

# Practice of Social Skills in Educational classes at the University of medical sciences of Lorestan, iran

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## ABSTRACT

## Original Article:

**Introduction:** potential talents of human can provide conditions for learning for changing behaviors. Over the years, the emphasis has been on active learning that can cause gaining skill in decision making and problem solving. In addition, universities are responsible for growing individuals with a creative thought and position of universities can be determined through evaluation as an instrument for confirming competence. The aim by conducting the study is to practice social, cultural and training skills.

**Methods:** the present study is in kind of cross sectional study that has been conducted through census in second half of academic year of 2012-2013. The procedure was as follows: after optional classification of students of laboratory science field to 6 groups with 5 persons in every group and classification of parasitology lesson to 6 chapters, every group selected a chapter in order to study and present in seminar with 5 evaluation indices, which were evaluated by 5 judges (4 elected students and a professor, who was also responsible for standard role as the fifth person). These indices formed a part of final score and were analyzed using t-test and 11 questionnaire options.

**Results:** comparing evaluations between teacher and representatives of students has not indicated significant difference and in regard with answering questions, 73.3, 80, and 66.6% believed respectively that better quality of learning, understanding issues, and also constant learning can be based on speech method. Also, 66.6% considered basis of selection justice and competence-orientation and 33.3% believed that the basis can be friendship-orientation. Two third of learners had positive view on evaluation of selected students and 100% of them believed in positive social, cultural, and training role of it.

**Discussion:** the present study is social-training study more than being an educational research. Lack of significant difference between results of evaluating representatives of students and professor can indicate potential talents that could cause gaining majority of their votes, which were flourished involving their responsibility and self-evaluation. On the other hand, entrance of uninterested individuals to group work or social cooperation that is a requirement for social life can be output of such studies, which it is hope that they can be continued.

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## 1. Introduction

The aim objective of universities, which are considered as beginning point of production and distribution of knowledge, is growing some individuals with creative and effective thought, since development of every society is depended on professional and knowledge-based human resources on that society (1, 2). Power and creativity of human can cause environmental factor to have unpredictable outputs and effects on mental and financial behaviors of them (3). Training activities, along with effective teaching elements, can be considered as the driving force for development and empowerment in field of competitions (4).

Potential talents of human can pave the way for learning in order to change behaviors; i.e. learner would show the behavior that has not been able to conduct it before and these gradual but stable changes can be considered as the credit of an educational system (5, 6). Over the years, active learning and creative thinking have been emphasized, since active learning can make students to detect their needs and gain skill in domain of decision making and problem solving. This is opposite point of traditional methods that can cause exhaustion, inattention, and motivation reduction (7). It should be accepted that the requirement for learning is skill and it has been proved that half of students have some weaknesses and have no skill at the beginning of entering university. For example, they may face problems with time management, not taking, programming, and focusing. Since effect of learning lessons is

certainly effective in their career, any kind of defect or shortcoming in this regard can affect negatively all advantages of a desirable educational environment and can also affect mental and physical health of people and even can cause for powerful and talented people some outputs including leaving dropout, delay in graduation time, and learning in lower level than common level (3, 8 and 9).

On the other hand, if a system is not able to design its educational environment in a manner that it can encompass wide range of different learners, in fact same traditional method has been followed in educational system (10). Evaluation of academic advancement of learners is one of the stages of teaching, through which performance of learners can be evaluated and obtained results would be compared to predetermined goals (10).

Every institution evaluates itself for validation and self-evaluation, which is not a new concept in life of human, acts as a mirror that can provide realities for making programs and improvement (11). Self evaluation, which has 20 year background in educational scope, needs to move focus from professor to students, so that it can cause appearance of weakness and power points and also self-confidence and empowerment of students in order to improve their learning (12, 13 and 14).

Today, universities lack an arranged and scientific evaluation system and institutionalization for validation of their goals, so that they can detect their scientific and legal identity through evaluating existing status of themselves and adjusting it with accepted standards (10).

The aim of the present educational study is practicing social, training and cultural skills in students of laboratory science field, which a section of parasitology lesson was presented as group work and results of quality of presentation was also evaluated by selected students in this study, comparing to professors.

## 2. Methodology

The present study is a cross sectional study and has been conducted using census sampling method on all students (30 students) in second semester of Laboratory Sciences Filed in theory unit of Medical Parasitology in second semester of academic year 2012-2013 in medical university of Lorestan with the objectives designed at the early academic semester. The procedure has been as follows:

- a) Classifying students in 6 group with 5 persons in every group (one person in every group was adaptation agent and was basis of selecting group members and adjusting them optionally and based on recognizing course of academic educations); On the other hand, dividing parasitology lesson to 6 chapters and selecting every chapter by a group for studying, following, and presenting in seminar
- b) Evaluating seminar of groups by 5 judges (4 representatives from students that were elected in presence of all students with majority of votes and professor as the fifth member, who was coordinator and also his evaluation was considered as a standard for other judges) based on 5 indicators every with 4 scores as follows: 1- presentation style (speaking and focusing power) 2- using assistant equipments for training (slide, film, image, etc) 3- time management (here based on experience has been considered  $2 \pm 15$ ) 4- updating subjects and items through using other sources and papers and 5- answering questions, which was designed in table form with two columns and 5 columns for every judge and every group. In addition, some columns were also determined for recording other indicators including group members in top of the table and name of judge and sum of scores from 20 (5 4-score columns) in lower part of the table.
- c) Evaluation method: maximum score that every judge was able to give to every group based on mentioned 5 indicators was equal to 20 ( $4 \times 5$ ). Also, maximum score that every group was able to gain was 100 ( $5 \times 20$ ) equal to 6 score out of 20 in parasitology lesson, which was considered for this section. Obtained results have been presented in table I (rows 1 of every group depict scores of professors and rows 2-5 of every group are associated with representatives of students), which mean of rows 1 and mean of rows 2-5 were evaluated using statistical method of t-test. Student groups, in a competitive and self motivated manner, did their best in order to find a powerful person with excellent speech power and powerful in setting the time from the group and also attempted to find first class scientific subjects using books and journals for gaining maximum score. Teacher was also present as a critic and incentive beside them and

the last practice was also 1 week before seminar for groups in order to prepare them for better presentation.

- d) Fulfilling questionnaire by students: finally, a 10-item questionnaire (7 questions were in 4-option form and 4 remained items were absolute or non-competitive), which was presented to learners as follows:
  - 1- Competitive questions: including learning quality, training subjects, and stability of learning, comparing to lecture method experienced during higher educations and before it with scales (higher, neutral and less).
  - 2- Absolute or non-competitive questions: including initial attitude; secondary attitude for presenting seminar (attitudes of before and after seminar); and amount of intention for group work and basis of electing representative; scales of 3 first questions were (good, neutral and bad) and scales of question 4 were (competency-orientation, justice-orientation, and friendship-orientation).
  - 3- Descriptive questions: including scoring student representatives, total perception of the mentioned training method, and social cultural and training role of the method.

## 3. Results

Due to existence of slight differences, based on t-test, there was no significant difference statistically between sum of average scores of student representatives and average score of teacher (table I). Additionally, there was not also significant difference between mean value and standard deviation of every indicator with range of 0-4 due to evaluation source (teacher and representatives of students) and based on t-test ( $P > 5\%$ , table II).

In answering 3 optional-comparative questions, respectively 73.3, 80 and 66.6% believed in better quality of learning, training subjects and stability of learning; 20% announced that they were neutral; and others including 6.7, 0 and 13.4% believed that the training method is bad (table III).

In answering 3 questions from non-comparative questions, respectively 66.3, 53.3 and 60% described primary and secondary attitudes and intention for group work good; 3.20, 33.3, and 26.6% were neutral; and 13.3% had bad attitude (table III). Moreover, in answering question 4 that was different with others and basis of electing representatives was on 3 scales of justice, competency, and friendship, respectively 40, 26.7 and 33.3% selected them. It means that basis of election for 1 third of them was friendship-orientation; while totally, 66.7% selected justice and competence as basis for their election (third part of table III).

In answering descriptive questions, which were been answered in form of one or more words or sentences; 66.6% or 2 third has positive view to evaluation of their representatives; while, other remained 1 third of them had not positive view to this evaluation. In answering question 2, 86.6% agreed with the mentioned training method and were interested in applying it in educational system. Finally, in answering the last descriptive question, which were interested in social, training, and cultural role of the mentioned teaching method; 80% of learners considered it as cause of self-confidence and preparation for attending large communities; while, remained 20% referred just to its positive role without additional explanation; meaning that totally, all learners believed in positive social, cultural, and educational effect of the mentioned teaching method.

**Table I:** Number of groups, judges, and gained scores based on sources and indicators

1	2	3	۴	۵	۶	7	8	9
Gro ups	Scoring indicators						To tal	Me an of gro ups
	Num ber of judg e	Pre sent atio n styl e	Usi ng equ ipm ent	Tim e ma nag eme nt	Bei ng upd ate	An sw eri ng qu est io ns		
1	1	4	4	2	2	2	14	14
1	2	3	4	3	2	4	16	16.3
1	3	4	4	3.5	2.5	3	17	
1	4	3.5	3.5	3	4	3.5	17.5	
1	5	4	4	3	1	3	15	
1	Total	18.5	19.5	14.5	11.5	15.5	79.5	
2	1	2	4	3	3	3	15	15
2	2	3	3	3	4	3	16	16.5
2	3	3.5	4	3	3	3.5	17	
2	4	4	4	3	4	3.5	17.5	
2	5	4	4	2	2	3	15	
2	Total	16.5	18	14	16	16	80.5	
3	1	3	3	4	3	3	16	16
3	2	2	3	3	3	3	14	16.5
3	3	3	4	4	3	3	17	
3	4	3	3	4	4	3	17	
3	5	3	4	4	3	4	18	
3	Total	14	17	19	16	16	82	
4	۱	3	3	4	3	3	16	16
4	۲	3	3	4	2	3	15	17
4	3	4	4	4	3	3	18	
4	4	3.5	3	4	4	3.5	18	
4	5	4	4	4	2	3	17	
4	Total	17.5	17	20	14	15.5	84	
5	1	3	4	3	2	4	5	16
5	2	3	4	3	4	4	18	17.37
5	3	3	4	3	3	4	17	
5	4	3.5	3.5	3	4	3	17.5	
5	5	4	4	3	2	4	17	
5	Total	16.5	19.5	15	15	19.5	85.5	
6	1	4	4	4	۲	2	16	16
6	2	2	3	4	۳	3	15	16
6	3	3	4	4	۲	3	16	
6	4	3.5	3	4	4	3.5	18	
6	5	4	4	4	1	2	15	
6	Total	16.5	18	20	12	13.5	80	
Mean value of every indicator		3.3	3.6	3.4	2.8	3.2		

Column 1: groups; column 2: judges; rows 1 (Bulb): number of teacher or standard and 2-5: number of representatives; columns 3-7: evaluation indicators with range of 0-4; column 8: total scores of teacher and representatives of students based on every judge with range of 0-20; and column 9: mean value of every group and score of teacher as a standard.

**Table II:** comparing mean value and standard deviation of scores for indicators of students' seminar based on evaluation source

Row	No of representatives and statistical indicators	Evaluation indicators	Number of students based on table I		Mean value and SD		t- statistic	df	p- value
			2	3	professor	student			
1	No of representatives and statistical indicators	Presentation style	2.66	3.41	3.16±0.75	3.35±0.59	-0.65	28	0.51
2		Using assistant equipment	3.33	4	3.66±0.51	3.50±0.56	-0.32	28	0.74
3		Time management	3.33	3.58	3.33±0.81	3.43±0.57	-0.36	28	0.71
4		Being update	3	2.75	2.5±0.54	2.89±0.97	-0.94	28	0.35
5		Answering questions	3.33	3.25	2.83±0.75	3.09±0.48	-1.84	28	0.08

Test type: T-test, range of scores: 0-4, No of representatives of students: deduced from table I

**Table III:** answering questions in two scopes: comparative questions and non-comparative questions

comparative questions				non-comparative questions				electing representative	
question	Learning quality	Training subjects	Learning stability	Question	Primary encounter with seminar	Secondary encounter with seminar	Being interested in group work	Basis of electing representatives (number and percent)	
scale				scale					
maximum	(75.3)/22	(84)/24	(66.6)/20	Good	(66.6)/20	(53.3)/16	(60)/18	Justice-orientation	(40)/12
least	(20)/6	(20)/6	(20)/6	Neutral	(20)/6	(33.3)/10	(26.6)/8	Competence-orientation	(26.6)/8
minimum	(6.6)/2	(0)/0	(13.3)/4	Bad	(13.3)/4	(13.3)/4	(13.3)/4	Friendship-orientation	(33.3)/10
Total	(100)/30	(100)/30	(100)/30	Total	(100)/30	(100)/30	(100)/30		(100)/30

#### 4. Discussion and conclusion

The present study has been conducted using predetermined methods for practicing social, cultural and training skills in manner of a group work on all students of university. Although there has been no similar study for comparison, in studies with group working, because of active presence of students for data analysis, learning has been more effective and deeper than other cases (15). Moreover, in the present study, most learners due to their experience of school and university have found and announced that learning quality, training concepts, and stability of learning have indicated better results in lecture giving method.

A number of learners were familiar with teaching method of the teacher and believed that their motivation for learning was high in

such environment. Hence, they disagreed or were neutral against those students, who used to apply assistant equipment, in addition to use lecture and time management and group work, which its results should be presented in a bigger group like class. In fact, this was a kind of resistance; although they participated in this part of group work, since their final score was belonged to this section. Totally, 66.6% of learners selected two first options as their basis of electing representative (40% justice-orientation and 26.6% competence-orientation), which they could give 4 fifth of total 6 score (from 5 judges, 4 were representatives and the fifth person was professor). They were tended to use these natural characteristics. Existence of justice and policy can minimize

1

probable risk; although 33.3% (3) of remained persons considered the basis of election friendship-orientation, which they have probably found that their interests can be achieved in this way and this is also common in bigger communities to some range.

66.6% of individuals had positive view on representatives in responding the first descriptive question; although this intention for scoring representatives was reduced and achieved 56.6%. Some reasons for this event are as follows: absence of representative in some groups (because of gaining majority of votes) or presence of more than one representative in some groups and because of presence of some individuals that had applied friendship-orientation trick in order to gain votes and other cases. Although the belief was true to some extent and some had made mistake in benefit of their group, these mistakes were ignorable.

Statistical result have also indicated no significant difference between scores of professor and scores resulted from student representatives ( $p>5\%$ ). Hence, it could be found that firstly, election has been based on recognition and intention for better characteristics of humans is a natural issue, as the basis of electing majority has been justice and thought-orientation. Secondly, considering value for their self-evaluation to desirable range could result in growth and evolution and self-confidence. Moreover, in answer to the last question, they have stated that the mentioned teaching method can increase self-confidence of them in order to attend big communities, which is one of the responsibilities of universities (10).

The present study has been in fact a practice of social-training skill, which has been conducted in form of teaching class, since it is believed that classroom is considered as an organization composed of professor and students, which everyone bring unique characteristics to the class such as emotions, values, needs, and motivations. An academic system should attempt to grow and develop powerful individuals, so that they can teach essential skills in addition to learn things, but also they should teach others, not consider just everything in limit of class (16, 17, 18, and 19). It has been also determined in the present study to some range that not only educational skills, but also social skills can be achieved not only through teaching, but also they can be achieved empirically in the environment of universities.

It is hope that using educational and cultural experts of universities, in addition to compensate defects of such studies, its position can be determined in academic centers gradually, so that knowledge of life can be gained, along with other sciences. It would be better that learners can have self-evaluation, along with professors that have enough knowledge and experience, so that probable faults and errors can be minimized.

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