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“The Role of Life Skill Training On Self-Esteem and Communication Skills of Peoples with Dyscalculia”

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ABSTRACT

The purpose of the present research was to examine the Role of life skill training on the self-esteem and communication skills of peoples with dyscalculia. This study is a quasi-experimental with pre-test/post-test and a control group. The sample of consisted of 40 peoples with dyscalculia that selected among peoples with learning disabilities in Ardebil city, and assigned to two experimental (n=20) and waiting list groups (n=20). The 8 sessions (one hour) of life skills training were implemented for experimental group. To collect the data, Key-Math Mathematics Test, Self-Esteem Scale and Social Developmental Questionnaire were used. The MANCOVA results showed that life skills training were significantly on increasing of self-esteem and communication skills. On the other hand, peoples who were in experimental group had a significant increase in the self-esteem and communication skills, than peoples of control group. The results indicated that life skills training can positively increase the use of self-esteem and communication skills.

Keywords: life skill training, self-esteem, communication, dyscalculia

INTRODUCTION

The most experts believe in dyscalculia is not wholly surveyed in comparison with other learning disability. These failures are in related with disability. Dyscalculia means disability in performing calculation skills that in attention to intelligence capacity and instruction level, it's anticipated student. The lack of anticipation ability in mathematics interferes with educational performance or daily activities and these problems are widespread than neural and sense defects. Moreover, peoples with dyscalculia have problems in

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linguistic, perceptual, cognitive and behavioral skills. The rate of prevalence has been estimated 1% (Sadock & Sadock, 2003) as if Hamid (2006) reported 3.6% in Tehran-Iran.

According to studies, peoples with learning disorder have defects in social problem-solving skills and interpersonal relations, so they're lower than their healthy peers (Toro, Weisberg, Guar & Liebenstein, 1990). Huntington (1993) found out these peoples in old age were at risk of depression and suicide. Their low interpersonal relations are often associated with neglecting of peers. They aren't accepted by peers, this would lead child's pessimism to school, withdrawal, loneliness and educational fall too (Hagger & Vaun, 1995). Schumacher and Ellet (1982) has propounded defect of problem-solving skill in these children as well. Peoples with learning disorders have serious problems in school dropping out (Ulman, 1957), delinquency and psychic troubles and disproportionate success in the occupation in comparison with peers (Cowen et al., 1973). Gresham (1981) presented which success in social term requires to social competence and children with poor social behaviors exposure troubles such as elimination of peers, behavioral problems and low academically success. It has been found out there is significant relation between social competence, sociable behaviors, relation to peers, suitable behavior in classroom and better adaptation in the school (McClelland & Morrison, 2003).

The period of youth is very important in terms of development of self-esteem. Therefore, the peoples ' self esteem should be developed in this period. Education is a difficult and stressful process. Life skills training of included psychic, social and interpersonal skills. These help student to have affective communication, cognitive and affective skills and they efficiently live. Research findings indicated that self-assertiveness skill Training and resistance against the peers pressure causes decrease in their vulnerability with regard to peers pressure, constancy and increase in inner control and self-esteem.

Life-skills-training positively effects on problem-solving, effective communication (Forneries et al., 2007), and adjustment to stress (Jeffery, 2002) in peoples. Also applied training, token reinforcement and relaxation training significantly decreased mathematics learning disorders (Hamid, 2006). Other studies showed that training of life skills was Role on generation and increase in skills such as decision, spontaneity, acceptance of

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responsibility, effective communication with others, problem-solving and self-regulation in peoples (e.g., Hazel et al., 1982; La Greca, 1981; Nabors et al., 2000). But some researches haven't reported positive effect of life skills training on communication skills in peoples (Merz, 1985; Larsen & Greyer, 1978; Northcutt, 1987).

The most studies have examined Role of life skills training in high school peoples. A few researches have been probed in order to examining it in atypical schools particularly mathematics learning disorder. The purpose of the present research was to examine the Role of life skill training on the self-esteem and communication skills of peoples with dyscalculia.

REVIEW OF LITERATURE

The topic has been a significant area of interest to the researchers, theorists, and practitioners, and there have been numerous researches carried out to emphasize the importance & Role of life skills education in the development of peoples' social, emotional and cognitive development & dealing with their psychosocial problems and issues.

- According to Albertyn et al. (2004) life skills training enhance critical thinking abilities, which further impacts were living life actively, being responsible in the job and in future planning too.
- Ramesh and Farshad C. (2004) in his study proved the Role of like skills training in increasing mental and physical health, pro-social behavior and decreasing in behavioral, social problems & self-destructive behaviors.
- Smith & et al., (2004) noted significant improvement in interpersonal relationship and reduction in aggression and behavioral problems.
- Tuttle et al., (2006), during their investigation, add the life skills to peoples' curriculum. The results of this study suggested the extraordinary capability of teens to positive promotion and flexibility.
- Vranda and Rao (2011) proved that life skills training enhanced their psychosocial Competencies.

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- Puspakumarag (2013) in his study showed that life skills training was effective in preventing a wide range of problems such as substance abuse, teenage pregnancies, violence Bullying & to promote self-confidence and self-esteem among the adolescents.
- Roodbari, Sahdipoor, and Ghale (2013) in their research showed that life skills training has a positive effect and improves social development, emotional and social adjustment, suggesting an increase in compatibility of children and public health.
- The present paper focuses on how enhancing social, emotional and thinking skills through life skills education, helps the 21st- century youngsters to achieve their goals strengthens the abilities to meet the needs and demands of the present society and be successful in life.

Role of Self Esteem in Communication

The role of Self Esteem in communication is vital. The way we feel and treat ourselves makes a big impact on our lives. Self-esteem is the self-image which we carry of ourselves. Low self-esteem leads to low morale and hence the person is not able to communicate his thoughts and feelings to others. It's very important that a person carries high self-esteem to communicate better. Self-esteem can be developed by doing good appreciating work which makes us feel good and gathers attention. Self-esteem can be built over a period of time. It can be improved by reading good books. People with high self-esteem are more confident and have faith in their work and themselves. They never blame others for their faults and held them responsible when they make a mistake. A person with high self-esteem is able to communicate powerfully and creates an impact. Such a person can control and mold the situation accordingly and impress others with their words.

Self-esteem can be nurtured over time and if a person carries negative self-image it can be improved by positive thoughts and associating with positive friends. Our Self-esteem suffers due to poor performance or when we go through a sad phase in our life and it is during these moments that we take a wrong decision. Communication during this time becomes very important. Self-esteem can be improved by coaching and improving ourselves daily. It can also be done by soft skills training so that we improve and communicate effectively.

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Role of self-confidence in communication

A confident person is able to communicate better and is in command of his life. Such a person does not allow outside negativity to ruin his life. The self-confidence which a person carries is displayed in his personality, behavior and the communication which he has with others. He is very optimistic and in charge of his life. A confident student is participative and does all his projects on time. He is not hesitant of asking questions in class and not afraid of mockery if others feel it silly. A confident person is able to communicate effectively with his parents, friends, teachers and even strangers. He has an open mind and carries a high self-image. Less confident people find it difficult to express themselves and this hampers their communication process.

Every person who is successful in life is confident and in charge of his life than those who are morose and lack confidence. Confidence can be built over a period of time and it's from childhood days that a child starts understanding and reacting to things. The best way to build confidence in a person is to show him how important he is. The regular motivation of employees builds their confidence which leads to good work and better communication. A confident person accepts criticism and mends himself rather than blaming others for his faults.

METHODOLOGY

This research was experimental with pretest/posttest and a control group. Statistical population consisted last level of primary school peoples, all were of Ardabil-Iran origin in 2010. The sample consisted of 40 peoples with dyscalculia that selected among primary school peoples with learning disabilities in Ardebil city, and assigned to two experimental (n=20) and waiting list groups (n=20). The 8 sessions (one hour) of life skills training were implemented for experimental group. In these sessions was utilized schedule of life skills training (included social, emotional, cognitive and self development) as it was proposed for primary school peoples. Having finished the training, both groups were analyzed in the posttest stage by t test.

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The study measures were administrated in the following order:

- Key -Math Mathematics Test (K-MM; Connelly, 1998). The K-MMT with thirteen items was utilized in order to appointment student's strength and weakness points in several sections of mathematics. The reliability coefficient of this test was 0.80.
- Rosenberg Self-Esteem Scale (RSES; Rosenberg, 1965): The RSES is widely used 10-item global measure of self-esteem. Items are rated on a 5-point scale ranging from one (not very true of me) to 5 (very true of me; Sample 1 $\alpha = .89$; Sample 2 $\alpha = .88$
- Vineland Social Maturity Scale (VSMS; Raggio & Massing ale, 1990): The VSMS included the rate of ability in persons for meeting self functional requirement. There are eight items in considered age group. The retest reliability coefficient (after one month) of this scale has been reported 0.92.

Ethical Consideration

The study protocol was being obtained approval from institution where the study was be carried out. All the participants signed informed consent forms, and their opinions were respected. The nursing peoples were selected based on their willingness to commit time to the study and were informed that they could withdraw at any time. Names were not included in the presentation of the results.

Data collection

The participants signed informed consent forms and were informed about the objectives before they completed the survey forms. The interviews lasted for 15 to 20 minutes.

RESULTS

According to demographic results, the mean and standard deviation of age were 11.38 and 0.39 in participant. These were calculated 11.5 and 0.36 in experiment group and 11.80 and 10.41 in control group. So, parent's educational levels were illiterate (8% fathers & 16% mothers), elementary (18% fathers & 10% mothers) and high school (6% fathers & 11% mothers). Participants were six boys & fourteen girls in experiment group and fifteen boys &

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five girls in control group. The mean and standard deviation in scores of self-esteem and communication skills in the experiment and control groups (Table 1).

Table 1: Mean and standard deviation of variables in the experiment and control groups

Variable		Experiment groupcontrol group		
		X	SD X	SD
communication skill	PRE	13.35	1.843.88	2.37
	POST	13.78	1.703.20	1.90
Self-esteem	PRE	5.55	1.474.70	1.56
	POST	14.11	1.297.55	3.09

As it is seen in table 2, significance test of MANOVA showed that there is a significant difference between in the experiment and control groups considering at least one of the dependent variables (Wilks' lambda=0.184, F=82.17, P<.001). Results of MANOVA test showed that the mean self-esteem and communication skills in experiment group is significantly more than those in control group. In other words, life skills training were effective in producing increment in self-esteem and communication skills in peoples with dyscalculia. Eta-square indicates that life skills training led to an 82% increment in self-esteem and communication skills of participants in experimental group relative to those in control group. 100% statistical power is also indicative of the high accuracy of the statistics of this test.

Table 2: MANOVA of the mean self-esteem and communication skills in the experiment and control groups

SS	df	MS	F	Sig
Self-esteem	33	1	3	51.
	0.63		30.63	88 .000
Communication skills	10	1	1	.00
	20.10	1020.10	48.93	0

DISCUSSION AND CONCLUSION

The purpose of present research was to examine the Role of life skills training on self-esteem and communication skills in peoples with mathematics learning disability. The results indicated that training of life skills has been positively affected on communication skills.

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These findings were in line with the outcomes of Huntington (1993) and Nabors et al., (2000), who reported improvement in communication skills such as increasing family relation and decreasing in conflict to peers and teachers. Therefore, training of life skills leads improvement in psychological status and communication skills in peoples with learning disorders. The evidences point out life skills training effectively increased self-esteem of peoples. Findings of present research laid in some probing in peoples with learning disorders. The select of training method could increase purposive behaviors in small groups of peoples with learning disorders (Hazel et al., 1982). Nabors et al. (2000) found out training of life skills leads decrease in aggression, depression and increase in self-confidence skills and responsibility. La Greca et al. (1990) detected training to increase social skills in children with learning disorders. Also, findings of present research didn't lay in other some probing, for example Larson & Gerber (1978) concluded training was ineffective in improvement of competent behaviors in comparison with lack of learning disorders groups. Merz (1985) & North cut (1978) observed which training intervention significance didn't affect on social skills in children with learning disorders.

Taking into consideration the Role of life skills training on improvement of communication skills and self efficacy status in peoples with mathematics learning disorder, these training provide them against the more psychological problems such as conflict to peers or appearing of environmental threats with the assumption of appropriate behavior. Because of its necessity life skills training are presented as WHO proposed in primary teaching centers of learning disorders. These trainings should are conformed in culture and environmental structures like timing schedule and constant training. The absence of a didactic schedule, standard contents in life skills training and lack follow up data were limitations of research. So, the utilizing this didactic method with other methods was suggested in future researches. With the assumption of follow up episode can be certainly conclude about results. Also, the findings of important implications are about training and counseling services in the peoples, as an important part on treatment.

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