

## Effectiveness of Life Skills Education by Empowerment Approach to Social Work on Physically and Motor Handicapped Girls

Asma Baniasad,<sup>\*1</sup> Ghonche Raheb<sup>1</sup>, Adibeh Barshan<sup>2</sup>, Mostafa Eghlima<sup>3</sup>, Abbas Davarmanesh<sup>4</sup>, Marjan Farzi<sup>5</sup>

1. Department of Social Work, Faculty of Educational Sciences, University of Social Welfare & Rehabilitation Sciences, Tehran, Iran
2. Student of PhD of educational assessment, university of Tehran, Tehran, Iran
3. Department of Social Work, Faculty of Educational Sciences, University of Social Welfare & Rehabilitation Sciences, Tehran, Iran
4. Department of Educational Psychology, University of Social Welfare & Rehabilitation Sciences, Tehran, Iran
5. Department of Psychometric, University of Social Welfare & Rehabilitation Sciences, Tehran, Iran

Article information	Abstract
<p>Article history: Received: 14 Nov 2011 Accepted: 18 Jan 2012 Available online: 24 Oct 2012 ZJRMS 2012; 14(10): 82-85</p> <p>Keywords: Life skills Empowerment Social work Adjustment Physical motor disability</p> <p>*Corresponding author at: Department Social work, university of social welfare &amp; rehabilitation sciences E-mail: baniasad.asma@yahoo.com.</p>	<p><b>Background:</b> This study determined the effectiveness of life skills training by empowerment approach to social work on personal and social adjustment of physically motor handicapped girls.</p> <p><b>Materials and Methods:</b> The study was semi-experimental design and used pretest-posttest plan with a control group. The intervention group participated in 8 session's life skills training by empowerment approach to social work, and a control group received no teaching. To gathering information from California questionnaire were used. To examine significances, independent <i>t</i>-test was used.</p> <p><b>Results:</b> There is significant difference in posttest scores between the intervention and control groups (<math>p &lt; 0.05</math>) but neurological syndrome is not only significant change (<math>p &gt; 0.05</math>)</p> <p><b>Conclusion:</b> Life skills education by empowerment approach to Social work is effective way to promote a level's adjustment of physical motor disabilities girls.</p>

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### Introduction

Physical disability is more specific handicap that can be easily observed and judged by other people. A person who experiences a single physical- motor handicap has a painful loss by high physical and emotional importance [1].

Various researches indicate handicap is a source of stress that led to disorders such as aggression and anxiety. This fact has an adverse impact on social adjustment rate and alters their social interaction. Kurtz's research shows withdrawal, disappointing, anorexia, decrease in physical and mental activities and dissatisfaction experience by handicapped persons and they have problem in their relationship and adjustment with environment [2].

Improving psychological status of physical – motor handicapped person is very important and one of the ways for achieving this aim in other persons and physical-motor handicap is life skills training [3]. Life skill's education is an empowerment approach that focuses on an individual that helps person brings up self empowerment skills and assumes most people have weakness in social and individual competence because of defects in their life skills. Life skills training increase adjustment power of people when they encounter problem and pressure in life [4].

In order to educate life skills for mental health promotion and individual – social adjustment of physical-

motor handicapped we can use empowerment approach to social work. Empowerment promotes trust and positive adjustment like hope, help people to feel self control and help others to achieve goals. It helps person to discover his needs and know how resolve them.

As regards handicapped are people with special needs, they don't know life skills because of physical limitation, negative attitudes of none- disabled people, restriction in their social relation, and such factors hence for being successful in various aspects of their life they should know essential skills. This study determines the effectiveness of life skills training by empowerment approach to social work on individual and social adjustment of physically motor handicapped.

### Materials and Methods

This research is a semi-experimental design and uses pretest- posttest plan with a control group. Statistical society is all girls of educational charity Raad Institute. 130 girls are educating in this training center and all of them were trainee of this institute in summer'1390. The sample divided into two groups (control and intervention groups) randomly according to the criteria such as normal IQ, 18-35 years old, having ability to read and write without mental illness. There are 15people in each group [5].

The individual-social adjustment California questionnaire (CPT) filled out by these groups. Then life skills are instructed to intervention group by empowerment approach to social work in 8 sessions.

Life skills were self awareness skill, effective communication and assertive skill, decision making and problem solving skill .During instruction, different types of techniques such as role playing, showing, team work, lecture, question and answer, homework, and etc were used.

Description of activities which was performed in different sessions shows Table1. Finally each group filled out California individual- social adjustment questionnaire after instruction and the pre and post test results of intervention and control group were analyzed.

California individual- social adjustment questionnaire has been used in this research and this test has 12 subscales that half of them assess individual adjustment (self esteem, perception of own values, individual freedom, dependency, repression tendency, neurological syndrome), others assess social adjustment (social capabilities, social skills, antisocial tendencies, family relationship, educational relationship, social relationship).

Reliability coefficients by using corrected form of Spearman Brown were indicated by Abolghasemi and Narimani 0.90-0.89 for individual adjustment subscale, 0.87-0.91 for social adjustment subscale and 0.93 for total score of test [6].

In various stage of performing, the researcher has to obligate this points: using code in order to transferring data, getting participants consciously satisfaction, presenting comprehensive explanation about research goals and its benefit to physical - motor handicapped and finally organizing educational session for control group.

## Results

Results show intervention and control group are the same in education, sex, marital status, job and age and

also there aren't any significant differences between scales and subscales mean in pretest between two groups and they were same in scales and subscales.

The results of data analysis in order to determine the effectiveness of life skills training by empowerment approach to social work with 0.95 confidence level in all of scale and subscale shows in table 2.

## Discussion

According to the data, life skills training by empowerment approach to social work increase physically motor handicapped girl's adjustment. The *t*-test outcomes in comparison of social and individual adjustment of intervention and control group tests in pre and post test showed that the results of tests increased significantly in all scales and subscales of self esteem, perception of own values, individual freedom, dependency, repression tendency, social capabilities, social skills, antisocial tendencies, family relationship, educational relationship, social relationship, individual adjustment and social adjustment and has not a significance effect on neurological syndrome .

The outcomes of this research were similar to Heidarpoor [7] outcomes which indicate communication skills increase self-esteem and decrease timidity in physically motor handicapped, Moradi and Kalantari [3] and Khaksari [8] also attained to this outcome that life skills training significantly increase mental health and significantly decrease anxiety and social incompatibility and also the outcomes were similar to Nasri and his cooperators [9] research results which indicate the effect of problem solving skills education on reduction of physically motor handicapped student's depression. The Dewa and Line [10] research data shows Due to less social communication and Greater tendency to social isolation efforts in improving psychological status of handicapped have a great emphasis on their rehabilitation.

**Table 1.** Sessions of life skill training by empowerment approach to social work

	Description	Session
Group participation; encouragement positive feedback; promote confidence	Making a positive and supportive relationship between members and social worker.	First session
	Making a positive vision of group joining.	Second session
	Increasing confidence and strengthening group connection.	
	Making positive relationship and abolishing apathy between members.	Third session
	Educating self awareness	
	Controlling homework and giving feedback.	
	Assessing positive points and appreciating them.	Forth session
	Educating problem solving.	
	Educating decision making.	Fifth session
	Educating well decision making process.	
	Educating correct decision pattern.	Sixth session
	Educating effective communication.	
	Making familiar to the main elements of communication.	Seventh session
	Educating active listing.	
	Educating effective interpersonal relationship.	Eight session
	Educating the process of effective communication.	
	Educating effective communication barriers.	
	Educating assertiveness.	
Making familiar to the communication styles.		
Activities and group work.		
Providence and sign off team work.		
Assessment of member s feelings and work process		

**Table 2.** Results of research

subscales	group	Pre-test mean	Post-test mean	p-Value
Confidence	Intervention	10.1	12.8	0.001
	control	9.7	9.7	
Perception of own values	Intervention	12.3	13.3	0.007
	control	11.5	11.4	
Individual freedom	Intervention	11.6	13.3	0.001
	control	10.8	10.5	
Dependency	Intervention	12.7	14	0.001
	control	12	11.9	
Repression tendency	Intervention	9	11.3	0.001
	control	8.3	8.1	
neurological syndrome	Intervention	11.9	12.5	0.228
	control	11.1	11.1	
Individual adjustment	Intervention	66.7	77.3	0.001
	control	63.5	62.7	
social forms	Intervention	12.7	14.4	0.001
	control	12.3	12.1	
social skills	Intervention	9.3	11.9	0.001
	control	8.9	8.7	
antisocial tendencies	Intervention	9.7	12.5	0.001
	control	10.2	10.1	
family relationship	Intervention	11.3	12.6	0.005
	control	10.5	10.4	
educational relationship	Intervention	10.1	12	0.001
	control	10	9.9	
social relationship	Intervention	8.9	11.3	0.001
	control	10	9.1	
Social adjustment	Intervention	62.1	74.7	0.001
	control	61.9	60.4	
Individual–social adjustment	Intervention	129.7	152	0.001
	control	125.3	123.1	

According to the research outcomes based on the ineffectiveness of education on reduction of handicapped girl's neurological syndrome, it can be mentioned that thoughts, beliefs and emotions which are under the control of individual's will can be affected by psychological intervention and also physical health and neurological syndrome more than psychological factors affected by a lot of factors which most of them are out of self control. This result is similar to Moradi and his cooperators [11] research outcome that indicate ineffectiveness of self efficiency group educating on physical health of physical-motor disabled women. Generally, the results of this research and similar studies indicate life skills training improve person's adjustment level.

In explanation of research result it can be mentioned that the significance of differences between intervention group scores and control group scores can be due to the educating especially life skills training. Education can probably be the source of changes such as change in attitudes and beliefs and this affair also increase adjustment.

Education causes individuals such as physical–motor handicapped know themselves better and know their weakness and their strengths. This affair increases adjustment and decreases mental pressure. Group educating can itself has a positive effect on adjustment enhancement [12]. In context Berg, Landreth & Fall [13] said most of problems have social and interpersonal essence. when people attend the group consultation session they will be able to assimilate effective features of others and by observing their behavior they will achieve to the correct perception of their problems.

Life skills training helps individual to develop necessary abilities for acting according to his criteria and achieve favorable outcomes in special situation. It also improve individual knowledge, reinforce his positive beliefs and increase self efficiency and accordingly help him to increase his social adjustment [14].

All of these affairs cause mental health intruder factors don't come to the existence and then effective adjustment will be developed in person because it seems most of mental disorders are due to the acting disability according to his criteria and then there will be failure in desired outcome achievement, the lack of efficient knowledge and wrong belief about self and world.

According to this results it is suggested that this program regularly administer in the related institutions and in further research the effect of instruction consider on other handicapped groups.

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### Authors' Contributions

All authors had equal role in design, work, statistical analysis and manuscript writing.

### Conflict of Interest

The authors declare no conflict of interest.

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