

# opción

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# The Effectiveness of life skills training on support and acceptance of teachers

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## Abstract

This study was conducted to assess the effectiveness of life skills training on social support and social acceptance of female teachers. Data were analyzed using covariance analysis. As a result, the level of perceived support by friends ( $P < 0.05$  and  $f(1, 25) = 418/33$ ) and social acceptance feeling ( $P < 0.05$  and  $f(1, 25) = 344/68$ ) has a positive impact on female teachers. In conclusion, teaching self-awareness, empathy, effective communication and interpersonal relationships to female teachers has increased the overall perception of support and the level of perception of support by family and friends.

**Keywords:** social acceptance, support, life skills.

## La efectividad de la capacitación en habilidades para la vida sobre el apoyo y la aceptación de los maestros

### Resumen

Este estudio se realizó para evaluar la efectividad de la capacitación en habilidades para la vida en el apoyo social y la aceptación social de las maestras. Los datos se analizaron mediante análisis de covarianza. Como resultado, el nivel de apoyo percibido por los amigos ( $P < 0.05$  y  $f(1, 25) = 418/33$ ) y el sentimiento de aceptación

social ( $P < 0.05$  y  $f(1, 25) = 344/68$ ) tiene un impacto positivo en las maestras. En conclusión, enseñar autoconciencia, empatía, comunicación efectiva y relaciones interpersonales a las maestras ha aumentado la percepción general de apoyo y el nivel de percepción de apoyo de familiares y amigos.

**Palabras clave:** aceptación social, apoyo, habilidades para la vida.

## 1. INTRODUCTION

Human is a social being and needs his fellowmen throughout his life. Social support has been one of the basic needs of human beings throughout history. Social support is a subjective feeling of belonging, being accepted, being loved and being needed, for the sake of one's own person and for what he can do. In social support, the amount of love, companionship, and attention to family members, friends, and other people has been considered. Social support is defined with a mechanism of interpersonal communication that protects individuals from the effects of negative stress. Kaplan sees social support as an attachment that increases skill, delivers guidance, and performs the confirming identity about the behavior.

He also assumes that social support is an internal variable that is provided by individuals or groups so that the recipients approach their goals. Definitions of social support generally fall into two categories: those that emphasize the functional aspects of social support networks and those who emphasize the cognitive assessment of protection (CHERAGHI, DAVARI, SALAVATI & MOGHIM, 2012). Social support refers to four categories of behavior or social action: First,

positive interaction, which is called the supportive term that a person receives when has some time with others in social collections; second, emotional support, which is said to be guidance and feedback which can help a person to find solutions for problems; the third is tangible support that is related to material aid, such as taking someone to the doctor, and the fourth is affection that is related to care, love and empathy. VILLALOBOS, RAMIREZ, and DÍAZ-CID, (2019) propose that it is necessary to promote an anti-domination political pedagogy, but that represents an impossible one; then the question that follows is how to solve the great problems that afflict society incorporated into the social fabric by the knowledge society.

These social behaviors operate on an individual and social level; these are interactions between the individual and the larger society that provide opportunities for the development of social support (ARBOR & ERBER, 2012; RAMÍREZ, AVENDAÑO, ALEMAN, LIZARAZO, RAMÍREZ and CARDONA, 2018; RAMÍREZ, ESPINDOLA, RUÍZ and HUGUETH, 2019). The synonym of social support variable and, perhaps, its complement is social acceptance. Talking and behaving in accordance with the expectations of others is called social acceptance. Social acceptance is like a continuum, at the very end of which is a very high societal acceptance, i.e. people who change their opinions and experiences in interviews and answering the questions, and at the other end, there is a very low social acceptance, i.e., people, who in no way distorts their views and experiences. It is natural that the majority of humans are in the middle of the continuum. People with low social acceptance are willing to deny social acceptance for being honest.

## **2. METHODOLOGY**

The research method was quasi-experimental with pre-test and post-test design with an evidence group. The statistical population of this study was all married female teachers working in the second level of secondary school of Torbat Heydarieh city in the academic year of 2015-2016. According to the obtained data, the total number of female teachers working in second level of secondary school of Torbat Heydarieh city in this academic year was 200 people.

The sampling method was a purposeful method, along with a simple random method. Therefore 200 female teachers of secondary school in Torbat Heydarieh city were recognized and the social support questionnaires were implemented on them. The questionnaires were identified when evaluated and graded by thirty teachers with lower grades in social support variables. Subsequently, they were invited to participate in the research. From the 30 people selected, some did not accept to contribute to the research that they were re-substituted. Finally, 30 teachers were selected randomly in two groups of evidence and experiment.

After selecting and randomly assigning the samples, intervention sessions were developed based on the Life Skills Curriculum (AGHAJANI, 2002), which included 6 sessions of 90 minutes.

Session 1: Preparing people and getting to know each other and the group, expressing the issue, setting goals, and giving a brief note to life skills.

Session 2: Self-knowledge skills training: A discussion of self-awareness components that are true self-assessment, self-awareness, self-confidence, and self-esteem.

Session 3: Teaching empathy skills in two steps, coordinating or walking (at this stage, the person must first be synchronized with the other party, that is, image himself in his / her place and understand his / her feelings, to see the issues from his / her sight. He shows him his feeling with verbal and nonverbal expressions to know his understanding, not to seek advice promptly and to guide.

Session 4: Effective Communication Skills Training includes comparing effective communication and ineffective communication, the main elements of verbal and non-verbal communication and effective communication barriers (HESAM, ASAYESH, GHORBANI, SHARIATI & NASIRI, 2011).

Session 5: Training the interpersonal relationships with an emphasis on active listening, giving attention to feelings, needs of the individual, asking questions, respecting, expressing, saying no and working together.

Session 6: Summary and conclusion, talking about your learning in the group, planning and concluding life skills training program and performing post-test (HAJI ABOULZADEH, 2002).

### **3. RESULTS AND FINDINGS**

To test the research hypotheses, as mentioned earlier, the multi-variance analysis method is used. Since the researcher is trying to examine the effectiveness of life skills training on social support and social acceptance of female teachers and for conducting the research, he used the pre-post-test design with the Control group, so the pre-test should be controlled. In this situation, the best statistical method is a multivariate covariance analysis. The three basic assumptions of covariance analysis are homogeneity of regression slopes (linear relationship between variables), identical variances, and sufficient correlation between dependent variables. The first is to examine the assumptions, the results of which are as follows:

#### **1- Considering the equality of variances:**

To analyze the equality of variances, Levin test was used, whose results are as follows:



Table 1: Levine Test for the equality of variances

F	The freedom degree of fraction	The freedom degree of Denominator	Significance Level	Variables
.056	1	28	.814	Pre-Test of Social acceptance
5.867	1	28	.022	Post-Test of Social Acceptance
.206	1	28	.653	pre-test of family support
4.432	1	28	.044	Post-Test of family support
1.647	1	28	.210	Pre-Test of friends support
.104	1	28	.750	Post-Test of friends support

Since the level of significance of the Levin test at the pre-test and post-test of the variables is greater than 0.05, the variances of the two groups are equal in the dependent variables with each other.

2- Homogeneity analysis of regression slopes (the linear relationship between variables):

To examine the homogeneity of regression slopes (the linear relationship between variables), the mutual interactive test between pre-tests and groups is used. The results are as follows:

Table 2: Testing between groups

Significance level	Total squares	Freedom degree	average of squares	F	dependent variables	change sources
.246	31.212	2	15.606	6.341	Post-test of Social acceptance	Mutual interaction between pre-tests and post-tests
.200	11.459	2	5.729	1.726	Post-test of Family Support	
.145	13.602	2	6.801	2.104	Post-test of friends support	
.123	38.197	2	19.099	2.298	post-test of social support	

Since the level of meaningfulness of mutual interaction between groups and pre-tests in the variables is greater than 0.05, the interaction between the test conditions and the convergent variables (pre-test) is not significant. That is, the slope of the regression line is the same for all variables. As a result, the analysis of covariance can be used.

3- Examining the sufficient correlation between dependent variables:

The third assumption of the covariance analysis test is the correlation between the dependent variables. To examine the correlation between the dependent variables, the Bartlett Sprite test was used which shows the correlation between the dependent variables (social support, social acceptance) since the significance level of the test (0.01) is less than 0.05. The results are as follows:

Table 3: Bartlett Test

.002	likelihood ratio
9.096	Chi-squared
9	degrees of freedom
.011	Significance level

According to the results of the three assumptions above, the assumptions of the covariance analysis test are considered. Therefore, to test the research hypotheses, we can use this test, the results are as follows: Hypothesis 1:

Life skills training on social support and social acceptance of female teachers have a positive impact. As previously mentioned, the multivariate covariance analysis is used to test the research hypothesis, with the results as follows:

Table 4: Multivariate tests of covariance analysis

significance level	amount	F	Freedom degree of hypothesis	Freedom degree of error	tests
.000	.974	282.234 <sup>a</sup>	3.000	23.000	Pillais Trace
.000	.026	282.234 <sup>a</sup>	3.000	23.000	Wilks Lambda
.000	36.813	282.234 <sup>a</sup>	3.000	23.000	Hotelling's Trace
.000	36.813	282.234 <sup>a</sup>	3.000	23.000	Roy's Largest Root

In Table 4, four multivariate tests of covariance analysis of Pillais Trace, Wilks Lambda Hotelling's Trace and Roy's largest root have been calculated. As can be seen, the significance level of all four tests (0.000) is less than 0.05, which indicates the least difference between one dependent variable in the testing and control groups. In other words, the least life skills training has a positive effect on one of the dependent variables. So with 95% confidence, the research hypothesis is approved. Now, to determine which life skills training has impact on which dependent variables, the effect of life skills training on each dependent variable using the one-variable covariance analysis method is being discussed.

Hypothesis 2: Life skills training has a positive impact on the social support of female teachers.

Table 5: Single-variable analysis of social support covariance analysis

the square root of Quotient share	sources of variation	sum of squares	freedom degree	the mean squares	F	significance level	dependent variable
.967	factor	6751.617	1	6751.617	735.887	.000	Social support
	error	229.370	25	9.175			

According to Table 5, since the significance level (0/000) of the F test in post-test of social support is less than 0/05, it can be concluded that life skills training has a positive effect on the social support of female teachers. Therefore, with a 95% confidence, the research hypothesis is confirmed. On the other hand, according to the

square root of Quotient share, it can be said that 96.7% of the social support variance of female teachers is explained by life skills education.

Hypothesis 3:

Life skills training has a positive effect on the social support of female teachers.

Table 6: Single-variable test of covariance analysis of family social support

the square root of sources of variation	the sum of squares	degree of freedom	the mean of squares	F	level of significance	dependent variable
عامل	1918.778	1	1918.778	546.346	.000	Family social support
خطا	87.800	5	3.512			
.956						

According to Table 6, because the significance level (0.000) of F test in the post-test of family social support is less than 0.05, it can be concluded that life skills training has a positive impact on the social support of the female teachers. Therefore, with 95% confidence, the research hypothesis is confirmed. On the other hand, with regard to the square root of Quotient share, it can be said that life skills training explains 95.6% of the family social support variance of the female teachers.

Hypothesis 4:

Life skills training has a positive impact on the social support of female teachers.

Table 7: One-dimensional test of Covariance Analysis of Social Support for Friends

the square root of sources of variation	sum of squares	degree of freedom	mean of squares	F	level of significance	dependent variable
.944	1471.825	1	1471.825	418.331	.000	Social Support of Friends
error	87.958	5	17.593			

According to Table 7, since the significance level (0/000) of the F test in the post-test of social support is less than 0/05, it can be concluded that life skills training has a positive effect on the social support of female teachers. Therefore, with 95% confidence, the research hypothesis is confirmed. On the other hand, with respect to the square root of Quotient share, it can be said that life skills training explains 94.4% of the variance of social support for female teachers.

Hypothesis 5: Life skills training has a positive impact on the social acceptance of female teachers.

Table 8: Single-variable test of social acceptance covariance analysis

root of Quotient	sources of variation	sum of squares	degree of freedom	Mean of squares	F	level of significance	dependent variable
.932	factor	2762.573	1	2762.573	344.687	.000	Social Acceptance
	error	200.368	25	8.015			

According to Table 8, since the significance level (0.000) of the F test in the post-test of social acceptance is less than 0.05, it can be concluded that life skills training has a positive effect on social acceptance of female teachers. Therefore, with 95% confidence, the research hypothesis is confirmed. On the other hand, with regard to the square root of Quotient share, it can be said that teaching life skills account for 93.2% of the variance of social acceptance of female teachers. Given that the covariance analysis maintains the effect of the pre-tests and computes the moderated averages, the moderated averages of the groups are as follows:

Table 9: Moderated Modes of Groups

groups	The average	standard error	95% estimate		variables
			The least	The most	
test	24.134	.747	22.596	25.671	Social Acceptance
control	4.133	.747	2.596	5.671	
test	18.368	.494	17.350	19.385	Family social support
control	1.699	.494	.681	2.717	
test	17.299	.495	16.281	18.318	Support for Friends
control	2.701	.495	1.682	3.719	

test	35.667	.799	34.022	37.312	Social Support
control	4.400	.799	2.755	6.045	

#### 4. DISCUSSION AND CONCLUSION

Multivariate covariance analysis indicated that life skills training at least has an impact on one of the dependent variables of social support and social acceptance ( $p = 0/000$ ). Therefore, about this hypothesis, the null hypothesis was rejected and the test hypothesis was confirmed, namely, life skills training has a positive impact on social support and social acceptance of female teachers. Concerning the effect of life skills training on social support, the findings of this study are similar to the findings of the study by TAMANNAYI, MOHAMMAD, LAITH & MANSOURI (2013); and on the impact of training on social acceptance, the research is in accordance with the findings of (SAMARI & LALI PHASE, 2005).

In explaining the hypothesis that is the main hypothesis of the research, it can be said that training the self-awareness, empathy, interpersonal skills and effective communication can simultaneously affect both social support and social acceptance. In fact, this synergistic effect is the main assumption of this research, as well as one of the necessary assumptions for using multivariate covariance analysis (the existence of a correlation between dependent variables). As it will be explained later, teaching self-awareness skills makes a person more aware of his own integrity and accepts himself, and shows his real personality in his interpersonal relationship and, as Yong says



do not hide his real characteristic, this will create pleasant interpersonal relationships with others, and others will show more social support from the individual. That is what happened in this research. Teaching empathy also helps people to show better sympathy to others' feelings and behaviors.

Empathy makes it possible to pay attention to others and to love them and to be loved and to become closer together by building better social relationships CHENARI, NOWRUZI & TAHMASEBI (2013) and thus to be more socially protected, we will be more accepted by others and we can accept the others more comfortably. Teaching skills for interpersonal relationships and effective communication also helps us to communicate better with others at a better technical level, transferring our meaning to others and better understanding them. (MARTINEZ, RAMOS & ANNIA. 2019).

Another relevant explanation is the significant effect of life skills training on social acceptance through mediating self-esteem and self-confidence. We know that self-awareness training increases self-esteem and self-confidence. (HERNANDEZ DE VELAZCO; CHUMACEIRO, RAVINA & DEL RIO. 2019). Also, love and empathy increase self-esteem. Someone who has high self-esteem accepts himself and the environment better and more, and thereby reaches a higher social acceptance. Also, according to the findings, being with friends is a source of happiness AGHAJANI, M. (2002) Happiness leads in positive thinking and positive thinking as a valid cognitive mediator leads to more social acceptance from both the

individual and the others. (HERNANDEZ DE VELAZCO, CHUMACEIRO & RAVINA, 2019)

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