

The Effectiveness of Social Skills on Aggression and Tendency to Risky Behaviors Among Students

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Abstract

The purpose of this study was to investigate the effect of the effectiveness of social skills training on aggression and the tendency to risky behaviors among high school girl students in Shiraz. The research method was experimental and pretest-posttest with control group kind. The statistical population of this study includes all high school girl students in Shiraz, who were studying in 2018, including 5782 students. A sample of 30 students was selected as sample size using a cluster sampling method. Three questionnaires used for data collection were Ahwaz aggression questioner (2001) and Iranian Adolescence Risk-taking Scale (IARS) Zademohammadi (2012). Data were analyzed with MANCOVA via SPSS software. The results of this study showed that there were significant differences between the two groups in the posttest of aggression and the tendency to risky behaviors and its subscales. ($p < 0/05$). Also, with respect to subscales, the findings showed there was a significant difference between the experimental group and the control group in the post-test with regards to aggression dimensions (anger and nervousness, hostility and malice) and dimensions of tendency to risky behaviors (tendency to drugs, tendency to abnormal behaviors and tendency to violence). Therefore, one can conclude that social skills training results in reduced aggression and its dimensions (anger and nervousness, hostility and malice) and tendency to risky behaviors and its dimensions (tendency to drugs, tendency to abnormal behaviors and tendency to violence) in female first-grade high school students in Shiraz.

Key Words: Social Skills Training, Aggression, Tendency to Risky Behaviors.

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Introduction

Adolescence is the period of great changes, rapid emotional, physical and social changes as well as the period of discovery, self-esteemed, self-control, independent decision-making ability, and choice. Gaining autonomy, accountability, and decision making about the health, family, occupation, and peers occurs in this period. In this period, adolescents accept new roles and responsibilities and acquire social skills to undertake those roles (Rahmati, 2014). Therefore, if a clear, exact and comprehensive pattern is not defined for him about appropriate and correct behavior, he himself evaluates behaviors and tests roles and in some cases ignores regulations which will lead to risky behaviors. Then, adolescence and youth are considered a risky period and the person is defined as an entity at risk (Malek Shahi & Momen Nasab, 2011). Gregg & Grover (2008) defined risk-taking as behaviors that increase the possibility of negative and destructive physical, psychological and social consequences on the person. The tendency to risky behaviors in adolescents especially students includes various behaviors such as the tendency to smoking, drug misuse, violence, abnormal life patterns (coverage, appearance, lifestyle), susceptibility from visual and social networks, educational failure and risky sexual behaviors (Oladunni, 2012). Involvement with these risky behaviors in adolescence raises numerous problems as it causes negative

consequences in the future both for the person himself and the society (Gorji & Bekrani, 2006). A different analysis of risk-taking factors in adolescences is represented. In a brief analysis, these factors can be divided to two categories of personal factors (personality traits, mental health, and tolerance of the person, self-esteemed, arranging and controlling emotions, attitude towards risky behaviors, educational status and etc.) and social and environmental factors (family status, friends and peers, his life environment and etc.) (Schmiege et al., 2009). Meanwhile, among other causes and backgrounds that cause adolescence especially students to tend to risky behaviors are peers pressure and learning from them, existence of the adventurous areas in the family, tendency to, tendency to joy and entertainment, learning from media and cultural industries, pressures result from mental health problems and educational failure (Benson & Leffert, 2011).

Another feature related to adolescence which is resulted from modeling peers and of developmental features of this period including independence is aggression. One of the emotions which play an important and effective role in everyone's life is the emotion of aggression. Aggression is a kind of emotion that often appears as the result of the reaction of the person to inappropriate behaviors of the others. Aggression can range from transient resentment and

discomfort to full anger. Anyway, it is a completely normal phenomenon and it is a sign of health, wellbeing and human emotions like other emotions and feelings. But when it gets out of control, it can change to a destructive feeling and results in adverse consequences in the workplace, personal relations or all areas of life. Aggression can be expressed as physical aggression, verbal aggression, hostile, objection, criticism, feeling annoyance, talking about a subject repeatedly, compromise, prevention, and avoidance of the issues and people (Nobati, 2011). Aggression in adolescents is considered a great concern for society because in many cases leads to the behaviors that impose many damages to the economics of the countries and anti-social and aggressive behaviors are of its consequences. Aggression is conscious behavior that is done with the aim of causing hurt and injury. This action can be physical or verbal and is considered aggression even if it does achieve its purpose (does not cause hurt and injury) (Aronson, 2002, Shekar Shekan'stranslation, 2003). Considering the irreparable injuries and damages which every risky behavior and aggression has for the students and since actions toward changing behavior in personal and social level are very costly and time-consuming, it seems that prevention is the best approach to decrease health-threatening behaviors at society level (Motamedi, Seif & Hashemi, 2008).

One of the approaches and social services is social skills training in the schools for the students. Social training skills to adolescents is one of the most important tasks of the family as it is thought that adolescents cannot carry out their tasks on social transactions with others without these skills. In addition, weakness in social skills is a determinant factor in increasing psychological problems of the children and adolescents and increasing aggression, crime, drug misuse, and school drop-out are considered as consequences of shortcomings in social skills in children and adolescents (Saghafi, 2009). Among social skills, it can be pointed out to skills to encounter aggression, and stress, communication skills, self-awareness emotional arrangement, and management. Scott (2004) as found in his study that dysfunction in social skills would lead to short and long term in educational, mental and physical performance. Social skills have various benefits for people. Lacking such skills is accompanied by negative consequences such as crime and psychological problems.

From a theoretical significance point of view, one can point out the recency aspects of the research subject over the development of a more comprehensive and new training package based on combined existing packages, as well as the impacts of its training on several fundamental variables in adolescence including aggression and risky behaviors which had received less attention in the past researches. Also, the conduct of

this research can expand the theoretical knowledge realm on effective interventions to empower adolescents and to promote students' psychological health and well-being. It can also be regarded as a guide for researches to do future researches. From an applied significance point of view, the conduct of this research can contribute significantly to the educational and academic community, especially to high schools. Considering the fact that adolescents of school age account for a substantial percentage of our country's population, and the prevalence of risky behaviors and aggression are thought to be the characteristics of this age, the conduct of such researches can, therefore, be critical and practical for a wide range of the community. In other words, given the impacts of such behaviors for the students and the future of adolescents as well as for the community, the findings of this research provide parents, teachers, planners and other education experts with useful and practical information.

Generally, given to the prevalence and importance of the risky behaviors and aggression in the adolescents especially girl students on the one hand and the importance of social skills as a preventive approach in the schools, on the other hand, this research has been conducted with the aim of studying the effectiveness of social skills on aggression and tendency to risky behaviors high school girl students in Shiraz. In another word, the main issue in this study answers this question that whether

social skills training is effective in decreasing aggression and tendency to risky behaviors high school girl students in Shiraz.

Literature Review

In a paper titled "On the Effectiveness of Social Skills Training on Social Adjustment and Aggressive Behaviors in Learning (Case Study: Female Second Grade Students at Hazrat Masoumeh High School, Ilam)", Emami and Karimi (2016) concluded that training of social skills has significantly contributed to students' adjustment and learning. Social skills training programs are believed to be an effective way of increasing students' adjustment which reduces aggressive conduct in them. Shekari et al. (2015) also investigated in research the correlation of risky behaviors in adolescent students along with parents' child-rearing methods among pre-university students. The findings of this research done on 220 students indicated that child-rearing methods, parents' education, and gender would be considered as effective given the success rate of each of the methods in transferring social skills to children. Rahmati (2014) also addressed the effects of coping skills, including the social skills of controlling interpersonal relations in changing attitudes to drug abuse as a risky behavior among Kerman's students.

The findings of this study suggested that training of coping skills including the social skill of controlling interpersonal relations, stress coping skills, peer pressure

coping skills and social comparisons will lead to a change in attitudes and a reduction in the tendency to drug abuse among students. In research, Ahmadi (2013) investigated the effectiveness of training of life skills including social skills on reducing risk factors and increasing protective factors of drug abuse in Correction Center adolescents. The findings also showed that scores of variables of attitude to drugs, depression, and sensation-seeking in the experimental group were lower than those of the control group, while in variables of assertiveness and self-control, the experimental group scored higher. Therefore, training of social skills reduces risk factors and increase protective factors in delinquent adolescents.

In research, Lippold, Greinberg, and Colline (2016) investigated the effects of parents' social skills and risky behaviors in children. The results of this research indicated that parents' social skills and the extent to which these skills are transferred to children will contribute significantly to the incidence or non-incidence of children's risky behaviors. Results by Ilhan, Sukut, and Akhan (2016) suggested that training of self-assertiveness skills is effective in peoples' social behaviors undergoing training, including their self-esteem, resulting in improving behavioral problems, including aggression in students. In research, Botvin and Griffin (2014) investigated the findings of empirical researches done over the effectiveness of life skills training.

The findings indicated that most researches carried out in the area of the impact of life skills training, including social skills concerning adolescents and high school students were found to be concentrating over risky behaviors and aggression as characteristics pertaining to this age range, and the findings of these researches were mostly suggestive of the impacts of life skills training and social skills on reducing such risky behaviors, including drug and alcohol consumption, risky sexual behaviors, dangerous driving, etc.

In research, Griffin, Botvin, Nichols, and Doyle (2013) investigated the effectiveness of preventive programs implemented at universities on reducing drug abuse as one of the most common risky behaviors in students. This research results suggested that these programs including life skills training, social skills, assertiveness skills, familiarity with hygienic issues, somatic outcomes of puberty, etc. were found to have considerable impacts on reducing the tendency to drug abuse and other related risky behaviors, e.g. aggression in students.

Materials and Methods

The design of this study is semi-experimental from the pre/post-test type with a control group. Social skills training is the independent variable and the tendency to risky behaviors is the dependent variable of the present study. The statistical population of this study includes all-girl high school students district 1 in Shiraz. The sample size includes 30 students who were

selected based on the multi-stages cluster sampling method and were assigned randomly on experimental (15 persons) and control (15 persons) groups. Sample selection was in the way that 30 students were selected randomly from girl high schools of district 1 among 4 districts of the Education Department and 3 high schools among girl secondary highschools of district 1.

In order to collect data, both library method (literature review and theoretical foundations of the study's variables) and field study method have been used. In order to measure aggression and its components, Ahwaz general aggression questionnaire was used. Ahwaz general aggression questionnaire using statistical factor analysis was developed to measure aggression on a student sample by Zahedi Far and et al. (2000). This scale is a self-repertory paper-based *questionnaire* that includes 30 questions and subjects were asked to answer one of the four items of "never", "rarely", "sometimes" and "always" which are scaled based on the 0, 1, 2 and 3 values respectively.

This scale includes 3 factors which its first factor is related to "aggression and anger", second factor to "invasion and insult", third factor to "stubbornness and hatred". Taking a high score on this scale is indicative of high aggression. Zahedi Far et al., (2000) used test-retest and internal consistency methods in order to evaluate the reliability of the questionnaire. After 6 weeks, the

aggression questionnaire was given to 91 subjects who participated in the first stage of the study too.

Correlation coefficients between two tests were ($r=0.70$) for the whole scale AAI, ($r=0.60$) for the first factor, ($r=0.74$) for the second factor and ($r=0.72$) for the third factor. Meanwhile, according to the obtained results Cronbach's alpha was 0.87 for the whole aggression questionnaire, 0.85 for the first factor, 0.76 for the second factor and 0.75 for the third factor. In Haghghi's study (2008) by the bisection method, they were 0.69 for the whole subjects, 0.72 for the girl subjects and 0.65 for the boy subjects. Cronbach's alpha for these three groups was 0.79, 0.82 and 0.76; respectively. The reliability of this questionnaire in this study by Cronbach's alpha method was gained as 0.88 for the whole aggression questionnaire, 0.83 for the first factor, 0.79 for the second factor and 0.75 for the third factor.

In order to measure risky behaviors, the Iranian Adolescents Risk-taking Scale (IARS) is used. This scaled which has been developed and normalized by Zade Mohammadi and et al. (2011) includes 38 items with 5 points Likert scale ranged from strongly disagree (1 point) to strongly agree (5 points). In this scale which does not have specific cut off point to differentiate between normal and abnormal people, high score means higher tendency to risky behaviors and evaluates tendency to risky behaviors in 7 areas of drug misuse, alcohol, aggression, sexual relation and behavior, relationship

with the opposite sex, risky driving, and a general scope of the risky behavior. Mohammadi et al. (2011) have reported reliability of this scale by Cronbach's alpha as 0.94 for the whole scale, and 0.74 to 0.93 for the subscales. Meanwhile, its nominal and content validity have been reported appropriate and its factorial validity has been measured by analysis of confirmatory factors and reported as appropriate. The reliability of this questionnaire in this study by Cronbach's alpha was gained as 0.76 for the whole scale and 0.69 to 0.83 for the subscales. Its convergent validity was gained as 0.41 to 0.64 ($p < 0.005$) through biserial correlation (calculation the correlation between sub-scales with a total score of the test).

Firstly, pre-tests distributed among the control and experimental groups' students. Then the experimental group had received 8 sessions of 90 minutes intervention as training social skills but the control group had not received any intervention. Then post-test had been taken from both experimental and control groups. Description of social skills training is as follows:

First session: introduction, determining objectives, determining and defining social skills types.

Second session: describing common behaviors in three stages of communication.

Third session: the stages of effective interpersonal communication.

Fourth session: the second stage of the communication-

continuation of the conversation, effective listening, prejudice, the third stage- skills to end the communication, training active role in communication.

Fifth session: Friend making skills.

Sixth session: Decisive, indecisive response, aggressive response, and decisive response.

Seventh session: self-expression and critical skills.

Eighth session: Skills to say no, reviewing skills and assignments and conducting post-test Multivariate analysis of covariance (MANCOVA) using SPSS, 21st edition, was applied to analyze data. In this research, ethical considerations like confidentiality and non-mentioning of the subjects' names as well as the use of data for the conduct of the research not for personal use were observed.

Findings

This research aimed to investigate the effectiveness of social skills training on aggression and the tendency to risky behaviors in female second-grade high school students in district 1, Shiraz. Accordingly, a general hypothesis, two main hypotheses and eight hypotheses relating to the effects of social skills training over aggression and risky behaviors dimensions were proposed. In other words, the main issue in this research is to answer the question: Is social skills training effective in reducing aggression and the tendency to risky behaviors in female high school students in Shiraz?

In this section, firstly descriptive findings including mean and standard deviation and then findings related to the effectiveness of the given interventions have been investigated through analysis of covariance. As can be seen in Table 1, the aggression means of the students (standard deviation) in

the experimental group, in the pre-test stage is 43.10 (12.83) and in the post-test is 36.86 (9.06). These statistical indices for the control group in the pre-test are 42.05 (11.73) and in the post-test is 40.51 (10.69).

Table 1: The mean and standard deviation of the aggression score of both groups in pre and post-test stages

Index Variable	Group	Stage	Mean	Standard deviation
Aggression	Experimental group	Pretest	43.10	12.83
		Post-test	36.86	9.60
	Control group	Pretest	42.05	11.73
		Post-test	40.51	10.69

As can be seen in Table 2, the mean aggression of the students (standard deviation) in the experimental group, in the pre-test stage is 76.41 (8.39) and in the

post-test is 60.23 (6.64). These statistical indices for the control group in the pre-test are 77.19 (8.39) and in post-test is 75.87 (7.73).

Table 2: The mean and standard deviation of the tendency to risky behaviors' scale of both groups in pre and post-test stages

Index Variable	Group	Stage	Mean	Standard deviation
The tendency to risky behaviors	Experimental group	Pretest	76.41	8.39
		Post-test	60.23	6.64
	Control group	Pretest	77.19	8.66
		Post-test	75.87	7.73

At current studies, multivariate analysis of covariance has been used in order to test hypotheses and determine the significance of the differences between control and experimental group's scales in the research variable. This was due to the existence of more than one dependent variable and pre-test which make it necessary to use multivariate and MANCOVA methods. Using analysis of

covariance requires observing some main and important hypotheses. Then to ensure that the data of this study estimates the main hypothesis of the analysis of covariance, normalization of the distribution of variables, homogeneity of the variances and homogeneity of the regression slopes would be studied. In relation to the normality of the Kolmogorov-Smirnov test, it is

shown that the pre hypothesis of normality of scales distribution in the pre-test is confirmed in both control and experimental groups. In relation to the homogeneity of variances, the results of the Levene test indicated that there is not a significant difference between variance in experimental and control groups in aggression and tendency to risky behaviors variables and the hypothesis of homogeneity of the variances is confirmed. Meanwhile, in relation to the homogeneity of the regression slopes, the F value of covariates interaction (pre-test) and dependent variables (post-tests) is not significant at factor level in aggression and tendency to risky

behaviors variables ($p>0.05$). Therefore,

It is indicated in Table 3 that there is a significant difference between experimental and control groups from post-test of aggression and tendency to risky behaviors point of view with control of pre-test at $p<0.001$ ($F=22.70$, $p= 0.001$). Then the main hypothesis in this research was confirmed. The effect size coefficient shows that the 54% difference between the two groups is related to the experimental intervention. On this basis, it can be said that there is a significant difference at least at one of the dependent variables (aggression and tendency to risky behaviors) in the pre-test between two groups.

Table 3: Results obtained from multivariate analysis of covariance on the mean of post-test variables with pre-test control

Index Variable	Amount	F ratio	Hypothesis df	Error df	P level	Effect size
Pillai& Trace	0.579	22.70	2	28	0.0001	0.54
Wilks Lambda	0.459	22.70	2	28	0.0001	0.54
Hotelling& Trace	9.731	22.70	2	28	0.0001	0.54
Roy & Largest Root	9.731	22.70	2	28	0.0001	0.54

Univariate analysis of covariance in the MANCOVA context was conducted in order to

find out univariate differences whose results are mentioned in Table 4.

Table 4: The results of ANCOVA on the mean of post-test scale variables with pre-test control

Index Variable	Sum of squares	df.	Mean of squares	F	Sig.	Effect size (Eta ²)
Aggression	719.42	1	719.42	11.70	0.009	0.48
Tendency to risky behaviors	589.17	1	589.17	13.69	0.0001	0.60

Regarding the effect of social skills training on aggression, Table

4 indicated that there is a significant difference between

control and experimental groups on aggression post-test and pre-test control at $p < 0.001$ level ($F = 11.70$, $p = 0.009$), then hypothesis 1 is confirmed. The size effect coefficient shows that 48% of the difference between the two groups is related to the experimental intervention. The comparison of

pre and post-test means shows that social skills training decreases aggression in the students. In order to show this effect, a diagram related to the mean of the aggression at pre and post-test stages are presented separately based on the groups.

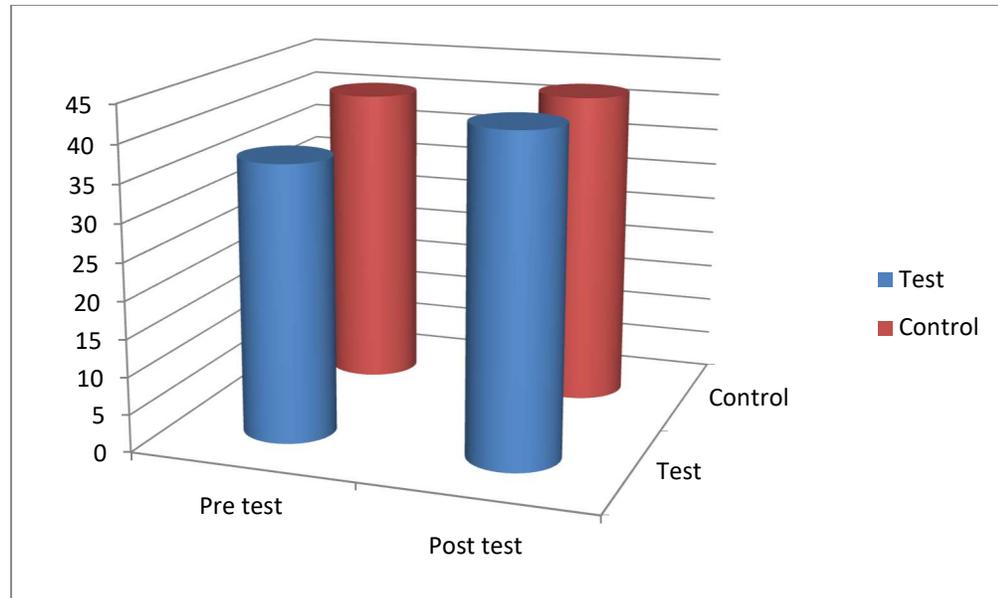


Fig. 1: The comparison of the mean of aggression at pre and post-test stages separately based on the groups

In relation to the effect of social skills training on the tendency to risky behaviors, Table 4 indicates that there is a significant difference between control and experimental groups in the post-test of the tendency to risky behaviors with pre-test control at $p < 0.001$ ($F = 13.69$, $p = 0.001$). Then hypothesis 2 is confirmed. The size effect coefficient shows that 60% of the difference between the two groups is related to the experimental intervention. The comparison of pre and post-test means shows that social skills training decreases the tendency to

risky behaviors in the students. In order to show this effect, a diagram related to the mean of the tendency to risky behaviors at pre and post-test stages is separately presented based on the groups.

Discussion

This study has been done with the aim of determining the effectiveness of social skills training on aggression and the tendency to risky behaviors in the students. In other words, the results suggested that training of social skills will reduce anger, nervousness, and hatred in

students, however, it was found to have no significant impact on aggression and insult.

The results indicated that social skills training has led to a decrease in aggression among students. The results obtained by the findings of this hypothesis were in consistence with the previous results including Emami & Karimi (2016), Malek Shahi & Momen Nasab (2011), Poor Hosein, Norani Poor & Vakili (2009), İlhan, Sukut and Akhan (2016), Botvin & Griffin (2014) and Spot et al. (2008). To explain this hypothesis, one can state that adolescent years are considered to be a major stage in the individual's social and psychological development. In this period, there is a need for emotional and affection balance, specifically balance between emotions and reason, understanding the existential value of self, self-awareness (identifying talents, abilities, and tendencies), choosing real goals in life, emotional independence from the family, establishing healthy communications with others, acquiring necessary social skills, and understanding a healthy and effective life which are deemed as adolescents' needs. Therefore, helping adolescents to develop and expand skills required for a better life, to create or increase self-confidence in dealing with their problems and settling them, and also helping them to expand necessary social skills for a successful adjustment with the social setting in the community seem necessary.

In the other description, the effectiveness of social skills training on aggression can be determined according to the functions and dynamics of interpersonal relationships. On the other word, one of the most important prerequisites of the appropriate interpersonal relationships is having social skills including management of the emotions, regulation of the behavior, mutual understanding and etc. behavioral and communicational behavior between the student and between the students and their teachers and parents have a great influence on the self-regulatory skills of students' interpersonal relationships. If the relationship among the peers has been based on the friendship, affection, acceptance and mutual respect, then the student feels safe and as the results of desired social development and empowerment of self-confidence gains more adoptive capability with the environment and will be ready to accept numerous social roles and responsibilities. On the other hand, given that one of the personal and social compatibility components is the management of emotions and adoptive relationships with others then social skills training can lead to interpersonal relationships at family and peers level and finally increases personal and social compatibility at school environment and correct management of the conflicts and decreases aggression.

To explain the impacts of social skills training on the subscale of

anger and nervousness, one can state that one of the emotions having a significant role in the life of all people is that of anger. Anger is a kind of emotion that often prevails as a result of one's reaction to others' inappropriate behaviors. Anger can expand into full-scale nervousness from transient discomfort and irritation. However, it is a completely natural phenomenon and like other feelings and sensations, it is a sign of health, well-being and human emotions. When it goes out of control, it can be converted to a destructive sense, creating adverse consequences in the workplace, personal relations, family and all aspects of life. To explain the impact of social skills training on hostility and malice, one can state that hostility and malice has roots in suppressed emotions and anger which have usually remained in the students' mindset, and they have failed to resolve it or express it towards others. Meantime, the outcome of this suppression along with internal talks and irrational analyses leads to an accumulation of anger and hatred, causing hostility and malice in the end.

With relation to the impacts of social skills training on the subscale of aggression and insult, the findings showed that training of social skills did not have significant effects on students' aggression and insult. This finding was inconsistent with the previous findings by Purhossein, Nooraanipur and Vakili (2010), Ilhan, Sukut and Akhan (2016), and Botvin and Griffin (2014). To explain this finding, one can state

that aggression and insult are in fact aggressive behavioral dimensions by which the individual expresses the negative emotion of anger in form of aggression (behavioral reaction) and insult (verbal reaction). According to what behavioral sciences researchers have pointed out in regard to behavior reform and correction, a change in the behavior, especially abnormal behavior will be more difficult and longer than a change in beliefs and thoughts.

Meanwhile, the results indicated that social skill training has decreased the tendency to risky behaviors in the students. The findings of this study were in consistence with the previous research findings including Rahmati (2014), Ahmadi (2013), Malek Shahi & Momeni Nasab (2011), Nobati Sandani (2011), Sohrabi et al. (2008), Lipold, Greenberg & Colin (2016), Botvin & Griffin (2014), Lipold, Greenberg & Colin (2012). The significant effect of social skills training on risky behaviors can be described as trained skills and effective factors on different kinds of risky behaviors. Among the factors affecting risky behaviors in the students are social and environmental factors including a friendship with risky persons, living in a risky environment, training and imitation of the risky behavior, sensation seeking, failures, neglect and lack of emotion, being humiliated (Botvin & Griffin 2014). The common aspect among many of these mentioned factors is not having

social training requires communication with others and correct management of the behaviors and emotions. Therefore, social skills training through the effect it has on self-regulatory emotional and behavioral skills in the students can lead to a decrease in strong sensation seeking and his tendency to do risky actions including abnormal behaviors, the tendency to addiction and so on in the students. In the other description, it can be said that one of the reasons for prevalent risky behaviors especially addiction and abnormal behavior in adolescents is modeling their peers. In many cases the adolescents were on the real and even hidden pressures of the peers (friendship groups) to do risky behaviors including smoking, the relationship between opposite sex, between-group aggressions and they descend to these behaviors due to lack of ability to say no, not having certainty and self-expression. Therefore, not having self-expression skills can have an important role in the tendency of risky behaviors.

In another explanation, one can suggest that one of the reasons why risky behaviors such as tendency to addiction and tendency to establishing an unconventional friendship, especially with the opposite sex prevail is because of the individual's type of relation with family peers and members. In fact, given the impacts of type of relation with peers on social adjustment, training social skills leads to social adjustment through the impacts it has on improving interpersonal relations with peers

and the family. In the middle of childhood, peer community becomes a key context for growth while contact with friends plays a critical role in understanding others and awareness of the self and others. These developments will, in turn, help promote the quality of interaction with peers, becoming more amicable in the school years. In case the students fail to establish an appropriate relationship with the peers and the family, they will turn to risky behaviors in order to compensate for one's frustration in establishing a true relationship with others or lack of social and emotional support from the peers and family. Therefore, training social skills improves interpersonal relations, finally reducing the tendency to aggression, especially instrumental aggression and tendency to risky behaviors.

Yet, in another explanation, one can state that one of the common reasons behind risky behaviors, e.g., addiction and abnormal behaviors in adolescents is modeling of peers. In most cases, the adolescent is exposed to real and even non-apparent pressures of peers (friendship groups) for conducting risky behaviors, including smoking, relations with the opposite sex, inter-group aggression, and because of lacking the skill of saying "No", lacking certainty and self-assertiveness, s/she will succumb to such behaviors. Therefore, lack of self-assertiveness can play a major role in the tendency to risky behaviors. Thus, training of social skills, especially self-assertiveness skill

can reduce the tendency to such behaviors in adolescents.

Conclusion

Since one of the most important social skills is the skill of emotional control and management, therefore, the impact of training of social skills on adjustment can be interpreted through the impact of emotional intelligence on social adjustment. Individual adjustment includes conditions where one attempts to guarantee better-than-before life conditions by creating comfort and well-being, adapting to changes occurring in the social setting. One of the models which may be associated with social adjustment is the peoples' emotional capacity or emotional intelligence; by emotional intelligence, it is meant the individual's ability to review one's and others' feelings and sensations, discriminate between sensations and use emotional information in a healthy way in problem-solving and ordering the conduct which can have a strong role in adaptation with the stressful conditions, leading to reduced ability to aggressive behaviors in students.

On the other hand, one of the most significant skills in the social skills training is the skill of rational assessment of stressful and conflicting conditions in which people learn to have a rational assessment of others' role in failures and under stressful conditions before infuriation. Therefore, these people are less likely to get enraged or face nervousness. Yet another skill that

can lead to reduced rage and nervousness is the skill of regulating negative emotions. Proper management of emotions, especially the ranger emotion helps students to less express negative emotions including anger while dealing with peers and academic conditions, or to help them move to order contexts deemed more acceptable.

The significant impact of social skills training on risky behaviors can be explained by the type of skills taught and the factors affecting the type of risky behaviors. Of effective factors on students' risky behaviors, one can refer to environmental and social factors, e.g., friendship with high-risk people, living in risky settings, learning and simulating risky behaviors, sensation-seeking, frustrations, inattention, and emotional shortage and humiliation. The similarity of many of the factors mentioned is the absence of social skills required for dealing with others and the proper management of behaviors and emotions. Therefore, training of social skills leads to reduced sensation-seeking as it affects students' emotional and behavioral self-adjustment skills, thus rendering in their tendency to risky behaviors including abnormal behaviors, the tendency to addiction, etc.

This study has been done only on girl high school students in Shiraz then it is faced with restriction to generalize its results to other school grades and boy students and other people. Considering to the results gained

from this study some suggestions can be made to parents, school counselors and students in order to be executed as one of the social preventive programs in the schools of social skill training besides getting to know and giving information about the consequences of the aggression and different kinds of risky behaviors and social and personal consequences of these behaviors on the person himself and his surroundings.

The research findings indicated that social skills reduce aggression in students. Therefore, parents and schools are recommended to pay special attention to their emotional management in dealing with their own children and other students in the face of students who expose maladjusted behaviors such as aggression, unconventional behaviors contrary to school norms, lack of group participation, negligence, disorder and maladjustment with school conditions, thus helping students improve their own social skills to better adapt to the circumstances. Considering the findings and the significance of the self-assertiveness skill in managing aggressive behaviors and also tendency to risky behaviors, including addiction, friendship and unconventional relations with peers and the opposite sex, it is suggested that the skill of self-assertiveness and some other social skills associated with it be trained by teachers and counselors, or that the skill of social intelligence, especially self-assertiveness and emotional intelligence be taught by

parents so that students can increase their students' self-assertiveness by way of an appropriate interactive model.

It is recommended that the study results be provided to parents at parents - teachers sessions or at family training sessions so that they get to know the importance of social skills subject. It is also recommended that social skills training courses or life skills for parents, teachers, and students, parents and students facing personal, social and academic problems, be held. It is suggested that social skills training along academic and personal skills be attended to in training life skills, and students' psychological and social skills be appraised so that deficiencies and educational needs are identified. Social skills training is recommended to be administered as a social prevention program at schools, while awareness should be raised about aggression, risky behaviors, and their personal and social outcomes.

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