

Life Skills and Their Relationship to the Adolescent Children`S Values

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ABSTRACT

Life skills develop knowledge and gain the necessary skills that help to practice life and play different roles successfully

Hence, the idea of the current research to find out the nature of the relationship between the skills of life as perceived by children in adolescence and their relation to their value structure.

Key words : Life skills, , Value system,, Adolescence

This research follows the analytical descriptive approach, which is based on the data and fact collection, formatting, processing and analyzing them to reach and draw conclusions about this phenomenon or subject.

1- Sample of the survey research: The sample of the survey study consisted of 40 students in the first and second secondary grades in the administration of the waily education in Cairo Governorate in order to standardize the study tools.

2. The basic research sample: It consisted of (140) students of the first and second secondary grades from 4 licensed educational centers. The sample was selected in a purposeful manner from different socio-economic levels of Cairo Governorate.

The research tools were prepared as follow:

1-General data form.

2- Life skills scale for children in adolescence. include three dimensions: personal skills , social skills , technology use skills

3- The measurement of the adolescents value system .This form of measurement aim at identifying moral values, social values, The theoretical values, economic values, political values, and aesthetic values

Results and discussed them:

* 60% of the sample members are female.

* 38.6% of the studied sample from experimental schools.

* Approximately half of the members of the research sample belong to the families of a father and a mother with a high education. The percentage of university education for the father reached 45% and 42.8% for the mothers.

* 65% of the mothers of the research sample workers.

* 41.4% of the research sample belong to households with high income (more than 5000 pounds).

•The item of the personal skills axis (attention to personal appearance) is the most important items by (28.3%).

•The item of the social skills axis(communication skills) is the most important item (27.9%).

•The item of the technology usage skills (skills of using technology in social communication)is the most important item (22.9%).

• The (technological skills) of the life skills scale is the most important item (36.1%).

•The axis (aesthetic values) of the value system axes is the most important items (20.4%).

•There are statistically significant differences (0.01) among the research sample in the life skills according to the gender (for the benefit of males),. (0.01)the type of school (in favor of the language schools.), to father`s educational level and mother`s educational level, mother`s work,(in favor of working mothers),and the average monthly income of the family (in favor of high income).

•There are statistically significance differences at (0.01) among the research sample in the value system scale according to gender (for the benefit of females), type of school(in favor of the language schools), the level of parental education (for the benefit of parents with a university degree or master and doctorate.), mother work,(in favor of the working mothers),and the average monthly income of the family(in favor of high income).

There is a positive correlation between axis of life skills scale of the children of the research sample and the value system scale axes at level of significance between (0.05) and (0.01).

The relative importance of the studied independent variables that the most influential variables in the life skills of children are respectively (father education, school type, mother education, mother's work)

The most influential variables in the composition of the children's value structure are respectively (mother education, father education, mother's work, and monthly income of the family)

Key words : Life skills ,Value system,Adolescence.

INTRODUCTION

The development process is progressing everyday as a result of achieving technological, social and economic challenges are achieved. Comprehensive development can only be achieved by creating a responsible generation capable of using and applying modern knowledge and technology. Children are the youth and men of the future.

Life skills develop knowledge and gain the necessary skills that help to practice life and play different roles successfully (Helmy, 2013). Life skills enable individuals to fulfill their responsibilities and help them deal with others and make relationships and friendship (Abdel Wahab, 2001). Life skills as time management, respect and ability to communicate with

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others and solve problems will not be developed only through a good example and family practices .values and positive habits that develop the direction towards those values, (Fergllson, 2007).The family has a key role in the formation and development of the child's value system and is the first incubator in which the individual acquires virtuous principles and values through family relations (Azi, 2013). Family conditions and the way they are raised are reflected in the children's behavior in the future. troubled families produces children suffering from behavioral deviations (Abdullah , 2013).

Many studies have focused on the life skills of pre-school children (Mustafa, 2001), orphan children (Sabra, 2011) and study youth (Helmy, 2013), (Abdullah , 2010), (Refat, 2007) and(Hamed, 2003). Weakness of the potential and abilities of some graduates students was found in the aspects of some life skills such as communication, personal Geadership, and attitudes in different situations and other skills. The study of (Julian, 2005) indicated the need to develop life skills because of its impact on reducing the health risks for university students. Many studies like (Sotiris,2006) (Schneider,2004),(Abdel Wahab, 2001) and (Ebrahim, 2011).have shown that female students girls need to be educated in life skills, especially as time management.

There is no study interested in adolescence which is the subject of study.

In addition, A number of researchers, such as (Sharqi, 2017), (Ibrahim, 2017), (Yaseen 2017), (Ahmed and Ibrahim, 2016) and (Yunis, 2016)

studied the values of male and female students in different educational stages such as the university and pre-university educational stages, because this group is one of the most important human elements contributing to the process of construction and development and has a lot of hopes to achieve the ambitions , development and progress of societies. Values are elements that preserve the individual's psychological balance and social adjustment (Bakush, 2013). Their objectives are self-supporting and they submit to the community individuals and groups that adhere to stable principles that preserve the cohesion and necessary stability for the conduct of a sound and stable social life (Abdul-Alim, 2001).

Values are determinants of individuals' behavior and attitudes in different cultures, and their behavior is influenced by their choices and their appreciation of life situations (Bouazizi,2013). The study of (Abdula, 2007) and (Al-Husaim, 2006), Confirms the role of social values in the prevention of crime ,as well as the determinants of the behavior and attitudes of individuals

in different situations and cultures. In addition values keep a person from the mental and physical, social deviation, without a system of values, a person may prone to deviation.

The study of Bouatit (2012) indicates that there is a positive correlation between the value structure and the professional compatibility of university staff and Mukhtar (2006) that there is a positive correlation between the values and the social psychological compatibility of university students.

The stage of adolescence is considered the most important stage of life for the individual whereas physical and psychological changes begin to occur and formed values, tendencies and interests, for that they always need attention and guidance.

Hence, the idea of the current research is to find out the nature of the relationship between the skills of life as perceived by children in adolescence and their relation to their value structure.

Statement of the problem:

1. What is the difference of the relative weights of the life-skill scale axes depending on the priority of their importance to adolescence "research sample"?
2. What is the difference of the relative weights of the scale axes of the value structure according to the priority of importance to adolescence?
3. What are the differences among the responses of the sample individuals to the scale of life skills according to the studied different demographic variables studied?
4. What are the differences among the responses of the sample individuals to the value structure scale according to the studied different demographic variables studied?
5. What is the nature of the relationship between life skills scale axes and the value structure scale axes of the of adolescent child responses?
6. What are the percentages of the contributions of studied independent variables in interpretation of the variance of the research sample life skills (the main dependent variable)?
7. What are the percentages of the contributions of studied independent variables in their interpretation of the variance of the research sample value structure (the main dependent variable)?

Objectives:

1. Answer the research questions.
2. Validating research hypotheses.

3. Making recommendations derived from the results of the research to benefit from individual development and community development.

The importance of research:

- * Open new horizons for programs to develop adolescents' life skills..
- * The results of this study will contribute to directing the attention of those university education officials to the importance of developing the life skills of Sons in this age group.
- * The importance of current research is derived from the importance of values in the life of the individual in general and students in particular. Positive values are, motives of behavior, orientations of thought and development, and the formation of normal personality.
- * Directing the faculty members in various specializations in general and the specialization of management of family and childhood institutions in particular to build educational programs for the development of life skills at the university and pre-university level.
- * This research contributes to directing the officials and those responsible for the process of curriculum reform for university education to the importance of developing the students' life skills and their importance in instilling positive values and forming a normal personality.
- * To highlight the role of life skills in shaping the value structure of the adolescence children.

Research hypotheses:

- 1- There are statistically significant differences among the responses of the research sample individuals to the life skills scale according to the studied different demographic variables (gender, type of school, father's educational level, mother's educational level, mother's work, monthly income of the family).
2. There are statistically significant differences between the responses of the research sample members to the value system scale according to the studied different demographic variables (gender, school type, father's educational level, mother's educational level, mother's work, monthly income of the family).
3. There is a statistically significant correlation between the life skill scale axes and the axes of the adolescents value system scale axis of the research sample.
4. The studied independent variables (gender, school type, father's level of education, mother's level of education, mother's work, monthly income of the

family) differ in interpretation percentage of the variance of the adolescent children life skills.

5. The studied independent variables (gender, school type, father's level of education, mother's level of education, mother's work, monthly income of the family) differ in their interpretation percentages of the variation of the adolescent children value structure.

METHODS

First: the scientific terms and concepts of and procedural the research

Life skills: Life skills:(united nation,2009) Life skills are a functional instruments for empowering young people to make informed and responsible decisions about their own comfort. Life skills training not only helps minimize high-risk behavior, it also builds young people's dependability for engaging in creative problem-solving to beat the social and economic barriers to self-development..

Procedural definition of life skills: A set of skills required to create the personality of the individual ,male and female, to enable them to interact positively with their daily life requirements (personal and social skills and skills of using technology).

*** Value system:**

Al-Ziyoud (2005) defines values as a set of criteria and judgments that make up the individual through his interaction with attitudes and experiences and enables him to choose his goals and direct his behavior directly or indirectly.

(Farrall, 2011) defines values where persons have freedom to keep track of whatever is of value to them, i.e. a good life is one that is self-constructed. Accordingly, philosophical reflections on the value of autonomy support the view that people is better off when individuals are respected as sovereign masters¹² who willingly accept personal responsibility for their decisions and actions.

The procedural definition of the value system is a set of values adopted by the student, arranged and reflected on his behavior and in daily life, namely (ethical, social, theoretical, economic, political, and aesthetic values).

*** Adolescence:**

(Meulemann ,(2003) defines adolescence stage in the life cycle, as the time between childhood and adult life.

The developmental tasks of adolescence include finding an occupation, securing a sexual partner, and establishing a personal worldview; once these tasks are finished, adulthood is reached.

The procedural definition of children in adolescence: they are students of the first and second secondary grades aged 14-18 years in public and private schools.

Second: Methodology

This research follows the analytical descriptive approach, which is based on the data and fact collection, formatting, processing and analyzing them to reach and draw conclusions about this phenomenon or subject.

Third: Limitations

1- Sample of the survey research: The sample of the survey study consisted of 40 students in the first and second secondary grades in the administration of the waily education in Cairo Governorate in order to standardize the study tools.

2. The basic research sample: It consisted of (140) students of the first and second secondary grades. The sample was selected in a purposeful manner from different socio-economic levels of Cairo Governorate.

Fourth: Research Tools: The research tools were prepared in a clear, easy and simple way taking into consideration the comprehensiveness and age of the students and the lack of time allocated to fill the forms.

1. General data form: This questionnaire was prepared in order to obtain some information that helps in determining the social and economic characteristics of the family. The questionnaire included the following (gender, type of school, father's and mother's educational level, mother's work, monthly income of the family).

2- Life skills scale for children in adolescence.(This scale is set by the researcher) The questionnaire consists of (32) sentences that include three dimensions:**personal skills (12 statements)** (time management, personal expense management, attention to personal appearance, self-control ability), **social skills (12 statements)** (communication skills, environmental conservation skills, teamwork skills, etiquette skills), **technology use skills (8 statements)** (use of the Internet in learning, shopping, social networking, machine management and modern scientific devices and prefect in computer skills).

The scale validity

The research tools were presented in their initial perception to some arbitrators in the field of home management, management of family and childhood institutions and some specialized professors in the field of education, to identify their opinions in the research tools in terms of relevance to the purpose, as well as the validity of forming a statement and the link of each statement to the concept of the dimension, the appropriate assessment of each statement and then the discharge of the arbitration data whereas shown the agreement of the arbitrators on the validity of most of the statement, by a rate of between: 85%: 95%. Necessary adjustments has been made.

2. Validity by using the internal consistency :

Validity was calculated using internal consistency by calculating the Pearson correlation coefficient between the total score of each axis and the total score of the life skills scale.

Table 1. values of Correlation coefficients between the total score of each axis and the total score of the scale

Life skills scale axes	correlation	Significance
The first axis: personal skills	0.778	0.01
The second axis: social skills	0.923	0.01
The third skills: technology use skills	0.861	0.01

It is clear from the above table that the whole system coefficients are significant at the level of (0.01), which indicates the validity and homogeneity of the scale axes.

3. Stability: Stability was calculated by:

1. Alpha Cronbach
2. Split-half
3. Spearman-Brown
4. Guttman

Table 2. the values of stability coefficient of life skills axes scale consumption patterns

Life skills scale axes	Alpha Cronbach	Split-half	Spearman-Brown	Guttman
personal skills	0.821	0.794	0.869	0.810
social skills	0.906	0.872	0.945	0.892
technology use skills	0.777	0.743	0.812	0.761
life skills scale for adolescent	0.854	0.822	0.890	0.842

It is clear from the above table that all scores of stability coefficients: Alpha Cronbach, Split-half, Spearman-Brown, Guttman are significant at the level of 0.01, indicating to the stability of the scale.

3 - The measurement of the adolescents value system

this form of measurement aim at identifying moral values (9 statements) which includes the principles, worship and religious rituals that the student is committed to, such as his obligation to visit places of worship and to donate to the poor and needy. Social values (11 statements) It is clear in the love of the student in helping others and members of his family ,to be keen on family visits and friends, participating in social events and community activities in school ,and characterized by giving and altruism. The theoretical values (9 statements) that present the interest of the student in knowledge and reading and identify what is new in his study and keenness on self-learning and knowledge. Economic values (8 statements)which show the interest in saving and good behavior in the personal expense and participation in setting the budget within the family, and follow up the news of business and economic developments of the community. Political values (7 statements) show the attention to the leadership and organization of the group and knowledge of political and military news. Aesthetic values (7

statements) are concerned with the sensory, aesthetic aspects, taste, the choice of coordinated colors and participation in art works and artistic competitions.

Validity of the content: The scale was presented in their initial form to a group of arbitrators from the specialized professors in the management of family and childhood institutions and the management of the house to get their opinions in all the statements of the scale. The proportion of the agreement was 88%. The researcher made the amendments agreed upon by most of the arbitrators.

1. Validity by using internal consistency

2. Validity was calculated using internal consistency by calculating Pearson correlation coefficient between the total score of each axis and the total score of the value system scale.

Field Application: The application was carried out on a sample of 140 students adolescent inside the governorate of Cairo. Research tools were applied in 4 licensed educational centers from 10 February to 28 February 2018.

Table 3. the values of correlation coefficients between the total score of each axis and the total score of the scale

The value system scale axes	Correlation coefficient	significance
moral value	0.882	0.01
social value	0.751	0.01
theoretical value	0.856	0.01
economic value	0.824	0.01
The fifth axis: political value	0.907	0.01
The sixth axis: aesthetic value	0.791	0.01

It is clear from the above table that all correlation coefficients are significant at the level of (0.01), indicating the validity and homogeneity of the scale axes.

2. Stability: Stability was calculated by:

1. Alpha Cronbach 2. Split-half 3. Spearman-Brown 4. Guttman

Table 4. Stability coefficient values for the system scale axis of the financial income management

the scale axes of the financial income management	Alpha Cronbach	Split-half	Spearman-Brown	Guttman
moral value	0.894	0.866	0.937	0.881
social value	0.926	0.891	0.961	0.913
theory value	0.808	0.777	0.843	0.795
economic value	0.741	0.713	0.789	0.730
political value	0.873	0.842	0.916	0.862
aesthetic value	0.917	0.888	0.955	0.905
total value system scale of adolescence	0.834	0.805	0.876	0.821

It is clear from the above table that all values of stability coefficients: Alpha Cronbach, Split-half, Spearman-Brown, Guttman are significant at the level of 0.01, indicating the stability of the scale

RERSULTS AND DISCUSSION

First: Descriptive results:

1 - Description of the research sample: The following is a comprehensive description of the research sample is shown in the table:

Table (5) shows the following:

- * 60% of the sample members are female.
- * 38.6% of the studied sample from experimental schools.
- * The majority of the members of the research sample belong to the families of a father and a mother with a high education. The percentage of university

education for the father reached 45% and 42.8% for the mothers.

* 65% of the mothers of the research sample workers.

* 41.4% of the research sample belong to households with high income (more than 5000 pounds).

2 - The relative weights of the scales of the life skills scale axis according to its importance to the sample individuals.

Table (6) shows the relative weights of the personal skills axis dimensions among the research sample, where the item (attention to personal appearance), is the most important items by (28.3%).

Table 5. Distribution of the research sample according to the socio-economic characteristics

Statement	Category	number	percentage
gender	Male	56	40%
	Female	84	60%
	Total	140	100%
Type of school	governmental	38	27.1%
	Experimental	54	38.6%
	Languages	48	34.3%
	Total	140	100%
Father`s educational level	Low " average qualification"	30	21.4%
	Average "above average"	47	33.6%
	High "universities, post graduates:	63	45%
	Total	140	100%
Mother`s educational level	Low " average qualification"	34	24.3%
	Average "above average"	46	32.9%
	High "universities, post graduates:	60	42.8%
	Total	140	100%
Mother work	Work	91	65%
	Not work	49	35%
	Total	140	100%
Monthly income of the family	Low (fewer than 2000)	37	26.4%
	Average (from 2000 to 5000)	45	32.1%
	High (more than 5000)	58	41.4%
	Total	140	100%

Table 6. Relative weight of the personal skills axis research sample

Personal skills	Relative weight	Percentage	ranking
Time management	199	27.6%	The second
personal expense management	145	20.1%	The fourth
attention to personal appearance	204	28.3%	The first
self-control ability	172	23.9%	The third
Total	720	100%	

Table 7. Relative weight of the axis social skills of the research sample

Social skills	Relative weight	Percentage	ranking
communication skills	197	27.9%	The first
environmental conservation skills	152	21.6%	The fourth
teamwork skills	189	26.8%	The second
etiquette skills	166	23.6%	The third
total	704	100%	

Table (7) shows the relative weights of the social skills axis dimensions in the research sample. The item (communication skills) was the most important item (27.9%). This result was in line with Jassim's study (2017). She explained that after communication and communication skills, the first rank was obtained with a relative weight of 79.21% for primary school students.

Table (8) shows the difference in the relative weights of the technology usage skills dimensions the research sample. The item (skills of using technology in social communication) was the most important item (22.9%).

Table (9) shows the differences in the relative weight of the life skills scale the research sample, where the (technological skills) was the most important item (36.1%).

3 - The relative weights of the axes of the value system scale according to their importance to the children in adolescence.

Table (10) shows the differences in the relative weights of the value system axes among the research sample, where the axis (aesthetic values), is the most important

item by (20.4%), followed by the axis (moral values) by 18.7%. The researcher explains that the aesthetic values as understood by children at this age are working on the refinement of the soul and spirit, the acquisition of sensory, aesthetic development and the exercise of moral values.

Second: Results of testing

The first hypothesis: There are statistically significant differences among the responses of the research sample individuals to the life skills scale according to the studied different demographic variables (gender, type of school, father's educational level, mother's educational level, mother's work, monthly income of the family).

From table (11) There are statistically significant differences at the level of significance of 0.01 among the members of the research sample in the scale of life skills for the benefit of males. This may be attributed to the nature of male at this stage. They have a desire to self-assertion and independence, keep pace with technology, and encourage parents to do so more than females for their concern.

Table 8. Relative weight of the Technology usage skills axis among research sample

Technology use skills	Relative weight	Percentage	ranking
In learning	168	19.2%	The fourth
In shopping	185	21.2%	The second
social networking	201	22.9%	The first
machine management and modern scientific devices	149	17%	The fifth
perfect in computer skills	171	19.6%	The third
Total	874	100%	

Table 9. Relative weight of the life skills measurement for axis among research sample

Life skills for children in adolescence	Relative weight	Percentage	ranking
Personal skills	196	33.5%	The second
Social skills	178	30.4%	The third
Technology use skills	211	36.1%	The fourth
Total	585	100%	

Table 10. the relative weight of the value system axes of children in adolescence

the value system of children in adolescence	Relative weight	Percentage	ranking
Moral values	208	18.7%	The second
Social values	181	16.2%	The fourth
Theory values	195	17.5%	The third
Economic values	160	14.3%	The fifth
Political values	144	12.9%	The sixth
Aesthetic values	227	20.4%	The first
Total	1115	100%	

The first variable: gender**Table 11. Differences between response averages of individuals on the life skills scale according to gender**

gender	mean	standard deviation	sample	Freedom Degrees	T -value	Interpretation
male	90.674	±6.789	56	138	18.662	significance at 0.01 For males

The second variable: the type of school**Table 12. Analysis of variance among research sample responses on the life skills scale according to the type of school**

School type	Total squares	Average squares	Freedom degrees	(F)Value	Interpretation
Between groups	4484.424	2242.212	2	38.235	0.01 significance
Within groups	8034.150	58.643	137		
Total	12518.574		139		

To demonstrate the significance direction, the L.SD test was performed for multiple comparisons, as shown in the following table.

Table 13. The least significant differences between the research members sample mean scores on the life skills scale according to the type of school

School Type	Government M = 59.057	Experimental M = 61.123	Languages M = 80.645
Governmental	-	-	-
Experimental	2.066*	-	-
Languages	21.588**	19.522**	-

**Significance at 0.01

* significance at 0.05

The third variable: father`s educational level**Table 14. Analysis of the variance of the research sample members responses on the life skills scale according to the father's education level**

father educational level	Total squares	Average squares	Freedom degrees	Value Of (F)	Interpretation
Between groups	4638.045	2319.023	2	55.976	0.01 significance
Within groups	5675.770	41.429	137		
Total	10313.815		139		

To demonstrate the significance direction, the L.SD test was performed for multiple comparisons, as shown in the following table.

Table 15. The least significant differences between the mean scores of the responses of the research sample on the life skills scale according to the father's education level

father education level	low M= 49.753	average M=65.103	High M=84.777
Low	-	-	-
Average	15.350**	-	-
High	35.024**	19.674**	-

From table (12) and (13) results of the L.S.D. showed that There were statistically significant differences at the level of (0.01) in the life skills index among children of the research sample according to the type of school. These differences are in favor of the language schools, whereas the average (80,645) followed by the experimental and the governmental. This may refer to the interest of the language schools by directing the students to participate in the work and use the technology for learning and communication. to access the student's to have integrated personality to compete with other schools.

From tables (14),(15),(16),(17) result of L.S.D. show that There were significant differences at the level of (0.01) in the life skills scale among the children of the research sample according to father`s educational level and mother`s educational level (84.777) (82.281). The researcher explains that the high educational level of the parents is very important in understanding how to create the positive personality, encourage their children and encourage them to practice activities to create a climate for interaction with the requirements of their daily lives.

As well as, there were statistically significant differences

The fourth variable: mother`s educational level

Table 16. Analysis of the variance of the research sample members responses on the life skills scale according to the mother's educational level

mother educational level	Total squares	Average squares	Freedom degrees	Value Of (F)	Interpretation
Between groups	4531.899	2265.949	2	42.815	0.01 significance
Within groups	7250.623	52.924	137		
Total	11782.522		139		

To demonstrate the significance direction, the L.SD test was performed for multiple comparisons, as shown in the following table.

Table 17. The least significant differences between the mean scores of the responses of the research sample members on the life skills scale according to the mother's educational level

mother education level	low M= 43.341	average M=66.665	High M= 82.281
Low	-		
Average	23.324**	-	
High	38.940**	15.616**	-

**Significance at 0.01

The fifth variable: mother`s work

Table 18. Differences in the average responses between the research sample response averages on the life skills scale according to mother work

Mother work	mean	standard deviation	sample	Freedom Degrees	T -value	Interpretation
work	77.632	±5.015	91	138	14.223	Significance at 0.01 For worker
Don't work	60.517	±3.983	49			

The sixth variable: monthly income of the family

Table 19. Analysis of the variance of the research sample members responses on the life skills scale according to the average monthly income of the family

Monthly income of the family	Total squares	Average squares	Freedom degrees	Value (f)	Interpretation
Between groups	4432.425	2216.213	2	33.919	0.01 significance
Within groups	8951.324	65.338	137		
Total	13383.749		139		

To demonstrate the significance direction ,L.SD test was performed for multiple comparisons, as shown in the following table.

Table 20. The least significant differences between the mean scores of the research sample responses on the life skills scale according to the monthly income of the family

The monthly income of the family	low M = 57.333	average M =59.953	High M = 80.083
Low	-		
Average	2.620*	-	
High	22.750**	20.130**	-

**Significance at 0.01

* significance at 0.05

From table (18) There were statistically significant differences between working mothers and non-working mothers where (T) value is significant the level of 0.01 in favor of working mothers. That may be explained because working mother gain skills and experiences through interaction with others, which affect her life style, transactions , awareness and guidance to children.

From tables (19),(20) result of the L.S.D.show that There were statistically significant differences in the

consumption behavior of the children according to the average monthly income of the family at the level of (0.01) These differences are in favor of high income, with an average of 80,083. The researcher may conclude that the higher the income, the greater the opportunity for children to satisfy their needs in a proper manner, to participate in activities within the school and to use technology for self development.

From the above mentioned results, we can acceptin the first hypothesis. It is clear from previous studies

according to the researcher knowledge, that there is no study was tackling the relationship between the life skills of children in adolescence and the current research variables.

The second hypothesis: There are statistically significant differences among responses the research sample members to the value system measurement according to the different demographic variables studied (gender, type of school, father's educational level, mother's educational level, mother's work, monthly income of the family).

From table (21) There are statistically significance differences at the level of significance of 0.01 among the members of the research sample in the value system scale of the children for the benefit of females. This

The first variable: gender

Table 21. Differences between response average of the research sample on the value system measurement according to gender

gender	mean	standard deviation	sample	Freedom degree	(T) Value	Interpretation
male	100.359	±5.442	56	138	29.409	significance at 0.01 For female
female	144.442	±7.111	84			

The second variable: type of school

Table 22. the Analysis of variance among the research sample members responses on the value scale system according to the type of school

Type of school	Total squares	Mean squares	Freedom degrees	Value (f)	Interpretation
Between groups	4484.424	2242.212	2	50.274	Significance 0.01
Within groups	6110.150	44.600	137		
Total	10594.574		139		

To demonstrate the direction of significance, the L.SD test was performed for multiple comparisons, as shown in the following table.

Table 23. The least significance differences between the average scores of the research sample members responses on the value scale system according to the type of school

School Type	Government M = 81.103	experimental M = 99.987	languages M = 132.285
Government	-		
experimental	18.884**	-	
languages	51.182**	32.298**	-

The third variable: Father's education level

Table 24. Analysis of Variance the research sample responses on the values system scale of the according to the level of father education

father educational level	Total squares	Mean squares	Freedom degrees	(f)Value	Interpretation
Between groups	4350.221	2175.111	2	36.063	0.01 significance
Within Groups	8263.074	60.314	137		
Total	12613.295		139		

To demonstrate the direction of significance, the L.SD test was performed for multiple comparisons, as shown in the following table.

may be attributed to the type of socialization of females in Egyptian society. It is characterized by fear and instilled in them since childhood values and habits males, this result is according to (Mokhtar,2006) and (Bin Hilal,2002) studies, there are differences in the order of values by gender variable for females.

From table (22,23) result of the L.S.D. showed that There were statistically significant differences at the level of (0.01) in the children's value system. and the results of the L.S.D. These differences are in favor of the language schools. The average is 132,285. The researcher explains that the language schools strive to show the school and its superiority, to treat the students well and to instill positive values and principles and to create an integrated and balanced personality.

Table 25. The least significant differences between the mean scores of the responses of the research sample on the values system scale according to the father's educational level

father educational level	low M = 113.032	average M = 115.546	high M = 138.509
low	-		
average	2.514*	-	
high	25.477**	22.963**	-

**Significance at 0.01

* significance at 0.05

The fourth variable: mother`s educational level**Table 26. Analysis of the variance of the research sample individuals' responses on the values scale according to the level of mother's education**

mother educational level	The squares sum	squares mean	freedom degrees	(f) value	Interpretation
Between groups	4440.538	2220.269	2	44.942	0.01 significance
Within groups	6768.282	49.404	137		
Total	11208.820		139		

To demonstrate the direction of significance, the L.SD test was performed for multiple comparisons, as shown in the following table.

Table 27. The least significant differences between the mean scores of the research sample members' responses on the values scale according to the level of the mother's education

mother educational level	low M = 94.470	average M = 111.127	high M = 146.659
low	-		
average	16.657**	-	
high	52.189**	35.532**	-

From tables (24,25,26,27) results of the L.S.D. show that

The fifth variable: mother`s work**Table 28. Differences between the research sample responses 'mean on the values scale according to the mother's work**

Mother's work	Mother's work	mean	standard deviation	sample	Freedom degree	(T) Value	Interpretation
work	تعمل	127.763	±6.689	91			significance at 0.01
Don't work	لا تعمل	99.402	±5.007	49	138	20.932	For women workers

The sixth variable: monthly income of the family**Table 29. Analysis of variance the research sample members' responses on the value system scale according to the average monthly income of the family**

Monthly family income	The squares sum	squares mean	freedom degrees	(f) value	Interpretation
Between groups	4283.364	2141.682	2	30.893	0.01 significance
Within groups	9497.764	69.327	137		
total	13781.128		139		

To demonstrate the direction of significance, the L.SD test was performed for multiple comparisons, as shown in the following table.

Table 30. The least significant of the differences between the average of the research sample responses members on the value system scale according to the monthly family income

monthly family income	low M = 89.022	average M = 91.256	high M = 118.765
low	-		
average	2.234*	-	
high	29.743**	27.509**	-

**Significance at 0.01

* significance at 0.05

there were statistically significant differences at the mean level of (0.01) in the research sample responses of the value system scale for the children of the research sample according to the level of parental education and the results of the L.S.D. moreover these differences for the benefit of parents with a university degree or master and doctorate, the researcher explains that parents with a high level of education are keen to instill positive values in their children and interest in the faith to seek a balanced personality in the future.

From table (28) There are statistically significant differences at the level of 0.01 among the averages of the research sample according to the mother's work in favor of the working mothers. This can be explained by the fact that working mother is gaining experience and knowledge which affect her in the changes in thought, culture and values that make them more caring for the children and supporting them. Thus, they instill values in them.

From table (29,30) results of the L.S.D.show that There are statistically significant differences at the level of 0.01 in the responses of the measurement of the value system of the research sample according to the average monthly income of the family in favor of high income. This can be explained by the fact that high income families always can give a better life for their children and meet their needs and encourage them to donate and help others. The person doesn't feel happy in isolation from others, as well as encourage their children to practice worship , guide them to scientific research , knowledge and urge them to participate in daily life, which reflects on his actions and behavior in daily life. There is no study according to the knowledge of the researcher taking a link between each of the value format as understood by children in adolescence and the variables of the study. Thus, the second hypothesis is valid.

The third hypothesis: there is a statistical correlation between the life skill scale axes and the adolescents' value system scale axes of the research sample responses. To validate this hypothesis, correlation coefficients were calculated using the Pearson correlation coefficient.

From table (31) There is a positive correlation between the research sample scales of life skills and the value system scale axes at a level of significance between (0.05) and (0.01). The more the children have the life skills, the more positive the values of different types, as well as there is no study according to the knowledge of the researcher tacking a link between the life skills and values system of the children. Thus we are sure that the third hypothesis validates.

The fourth hypothesis: studied independent variables (gender, school type, father's level of education, mother's level of education, mother's work, monthly income of the family) differ in their interpretation percentages of the differences in the life skills of the adolescent children. To verify this hypothesis, the regression coefficient (gradient step to forward) was used to identify the most important factors contributing to the variance ratio in the dependent variable.

Table (32) shows the relative importance of the studied independent variables that the most influential variables in the life skills of children are respectively (father education, school type, mother education, mother's work) according to the weights of the regression coefficients and the degree of correlation whereas (T) scores and (F) scores were function at (0.01). As well as the participation rates were (0.847, 0.746, 0.692, 0.596), thus validating the fourth hypothesis.

The fifth hypothesis: The studied independent variables (gender, school type, father's educational level, mother's educational level, mother's work, monthly income of the family) differ in their interpretation percentages of the variance of the value system of the children. To verify this hypothesis, the regression coefficient (gradient step to forward) was used to identify the most important factors contributing to the variance ratio in the dependent variable.

From table (33) the relative importance of the independent variables studied, it was found that the most influential variables in the composition of the children's value structure are respectively (mother education, father education, mother's work, and monthly income of the family) according to the weights of the regression coefficients and the degree of correlation, whereas (T) scores and (F) scores were function at (0.01). As well as the participation rates were. (0.946, 0.886, 0.854, 0.811), thus validating the fifth hypothesis.

Research Recommendations

- * Holding seminars by specialists in the field of house management and family economics to educate mothers about the importance of developing life skills for children in different stages.
- * Utilizing the results of this research to develop the education courses for the development of life skills for students in the stages of university education.
- * Designing programs to educate children in adolescence with life skills and their importance in the development of positive values.

* Conducting continuous studies to find out what is children in different age groups.
related to the development of positive values for

Table 31. Matrix of correlation coefficients between the scores of life skill scale axes and the axes of the value structure of children in adolescence (research sample)

Axes expense management	Ethical values	Social Values	Theoretic al Values	Economi c Values	Political Values	Aesthetic Values	children in adolescence value structure
Time management	0.773**	0.866**	0.916**	0.837**	0.888**	0.766**	0.739**
Personal expense management	0.627*	0.705**	0.728**	0.609*	0.833**	0.903**	0.882**
personal appearance	0.868**	0.932**	0.876**	0.714**	0.776**	0.641*	0.793**
Ability to restrain	0.618*	0.801**	0.636*	0.841**	0.948**	0.827**	0.858**
Personal skills as a whole	0.821**	0.707**	0.893**	0.807**	*0.743*	0.832**	0.765**
communication	0.747**	0.779**	0.787**	0.642*	0.869**	0.957**	0.718**
Conservation skills	0.625*	0.954**	0.856**	0.755**	0.742**	*0.731*	0.865**
Teamwork skills	0.809**	0.892**	0.794**	0.927**	0.808**	0.604*	0.774**
Etiquette Skills	0.902**	0.744**	0.643*	0.817**	0.711**	0.704**	0.848**
Social skills as a whole	0.789**	0.724**	0.825**	0.889**	0.767**	0.854**	0.753**
Use of technology in learning	0.894**	0.729**	0.935**	0.757**	0.611*	0.857**	0.812**
Use of technology in shopping	0.944**	0.878**	0.637*	0.824**	0.831**	0.733**	0.871**
Use of technology in social	0.715**	0.784**	0.815**	0.885**	*0.917*	0.644*	0.732**
In the management of machines and modern scientific	0.605*	0.797**	0.881**	0.626*	0.826**	0.798**	0.861**
Mastering computer skills Technology	0.763**	0.843**	0.633*	0.769**	0.926**	0.614*	0.708**
use skills as a	0.835**	0.717**	0.842**	0.874**	0.855**	0.735**	0.803**
Life skills for children in	0.746**	0.895**	0.783**	0.726**	0.818**	0.839**	0.777**

**Significance at 0.01

* significance at 0.05

Table 32. The relative importance of the independent variables studied with the dependent variable (life skills) according to the weights of the regression coefficients and the degree of correlation

The dependent variable Life skills for children in adolescence	Independent variable	Correlation coefficient	Participation rate –	(f) value	Interpretation –	coefficient of the regression value –	(T) Value	Interpretation —
		father educational level	0.920	0.847	154.936	0.01	0.536	12.447
	school Type	0.863	0.746	82.040	0.01	0.369	9.058	0.01
	Mother educational level	0.832	0.692	62.962	0.01	0.293	7.935	0.01
	Mother 's Work	0.772	0.596	41.240	0.01	0.172	6.422	0.01

Table 33. The relative importance of the independent variables studied with the dependent variable (the value pattern) according to the weights of the regression coefficients and the degree of correlation

The value structure of children in adolescence المتغير التابع	Independent variable	correlation coefficient	Participation rate	(f) value	Interpretation	regression value coefficient	(T) value	Interpretation
		Mother 's educational level	0.946	0.895	237.855	0.01	0.630	15.423
	father 's educational level	0.886	0.784	101.890	0.01	0.429	10.094	0.01
	Mother 's work	0.854	0.730	75.695	0.01	0.347	8.700	0.01
	Monthly family income	0.811	0.657	53.706	0.01	0.247	7.328	0.01

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الملخص العربي

المهارات الحياتية وعلاقتها بالنسق القيمي للأبناء في مرحلة المراهقة

وفاء محمد خليل

* ٤١.٤% من عينة البحث ينتمون إلى أسر مرتفعة الدخل (أكثر من ٥٠٠٠ جنيه).

* اختلاف الأوزان النسبية لأبعاد محور المهارات الشخصية لدى عينة البحث حيث كان بند (الإهتمام بالمظهر الشخصي) وهو أكثر البنود أهمية بنسبة (٢٨.٣%).

* اختلاف الأوزان النسبية لأبعاد محور المهارات الاجتماعية لدى عينة البحث حيث كان بند (مهارات الإتصال) وهو أكثر البنود أهمية بنسبة (٢٧.٩%).

* اختلاف الأوزان النسبية لأبعاد محور مهارات استخدام التكنولوجيا لدى عينة البحث حيث كان بند (مهارات استخدام التكنولوجيا في التواصل الاجتماعي) وهو أكثر البنود أهمية بنسبة (٢٢.٩%).

* اختلاف الأوزان النسبية لمحاور مقياس المهارات الحياتية لدى عينة البحث حيث كان محور (مهارات استخدام التكنولوجيا) وهو أكثر البنود أهمية بنسبة (٣٦.١%).

* اختلاف الأوزان النسبية لمحاور مقياس النسق القيمي لدى عينة البحث حيث كان محور (القيم الجمالية) وهو أكثر البنود أهمية بنسبة (٢٠.٤%).

* اختلاف الأوزان النسبية لمحاور مقياس النسق القيمي لدى عينة البحث حيث كان محور (القيم الجمالية) وهو أكثر البنود أهمية بنسبة (٢٠.٤%).

* وجود فروق ذات دلالة احصائية عند مستوى دلالة ٠.٠١ بين أفراد عينة البحث في مقياس المهارات الحياتية وذلك لصالح الذكور.

المهارات الحياتية تنمي المعارف وتكسب المهارات اللازمة التي تساعد على ممارسة شئون الحياة والقيام بالأدوار المختلفة بنجاح، ويهدف البحث الحالي التعرف على طبيعة العلاقة بين المهارات الحياتية كما يدركها الأبناء في مرحلة المراهقة وعلاقتها بالنسق القيمي، يتبع هذا البحث المنهج الوصفي التحليلي، وتكونت عينة الدراسة الاستطلاعية من ٤٠ من طلاب في الصف الأول والثاني الثانوي بإدارة الوائلي التعليمية محافظة القاهرة وذلك لتقنين أدوات الدراسة، عينة البحث الأساسية وتكونت من (140) من طلاب الصف الأول والثاني الثانوي ملتحقين بربع مراكز تعليمية، تم اختيار العينة بطريقة غرضية من مستويات اجتماعية اقتصادية مختلفة من محافظة القاهرة من مركز تعليمي الياسمين و بين الجنابن بالعباسية، وتكونت أدوات البحث من استمارة البيانات العامة، مقياس المهارات الحياتية للأبناء في مرحلة المراهقة (إعداد الباحثة)، تتضمن ثلاث أبعاد مهارات شخصية

مهارات اجتماعية، مهارات استخدام التكنولوجيا، و مقياس النسق القيمي لدى الأبناء في مرحلة المراهقة (إعداد الباحثة). تتضمن ست أبعاد (القيم الأخلاقية، القيم الاجتماعية، قيم النظرية، القيم الاقتصادية، القيم السياسية، القيم الجمالية). وتوصلت النتائج إلى:

* ٣٨.٦% من أفراد عينة البحث من مدارس تجريبية.

* ما يقرب من نصف عينة البحث ينتمون إلى أسر من أب وأم ذو تعليم مرتفع حيث بلغت نسبة التعليم الجامعي للأب ٤٥%، ونسبة ٤٢.٨% للأمهات.

* ٦٥% من أمهات أفراد عينة البحث عاملات.

* وجود فروق ذات دلالة إحصائية عند مستوى دلالة (0.01) في استجابات مقياس النسق القيمي للأبناء عينة البحث وفقاً لمستوى تعليم الوالدين ويتبين من نتائج اختبار L.S.D. أن هذه الفروق لصالح الوالدين ذوي المؤهل الجامعي أو ماجستير ودكتوراه.

* وجود فروق ذات دلالة إحصائية عند مستوى دلالة 0.01 بين متوسطات أفراد عينة البحث وفقاً لاختلاف عمل الأم لصالح الأمهات العاملات.

* وجود فروق ذات دلالة إحصائية عند مستوى دلالة 0.01 في استجابات مقياس النسق القيمي للأبناء عينة البحث تبعاً لمتوسط الدخل الشهري للأسرة وذلك لصالح الدخل المرتفع، ويمكن تفسير ذلك أن الأسر ذو الدخل المرتفع.

* توجد علاقة ارتباطية طردية موجبة بين محاور مقياس المهارات الحياتية للأبناء عينة البحث و محاور مقياس النسق القيمي عند مستوى دلالة يتراوح بين (0.05) و (0.01).

* أن أكثر المتغيرات تأثير في تكوين المهارات الحياتية لدى الأبناء هي على الترتيب (تعليم الأب، نوع المدرسة، تعليم الأم، عمل الأم)

* أن أكثر المتغيرات تأثير في تكوين النسق القيمي لدى الأبناء هي على الترتيب (تعليم الأم، تعليم الأب، عمل الأم، الدخل الشهري للأسرة)

الكلمات المفتاحية: المهارات الحياتية، النسق القيمي،

مرحلة المراهقة.

* وجود فروق ذات دلالة إحصائية عند مستوى دلالة (0.01) في مقياس المهارات الحياتية بين الأبناء عينة البحث وفقاً لنوع المدرسة ويتبين من نتائج اختبار L.S.D. أن هذه الفروق لصالح مدارس اللغات.

* وجود فروق ذات دلالة إحصائية عند مستوى دلالة (0.01) في مقياس المهارات الحياتية بين الأبناء عينة البحث وفقاً لمستوى تعليم الأب، ومستوى تعليم الأم ويتبين من نتائج اختبار L.S.D. أن هذه الفروق لصالح المستوى التعليمي الجامعي وال فوق جامعي.

* وجود فروق ذات دلالة إحصائية بين الأمهات العاملات وغير العاملات حيث (ت) كانت دالة عند مستوى دلالة 0.01 لصالح الأمهات العاملات.

* وجود فروق ذات دلالة إحصائية في السلوك الاستهلاكي للأبناء تبعاً لمتوسط الدخل الشهري للأسرة عند مستوى دلالة (0.01) ويتبين من نتائج اختبار L.S.D. أن هذه الفروق لصالح الدخل المرتفع حيث بلغ المتوسط (800.83).

* وجود فروق ذات دلالة إحصائية عند مستوى دلالة 0.01 بين أفراد عينة البحث في مقياس النسق القيمي للأبناء وذلك لصالح الإناث.

* وجود فروق ذات دلالة إحصائية عند مستوى دلالة (0.01) في مقياس النسق القيمي للأبناء ويتبين من نتائج اختبار L.S.D. أن هذه الفروق لصالح المدارس اللغات.