birth order, while 29.5 were second birth order. As regards socio-demographic characteristics of studied adolescents' parents. It was observed that nearly half (44.4%) of the studied male adolescents' mothers 'had primary education and nearly the same percent 44.9% of their father had secondary education. Regarding their parents' occupation, it was observed that most of them (88.9%, 86.1%) were professional working fathers and employee mothers respectively.

Table (2) Distribution of male adolescent students' knowledge related to social skills before and after program implementation. It was observed that definition of social skills shows that 27.8% of male adolescent have correct and complete answer before compared to 84.4% after implementing social skills training program. As regards types and characteristic of social skills 37.2% have correct and complete answer compared to 88.9% and 77.8 % after program implementation. .It was noted that there was statistically significant difference between adolescents' knowledge regarding all items of social skills training before and after program implementation (P=0.001).

Table (3) Distribution of male adolescent students related to communication and effective relationship skills before and after implementation of social skills training program, it was notes that 33.4% of them can face problems compared 83.3% of them after program implementation. As regards help friend when needed , solve problems and reconcile with others 44.4% of them compared to 71.7%, 64.4% respectively after program implementation . it was clear that 33% ,35%, 30% of them compared to 86.1 % ,77.8%, 83.3% of male adolescent have improved in understand expression of sad and anger, invite friends to participate in the game and group activities , follow the instruction and do not exceed the limits respectively after social skills training program implementation. There was significant difference (P=0.001)

Table (4) Distribution of male adolescent students related to responsible decision making, problem solving and creative thinking skills before and after implementation of social skills training program, it was notes that 44.4%, 33.3% of them follow instruction, accept the criticism of others, do not hesitate to asked for help if needed, can face problem and solve it compared 83.3% of them after program implementation.. There was significant difference was found between them (P=0.001)

Table (5): Distribution of male adolescents' students related to self-awareness, self-management, coping stress and empathy skills before and after social skills training program, it was observed that 13.9, 11.1% of them take care of recreational activities , stand with friend in the time and make many friendship , control emotions at time of anger , binge beloved at the time of anger and can coping stress and cooperate with others in many situation compared to 83.3%,88.9%94.4% of them respectively after program implementation. Significant difference was found between them (P=0.001)

Table (6) Percent distribution of male adolescents' students' self-esteem before and after social skills training program.It was reported that there was significant difference between self-esteem before and after social skills training program ((P=0.001)

Table (7) Represent correlation between social skills training and self-esteem before and after two weeks of training from the skills training program , there was no statistically significant difference between them was found (r=0.279, P= 0.366).

Table (8): Relation between social skills, self-esteem and socio-demographic characteristics before social skills training program. It was observed that significant difference was found between social skills improvement after two weeks of training ($P=0.001$)

Table (9): Relation between social skills, self-esteem and socio-demographic characteristics before and after implementation of social skills training. It was observed that significant difference was found between social skills training and after two weeks of program implementation ($P=0.001$)

IV. Discussion

Adolescence aged are the times which prepare the children for the performing of social skills and self-identity through different experiences at this period they go through different changes physically and mentally and their internal problems are exposed, which makes it difficult for them to adapt to their social needs and demands so this study evaluate the effect of implementing social skills training program on self-esteem for male adolescent

The present study represent that most of study sample their age ranged between 16<17 years and nearly half of them were ranked as first child. As for educational level among parent, nearly more than one third of father and mother are secondary education. This result is similar with Eskin (2003). (21) Who mentioned that self-reported assertiveness in Swedish and Turkish adolescents. The ages of both groups of students ranged from 16 to 20 years. This results was agreement with Birkeland et al., (2012) who mentioned that their study Associations between assertiveness, psychological well-being, and self-esteem in adolescents and found that the age of the respondents ranged from 14 to 17 years. (22)

As regards to parent's occupation, it was illustrated that their significant improvement in social skills and self-esteem after social skills training program for studied adolescents who had working parents. It may be due to developing self-awareness of the parent which reflect on their adolescents' self-esteem and social skills. This result was in agreement with Rosenberg (1998) who explain the relationship between enhancement of self-esteem of youth and their parents' work. (23)

The present study revealed that there was significant difference in achievement before and after training., these may be related to student are studying in obligatory education try to pass all subject and achieve very good grade under family and social pressure science childhood they are aware of the importance of their grade for their parents. Aside from evaluation pattern in the schools depend on frequent quizzes every month and cumulative evaluation at the end of the year. This result is contradicting with Murphy & Hecker. (2010) (24) Who mentioned that student from secondary school who achieves very grades will also score low in assertiveness. The result is agreement with Richardson, Shupe (2013) who revealed that assertiveness training show significant changes in academic achievement after implementation of social skills training program. (25)

The present study shows that Communication skills and effective relationship skills before and after implementation of social skills training program, help the adolescent to improve as help friend when needed , solve problems and reconcile with male adolescent, improved in understand expression of sad and anger, invite friends to participate in the game and group activities , and following good instruction this result was agreement with Harter who mentioned that social skills help adolescent of making and keeping friendship. (26).

Regarding coping with stress among male adolescent it was observed that the majority of male adolescent accept the criticism of other , it may be due to develop self-management skills , learn to be relax and accept other point view ,this result was agreement with Raver who mentioned that the developed social skills training program lead to minimize behavioral difficult in school , peer rejection , emotional difficulties ,difficulty in making friends aggressive behavior and problems interpersonal relationships. (27).

The present study showed that male adolescent tend with tease and act with things wisely compared most of them after implementation social skills training program this may be due to social skills can help them to cope with social conflicts, communication effective and accept other point of view , this result was agreement with Niles (2008) who reported specific skills promote health relationship in adolescent include positive self-management , social awareness and effective relationship skills (28)

adolescents' students related to self-awareness, self-management, coping stress and empathy skills before and after social skills training program, it was observed that most of them take care of recreational activities , stand with friend in the time and make many friendship , control emotions at time of anger , binge beloved at the time of anger and can coping stress and cooperate with others in many situation improved after program implementation. These result was agreement with Robins who mentioned that emotional competence is predictive of positive developmental as participation and cooperation (29)

The current study results there was significant difference between the studied adolescents' self-esteem before and after implementation of social skills training indicated the positive effect of social skills of male studied adolescents was accepted and the implementation bring positive change and improve self-esteem among male adolescents students. This finding supported by Kashani, Bayat (2010) they mentioned that a significant difference was found between them related self-esteem of adolescents. (30.)

The present study revealed that there was highly significant difference in mean score of social skills, self-esteem and achievement after training program. This may be due to the contents of the training program included pro-social behavior and clarification and confirmation of the individual's fundamental rights. Training provided opportunities for students to interact with each other, provided them more opportunity to explore relationships with others, express their internal thoughts and feelings that they did not express in the past. Additionally, frequent role play during implementation session allows students provided positive feedback for each other. On the other hand they learned how to say "NO" when they did not want to do something. In addition school environment and school teacher provide an atmosphere of acceptance, encouragement and safe experimentation for new behaviors, these results is similar to Yadav, Iqbal (2009). They reported that the mean score of assertiveness and self-esteem were significant higher in posttest among middle school seventh grade students (31)

V. Conclusion:

The present study was concluded that improvement of male adolescent related to social skills and self-esteem after implementation of social skills training program. There was significant difference between them

VI. Recommendation:

- 1-Health education for developing social skills among students, teacher lead the student through the process in the way that academic skills and concept of social skills and self-esteem could be incorporated into everyday curriculum are taught
- 2-Educational training program for teacher and parents to support positive behavior in the school age children, teaching strategies as materials for parents in the home
- 3- Instructional program should be implemented to preparatory and secondary school age and follow up to improve their social skills

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