

Identifying and ranking the factors affecting the promotion of social skills of students with mental disabilities in Tehran

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Abstract

According to the different results in the field of effective techniques and tactics in improving relationships and social interactions, it is necessary to examine which of the components that have the most impact on effective communication actions. In this regard, the present study seeks to identify and rank the factors affecting the promotion of social skills of mentally retarded students in Tehran. Therefore, in the present study, a field study was conducted by designing and distributing a questionnaire among 167 teachers and principals of mentally retarded schools in Tehran. Data were analyzed using Smart PLS software. The results of the analysis showed that family factors, appropriate selection of peer group, school and community, respectively, have the most and the least impact on the promotion of social skills of students with intellectual disabilities in Tehran.

Keywords: Identification and ranking, social skills, mental retardation, Tehran

Introduction

The expansion of the circle of cognitive self is closely related to a person's self-knowledge, which leads to the improvement of cognition level with the skills acquired during social interaction. His/her perspective is actually related to the skill and ability of the individual in perceiving the world outside of himself/herself and the role he plays in it. Whenever an individual has the opportunity to establish social relationships with the community with a level of communication skills, he or she needs a level of individual and social cognition; Because he offers his ability through social communication and compares this ability with the ability of other human beings, or perhaps finds the response of others to the ability presented to him, and by perceiving different levels of signs of group behavior, then he is more confident than before. It looks and adds to its self-awareness. (Azobel, 2017). Communication skills are the process by which a person portrays information, values, verbal and non-verbal knowledge (body language), which makes it possible to integrate into society and behave in a way that is compatible with others. Social skills are a model in which, through social values, beliefs, and beliefs, one becomes acquainted with, learns, and implements the norms of society so that one can adapt to the norms of the group and the society in which one lives. That is, what actually harmonizes the individual with the group life. (Vosoughi and Nik Khalq, 2015). Cognitive skills are a set of feelings, perceptions, awareness, learning and intelligence that a person uses to belong to society. The most important applied cognitive characteristic that is used to guide the acceptance of norms, role perception and problem solving for interaction and relationships with others. (Rajoson, 2017). Communication, social and cognitive skills are the balance of the individual with himself / herself, community and environment. That is, a level of individual-social perception of the confrontation of the values that the individual takes from the community itself and by learning it as a cognitive skill, engages in interaction and environmental relations. (Asgarians, 2014). Today, we face different theories on how to improve the high quality of interpersonal relationships in the form of targeted team social interactions, in order to improve effective performance and social well-being. (Banks et al. 2014; Seers, Petty, & Cashman, 1995). In particular, it raises fundamental questions about how social relationships can lead to positive individual consequences such as satisfaction. (Banks et al. 2014; Biggs, Swailes, & Baker, 2016). Also the depth of commitment in social relations. (Banks et al. 2014), Improving mental health (Madlock & Booth-Butterfield, 2012; Schermuly & Meyer, 2016), Reduce numerous decisions (Banks et al. 2014). Improve effective functionality, team performance and team adaptability (Biggs et al. 2016; Madlock & Booth-Butterfield, 2012; Maynard, Kennedy, & Sommer, 2015). Lead, has devoted to various sections of specialized research.

Conceptual models and hypotheses

According to the research literature, the following conceptual model is proposed :

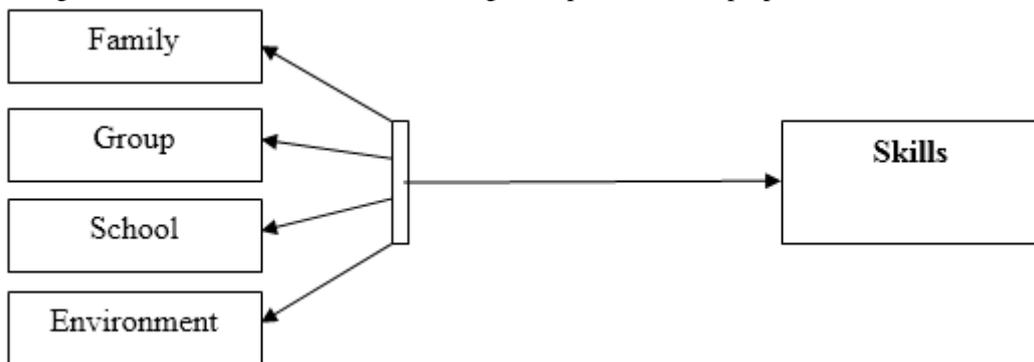


Figure 1: Conceptual model of research

According to the above conceptual model, the following hypotheses are presented :

1. The family has a positive and significant effect on improving the social skills of students with mental disabilities in Tehran .
2. Proper selection of peer group has a positive and significant effect on the promotion of social skills of students with mental disabilities in Tehran .
3. The school environment has a positive and significant effect on improving the social skills of students with mental disabilities in Tehran .
4. The atmosphere of the society has a positive and significant effect on the promotion of social skills of students with mental disabilities in Tehran .

Research Methods

The method of the present study is based on the purpose of the research and is applied in terms of nature and method is among the causal research, because it explores the cause or factors of an event in the Tehran Education Department . In this regard, the statistical technique of structural equations, which basically examines the causal relationship between variables, has been used . In the present study, the statistical population is experts and education experts in Tehran.

Based on this and according to the characteristics of the statistical population, the present study was selected as a cluster sampling, in which 300 questionnaires were distributed and 164 questionnaires were received correctly, and the final analysis was performed on this number . There are several ways to determine the number of samples . Due to the fact that the number of community members is limited, the following equation has been used to determine the sample size:

Cochran formula

Where the reliability = 95 % $Z = 1.96$ $p = q = 0.5$

Community size) N : (Unlimited

Error value) d : (0.05 is.

The number of statistical samples according to the above information is 384 people.

A researcher-made standard questionnaire was used to collect information.

In this study, while using a standard questionnaire, the questionnaire was reviewed by Tehran education experts in order to assess its validity and you included their corrective opinions . Therefore, the questionnaire used as a data collection tool in this study had good validity.

For much of the reliability of an index called the coefficient of reliability of use . Questionnaire - a tentatively between 30 participants were given samples . In this study was to assess the validity of the questionnaire - a Cronbach's alpha coefficient was used . using software SPSS Cronbach's alpha coefficient was calculated and the Cronbach's alpha value for the questionnaire was 0.772 . This indicates that these questionnaires have a high validity.

Data analysis

The test results of the hypotheses are reflected in the diagram.

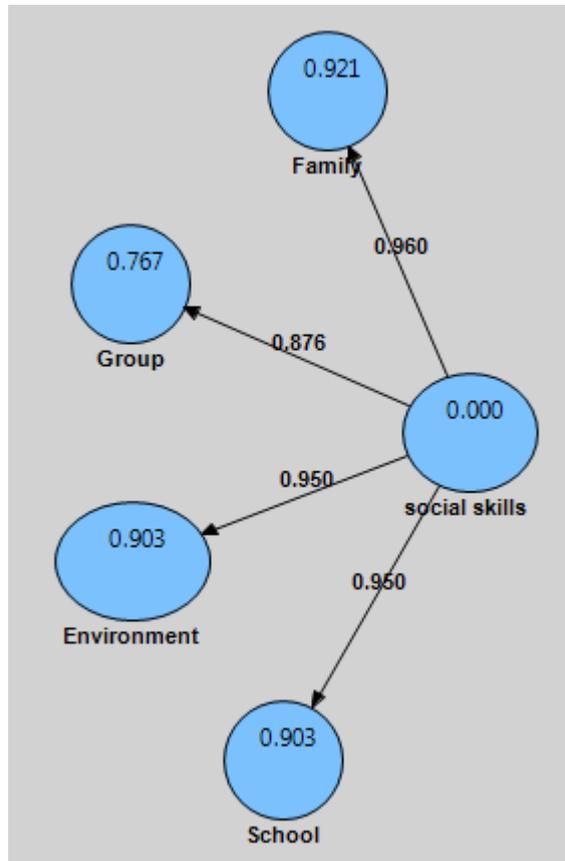


Figure 2) Measurement of the general model and the results of the hypotheses in the standard mode

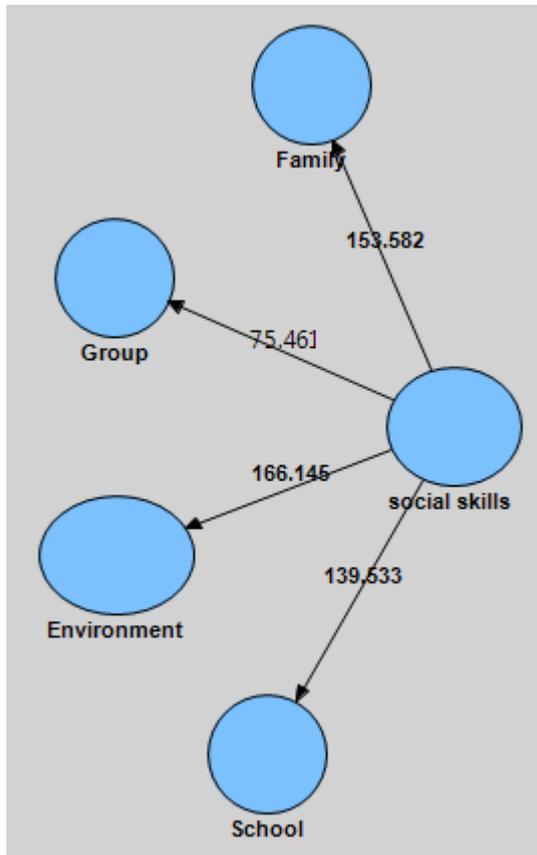


Figure 3) Measure the overall model and the results of the hypotheses in a significant way

Table 1 :Cronbach's alpha coefficients

	Cronbachs Alpha	Composite Reliability	AVE	GOF
Social school	0.841678	0.883415	0.559085	0.59
Family	0.769435	0.850707	0.592171	
Group	0.662904	0.798226	0.508631	
Environment	1.000000	0.935144	0.783393	
School	0.943048	0.954563	0.777992	

The following table summarizes the significance coefficient and the results of the hypotheses.

Table 2) Results of Hypotheses

Result	meaningful	Path coefficient	theories
Confirmation	153	0.96	The family has a positive and significant effect on improving the social skills of students with mental disabilities in Tehran.
Confirmation	75	0.87	Proper selection of peer group has a positive and significant effect on improving the social skills of students with mental disabilities in Tehran.
Confirmation	166	0.95	The school environment has a positive and significant effect on improving the social skills of students with mental disabilities in Tehran.
Confirmation	139	0.95	The atmosphere of the society has a positive and significant effect on the promotion of social skills of students with mental disabilities in Tehran.

Conclusions

The hypothesis test is as follows :

1. In Hypothesis No. 1 of the study, it was claimed that the family has a positive and significant effect on the promotion of social skills of students with mental disabilities in Tehran, which the statistical analysis shows between the two according to Table (2) ; The significance number of this hypothesis is greater than 1.96 , so this hypothesis has been rejected .
2. In Hypothesis No. 2 of the study, it was claimed that the appropriate choice of peer group has a positive and significant effect on the promotion of social skills of students with mental disabilities in Tehran, which statistical analysis shows between the two according to Table (2) ; The significance number of this hypothesis is greater than 1.96 , so this hypothesis has been rejected .
3. In Hypothesis 3 of the study, it was claimed that the school environment has a positive and significant effect on the promotion of social skills of students with mental disabilities in Tehran, which the statistical analysis shows between the two according to Table (2) ; The significance number of this hypothesis is greater than 1.96 , so this hypothesis has been rejected .
4. In Hypothesis 4 of the study, it was claimed that the atmosphere of society has a positive and significant effect on the promotion of social skills of students with mental disabilities in Tehran, which statistical analysis shows between the two according to Table (2) ; The significance number of this hypothesis is greater than 1.96 , so this hypothesis has been rejected .

Also, this study showed that in terms of severity of impact, respectively family, appropriate choice of peer group, school environment and community atmosphere have the most to the least impact on the promotion of social skills of students with intellectual disabilities in Tehran .

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