

**Relationship between social health and life skills (Case Study: Women of 20-45 year old in Ferdows city)**

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**Abstract:**

The purpose of this study was to investigate the relationship between life skills components and social health. Benefit from Keyes theoretical foundations (social health) and Bandura social learning theory (life skills). Quantitative approach and survey method (descriptive and correlation) has been conducted between women aged 20 to 45 years in Ferdows city in South Khorasan. The sample size of 304 people was obtained by cluster sampling based on simple random sampling and information was collected based on a standardized questionnaire. Have been analyzed based on Spss22 software and descriptive and inferential statistics. Cronbach's alpha was obtained for life skills (0.740) and social health (0.716). The results show that the average life skills (3.261) and social health (3.281) were higher than average. Among the components of social health, Actualization was the lowest and Coherence was the highest, and among the variables of life skills, problem-solving and control components. Emotions had the highest and lowest values.

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Finally, the correlation between life skills variable and social health variable with low intensity was 0.245 at a significant level of 0.000. The results of the hypotheses indicate that by strengthening life skills through components, social health can be increased in addition to the level of significance and positive relationships, but the intensity of this increase is weak. The results of regression show that the sub-components of problem solving and decision making, control of emotions and feelings of interpersonal relationships, critical and creative thinking and self-awareness had the greatest impact on the social health variable, respectively. In general, the variables present in the regression model about (18.8 percent) have been able to explain social health. Therefore, it is possible to emphasize the effective relationship of life skills teachings on social health with action research and practical programs in the form of cultural, social and psychological education of the studied community.

**keyword:** Social Health, Life skills, Women, Ferdows

### **Introduction**

The family as one of the most important basic institutions of society has an effective role in the development and progress of society (Firooz Bakht et al., 2017: 187). Social health can be very important for increasing the functions of vitality, harmony, interaction, solidarity, life satisfaction, responsibility, participation, efficiency, reducing injuries and crimes, etc. among women and have an important role in improving their quality of life (Sharbatian and Safety, 2017s). One of the factors related to social health is life skills and its components. Due to the global developments, social change, the expansion of human communication, the complication of daily life and the increase in stressful behaviors, the use of life skills in the face of problems in the structure of human health is considered important.

Now, considering that life skills training is a factor affecting the sustainable health of the family and due to the activities of governmental



and non-governmental organizations (NGO) in Ferdows city in order to strengthen the family, the present article seeks to evaluate the results of the relationship between life skills and its components on women's social health in an interdisciplinary (psychosocial) manner, to be able to formulate policies and plans in the field of sustainable family health through the results. Therefore, the present study seeks to answer the question: to what extent is the social health of women in Ferdows related to life skills and its components? What social applications does the existence of this relationship lead to the psychological and social support of women?

### **Methodology**

In this research, the survey method has been used to collect information. Also, the purpose of this research is applied and cross-sectional. Due to the nature of the research topic, the statistical population studied in this research was all women aged 20 to 45 years in Ferdows city located in South Khorasan province. According to the 2016 census, the total number of these age groups was about 6845 people. Here, a simple random cluster sampling method is used; and women between the ages of 20 and 45 were selected as the unit of analysis and observation and information was collected through an interview questionnaire. Due to the budget and time limit, 304 people have been selected as the final respondents based on the Cochran's formula. In this study, for the social health variable, the questions of the standardized questionnaire of Keys based on 33 questions have been used, and for the variable of life skills, the standardized questionnaire of Saatchi et al. based on the 27-item scale has been measured. In the following, the opinions of professors have been used to measure the formal validity. Confirmatory factor analysis using Amos software has also been used to determine the structural validity of the variables.

### **Research Findings**



Cronbach's alpha of life skills (0.740) and social health (0.716) were obtained. The results show that the mean of life skills (3.261) and social health (3.281) were higher than average. Among the components of social health, prosperity had the lowest and continuity had the highest, and among the variables of life skills, the components of problem solving and control of emotions had the highest and lowest values. Finally, the correlation between life skills variable and social health variable with low intensity was 0.245 at a significant level of 0.000. The results of regression indicate that the subcomponents of problem solving and decision making, control of emotions and feelings of interpersonal relationships, critical and creative thinking and self-awareness have the most impact on the social health variable, respectively. In total, the variables in the regression model (about 18.8%) have been able to explain social health; therefore, it is possible to emphasize the sustainable continuation of the effective relationship of life skills teachings on social health by action-oriented and practical programs in the form of cultural, social and psychological education of the under studied community.

### **Conclusion**

For the social health of the studied society, in the first step, women should feel that they are a part of their society and belong to it, and that they are supported by the society in all aspects and have a share in its development. In the next step, women have to earn that this skill can make them a vital member of their community and family and in this way, women learn skills that make their daily activities valuable to the family, community and society. In other words, these people automatically perform certain behaviors and accomplish certain goals and fulfill certain commitments in relation to their community (social participation). In the final step, women's life skills should be such that they understand their status according to their position in the family, community and society and feel comfortable with a positive and trusting look at others (social cohesion and acceptance).



Finally, learning each of the components of life skills with the aim of creating psychological and social abilities in life is essential for women in our society. Therefore, teaching such skills makes people in the community more easily adapt to the problems of life and society, adapt to the community environment, increase their participation in society; and by accepting themselves in society, they can play a more prominent and important role in society (Farahmand et al., 2016: 162). Based on the obtained results, strategies can be proposed to improve the life skills and social health of the under studied community.

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