

Contents lists available at Sjournals



Journal homepage: www.Sjournals.com



Review article

The effective self-awareness skills teaching on reduce the high-risk behavior among high school boy students

H. Arjang^{a*}, L. Jabari^b, S. Takalo^c

^aM.A. in school counseling and teacher the education area One of Kermanshah.

^bM.A. in psychology and teacher Farhangian University & teacher the education area One of Kermanshah.

^cM.A. in educational psychology and teacher the education area One of Kermanshah.

*Corresponding author; M.A. in school counseling and teacher the education area One of Kermanshah.

ARTICLE INFO

Article history:

Received 28 July 2014

Accepted 17 August 2014

Available online 29 August 2014

Keywords:

Self-awareness-high-risk behaviors
High school students

ABSTRACT

The aim of this investigation is study self-awareness skills teaching on reduce the High-risk behavior among high school boy students. The research is semi-empirical pre-test post-test with a control group. The study population consisted of all high school boy students in Kermanshah region, among them 216 people was selected in cluster accident sampling. All of them have responded the questionnaire of high-risk behaviors. This questionnaire was made by Shoja'i Baghyny (2009), 30 of those who scored above the mean was selected after cloning based on age and educational status of the parents, and were divided randomly into two groups: control and experimental group. The experimental groups were trained self-awareness skills 10 sessions of 90. In this period, the control group received no training. to analysis, the spss software for data, covariance analysis were used Results are in 95 % significance level and showed that self-awareness education were reduce the High-risk behavior in the experimental group.

© 2014 Sjournals. All rights reserved.

1. Introduction

Teen years are the time of great changes: fast evolutionary, physical, and social changes (Aughinbaugh and Gittleman, 2003). Teen years is the time of exploration, self-assurance, self-control, ability to make decisions independently, and choice (Feldman and Elliot, 1990, quoted by Mohammadzadeh and Ahmadabadi, 2009). Gaining autonomy, responsibility, and making decisions on health, family, job and peers occur at this period (Furstenberg, 2000). Due to having little experience and low compatibility skills, teenagers are more prone to show antisocial behaviors such as theft, escaping from home, truancy, and drug addiction (Nightingale and Afshar, 2002). During teen years, some teenagers become interested in high risk behaviors such as smoking, drug and alcohol use, having unhealthy sexual intercourse, truancy, escaping from home, and other criminal behaviors which are harmful to their physical and mental health (Tawensend, 2000, quoted by Ramani, 2006). This period is the time when teenagers take new roles and responsibilities and learn social skills to assume those roles (Harris, Duncan, and Boisjoly, 2007). But since no exact, clear, and multidirectional models of proper behaviors, testing roles, announcing their distinctions from adults, and, in some cases, neglecting rules (Sheffer, 1989, translation by Raasekh, 2004). And eventually, growth of roles becomes accompanied by high risk behaviors. Teen and youth years are often intended to mean "risk-taking" and individuals are defined as risk-takers (Carr Gregg and Grover, 2003). Those behaviors are considered high risk ones that have adverse effects on teenagers' general growth and health and/or may prevent their future progression and achievement. High risk behaviors may include those ones inflicting immediate physical damages like (violence) and/or those ones having increasing negative effects (like addiction). High risk behaviors can create a gap in teenagers' growth and/or prevent individuals' natural growth and experiences typical to teen ages. For example, pregnancy during teen years can hamper usual teen experiences like studying continuation and friendship with peers (Gusman and Bosch, 2007). Incidence and spread of crimes in teen and youth years originate from committing high risk behaviors in junior and senior high school period when biotic and psychological pressure of adolescence age, emergence of communicational and social problems with family members and peers, shortage of healthy relationships, and lack of tolerance make the ground for individuals' interest in drug and alcohol abuse, sexual risk-taking, escaping from home, theft, and violence (Mohammadzadeh and Ahmadabadi, 2009).

Gusman and Bosch (2007) identified several factors making teenagers prone to high risk behaviors: at individual level, no awareness of capabilities, low self-esteem, membership of negative peer groups, and poor commitment to school. Other factors include poor parent-child relationship. Poor parental supervision (like those parents who do not know where their children are), and lack of family support. Not surprisingly, in case parents deal high risk behaviors. Some teenagers, who face weak school atmosphere, poor socioeconomic status, and weak relationship like unsupervised teenagers are higher risk to show negative behaviors.

As high risk behaviors are specific to teen years, it seems that education of self-awareness skills plays a preventive role in committing such behaviors. Cognitivists believe that compatibility and acquiring uniformity with environmental requirements is the function of smart structure, realizing its survival (Glasefeld, 1996. Quoted by Latifiyan and Seif, 2007). Self-awareness, which results from the growth of cognitive structures and processes being considered as affected by social interactions and interpersonal relationship from early years of childhood through adulthood, is one of compatibility requirements (Harter, 1999, quoted by Latifiyan and Seif, 2007). Self-awareness involves cognition of all psychological, social, affective, and physical aspects. By self-awareness, it means we should notice: How do we feel and what are we thinking of? How do we behave, and what do we sense at any time, and what feelings and/or thoughts do these messages create in us, and subsequent to these feelings, how do we react? Do we change messages in our minds and/or we neglect them? (WHO, 1996, translation by Nouri Ghassemabadi and Mohammad Khani, 1998). Self-awareness skill and mastering it can prevent people from suffering mental diseases and reduce socio-psychological damages such as addiction, felony, freewheeling, violence, etc (Nouri Ghassemabadi, 2010). The aim of present research is to study effects of education of self-awareness skills on reduction of high risk behaviors among male students.

2. Materials and methods

Present research is a semi-experimental one with pre-and post-test design with control group, in which effects of education of self-awareness skills on reduction of students high risk behaviors are studied.

Population, sample, and sampling method In this research, statistical population consists of all male high school students from Kermanshah Education District 1, who were studying in school year of 2010-11. For this research, one of boy high schools of Kermanshah Education District 1 was selected as research sample by one-phase cluster sampling method. Next, high risk behaviors test was administered on all students, 30 of whom with scores above mean were selected as the subjects. Then, they were matched based on otheir parents age and education and divided into 2 test (n=15) and control (n=15) groups. Shojaie Bagheinis high risk behaviors questionnaire (2008). This questionnaire includes information about individuals and number of high risk behaviors including escaping from home, smoking, drug and alcohol use, early sexual intercourse, and detention. The questionnaire is an 11-item one, eventually, showing the number of individuals high risk behaviors. Maximum and minimum scores of questionnaire are 44 and 0, respectively. Administration method. As mentioned earlier, subjects of research were assigned randomized to 2 test and control groups. Fore 10 90-min sessions skills while control group received no education during that period of time. After completing educational sessions, post-test was administered on both groups using high risk behaviors questionnaire.

3. Results

As seen in table 2, F to main effect ratio is $290.511 / 28.97 = 10.06$, which is significant at $\alpha=5\%$, that is , education of self-awareness skills reduced high risk behaviors among male high school students in post-test significantly.

Table 1
Mean and standard deviation post-test for test and control groups.

Group	n	Mean	Standard deviation(SD)
Test	15	27.5	5.8
Control	15	32	6.2
Total	30	19.75	6.3

As observed from table 1 , modified means are 32 and 27.5 for control and test groups respectively.

Table 2
Results of covariance analysis for research hypothesis.

Source of variations	Sum of square roots	Degree of freedom(df)	Mean of square roots	F	Significance (Sig)	Square root of Theta
Correction modle	338.63	2	194.219	6.70	0.04	0.332
Pre-test	243.23	1	243.237	8.29	0.07	0.237
Group	290.511	1	290.511	10.06	0.04	0.271
Error	782.36	27	28.97			
Total	27812.00	30				
Total Correction	1170.8	29				

4. Discussion and conclusion

Nowadays, studies show that with numerous stressful factors such as fear and outrage, addiction, depression, decreased self-confidence, anxiety, frustration, and contradiction, teens will be caught in a morass of intense psychological and social abnormalities sooner or later. Therefore, some conditions need to be realized so that they can become familiar with problems such as facing realities and adapting to changes (Nasseri, 2005). During teen years, some teenagers find tendency toward high risk behaviors such as smoking, drug and alcohol use, having unhealthy sexual relationships, truancy, escaping from home,

and/or other criminal behaviors, which are harmful severely to their physical and mental health (Townsand, 2000, quoted by Ramani, 2006). To study high risk behaviors is important due to outcomes it brings with itself for life, health, mental and social growth of teens, including mental (psychological) disorders like depression, morbidity, and even death (Irwin, 1993). AIDS and venereal diseases (Marquez & Galbon, 2004)., Quitting school, truancy, lack of educational and occupational achievement (Jessor, 1992), and involvement in different crimes. Education of living skills is effective in prevention of sexual promiscuity and AIDS, and alcohol use as well as in reduction of anxiety, excitement, and depression. Education of these skills have some effects on individuals perception of self-efficiency, increased self-confidence, and increased self-esteem, playing an important role in mental health (Solhi, 2010). In addition, education of living skills is one of the most effective programs of prevention of the youths suffering drug abuse and augmentation of personal and social effectiveness (Botvin, 2004). Self-awareness is one of the most important life skills, which helps people find their life way and move on it correctly. In contrast to folk talks, there is not only one correct way in life; rather there may be as many different and healthy ways in life as the number of people living on the Earth. Difference does not matter, what matters is that such a way be coordinated with individuals wants and objective and with societies values and norms, and socially be a correct way (Nouri Ghaassemabadi, 2010). In present research, effects of education of self-awareness skills on reduction of high risk behaviors among male students have been studied. Research hypothesis is supported with 95% certainty based on findings in tables. Analyzed data indicated that scores of high risk behaviors of test group (the group which received education of self-awareness skills) decreased in post-test significantly, that is, education of self-awareness skills resulted in a decrease in high risk behaviors among sample group. Findings of present research are in agreement with following ones: During a research, Mehrvarz Yadak and Hatami (2010) confirmed that, as a primary preventive method, education of self-awareness skills is effective in increasing self-confidence and controlling excitement. Another research titled "Examination of self-awareness effects on interpersonal relationship disorders among college students", it was reported that education of self-awareness skills reduced college students behavioral disorders (Latifiyan and Seif, 2007). During a research titled "To study effects of education of emotional of social isolation and Internet-based high risk behaviors among students", Ghaffari and Ahadi (2006) reported that education of self-awareness skills reduced social isolation among students. Findings of research hone by Shahmohammadi, Ghorbani, and Besharat (2006) titled "Role of self-awareness in tension, defensive styles, and physical health." Showed that among self-awareness, self-knowledge processes the symptoms of morbidity predicted vitality and healthy defensive stoles. Browns and Ryans studies (2003), aiming at advantage health, showed a relationship between self-awareness and psychological health In their research, Carlson, Specca, Patel, and Goody (2003) found that self-awareness facilitated understanding of individual needs, interests, and values, as a result, it helps individuals choose their behavioral reactions commensurate with their needs and values.

Considering the results of this and other domestic and foreign researches, it can be concluded that education of self-awareness skills is one of therapeutic solutions suitable for reducing high risk behaviors among male students. Thus, it is recommended that principals and other attendants of boy schools consider classes of awareness skills in their curricula, which are managed by behaviorists to reduce high risk behaviors and prevent students from dealing such behaviors.

References

- Aughinbaugh, A., Gittleman, M., 2003. Maternal Employment and Adolescent Risky Behavior. U.S. Dep. Labour., Work. paper 366.
- Botvin, G.J., 2004. Life skills training. Empirical findings and futurdirection. *J. Prim. Prevent.*, 25, 2, 211-232.
- Brown, K.W., Ryan, R.M., 2003. The benefits of being present Mindfulness and Its Role in Psychological Well-Being. *J. Personal. Soc. Psychol.*, 84(4), 822-848.
- Carlson, L.E., Specca, M., Patel, K.D., Goodey, E., 2003. Mindfulness-Based Stress Reduction in Relation to Quality of Life, Mood, Symptoms of Stress, and Immune Parameters in Breast and Prostate Cancer Outpatients. *Psychosomat. Med.*, 65, 571-581.

- Carr Gregg, M.R., Grover, S.R., 2003. Risk Taking Behavior of Young Women in Australia, Screening for Health Risk Behaviors. *Med. J. Austral.*, 178,601- 604.
- Furstenberg, F.F., 2000. the Sociology of Adolescence and youth in the 1990s. A Critical Commentary. *J. Marr. Family.*, 62, 896-910.
- Ghaffari, M., Ahadi, H., 2007. Study of effects of education of emotional self-awareness and impulse contril on reduction of social isolation. *J. Psycholog. stud.*, series., 3, no.2, pp. 97-107.
- Gusman, M., Bosch, R.K., 2007. High Risk Behaviors among Youth. *Neb Guide* (Published by University of Nebraska-Lncoln Extension. *Inst. Agr. Natur. Res.*
- Harris, K.N., Duncan, G.J., Boisjoly, j., 2002. Evaluation the role of Nothing to Lose, Attitudes on Risky behavior in Adolescence. *Soc. Forces.*, 80, 1005-1039.
- Irwin, C.E., 1993. Adolescence and risk taking: How are they related? In N. Bell andBell (Eds.), *Adolescent risk taking*. Newbury Park, CA. Sage Publicat., (pp. 7-28).
- Jessor, R., 1992. Risk behavior in adolescence: A psychosocial framework forUnderstanding and action. In D. E. Rogers & E. Ginsberg (Eds.), *Adolescents at risk*. *Med. soc. perspect.*, (pp.19-34). Boulder, CO: West view.
- Latifiyan, M., Seif , Z., 2007. Study of effects of self-awareness education on college students , interpersonal relationship and high risk behaviors. *J. Soc. Sci. Humanit. Shiraz Univ.*, series .23, no. 3, pp. 15-138.
- Lou, C.H., Wang, X.j., Tu, X.W., GAO, E.S., 2008. Effect Self-awareness on Improve Cognition on Risk of Sexual Behavior and Contraceptive use among Vocational School Student in Shanghai. *China. J. Reduct. Contracept.*, 2008. Dec, 19 (4), 239 – 251 .
- Marquez, M.P.N., Galbon, N.T., 2004. Getting hotter, going wilder?Changes in sexual risk taking behavior. Paper presented at 7th. *Int. Confer. Philipp. Stud.*, June, Lei den, Netherlands
- Mehrvarzeyadak, T., Hatami, H.R., 2010. Effects of education of life skills in self-awareness dimension on resuction of shyness and control of outrage among students. *Quart. Contemp. Psychol.*,(special edition), pp. 741-743.
- Mohammadizadeh, A., Ahamadabadi, Z., 2009. Study of high risk behaviors among teenagers: Solutions to prevent crimes in family environment. *Fam. res. Quart.*, yr.5.no.20, pp. 467-485, Shahid Beheshti University.
- Nasseri, H., 2005. *Manual of life skills eduvation program.*, Welfare Office , Tehran.
- Nightingale, E., Fischhoff, B., 2002. Adolescent risk & vulnerability: overview. *J. Adolescent Health.*, 2002, 11, 3-9.
- Nouri Ghaassemabadi, R., 2010. Skills of self-awareness and Intimacy (specific to students, ordered by Assistance of Training and Physical Education, Esucational Consulnting office). *Toloue Danesh , Tehran.*
- Rahmani, F., et al., 2006. Relationships between parents upbringing styles and level of students behavioral problems. *J. ment. Princ. Health.*, series 8, no.29-30. Spring and summer.
- Shahohammadi, K., Ghorbani, N., Besharat, M.A., 2006. Role of self-awareness in tension, defensive , and physical health. *Iran. Psycholog. Quart.*, yr, 3, no. 10, pp. 145-156.
- Shefferz, B., 1998. *Bases of teenagers sociology"*, translation by Rasekh, Karamatollah.(2004). *Nashr-e Ney, Tehran.*
- Solhi, M., Sahraiyen, M., Haghani, H., Beigizadeh , S., 2010. Measurement of require ment of life skills among female grade-3 students from public high schools of Jahrom city in view points of students, parents, and teachers in 2009-10. *Quart. Med. Sci. Univ. Jahrom.*, series 8, no. 3. pp. 41-48.