The Effects of Training Social Skills with an Islamic Approach on the Conflicts between the Parents and Their High-School Daughters in Yazd Township

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Abstract

The aim of this study was to determine the effectiveness of training social skills with an Islamic approach on the conflicts between the parents and their high-school girls. In this research, training social skills with an Islamic approach was considered as the independent variable and parent-child conflict was the dependent variable with three subscales of argument, verbal aggression, and physical aggression. The method was semi-experimental with designing pre-test and post-test. The subjects were 30 female students between 16-18 years old who were selected objectively from among the 120 girls who got the highest points in terms of conflict, and were divided into two groups of 15, namely test group and control group, via random assigning method. The measuring tools in this research were Straus Conflict Tactics Scales (CT) and pre-test was conducted for both groups. Then the test group participated in ten 90-minute sessions in weekly program and trained social skills with an Islamic approach using the verses of Quran and the available religious quotes. After the intervention, both groups took the test again. Results of comparing the data from pre-test and post-test of the two groups showed that the training program has managed to reduce the conflict, verbal aggression, and physical aggression between high-schools girls and their parents, but does not significantly improve their ability to use argumentative strategies. Generally, the findings showed that training social skills with an Islamic approach can be regarded as an effective method to reduce the conflicts between high-school girls and their parents.

Keywords: Social Skills, Islamic Approach, Parent-Child Conflict, High-School Girls.

Introduction

Adolescence is the age of developmental changes in physical, emotional, mental, and social growth. Burnet, as quoted in Parhizgar (1381), believes that one of the most important basic principles in socializing is to interact with those who are emotionally of a particular significance to the individual. Parents are very crucial in this respect. They form the foundation of healthy personality of their

teenage child; however, inappropriate relationships of the parents with teenagers including extreme kindness, emotions and strictures are among the factors of deviation of teenagers. Usually parents regard their teenage child as a kid and this misperception leads to conflict between them; therefore, the child resists against his parents orders (Ahmadi, 1386). Therefore the parents usually observe that their obedient kid has transformed to an individual who resists, opposes, and violates their orders. This occurs when the teen undergoes the most pressure to adapt himself/herself with his parents' orders. Parents should be aware that this period may even take 10-15 years; instead, they expect their child to turn adult within a night. Parents who understand that this transformation requires time usually treat their children more calmly in comparison with those demanding for immediate observation of their orders (Santroke, 2002).

Teenagers need emotional and financial independence of their parents to achieve an independent entity and to establish their own values; they also require to gradually becoming more responsible for their tasks and decisions (Biabangard, 1382; Khodayari, 1381). According to Minochin (translated by Sanayi, 1380), adolescence begins right after childhood and is one of the most stressful periods of life. With the child's growth, his/her evolutionary demands impose an expectation on parents. Particularly in this period, parents' expectations come to opposition with children's expectations for an independence that is appropriate for their age. In this period, the process of socializing is innately accompanied by conflicts and oppositions. Teenagers need emotional and financial independence of their parents to achieve an independent entity and to establish their own values; they also require to gradually becoming more responsible for their tasks and decisions (Biabangard, 1382; Khodayari, 1381).

As it was pointed out, conflict in this period originates in lack of agreement between parents' expectations of their children and children's expectations of independence. Parents impose some rules and orders which may be refused by children as they grow up. Teenagers explicitly express their needs and have new expectations of their parents. On the other hand, parents cannot support and guide their teenage children without limiting and controlling them. Also teenagers cannot grow and develop their individuality without refusing and opposing. Consequently, these lead to conflict (Sanayi, 1380).

Conflict is a state occurring between different thoughts, advantages, or individuals (Sanayi, 1380). Parent-child conflict is a problem from which some families suffer, and may destroy the quality of the relationship between them through various problems.

According to Fraud, the trend of arising conflicts between parents and children begins within the first five years of life. To develop his personality, a child passes through several stages. In each of these stages, the child will have some conflicts with his parents. If these conflicts are not treated properly, they will be stabilized in that stage and their consequences will emerge in adolescence.

Furthermore the generation gap is another factor that is well apparent due to the close and continuous relationship between the family members. Parents regard their children as rebellious, and teenagers regard their parents as dogmatic and out fashioned. Therefore the gap between these two generations becomes constantly wider (Nejati, 1376). Hence, the conflicts between parents and children do not wholly result from the age differences; rather, they mostly originate in cultural differences (Shoarinejad, 1372). This issue is more intense in countries whose culture is being affected by that of the West. Hence the gap between teenagers' modern visions and parents' traditional and religious opinions is getting worse and worse.

Parent-child conflict is some families with a teenage child may be due to the closed and restricting system of control. Children in these families have no opportunities to assess their emotions and values. Rather, they are expected to accept the whole system of family values. Action intensity and pre-judgments in such families serve as an obstacle preventing a healthy life (Navabinejad, 1376). In these families parents usually cause conflict and aggressive behavior in their children through their intense control system.

To remove the conflicts, one should primarily recognize the factors, and then try to remove these factors. Only in this case, conflicts can play an important role in making an agreement between family members.

It is not possible to clearly and definitely determine whose role is more intense in formation of such conflicts. But it can be said that children and parents' unawareness of relational skills (Zaboli, 1383), lack of social skills (Richard and Dodge, 1982), and their unawareness of religious guidelines in these respects can cause such conflicts and oppositions.

Since adolescence is the transition from childhood to adulthood, it begins with quick physical changes and subjective thinking growth, but the ending is different depending on cultural and environmental conditions. According to Ericson, industrialized cultures lead to longevity of adolescence. He regards trainings related to this period as the reason for this longevity (Ahadi and Mohseni, 1370). Since this period is the time of acquiring adulthood skills and showing adventurous behaviors, it is better to train such skills to them regularly rather than leaving them to learn randomly and experimentally.

One solution to identify and control daily problems and reducing interpersonal conflicts is training social skills because it helps people change their mind and develop more effective interpersonal relationships (Weston and Went, 1999; Alberti and Emonse, 2001; Landazabal, 2001).

Social skills are generally said to behaviors which form the foundation of successful relations and interactions (Hargie, Sanders, Dickson; translated by Beigi and Firouzbakht, 1384). According to Mange Rolcar et al. classification (2001), life skills are divided into three main categories:

1. Social or interpersonal skills including relationships, skills of negotiation and empathy.
2. Cognitive skills including problem solving, decision making, argumentation of the messages, critical thinking, and self assessment.
3. Skills of controlling excitements including stress management, emotions management, self-management, and self-observation.

Studies show that 65 percent of students have problems with social skills (Hsiao, 1992). Mac Donald, Bradish, Bellingham, Dibble, and Rise (1991) concluded that opposition, conflict with society, using cigarette and alcohol, escape from home, and unusual sexual relations correspond with inability to express emotions and lack of social skills. Furthermore, the large number of students' references to school counselors and teachers as well as official counselors of the educational department shows that a significant proportion of students lack essential relational skills which is reflected in their relations with families and society and even in their educational performance (Mousavi, Amirpour, Barahani, 1371).

The aim of training social skills is usually to improve the ability of establishing intrapersonal and interpersonal relationships within individuals so that they will act more effectively in their relations. However, due to the absence of special contents within the curriculum of children and teenagers, this subject is mainly neglected (Mousavi et al., 1371).

With regard to what already mentioned, lack of sufficient relational skills is one of the causes of arising conflicts during adolescence (Dibble and Rise, 1996). Therefore, the present study focuses on the first category of Mange Rolcar et al. classification (2001).

Researchers believe that the most abundant parent-child conflict is the one between mothers and their daughters. One of such researches is the descriptive study conducted by Canani (1369) to compare and contrast the opinions of teenage girls and their mothers in respects such as identifying, independency, and making friends. This study showed that some factors such as going to cinema independently, going shopping on their own, and freedom in accompanying friends have been effective in emergence of conflicts and disagreement between girls and their parents. Furthermore, a study was conducted in London on 23 pairs of mother-daughter from different social classes during three years. Findings of this study showed that the conflicts between mothers and girls were mostly about the limitation on time of returning home, friends, household chores, and school (Warner, 2004). Since mothers restrict their daughters more than their fathers, mother-girl conflicts are intensified (Shoarinejad, 1382). Beel (1994) believes that parents give more freedom and authority to boys in comparison with girls. Also Ray states that crises between generations of women, particularly mothers-daughters, can bring about new changes and lead to development of both sides. According to Fraud, mother-daughter conflicts begin in childhood with the emergence of Electra complex, upon which the girl wants to own her father and remove her mother (Shamloo, 1377). Therefore, to remove the conflicts, she is forced to simulate her mother (Azimi, 1355). But the trace of this conflict is hidden during the evolution of human personality (Jafari, 1383).

Baktash (1389) studied the effect of confrontation group on solving the conflicts between mothers and girls of 15-16 years in Tehran and reported that the confrontation group reduces mother-daughter conflicts. This group is also effective in improving positive relations and emotions between girls and their mothers. Makvandi (1386) conducted a study under the title of "The Effect of Training Social Skills on Individual-Social Adaptation, Aggression, and Self-Explanation of Endangered High-School Girls in Ahvaz" and concluded that training social skills increases individual-social adaptations and self-explanation and reduces aggression among endangered high-school girls in Ahvaz. Zahrabi Asl (1385) investigated the effect of training life skills on the conflicts between boys and their parents. He reported that training life skills reduces the conflicts between boys and their parents. This also results in increasing argumentation and reduction of verbal and physical aggression. Also Moradi (1384) studied the efficacy of training problem-solving skills on parent-child conflicts of high-school boys in Tehran, and concluded that training social skills, particularly problem solving skills, has significantly managed to reduce conflicts, verbal aggression, and physical aggression between boys and their parents and has improved their argumentation strategies. Also Zaboli (1383) studied the conflicts between mothers and girls at grade 1 of high school in 2nd area of Tehran. He reported the advantages of training social skills such as negotiation and empathy through the method of direct representation on improving parent-teenager conflicts. Gersham, Bavoon, and Koock (2006) suggested social skills as substitutive behaviors for aggressive adolescent students. Risech, Jackson, and Chang Chung (2003) conducted a study concerning the relationship between parents and teenagers. Nongol, Erdely, Carpenter, and Newman (2000) also conducted a study under the title of "Training Social Sills to Aggressive Kids and Teenagers." They studied fifty black boys. They managed to significantly reduce aggression in these subjects through training positive relations, managing

teenagers' behaviors, and corrective entertainments. Goldfield and Davison (1994); Balgour (1994) separately reported that training social skills to students reduces their verbal aggression.

Therefore this research intends to investigate the effect of training social skills on mother-daughter conflict, and mother-daughter form has been used. On the other hand, with regard to insufficiency of studies on training social skills with Islamic approach, also due to the fact that these trainings are in poor agreement with the context of our cultural-Islamic society, and with regards to the danger of imposing the Western culture on our teenagers and youth which highlights the necessity of localizing our humanities and regarding the richness of Quran verses in this respect, this research tries to study the efficacy of training social skills with an Islamic approach on decreasing parent-child conflicts among high-school girls of Yazd township. The main hypothesis and secondary hypotheses are as bellow:

Training social skills with an Islamic approach decreases parent-child conflicts among high-school girls of Yazd Township.

Training social skills with an Islamic approach improves the ability of employing proper argumentation strategies among high-school girls of Yazd Township.

Training social skills with an Islamic approach decreases verbal aggression among high-school girls of Yazd Township.

Training social skills with an Islamic approach decreases physical aggression among high-school girls of Yazd Township.

Methodology

This research uses semi-experimental method of pre-test and post-test design with a control group.

The Population, Sample, and Sampling Method

The population of this research includes all high-school girls of Yazd Township with the age of 16 to 18 during the educational year 2012-13. Objective sampling was used to select the sample. To do so, a questionnaire was distributed among 120 individuals who were inclined to participate in the research. 30 subjects with the highest points on the parent-child conflict scale were selected as the sample and were randomly divided into two groups of 15, namely test group and control group.

Implementation

After determining control and test groups and conducting pre-test on both groups, the plan for training social skills with an Islamic approach as the independent variable was implemented in ten 90-minute sessions for the test group. The control group did not undergo any training and were waiting. At first, in order to make the subjects familiar with the training sessions, some explanations were given concerning the concept, principles, and rules of these training sessions while implementing the parent-child conflict questionnaire. Also at the end of the questionnaire, the students were asked to express their tendency to participate in training sessions. After getting satisfaction of fifteen students, the control group was formed to take part in the plan of training social skills with an Islamic approach. At the beginning of every session, the students were served some edibles and after their preparation, the plan was implemented. Finally, post-test was conducted for both groups.

Research Tools

Conflict tactic scales were used as the tool for measuring the dependent variable. This questionnaire consists of 15 questions assessing three tactics of solving conflict, namely argumentation, verbal aggression, and physical aggression, and was designed by Straus (Sanayi, 1379). The first five items measure argumentation, the second five questions assess verbal aggression, and the third five questions measure physical aggression. The questions have five degrees ranging from very little to very much which show the degree of each behavior in each question. High points in each scale indicate conflict in corresponding scale. The five questions which measure argumentation were graded reversely.

Questions (1-5):

5: very little   4: little   3: fairly   2: much   1: very much

High points in this scale show conflict and less use of argumentation strategies. Questions which correspond with verbal and physical aggression were graded directly.

Questions (6-15):

1: very little   2: little   3: fairly   4: much   5: very much

High points in these scales show conflict and more use of strategic tactics. The range of points for every scale is 5 to 25. 5 shows absence of conflict and 25 indicates the most conflict. The range of total points of the test is between 15 and 75. Again, 15 shows absence of conflict and 75 indicates the most conflict.

Various studies have shown internal consistency of subscales of argumentation, verbal aggression, and physical aggression as it follows: 12 alpha coefficients were reported for the scale of argumentation with alpha range of 0.42 to 0.76; 16 alpha coefficients were reported for the scale of verbal aggression with alpha range of 0.62 to 0.88; and 17 alpha coefficients were reported for physical aggression with alpha range of 0.42 to 0.96 (Sanayi, 1376). Also Zaboli (1383) implemented the questionnaire on 46 subjects and achieved the following reliabilities: 74% for the whole test, 58% for the subscale of argumentation, 65% for the subscale of verbal aggression, and 82% for the subscale of physical aggression. Similarly, Moradi (1384) implemented the questionnaire on 100 subjects and achieved the following reliabilities: 78% for the whole test, 70% for the subscale of argumentation, 74% for the subscale of verbal argumentation, and 81% for the subscale of physical argumentation. The questionnaire was implemented by Moradi (1384) for the second time on another sample of 60 and following reliabilities were reported: 72% for the whole test, 61% for the subscale of argumentation, 69% for the subscale of verbal aggression, and 76% for the subscale of physical aggression. Also Salami (1388) calculated reliabilities of the parent-child conflict questionnaire using two methods of Cronbach's alpha and bisection, and reported the following reliabilities for each method, respectively: 85% and 66% for the whole test, 88% and 80% for argumentation, 92% and 89% for verbal aggression, and 77% and 40% for physical aggression.

The validity of this test has been confirmed several times. The agreement of family members on the conflict tactics is a witness for simultaneous validity. Also huge data is available concerning validity of structure, including the correlation between the points of conflict tactics and the factors for risk of family aggression, antisocial behaviors of the children who are victims of low levels of affection between the family members, and self esteem (Sanayi, 1379). The tool for measuring the independent variable and designing the intervention plan was the training package for social skills with an Islamic approach designed by the researcher under the guidance of supervisor, advisor, and

other expert professors. It was a combination of psychology and Islamic instructions (Quran verses and religious quotes) whose body is mainly formed of the books training life skills published by the Welfare Organization of Iran (Imami Nayini, 1387), and was confirmed by the mentioned professors.

Research Findings

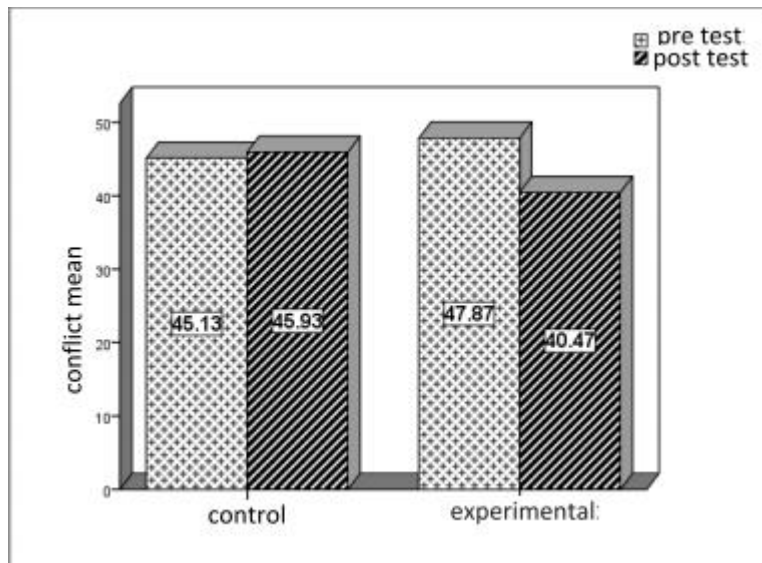Diagram. The Comparison of Conflict mean scores between experimental group and the control groups.
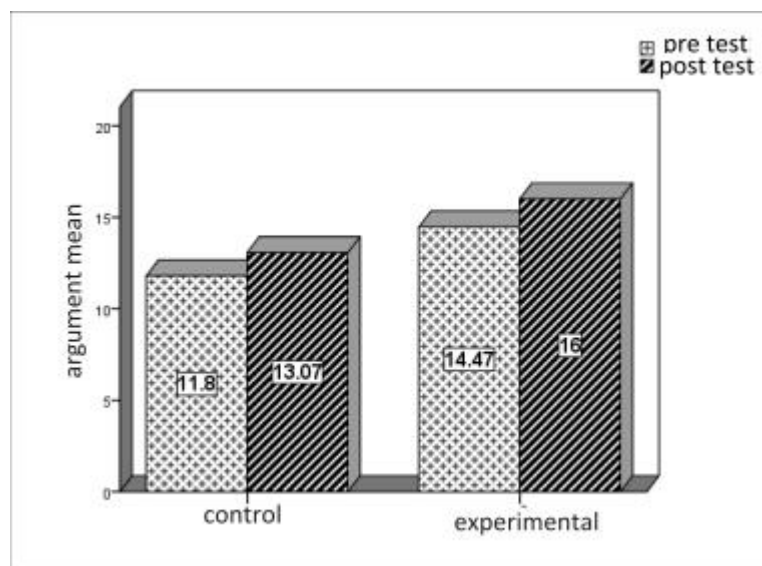

Diagram. the Comparison of argument mean score between experimental group and the control groups.
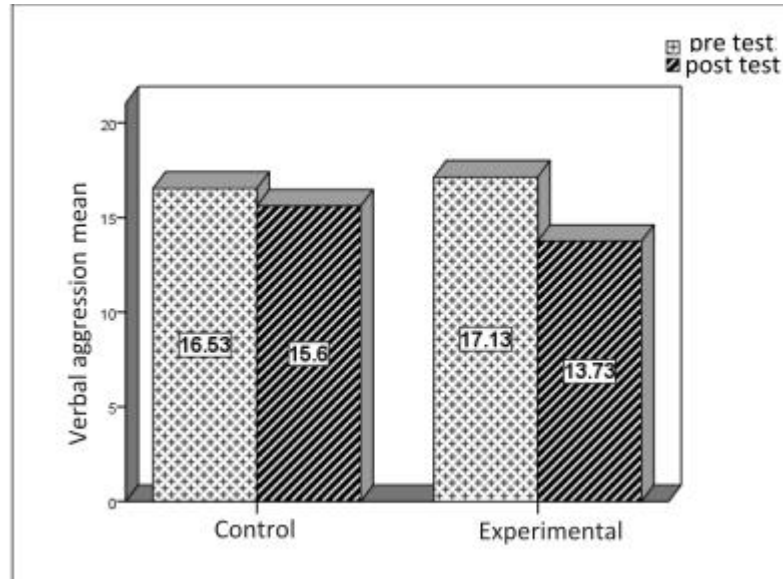
Diagram. the Comparison of Verbal aggression mean score between experimental group and the control groups
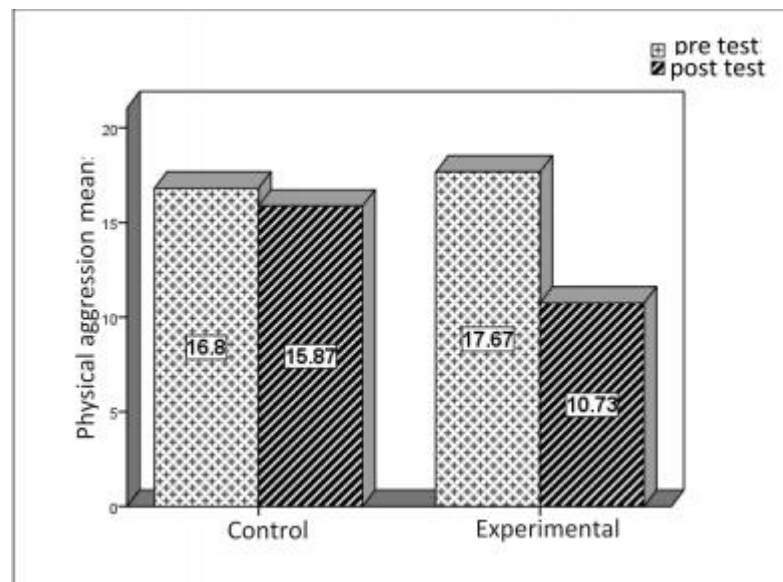

Diagram. the Comparison of Physical aggression mean score between experimental group and the control groups.

Table1. Conflict points of the two groups of test and control

groups	Statistical Indicators	pre-test	post-test
control group	average	45.13	45.93
	std.deviation	7.882	7.30
	Variance	62.124	53.35
test group	average	47.87	40.47
	std.deviation	7.160	5.74
	Variance	51.267	32.98

As it is implied from the data in Table 1, the average point of pre-test is 45.13 for the control group, and 47.87 for the test group. The average point of post-test is 42.80 for the control group, and 38.13 for the test group.

Table2. Argumentation points for the two groups of control and test

groups	Statistical Indicators	pre-test	post-test
control group	average	11.80	14.47
	std.deviation	3.427	2.532
	Variance	11.473	6.410
test group	average	13.07	16.00
	std.deviation	3.283	2.138
	Variance	10.781	4.571

As it is implied from the data in Table 2, the average point of pre-test is 11.80 for the control group, and 13.07 for the test group. The average point of post-test is 14.47 for the control group, and 16.00 for the test group.

Table3. Verbal aggression points of the two groups of test and control

groups	Statistical Indicators	pre-test	post-test
control group	average	16.53	15.6
	std.deviation	3.583	4.51
	Variance	12.838	20.4
test group	average	17.13	13.73
	std.deviation	3.292	3.28
	Variance	10.838	10.78

As it is implied from the data in Table 3, the average point of pre-test is 16.53 for the control group, and 17.13 for the test group. The average point of post-test is 12.47 for the control group, and 11.40 for the test group.

Table4. Physical aggression points of the two groups of test and control

groups	Statistical Indicators	pre-test	post-test
control group	average	16.8	15.87
	std.deviation	3.726	2.748
	Variance	13.886	7.552
test group	average	17.67	10.73
	std.deviation	3.830	3.535
	Variance	14.667	12.495

As it is implied from the data in Table 4, the average point of pre-test is 16.80 for the control group, and 17.67 for the test group. The average point of post-test is 15.87 for the control group, and 10.73 for the test group.

Table5. Normality test for distribution of the variables via Shapiro-Wilk test

Variable name	Conflict post-test	Argumentation post-test	Verbal aggression post-test	Physical aggression post-test
Statistics	0.964	0.924	0.953	0.950
Level Significant	0.390	0.35	0.201	0.164

According to Table5, the significance level for all variables is larger than 0.05. Therefore, all variables are distributed normally.

Table6. Examining variance equality of the groups through Leven test

Variable name	Conflict post-test	Argumentation post-test	Verbal aggression post-test	Physical aggression post-test
Statistics	0.784	1.48	0.047	1.232
Level Significant	0.383	0.234	0.830	0.276

According to Table6, the significance level for all variables is larger than 0.05. Therefore, the variances of the groups are equal.

Table7. Covariance analysis to compare the average points of conflict post-test between the two groups

Source of variation	Square	df	Mean square	F-statistic	Significant
pre-test	525.171	1	525.171	20.746	0.0001
Between-group	358.917	1	358.917	14.178	0.001
Error	683.496	27	25.315	-	-
Total	1432.800	30	-	-	-

According to Table7, the significance for conflict pre-test is 0.0001 (smaller than α=0.01) and for inter-group changes is 0.001 (smaller than α=0.01). Therefore, the effect of pre-test and changes between the two groups of test and control is significant at the level of 1 percent, and the main hypothesis is confirmed. Hence, training social skills with an Islamic approach reduces parent-child conflict among high-schools girls of Yazd Township.

Table8. Covariance analysis to compare the average points of conflict post-test between the two groups

Source of variation	Square	df	Mean square	F-statistic	Significant
pre-test	66.125	1	66.125	20.379	0.0001
Between-group	6.565	1	6.565	2.023	0.166
Error	87.609	27	3.245	-	-
Total	171.367	29	-	-	-

According to Table8, the significance for conflict pre-test is 0.0001 (smaller than α=0.01) and for inter-group changes is 0.166 (greater than α=0.05). Therefore, the effect of pre-test is significant at the level of 1 percent, but the effect of changes between the two groups is not significant at the level of 5 percent. Therefore, the first secondary hypothesis is rejected. Hence, training social skills with an Islamic approach does not increase argumentation skills among high-schools girls of Yazd Township.
Table9. Covariance analysis to compare the average points of verbal aggression post-test between the two groups

Source of variation	Square	df	Mean square	F-statistic	Significant
pre-test	206.670	1	206.670	24.276	0.0001
Between-group	40.751	1	40.751	4.787	0.038
Error	229.863	27	8.513	-	-
Total	462.667	29	-	-	-

According to Table9, the significance for conflict pre-test is 0.0001 (smaller than α=0.01) and for inter-group changes is 0.038 (smaller than α=0.05). Therefore, the effect of pre-test is significant at the level of 1 percent, and the effect of changes between the two groups is significant at the level of 5 percent. Therefore, the second secondary hypothesis is confirmed. Hence, training social skills with an Islamic approach reduces verbal aggression among high-schools girls of Yazd Township.

Table10. Covariance analysis to compare the average points of physical aggression post-test between the two groups

Source of variation	Square	df	Mean square	F-statistic	Significant
pre-test	0.082	1	0.82	0.008	0.930
Between-group	193.944	1	193.944	18.663	0.0001
Error	280.584	27	10.392	-	-
Total	478.300	29	-	-	-

According to Table10, the significance for conflict pre-test is 0.930 (greater than α=0.05) and for inter-group changes is 0.0001 (smaller than α=0.01). Therefore, the effect of pre-test is not significant, but the effect of changes between the two groups is significant at the level of 1 percent. Therefore, the third secondary hypothesis is confirmed. Hence, training social skills with an Islamic approach reduces physical aggression among high-schools girls of Yazd Township.

Discussion
Findings of the study reveal that the main hypothesis of the research is confirmed. These are in agreement with the findings of Zaboli (1383), Asl (1385), Sharifi (1382), Moradi (1384), and Baktash (1389). To explain these findings, it can be said that analysis and review of conflict show that it has three components of argumentation, verbal aggression, and physical aggression. On the other hand, the content of the training package was to instruct social skills with an Islamic approach in order to facilitate establishment of effective interpersonal relations, empathy, and negotiation between family members. These contents were based on Quran verses and religious quotes and orders in this respect, and improved the sense of empathy and interpersonal relations, as well as negotiation methods between family members and between children and parents. This led to a reduction of parent-child conflicts.

Furthermore, the efforts made within the group such as objective and common experiences of the members lead to establishment of a common sense between the members, which made them use each other's experience, and led to reduction of conflicts.

Also the contents presented in training sessions were designed to improve behavioral aspect of social relations such as effective interpersonal relations, empathy, and negotiation based on Islamic instructions, and were designed to be appropriate for the concerning age group and cultural-religious texture of the township, and were effective and attractive because they were innovative and were a combination of psychology and religious thoughts.

Results in Table8, related to the first secondary hypothesis reject this hypothesis. These findings are in agreement with those of Kifer et al. (1974), Asl (1385), Baktash (1389), and Moradi (1384). These researchers also concluded that training social skills does not improve argumentation skills of adolescents. This conclusion may be due to the following reasons:

1. The effects of variable which were uncontrollable in this research such as personality type, family culture, and the order of members' birth within the family.
2. Training argumentation skills begins immediately after the birth and is formed through time; hence, family cultures and interactions are very effective in this respect. Therefore, this is less affected by short time and periodic trainings.

3. Argumentation skill in adolescents is the outcome of developing their relational skills and is affected by the individual's temper and his power of healthy emotional exchange with other people.
4. Adolescence is the period when the part of brain concerning with emotional action is more active than the logical part, and the relationship between emotional and logical parts has not become completed yet.

Results of Table9 concerning the second secondary hypothesis confirm this hypothesis. These findings are in agreement with those of Asl (1385), Ahmadizadeh (1374), Moradi (1384), Macvandi (1386), and Balgour (1994). To explain these findings, it can be said that the contents presented in training sessions were designed to improve skills of nagotiation, empathy, and effective interpersonal relations, and consequently, to reduce negative excitements resulting from inability to use argumentation strategies, such as verbal aggression. These contents were designed on the base of Islamic instructions and psychological theories, and were appropriate for teenagers' interest and the cultural-religious texture of the society. Therefore, they lead to improvement of negotiation skills, empathy, and establishment of interpersonal relations, and decreased verbal aggression.

Results of Table10 concerning the third secondary hypothesis confirm this hypothesis. These findings are in agreement with those of Ahmadizadeh (1374), Asl (1385), Moradi (1384), Macvandi (1386), and Kartelj and Milburn (1375). To explain these findings, it can be said that the contents of the training package of the researcher present many instructions in respect with how to control aggression and not treating parents aggressively, and this has led to reduction of physical aggression in adolescent behaviors of the subjects. Furthermore, the members of control group were girls raised within the traditional-religious culture of Yazd Township; this made them accept the instructions of Islam and act upon them. Therefore, this finding may be different for a population of boys. On the other hand, with regards to the fact that training negotiation skills and improvement of empathy between family members lead to reduction of verbal aggression, and consequently reduction of physical aggression. Hence, short-time training can be effective in reducing physical aggression.

Conclusion

The last thing to point out is that training is a tool affecting different aspects of human life, and the results from three out of the four hypotheses confirm it. This research emphasizes on training with Islamic approach; therefore, it is suggested to families, educational organization, schools, and welfare organization to take advantage of the potentials of being Muslim, and to train social skills to teenage students in form of Islamic instructions to reduce parent-child conflict as well as verbal and physical aggression so that we will have socially healthy individuals and a society free from crime and mental problems. Also it is suggested to conduct similar studies on the population of boys and among different educational levels. Furthermore, since the aspect of Islam and religion is often ignored in humanity studies, we suggest researchers in this respect to consider Islamic thoughts in their studies since we live in an Islamic religious community.

Due to financial and temporal limitations, the present study has investigated the effects of training social skills with an Islamic approach only on three variables of argumentation, verbal aggression, and physical aggression; therefore, future researchers are recommended to consider other aspects and variables which take effect from social skills, including problem solving, reduction of depression, individual and identity growth, making friends, self-explanation, effective relations, and the ability to

cope with stressful situations. Also they are recommended to conduct similar studies with long-term training to observe the exact effects of the training plans.

Findings of this study are useful for psychotherapist working in the Welfare Organizations and corrective centers for young criminals, and can be embodied within the curriculum of the students of consultancy and educational sciences. On this base, the educational organization is also recommended to provide students with training social skills either directly or indirectly.

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Appendix

An outline of the training Sessions

SessionS	Content OF SessionS
Session 1	Members get to know each other Members become familiar with the rule Members become acquainted with the nature of the conflict ,and social skills
Session 2	Focus on getting to know the members how to establish effective interpersonal relationships
Session 3	Study of facilitating factors and barriers to effective interpersonal relationships
Session 4	Focus on Participation in dialogue skills ,non-verbal skills
Session 5	Focus on speaking skills
Session 6	Focus on listening skills
Session 7	Focus on assertiveness skills
Session 8	Focus on empathy skills
Session 9	Continues of empathy discussion
Session 10	Focus on the future ,and determination of purpose(Evaluation and Wrap Up)