Modeling the impact of individual, educational and external factors affecting psychological well-being in children with the mediating role of life skills media education

Fatemeh. Heidari Mashhour[1]
Saeedeh Sadat. Hosseini[2]*
Karim. Afsharinia[3]
Mokhtar. Arefi[4]

1. PhD general psychology, Kermanshah branch, Islamic Azad University, Kermanshah, Iran
2. ***Corresponding author:** Assistant Professor, Psychology Department, Kermanshah Branch, Islamic Azad University, Kermanshah, Iran
3. Associate Professor, Department of Psychology, Kermanshah Branch, Islamic Azad University, Kermanshah, Iran
4. Associate Professor, Department of Psychology, Kermanshah Branch, Islamic Azad University, Kermanshah, Iran

Original research article

How to Cite This Article:

Abstract
Aim: The current research was conducted with the aim of modeling individual, educational and external factors affecting psychological well-being in children with the mediating role of life skills media education. **Methods:** This research is descriptive in terms of its purpose and is considered a survey study in terms of data collection. To conduct the research, all the factors related to the issue of psychological well-being in children were identified in the literature by relying on the theoretical foundations and the literature, and then, in order to validate the items, the factor loadings of the items were presented. The statistical population of the research was the experts in the field of psychology, who especially had studies in the field of children. Purposeful sampling and snowball method were used to select the participants and finally 20 people were considered as a statistical sample. Data analysis was also done using interpretive structural model. **Results:** The findings of the research showed that the factors underlying well-being are divided into three personal, educational and external dimensions, which include factors such as emotional intelligence, personality traits, self-regulation, responsibility, self-efficacy, emotion regulation, perceived social support, mindfulness, communication patterns, stress and anxiety. social for the individual dimension, parent management training, academic performance, positive intelligence training, life skills training and family performance for the educational dimension and finally, parent-child relationship, family cohesion and flexibility, socio-economic status, social networks, parental employment, Internet addiction and computer games have been proposed as external factors affecting children's psychological well-being in the model. **Conclusion:** Therefore, it is recommended that families strengthen the spirit of expressing feelings and experiences in their children by increasing their presence in social environments and trusting their children, because this issue strengthens the psychological well-being of children.
Keywords: *psychological well-being, individual factors, educational factors, external factors, media education of life skills.*

Introduction

In recent decades, researchers' interest in studying psychological processes related to children's mental health has increased. Empirical evidence shows that many psychological traumas in adulthood have their roots in the first ages of development and are the result of continued patterns of family communication and ineffective parenting. Therefore, increasing attention has been devoted to prevention and the design of effective interventions to mitigate the effects of the above patterns (Mash & Barclay, 2006). Prevention is an essential element to ensure human mental health. There are two main models of preventive programs. In the "disease-oriented model", the goal of prevention is to reduce risk factors and increase a person's resistance to a disorder. While in the "mental health promotion model", the primary focus is to achieve the ultimate level of well-being and mental health, and intervention programs that emphasize the increase of protective factors are placed in this area (Dozuis, 2004).

The issue of children's psychological well-being is one of the basic issues of societies because low levels of psychological well-being in children reduce their positive academic, social and emotional performance (Abed et al., 2017). Considering the lasting effects of childhood on the personality development of people in the future, a large amount of research has been devoted to the study of psychological well-being in children and examining its relationship with the psychological structures involved in their development. (Revens-Siber et al., 2014; Rahiminejad et al., 2016). Increasing evidence in the field of positive psychology movement has emphasized the manipulability of psychological well-being and happiness, and studies generally show that the promotion of these two structures in children leads to an increase in positive thoughts and feelings, hope, optimism and purposefulness. (Romo-Gonzales et al., 2016). On the other hand, the issue of teaching life skills is one of the issues that are always considered as part of parents' concerns, and one of the most important aspects of it is the use of different media in order to improve the quality level of children. Different methods are used to teach life skills in radio and television programs. However, until now, no study has investigated the underlying factors of psychological well-being in children, taking into account the role of media education of life skills.

Method

This research is descriptive in terms of its purpose and is considered a survey study in terms of data collection. To conduct the research, all the factors related to the issue of psychological well-being in children were identified in the literature by relying on the theoretical foundations and the literature, and then, in order to validate the items, the factor loadings of the items were presented. The statistical population of the research was the experts in the field of psychology, who especially had studies in the field of children. Purposeful sampling and snowball method were used to select the participants and finally 20 people were considered as a statistical sample. Data analysis was also done using interpretive structural model.

Results

The findings of the research showed that the factors underlying well-being are divided into three personal, educational and external dimensions, which include factors such as emotional intelligence, personality traits, self-regulation, responsibility, self-efficacy, emotion regulation, perceived social support, mindfulness, communication patterns, stress and anxiety. social for the individual dimension, parent management training, academic performance, positive intelligence training, life skills training and family performance for

the educational dimension and finally, parent-child relationship, family cohesion and flexibility, socio-economic status, social networks, parental employment, Internet addiction and computer games have been proposed as external factors affecting children's psychological well-being in the model.

Conclusion

The present study was conducted with the aim of modeling individual, educational and external factors affecting psychological well-being in children with the mediating role of life skills media education. The results related to the relationship between the sub-components of the individual dimension with the two concepts of psychological well-being and media training of life skills showed that all factors related to the individual dimension have a positive and significant relationship with psychological well-being and media training of life skills; However, the two variables of stress and social anxiety had a negative and significant relationship with these two variables, and with their increase, the level of education and psychological well-being of children decreases.

On the other hand, the results of the analysis of the conceptual model of the research in the case of significant coefficients showed that there is a positive and significant relationship between all the sub-components of the educational dimension of the two concepts of psychological well-being and media education of life skills. Therefore, it can be said that by improving each of the mentioned variables, the psychological well-being of children will also improve.

It can be suggested that families, with the help of children's counselors, learn ways to improve emotional intelligence and how to manage it in situations of anxiety and stress, and try to encourage the expression of emotions in their children by creating a warm and intimate atmosphere in the family. On the other hand, educators can also try to understand their mental and emotional conditions by taking into account the mood of students in schools, and by conducting a survey of parents, they can learn more about the moods of their students so that they can communicate with them effectively. Also, they should encourage their children to do the right behavior in the society and family environment by creating positive parent-child relationships and showing correct behaviors in the family center. In fact, children's imitation of parents is so important that many experts believe that the root of most children's behaviors and reactions at different ages can be found in how they perceive the behavior of their parents and close friends. Finally, it is suggested that families work on their child's different skills to understand and manage emotions more. For example, families can use soothing techniques for toddlers, preschoolers, school-age children, and toddlers and teens. On the other hand, challenging situations should be planned for, as it may be difficult for younger children to behave well. For example, explaining how to behave in different social environments and teaching how to deal with new environments correctly can be useful tips in this field.

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