Investigate The Relationship Between Life Skills With Mental Health And Self-Esteem Of Female Students Of High School In District 2 Of Rasht – Iran

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ABSTRACT: This study is aimed to investigate the relationship between life skills, mental health and self-esteem of female students of high school in District 2 of Rasht. The aim of this study is applied research. The method of the current research with respect to the nature of the subject is descriptive and correlation research. The statistical society of this research consists of 3724 students. A statistical sample of this research, the number of 350 students which has been determined by the Morgan table. The sampling method is cluster randomly. Tools of measurement are the general health, self-esteem and life skills questionnaires. Data analysis was in two levels of descriptive and inferential statistics. In the descriptive level, abundance and average ware used and the results were presented in the form of a chart. In the explanatory level, test of Pearson and T-test was used. The findings of the study revealed that there is a significant relationship between life skills and mental health of female students of high school in District 2 of Rasht. Also there is a significant relationship between life skills and self-esteem of female students of high school in District 2 of Rasht. The results also indicated that there is no significant difference between the high school female students’ life skills in the fields of practical sciences and humanities. Also there is no significant difference between the high school female students’ life skills in the fields of mathematics and humanities. 

Keywords: Mental health, Life skills, Self-esteem, Student.

INTRODUCTION

Control of feelings, emotions to affect in the learning process and the solving problems of life. An educational philosopher John Dewey's pragmatic emphasis on self-control, self-guided and enabled school students And he knows that teachers are obliged to provide an environment that involved the students life skills in order to solve the problems of life. The atmosphere that has strengthened nihilism and self-guidance of students and increases grows of personal, social, moral and intellectual of students as related series. (John Dewey, 1975, 27)

The high school period, is one of the sensitive sections of learning that teachers know their students with the scientific theory of cognitive trained for planning, target setting and self-monitoring and in action leads the teens towards positive mental health through the integration and self-control will prepare them for college and high school campus.

Especially in the century psychologists know a lot of disorders and injuries as a result of lack of control and efficiency in dealing with difficult situations and lack of readiness to solve the problems of this period. So that they know the necessary support from national, regional and international organizations the prevention of mental illness and social disorder known essential life skills training, psycho-social abilities and ultimately control and prevent the growth of harmful health behaviors and mental health. Life skills training has caused an increase in self-esteem and increase flexibility against changes (Ghasemi, 1392, 22)

In addition, gaining life skills is effective in decision making, motivation, responsibility, positive relationships with others, build self-esteem, optimism, problem solving, self-regulation, self-insufficiency and mental health of students.

Youth is the period of independence, idealism, self-centered young people in high school that the students follow Changes by enthusiasm and the potential capacity with the guidance of teachers as educational leaders and their activities. Young girls who make up more than half of high school students In comparison with young boys, With more feeling and more emotional, More amenable to teach social skills and interpersonal communication, and optimum manner with the coaches headed learn life skills in all aspects of biological,
social, psychological and cultural. Learn how simple life style, healthy and prosperous. In simple terms train consistent with their Lord, environment, family, society and the world.

Statement of the problem

Psychologists have concluded in recent decades in the study of behavioral disorders and social deviance that many impairments rooted at disability of correct analysis in personal matters, lack of control and efficiency to deal with difficult situations and lack of knowledge to solve problems and life issues in an appropriate manner (Hagigi et al., 1385, 62).

Humans need to learn some coping skills to deal with stressful situations and conflicts of life. Education experts believe a life skills training program is one of the most effective programs are those that are conducive to better and heal their life. Teen considered as one of the prominent stages of growth, social development and psychological and in fact is a rebirth and renaissance and talents to power. At this point he needs for interaction between emotion and emotional especially the balance between emotion and reason, understand the value of being self, Self-awareness (knowing the talent, the ability and willingness), choose realistic goals, Practice emotional independence, establishment healthy relationships and self-adaptive, his God, environment and society in which it lives. He needs to learn life skills such as confidence, friendships, interpersonal, physical, psychological and social communication.

The World Health Organization in 1996, introduce ten basic skills as life skills and put them into 5 groups:

- Self-awareness
- Empathy
- Decision-making, problem-solving
- Creative and critical thinking
- Contain the emotions and coping with stress

Whereas any of the traditional institutions of education alone, such as family, school and other cultural institutions in the twenty-first century unable to mobilize children and youth to life skills to deal with life’s problems. Therefore all the moral, social, cultural, educational and mass media have a duty to communicate with each other in series provide opportunities to kids also learn the skills reading, writing and numeracy in primary schools and graduate courses in high school and general subjects in the curriculum also learn life skills. To act as positive and adaptive communicate with other people in the community, their culture and their environment in the provision of mental health.

The importance of this issue for community secondary school students in Rasht District 2 and the vacuum that existed in this area I have to study the findings with interest to discover that I am doing.

The importance of research

Health and mental health with the ability to love and build a dependency unacceptable to the tribe, Land and material capital and strengthening school-based power and their abilities and according to the facts that exist within or outside this means that with the growth and the ability to understand the outside world and its realities is determined. (Afrooz. et al., 1382, 19)

Self-esteem plays a role in dealing with the psychological pressures that supports the protection of the individual against overwhelming negative life events.

Due to the acquisition of attitudes, knowledge and skills of self-esteem, especially in secondary schools, which accelerated during the period of rapid change and young and other life skills was seen as a necessity the researcher made to examine the relationship between life skills, health and self-esteem of high school students in District 2 of Rasht - Iran.

Research objectives

The overall goal

Investigate the relationship between life skills with mental health and self-esteem of high school female students in District 2 of Rasht - Iran

Detailed objectives

- Examine the relationship between life skills and mental health of high school female students in District 2 of Rasht –Iran
- Examine the relationship between life skills and self-esteem of high school female students in District 2 of Rasht –Iran
- Compare the life skills of high school female students in the field of experimental sciences and humanities in District 2 of Rasht –Iran
- Compare the life skills of high school female students in the field of mathematical Sciences and humanities in District 2 of Rasht –Iran
Research questions

Is there a significant relationship between life skills and mental health among high school female students in District 2 of Rasht–Iran?
Is there a significant relationship between life skills and Self-esteem among high school female students in District 2 of Rasht–Iran?
Is there a significant differences in life skills of high school female students in experimental science and humanities?
Is there a significant differences in life skills of high school female students in mathematical Sciences and humanities?

Research Hypothesis

There is a significant relationship between life skills and mental health among high school female students in District 2 of Rasht–Iran.
There is a significant relationship between life skills and Self-esteem among high school female students in District 2 of Rasht–Iran.
There is a significant differences in life skills of high school female students in experimental science and humanities.
There is a significant differences in life skills of high school female students in mathematical Sciences and humanities.

The definition of concepts and terms of Research

Theoretical definitions

The so-called life skills is said To implement a series of social and interpersonal capabilities that conducive to informed decision making students In the communication, logical and respectful deal with others, self-confidence and self-management advice and to ensure a healthy and prosperous life.

The World Health Organization (WHO) defines mental health as ability to communicate to the person harmonious with others, his ability to change and reform the social environment and proper and rational emotional conflicts and personal interests.

Self-esteem is the most important indicators of personality that the students to allowed themselves and think that other students are attached to them. Self-esteem is said to excellence, dignity have, cherish, believe in you and trust in the ability of self.

Practical definitions

The practical definitions of life skills, health and self-esteem are questionnaire that the each point to be attained of person to respond to them.

The World Health Organization in 1996 has introduced ten basic skills as life skills and put them into five groups:

Self-awareness - empathy
Communication - interpersonal relationships
The decision-making - Problem Solving
Creative thinking - critical thinking
Contain the emotions - coping with stress (Kord Noqany et al., 1384, 14)

In the contemporary world, international organizations, UNICEF, UNESCO, and The World Health Organization introduced a ten strategy for life skills that include:

Problem Solving Skills
Critical Thinking Skills
Effective communication skills
The decision-making skills
Creative thinking skills
Interpersonal skills
The self-awareness skills
Empathy
Compliance with emotional skills
Skills to adapt to stress or stress management (Bisetooni, 1390, 32)

We recognize in Self-awareness skills our strengths and weaknesses and gain realistic picture of ours so to recognized our personal and social rights and Answer the fundamental question who am I? We participated by understanding the different circumstances in joy and sorrow them and we expanded optimal social relationships with our peers. We recognized boundaries of interpersonal relationships, strengthens Good friends If the bad friendships not corrected We take away them.
Satisfaction from relationship with others and Gratification of others mutually and complete to forms the basis of effective communication. The acquire and practice the skills to deal with stress in particular the enormous psychological pressure that is inhibitory effect on student performance need to understand, recognize and manage stress. Knowledge of joy, sadness, anger, fear, anxiety and emotional control play a role in the genesis of thought, speech and behavior of students extremely necessary to express the appropriate response. In contrast with them. Decision-making skills can help interested, knowledge, wisdom and be related to the collection in order to find the best solution, implementing and evaluating and extending it to similar cases.

Creative thinking strategy Provides ability of discovering and producing new ideas for students, and will lead to positive control adverse events and moderating negative emotions and use limitations in solving the problem. Critical Thinking Strategies teaches us to do not accept everything simply and completely and used the questions and arguments to continue saving providence and fate, not be involved in the absorption of destructive groups, drugs and promiscuity. Of course, these strategies as well involve self, family, community, jobs, leisure and spirituality.

RESEARCH METHOD

The research is due to the nature of the subject matter of descriptive correlational study which examined the Variables relationship between life skills, health and self-esteem of high school female students in District 2 of Rasht-Iran and led to the correlation coefficient. Researcher in the descriptive study not involved in the situation, the industry and the Variables role, he does not control and manipulate them and he studies and describes what that is there.

But in terms of target is the type of applied research which seeks to achieve a practical goal and its emphasis on happiness and well-being of the masses and it is desirable (Delavar, 1388, 54).

Statistical Society

All the people in one geographic scale (global or regional) have one or more traits are common. (Hafeznia, 1388, 25).

The sample is collected and according to specific criteria so that reflect the main features of population and enables researchers to generalize the results to the entire population. (Waled, 1391, 81).

The study population are consisted of all high school female students (second-third) in the field of mathematics, practical science and humanities in District 2 of Rasht-Iran that were enrolled in the academic year 1392-1393 and a statistical sample are 350 of these students.

Sampling method is random cluster who was chosen two area high school education department from areas 1 and 2 of Rasht-Iran, the selection of the schools, only four schools of the state, the selection of each school in the second grade and third grade separation several academic disciplines accidentally. And were tested by the General Health Questionnaire of Keldberk (GHO) and Self Esteem of Khoper smith and training manuals life skills. Validity and reliability achieved in different ways acceptable at inside and outside the country in the form of numerous research studies.

In this study, to assess the reliability of the questionnaires was used Cranach’s alpha coefficient as follows:

\[
\gamma = \frac{j}{j-1} \left[1 - \frac{\sum S^2}{S^2}\right]
\]

The total variance = \(S^2\)

A subset of the total variance= \(S^1\)

A subset of the questionnaire = \(J\)

Cronbach’s alpha of General Health Questionnaire is (0/92), Self-Esteem Scale Questionnaire is (0/87), the life skills questionnaire is (0/799) that demonstrate high reliability research questionnaires.

Data analysis

Descriptive statistics were used methods such as setting tables, graphs, frequency, percentage, mean, standard deviation were used for the analysis from inferential tests such as Pearson correlation and T-test. It should be noted that for entry the statistical data (data entry) and draw some explanatory diagrams used software Microsoft Excel. And has been used to analyze the data, SPSS statistical software.
Data analysis method
Describe the demographics sample
In this part of the research reports with tables and charts paid to analyze descriptive of data. In addition to preparing the tables is used software’s SPSS, Word and Excel.

The basic situation of study respondents

Table 1-1. Distribution of respondents by grade

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Frequent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second year of High school</td>
<td>14.64</td>
<td>214</td>
</tr>
<tr>
<td>Third year of High school</td>
<td>35/85</td>
<td>136</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>350</td>
</tr>
</tbody>
</table>

The results of Table 1-1 and Figure 1-1 shows the number of Second year of High school is higher (214) than third year of High school (136).

The status field of study of respondents

Table 1-2. Distribution of respondents based on field of study

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Frequent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>42</td>
<td>147</td>
</tr>
<tr>
<td>Mathematical Physics</td>
<td>9/14</td>
<td>32</td>
</tr>
<tr>
<td>Human science</td>
<td>48/86</td>
<td>171</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>350</td>
</tr>
</tbody>
</table>

The results of Table 1-2 and Figure 1-2 shows that students of humanities degree have the highest frequency (171) and Mathematics and Physics degree have the lowest frequency (32).
The educational status of fathers

Table 1-3. Distribution of respondents according to the educational status of fathers

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Frequent</th>
<th>Fathers' educational levels</th>
<th>Row</th>
</tr>
</thead>
<tbody>
<tr>
<td>32/6</td>
<td>113</td>
<td>High school diploma</td>
<td>1</td>
</tr>
<tr>
<td>40/1</td>
<td>139</td>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>7/8</td>
<td>27</td>
<td>Associate Degree</td>
<td>3</td>
</tr>
<tr>
<td>14/7</td>
<td>51</td>
<td>Bachelor</td>
<td>4</td>
</tr>
<tr>
<td>4/9</td>
<td>17</td>
<td>Masters</td>
<td>5</td>
</tr>
<tr>
<td>100</td>
<td>347</td>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

As shown in Table (1-3) and Figure (1-3), diplomas degree among educational degree of father’s students have highest frequent (139 people) and master’s degree among educational degree of father’s students have lowest frequent (17 people).

The educational status of mothers

Table 1-4. Distribution of respondents according to the educational status of mothers

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Frequent</th>
<th>Mothers' educational levels</th>
<th>Row</th>
</tr>
</thead>
<tbody>
<tr>
<td>34/1</td>
<td>118</td>
<td>High school diploma</td>
<td>1</td>
</tr>
<tr>
<td>45/4</td>
<td>157</td>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>6/4</td>
<td>22</td>
<td>Associate Degree</td>
<td>3</td>
</tr>
<tr>
<td>10/7</td>
<td>37</td>
<td>Bachelor</td>
<td>4</td>
</tr>
<tr>
<td>3/5</td>
<td>12</td>
<td>Masters</td>
<td>5</td>
</tr>
<tr>
<td>100</td>
<td>346</td>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

As shown in Table (1-4) and Figure (1-4), diplomas degree among educational degree of mother’s students have highest frequent (157 people) and master's degree among educational degree of mother’s students have lowest frequent (12 people).
Father’s job status

Table 1-5. father’s job status of the respondents

<table>
<thead>
<tr>
<th>Father’s job</th>
<th>Frequency</th>
<th>Frequent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee</td>
<td>39/4</td>
<td>138</td>
</tr>
<tr>
<td>Free</td>
<td>58/2</td>
<td>204</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>342</td>
</tr>
</tbody>
</table>

As can be seen in Table (1.5) and Figure (1.5), according to the sample, the more students are self-employed father.

Mother’s job status

Table 1-6. mother’s job status of the respondents

<table>
<thead>
<tr>
<th>Mother’s job</th>
<th>Frequency</th>
<th>Frequent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee</td>
<td>39/4</td>
<td>138</td>
</tr>
<tr>
<td>Housewives</td>
<td>58/2</td>
<td>204</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>342</td>
</tr>
</tbody>
</table>

As can be seen in Table (1.6) and Figure (1.6), according to the sample, most mothers are housewives.

The number of family members of respondents

Table 1-7. shows the number of family members of respondents

<table>
<thead>
<tr>
<th>The number of family member’s</th>
<th>Frequency</th>
<th>Frequent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/7</td>
<td>1/7</td>
<td>6</td>
</tr>
<tr>
<td>2/0</td>
<td>2/0</td>
<td>7</td>
</tr>
<tr>
<td>14/4</td>
<td>14/4</td>
<td>50</td>
</tr>
<tr>
<td>54/9</td>
<td>54/9</td>
<td>191</td>
</tr>
<tr>
<td>20/4</td>
<td>20/4</td>
<td>71</td>
</tr>
<tr>
<td>5/7</td>
<td>5/7</td>
<td>20</td>
</tr>
<tr>
<td>0/3</td>
<td>0/3</td>
<td>1</td>
</tr>
<tr>
<td>0/6</td>
<td>0/6</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>348</td>
</tr>
</tbody>
</table>
As can be seen in Jdvl1-7 and Nmvdar1-7, according to the sample, 4-person families (191 persons) have the highest frequent and 7-seater family has the lowest frequent (1 people).

**The status of several children of the family among respondents**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Frequent</th>
<th>birth order position</th>
</tr>
</thead>
<tbody>
<tr>
<td>51/7</td>
<td>180</td>
<td>1</td>
</tr>
<tr>
<td>28/4</td>
<td>99</td>
<td>2</td>
</tr>
<tr>
<td>12/9</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>4/9</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>1/4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>0/3</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>0/3</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>100</td>
<td>348</td>
<td>Total</td>
</tr>
</tbody>
</table>

As can be seen in Table 1-8, the students who are the first children family have the most frequent (180 people) and the students who are the sixth and eighth children family have the lowest frequent (1 people).

**Presenting findings based on research questions**

In order to evaluate variables are used statistical hypothesis test of a society or in other words a sample T-test (One-Sample Test) actually examined the difference between the average samples with a given amount.

**Check the status of variables**

**Check the status of variable life skills**

Hypothesis 1: the status of students in life skills variable is desirable.

Null hypothesis: students' status in life skills variable is not desirable.

<table>
<thead>
<tr>
<th>Significance level</th>
<th>T</th>
<th>Standard deviation</th>
<th>mean</th>
<th>Number of sample</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.000</td>
<td>43/148</td>
<td>0/458</td>
<td>3/55</td>
<td>350</td>
<td>life skill</td>
</tr>
</tbody>
</table>

As can be seen Valve of p-value or the Sig value that is equal to zero, is the smaller amount than $\alpha = 0.05$. Therefore, the null hypothesis that the situation is not good students in life skills variable, has not been confirmed. So it can be concluded that the situation of students in life skills variable is desirable.
Check the status of public health variables

Hypothesis 1: the status of students in public health variable is desirable.
Null hypothesis: students' status in public health variable is not desirable.

Table 2. an example of a table of statistics related to public health variable

<table>
<thead>
<tr>
<th>Significance level</th>
<th>T</th>
<th>Standard deviation</th>
<th>mean</th>
<th>Number of sample</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/000</td>
<td>2/366</td>
<td>0/488</td>
<td>2/56</td>
<td>350</td>
<td>public health</td>
</tr>
</tbody>
</table>

As can be seen, the value of p-value or the Sig value that is equal to zero, is the smaller amount than $\alpha = 0.05$. Therefore, the null hypothesis that the situation is not good students in public health variable, has not been confirmed. So it can be concluded that the situation of students in public health variable is desirable.

Check the status of Self-esteem variable

Hypothesis 1: the status of students in Self-esteem variable is desirable.
Null hypothesis: students' status in Self-esteem variable is not desirable.

Table 3. an example of a table of statistics related to Self-esteem variable

<table>
<thead>
<tr>
<th>Significance level</th>
<th>T</th>
<th>Standard deviation</th>
<th>mean</th>
<th>Number of sample</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/000</td>
<td>93/292</td>
<td>5/107</td>
<td>27/97</td>
<td>350</td>
<td>Self-esteem</td>
</tr>
</tbody>
</table>

As can be seen, the value of p-value or the Sig value that is equal to zero, is the smaller amount than $\alpha = 0.05$. Therefore, the null hypothesis that the situation is not good students in self-esteem variable, has not been confirmed. So it can be concluded that the situation of students in self-esteem variable is desirable.

Investigate the test hypothesis

Testing the first hypothesis

Both the H0 hypothesis and H1 hypothesis will be tested, H0 zero coefficient of zero correlation between two variables in a community based on the assumption that H1 nonzero correlation coefficient in the community, with the error level of 0.05.

The first hypothesis:

There is a significant relationship between life skills and mental health of high school female students in District 2 of Rasht-Iran

Table 1. the relationship between life skills and mental health

<table>
<thead>
<tr>
<th>sig</th>
<th>The correlation coefficient</th>
<th>Abundance</th>
<th>Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/000</td>
<td>372</td>
<td>350</td>
<td>life skills and mental health</td>
</tr>
</tbody>
</table>

The results of the correlation coefficient between these two variables. The study suggests that among 350 responding, the correlation coefficient with significant level $a = 0/000$ is calculated at $R = 0/372$.

Because of the significant level of significance level to study ($a = 0/05$) is smaller, there is sufficient reason to reject the null hypothesis. As a result, the null hypothesis is rejected and the main hypothesis is confirmed.

Thus, we conclude significant positive relationship between life skills and mental health of high school female students in District 2 of Rasht-Iran. The resulting correlation coefficient ($R = 0/372$) indicates a direct correlation between the two variables. As a result, we can say that:

There is a significant relationship between Life skills and mental health among high school female students in District 2 of Rasht-Iran.

The second hypothesis:

There is a significant relationship between life skills and mental health of high school female students in District 2 of Rasht-Iran

Table 2. the relationship between life skills and self-esteem

<table>
<thead>
<tr>
<th>sig</th>
<th>The correlation coefficient</th>
<th>Abundance</th>
<th>Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/000</td>
<td>542</td>
<td>350</td>
<td>life skills and self-esteem</td>
</tr>
</tbody>
</table>

The results of the correlation coefficient between these two variables. The study suggests that among 350 responding, the correlation coefficient with significant level $a = 0/000$ is calculated at $R = 0/542$.

Because of the significant level of significance level to study ($a = 0/05$) is smaller, there is sufficient reason to reject the null hypothesis. As a result, the null hypothesis is rejected and the main hypothesis is confirmed.
Thus, we conclude significant positive relationship between life skills and self-esteem of high school female students in District 2 of Rasht-Iran. The resulting correlation coefficient (R = 0.542) indicates a direct correlation between the two variables. As a result, we can say that:

There is a significant relationship between Life skills and self-esteem among high school female students in District 2 of Rasht-Iran.

The second hypothesis
There is a significant relationship between life skills and self-esteem of high school female students in District 2 of Rasht-Iran.

Testing the third hypothesis

The third hypothesis
There are no significant differences between life skills of high school female students in the fields of practical sciences and humanities.

<table>
<thead>
<tr>
<th>Test result</th>
<th>sig</th>
<th>F-Statistics F</th>
<th>hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>confirmation</td>
<td>0.001</td>
<td>10.566</td>
<td>There are no significant differences between life skills of high school female students in the fields of practical sciences and humanities.</td>
</tr>
</tbody>
</table>

According to Table 3 as the significance level is less than 0.05, therefore, the null hypothesis of research is rejected and the main hypothesis is confirmed. So at 95% can be claimed that there is not a significant difference between life skills of high school female students in the fields of practical science and humanities.

Testing the fourth hypothesis

The fourth hypothesis
There are significant differences between life skills of high school female students in the fields of mathematical sciences and humanities.

<table>
<thead>
<tr>
<th>Test result</th>
<th>sig</th>
<th>F-Statistics F</th>
<th>hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>rejection</td>
<td>0.296</td>
<td>1.097</td>
<td>There are significant differences between life skills of high school female students in the fields of mathematical sciences and humanities</td>
</tr>
</tbody>
</table>

According to Table 4 since the surface is significantly higher than 0.05, the null hypothesis of research is confirmed and basic hypotheses should be rejected. So at 95% can be claimed that there is no significant difference the life skills of high school female students in mathematical sciences and humanities.

The findings show that
The number of the Second students (214) is higher than third students (136). The number of students in the field of humanities is the most frequent (171 people) and the number of students in the field of mathematical sciences is the lowest frequent (32 people). Diploma highest frequent (139) in degrees of fathers of students and master's degree least frequent (17 people). Diploma highest frequent (157) in degrees of mothers of students and master's degree least frequent (12 people). More fathers are self-employed. More mothers are housewife. More students (191 students) are a family of 4 persons and 7-seater family has the lowest frequent (1 people). Status of students is desirable in all three variables, life skills, health and self-esteem. The first hypothesis was confirmed. I.e. there is a significant relationship between life skills and mental health of high school female students in District 2 of Rasht-Iran. The second hypothesis was confirmed. I.e. there is a significant relationship between life skills and self-esteem of high school female students in District 2 of Rasht-Iran.

CONCLUSION

Generally what can be deduced from this study is that there is a significant relationship between life skills and self-esteem and general health. Although this study is a cross-sectional and have been concluded from a few sample but indicated the
importance of life skills among students. Life skills caused persistent character of students, increasing insight on life, increase skills in the management and proper communication with the environment and people's lives. The relationship between life skills and mental health show that life skills for students, cognitive and behavioral changes to bring this student resistance against internal pressure increases, resulting in symptoms such as anxiety, insomnia, and reduced depression, increases their general health. The relationship between life skills and self-esteem that life skills causes students gain a positive change in the ability to make decisions and attitude of personal responsibility and academic ability and awareness of cognitive aspects and relationships with others and increase self-esteem.

The most important recommendations of high school life skills training in various areas of education, workshops on effective, the generalization of education in society, particularly young and evaluation of the performance of students in life skills, mental health and self-esteem of boys and girls in secondary school courses based on needs assessments and priority-packing, due to better quality, saving time and Providing informative strategies.

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