Knowledge, attitude and practice of third grade high schoolgirls in Jahrom in self-awareness, communication with other and decision making skills, 2009-2010

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Abstract

Life skills and its training to individuals is one of the major factors for mental health development in community. The main purpose of this study was to evaluate knowledge, attitude and practice of the first three life skills priorities among third grade high school girls in terms of planning for the students’ educational programs. In a descriptive study, we first selected 200 respondents among the students, their parents and their schools’ experts in education for the life skills priority setting. Using multistage cluster sampling, we selected 180 the students to investigate their knowledge, attitude and practice. We used a priority-setting questionnaire which was designed by the researchers. We requested the respondents to prioritize 10 life skills. We also used three validate and reliable questionnaires to assess the students’ knowledge, attitude and practice. In the respondents’ opinions, self-awareness, effective communication with others and decision making skills were the first three life skills priority. The knowledge, attitude, and performance of the students was 58.9% (moderate level), 86.1% (desirable level), and 75.5% (moderate level), respectively. According to the results, although attitude of most of the students towards the prioritized life skills was good, their knowledge and practice of these skills was moderate. So, it seems revising the life skills’ content and training in high schools could be very important.

Keywords: Life, Priority, Selection, Skill, Student
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