The Effectiveness of Problem-Solving Skills Training on Improving Social-Effective Relationships Among High School Students in Torbat Heydarieh

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ABSTRACT

This study aimed to study the effectiveness of problem solving skills training on improving socially effective social relationships. The present study is an applied and quasi-experimental (pre-test and post-test with control group). The statistical population of the present study included all the high school students in Torbat Heydarieh Schools in the academic year of 1994-95. The sample (n = 40) was selected using multistage cluster sampling They were randomly assigned to two experimental and control groups, and the subjects were asked to complete the questionnaire of the social skills questionnaire for adolescents this week in Beitzen and Foster (1992). For the experimental group, problem solving skills training was conducted for 8 sessions. After training for the experimental group, again, both groups were asked to complete the questionnaire and then the data were analyzed using covariance analysis.

Results: The results of covariance analysis indicated that eight sessions of problem solving skills training improved the effective social relationships in the experimental group. Therefore, based on the findings of the findings, it can be said that problem-based skills training can lead to changes and improvements in socially effective relationships.

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1. Introduction

Considering that human beings are a social being, and from the very beginning of their lives, they have to work with their fellowmen from the very beginning of life, because the human needs cause the person with the help and assistance of others to remove obstacles and problems from day to day. Day of Life will advance to perfection. In fact, being social is created in the context of the creation and creation of man. (Sotoudeh, 1390)

In fact, it can be said that man alone can not meet his needs. The dangers that threaten the person makes the person to seek refuge. As a result, in the community, the individual regulates his behavior and actions towards others and in relation to them. But even in the state of loneliness, the individual also treats and evaluates his actions and actions with the standard of judgment of others (Sotoudeh, 2011).

Social adaptation relies on the necessity that the needs and desires of the individual are coordinated and balanced with the interests and desires of the group in which they live, and to the extent possible avoid direct and severe friction with the interests and rules of the group. (Islamic Azad, 2009)

Today, despite the problems that exist in communication and interpersonal relationships with individuals, it is necessary to address their health and psychological safety, especially interpersonal and social relationships.

Statement of the problem:

The term "growth and evolution" means a series of progressive changes that result from experience and experience. Or, according to one of the psychologists, growth and evolution implies a qualitative change. That is, growth and evolution are not just the rise of height and the improvement of one's ability, but rather a complex process of interlocking multiple constructs and actions. The goal of growth and evolutionary changes is to enable individuals to adapt to the social environment (Shaarannejad, 2004). Human beings are by nature social being. Many countless films, films, plays and poems signify that happiness and despair And our sense of misery means in our communication. Much of the satisfaction in work, games and family life depends on the quality of relationships with others. According to the definition of effective communication, there is a stream in which two or more people exchange their thoughts, opinions, beliefs, and desires, and do this through verbal and non-verbal symbols that have a common meaning for the parties. Therefore, it can be understood that people, in the light of their relationships, are thinking of fulfilling their psychological needs (Fathi, 2005). Individuals who enjoy good personal and social adaptability will have opportunities that will satisfy their desires and desires in desirable and satisfactory ways. The department declares and conforms to the accepted norms of society.

Adaptation means the ability to adapt with the experiences of life efficiently, and in a specific sense, the ability to enjoy rewarding personal relationships and work in ways that meet the goals of the individual (Free, 2008).

Psychologists consider individual adaptation to the environment and characterize personality as a norm that helps one to adapt himself to the world around him, and to gain a foothold with others in peace and security. . In the meantime, social adjustment reflects the interaction of the individual with others, and satisfaction with his roles and the way in which roles are most likely to be influenced by the personality, culture and family expectations. Social adaptation usually takes place in terms of social roles, role play, engagement Conceptualized with others and with satisfaction with multiple roles. Factors such as medical factors, education, emotional and emotional disturbances, erypis and environmental and social influences on social adjustment (Haj Abdollahi, 2009). In psychology, adaptation is considered to be more or less consciously based on a person with a natural, social environment Or cultural adaptation. This adaptation requires that you change your own or actively create changes in the environment and, as a result, create the necessary co-ordination between the individual and the environment. Chaplin defines adaptability as a change in activities to overcome barriers and satisfy their own needs. It considers compatibility as a problem-solving in which an organism or individual needs to be unable to cope with previous methods, which affects a coherent factor, in which the modes of thinking or thinking style of individuals are one of them. Conceptual action is mental And it comes up when a person faces a problem and wants to solve it. At that time, an attempt is made to solve a problem that calls this mental effort, thinking. The activity is to solve a problem from a series of stages that begin with the definition of the problem in a clear, clear and tangible way, and by finding solutions to the problem. The problem continues and ends with the most practical solution and the ultimate answer. Analytic Thinking, Critical Thinking, Executive Thinking, Strategic Thinking, and Thinking Side By Various Thinking Techniques. Of course, each method of thinking can be a method Knowing that with their help, part of the problem solving process is successful. Thought thinking is the best way to solve the problem (Mojtahedi, 2008). The problem is the creation of processes or the mainstream of thought. In defining the issue, one must say that when a learner faces a situation that can not quickly respond to that situation through the use of the information and skills he has at that moment. According to Ghaniyeh (1970). In solving the problem, it is not merely the application of principles or rules that have not been pre-learned, so knowing the information of concepts and principles alone is not enough to solve the problem, but the learner needs to combine the principles and information previously learned, to solve the problem, combining new ways To discover.

The problem solving process ends when that position is no longer stressful to the individual or involves the least stress. The problem solving skills teach us to be fluent in confrontation with emotions, do not show emotional reactions, immediately We do not decide, think of all existing solutions and choose the most appropriate ones and implement them in Orim (Samimi Ardestani, 2007).

Problem solving is a useful tool for coping with situational problems and is defined as a behavioral process that provides behavioral or cognitive approaches to the types of potentially effective responses to difficult situations and the probability of choosing the most effective response from this solution. (Hague et al., 2005).

In many ways, learning problem solving skills can help the individual to create a "learning outlet", thus increasing

the chances of a person's effective coping with a wide range of situations. In this field, learning problem solving skills can be considered as a form of self-control education or autonomy. The main difference between the two is that in the problem-solving method, the main aspects of the technique (ie problem solving methods) are performed without the prior knowledge of the most effective response, while in the usual control of the control, the answer to be checked is already the choice (Goldfried and Morbaum 3, 2008).

The main purpose of the problem solving method is to determine the most effective alternative, which can be followed by other personal control operations so that references to practice in the direction chosen are sparked and continued. Therefore, problem-solving skills become the primary vital stage in the overall process of control, which is often described with terms such as "independence," "competence" and "self-reliance" (Davison and Goldfried, 2001, Ahmadi translation). Aloun Abadi, 1391).

Confronting situations or events in life is also one aspect of problem solving. Coping is a kind of effort that a person can do to reduce or eliminate excitement and stress or to solve a problem. Conflicts are divided into two categories:
1. The Thriller Circuit, as its name suggests, is a kind of emotional and emotional collision with difficulty. He does not do any particular effort to solve the problem in a rational way, but he tries to calm himself only emotionally.
2. Problem-solving In this type of coping, a person thinks, solves a problem, plans for an experienced friend, or a consultant, and reads a book and magazine to receive more information. All of these methods include problem-oriented coping And they solve the problem. Given the fact that everyday problems are generally problematic, the use of both emotional and problem-oriented methods is essential. In other words, in general, the current problems of excitement help the person to control the intrusive and destructive excitement and solve the problem using the problem-based method and its rational principles. Generally, the acquisition of life skills in general and problem-solving skills In particular, it is for the individual to be more compatible with the community. A person who has problems with everyday issues does not consider them well, he decides quickly and suddenly, he may fail at the start and will be in crisis. Such an individual uses inappropriate and inefficient solutions, and definitely It's hard to get in touch with others. Many of our problems derive from communication with others and lack of skill in this area. (Intelligence Ardestani, 2007). All of us face many problems in our individual and social life. In fact, life is nothing but a process of successive confrontation with There are no issues and problems trying to resolve them. Therefore, there is a problem in normal life, and everyone encounters problems in their lives. There are small and big problems in normal life, and we are faced with many problems in our lives. Therefore, rather than being mercenary and desiring that, if there is no problem in our lives, it is better to learn how to solve our problems. Having the ability to successfully solve problems will make our self-esteem more and feel more valuable. But if we do not have the skills to solve the problem or use inappropriate and defective methods to solve our problems, we will be in a difficult situation with our environment and our mental health will be threatened. Enabling problem solving skills

enables us to constructively deal with problems. Problem solving is a skill that can be learned and applied. Problem solving involves a few activities. You must first define the problem carefully. Then discuss and resolve different solutions to the problem, and finally choose and implement the most appropriate and effective solution. Given the above issues and the importance of problem-solving skills in people's lives in improving interpersonal adaptation and enjoying effective social relationships in relation to family, peers, community and ..., the researcher has been asked to answer the following basic question?

Is problem solving skills effective in improving interpersonal adjustment and social relationships in adolescents?

Importance and necessity of research:
Given that human being is a social being and lives in the community, it is necessary and unavoidable for him to communicate with others. Relationship is one of the most enduring, yet at the same time, greatest achievements. The past relationship, in addition to the functions that have been used to sustain life, have been the foundation of social activism and a foundation for social life.

Each person lives in contact with many people, but which relationship is more stable and which is less durable depends on many factors. Communication is basically a matter of how people interact with each other, and communicate with others over the course of the day, through the social ties that people have with each other. According to experts, proper and proper social connections also contribute to the health of the human brain. Studies show that increasing social communication has a significant impact on brain cognitive functions and its health, and is increasing day by day on the number of studies that show that activities and lifestyle affect the brain, and those who have broader social connections have brain health And have a better memory.

One of the groups that is in need of problem solving training is students, because of their hormonal changes and physical and mental development, they are constantly changing and changing roles to achieve their desired role and identity, communication problems Because of lack of training in problem solving skills not only disturbs students, but also interfere with the performance and social relationships of the individual with parents, family members and school parents, these problems can be classified in the following four categories:

Problems in communicating with parents: This category addresses the problems that parents cause for the child (such as aggression, discrimination, neglect, absenteeism, excessive support, offending), and the problems that the student creates for parents (such as aggression, Anticipation, disobedience, wrongdoing)

Problems in communicating with peers: problems that a student has with his or her pupils or other students at school or outside school. (Such as physical or sexual abuse of others, emotional abuse, bullying, conflict, aggression or abuse by others) fall into this category.

Problems in communicating with sisters and brothers: This category addresses the problems that the student has or is having with his or her siblings (such as aggression, jealousy, misconduct, high expectations) Problems in communicating with school principals: There are problems that a student has with the school's parents and teachers or the problems they

cause (such as aggression, disrespect, disobedience) For this reason, it is advisable that multiple attempts at learning problem-solving skills in students and adolescents of puberty who are likely to be involved in the inadequacies and problems of this particular era should be helped to improve interpersonal adaptation and effective social relationships In the family, school and community in general, they are successful.

Given the above, and the benefits of social communication and interpersonal adaptation that affects almost all aspects of life, it can be concluded that conducting such research is not only necessary, but should be among the priorities of applied research.

Research hypothesis:

Problem-solving skills training is effective in improving socially effective relationships.

Research design:

This research is an applied and quasi-experimental type of research that was carried out pre-test, post-test, with a test group and a control group. In this research, the experimental group is exposed to an independent variable (problem solving skill training), but the control group does not receive any type of treatment.

Statistical Society:

The statistical population of the study includes all high school students of the first period (8 high schools), Torbat Heydarieh schools in the academic year of 1994-95.

Sample, sample size and sampling method:In this study, a multi-stage cluster sampling method was used to select 40 subjects from the statistical population and randomly assigned to two groups of experimental (20 people) and control (20 people).

Research tool:

Handbook of Adolescent Social Skills Questionnaire (This Baker and Foster 1992) This questionnaire was developed by Beaker and Foster in 1992, containing 39 terms, which is the 5 option that the subject expresses his response to each statement in a range of options that does not apply at all, as always.

Grading method: The terms of this questionnaire are in both positive and negative behaviors. Each statement has six options. In positive options, the score for the option is not correct at all (zero), it is very low (one), it is a bit correct (two), to some extent correct (four), and always true (Five). In the negative options, the scoring method is inverse.

The method of evaluating each person's social skills by this questionnaire is that if a person has a higher than average score, he or she has high social skills and, if it is below average, has low social skills. It should be noted that the score of 98 is based on standard The test is considered as an average.

The credibility of this log is reported by Beakers and Foster 90 per cent

The reliability of this questionnaire was Amini (1999) in Tehran for female secondary school students for positive and negative statements of 71% and 61%, respectively.

For the positive part of this questionnaire, the reliability coefficient was obtained using Cronbach's alpha (80.71%) and for the negative component (80.51) (time period, 2001).

Armandandi (2004) using the Cronbach's alpha earned 83 percent of the questionnaire. The reliability of the questionnaire, designed by Inverse Bischne and Foster, was 72% for the negative component and 88% were internal.

Results of the findings

Participants in this study include 40 high school students, Torbat Heydarieh schools in the academic year of 1994-95. Of these, 20 were in the experimental group and 20 were in the control group. Table 1 presents the distribution of subjects in the two groups.

Table 1.4. Frequency distribution of the number of subjects in two groups

Cumulative frequency	Frequency percentage	Frequency	Group
50	50	20	the experiment
100	50	20	Witness
	100	40	Total

As can be seen, the number of subjects is equal in both the experimental and the control group. Descriptive information analysis. In this section, the data from the implementation of the questionnaires on descriptive sample members are analyzed. The information provided in this section includes the frequency, mean and standard deviation of the results of the implementation of questionnaires on the participants in the research.

Table 2-4. Average and Standard Deviation of the Interpersonal Adjustment variable in the research groups

The standard deviation	Average	Number		Group
6.56	76. 8	20	**Pre Exam**	the experiment
7.48	131.83	20	**Post-test**	
5.76	79.92	20	**Pre Exam**	Control
5.25	81.12	20	**Post-test**	
6.22	78.35	40	**Pre Exam**	Total
6.55	106.47	40	**Post-test**	

As can be seen, the average social impact score of the experimental group has increased significantly in the post-test phase compared to the pre-test, but this change is not seen in the control group.

Table 3-4. Average and Standard Deviation Adjusted for Effective Social Relations

Moderated standard deviation	Moderate average	Number	group	Variable
65/4	81/101	20	the experiment	**Effective social relationships Variable**
65/4	69/77	20	Witness	

As can be seen, the average of the adjusted social relations score in the experimental group is more than the control group.

Inferential analysis of data In this section, the data from the implementation of the research questionnaire on the sample members have been analyzed inferential. In this research, the multivariate covariance test was used because of its relevance and compatibility with the research hypothesis.

Research hypothesis: problem-solving skills training is effective in improving socially effective social relationships.

Table 4-4. Results of multivariate covariance analysis for the dependent variable of effective social relationships

Coefficient of effect	Significance level	F value	Average squares	Df	Sum of squares	Source	Variable
0.600	000/0	28.462	133.481	1	133.481	group	**Effective social relationships**

As can be seen, the results obtained from the comparison of the post-test of social relationships in the two groups, by controlling the pre-test effect, indicate that after the students of the experimental group in the problem solving skills training sessions, effective social relations scores (0.00 P =, 462/28 = F), they had a significant change compared to the control group. Therefore, it can be concluded that problem solving skills are effective in improving the social relationships of high school students in Torbat Heydarieh.

final conclusion:

With regard to the results and literature of this study, it can be concluded that one of the groups that needs a lot of problem solving training is that, because of the hormonal changes and the growth of mental health, this age is constantly changing and changing the roles until Achieving their desired role and identity, communication problems due to the lack of training in problem solving skills not only disturb students, but interfere with the performance of the individual with his / her parents, family members and school attendees.

The results of this study showed that problem solving skills can help to improve the conditions that are caused by the lack of education among students. From the results of this study, it appears that some of the students' problems, including problems Likewise, the problem of communicating with parents, the problem of communicating with peers, the difficulty of communicating with sisters and brothers, and the difficulty in communicating with school parents can be solved by teaching problem-solving skills.

Also, the results of this study showed that problem-solving training can help to improve interpersonal adaptation and effective social relationships and significantly increase these variables.

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