

**EVALUATION OF A SOCIAL SKILLS FORMATION PROGRAM FOR TEACHERS
FROM THE PERSPECTIVE OF TEACHERS AND STUDENTS**

***AVALIAÇÃO DE UM PROGRAMA DE FORMAÇÃO EM HABILIDADES SOCIAIS
DOCENTES NA PERSPECTIVA DE PROFESSORES E ALUNOS***

***EVALUACIÓN DE UN PROGRAMA DE CAPACITACIÓN EN HABILIDADES
SOCIALES PARA PROFESORES DESDE LA PERSPECTIVA DE PROFESORES Y
ESTUDIANTES***

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ABSTRACT: The objective of this research, of qualitative and quantitative nature, is the evaluation of a Social Skills Formation Program for Teachers - PFHS-D (Portuguese initials), from the perspective of teachers and their high school students. The research is justified by the need to conduct studies on teacher education, focused on affective interaction with basic education adolescent students, which is lacking in interventions and continually challenged by public policies that lead to a precariousness of teaching work. As a method to evaluate the PFHS-D, specific tests and questionnaires were used, obtaining data from teachers and students, looking for signs of improvement or worsening in the interactions and in the Social Skills of teachers. Five teachers and 13 students from a school in the northwest of the State of São Paulo participated in this research. The results showed that there was a significant acquisition of new socially skilled behaviors, confirmed both by assessments conducted with teachers and their students.

KEYWORDS: Teacher social skills. Continuing formation. Evaluation.

RESUMO: O objetivo desta pesquisa, de cunho qualitativo e quantitativo, é a avaliação de um Programa de Formação em Habilidades Sociais Docentes - PFHS-D, pela perspectiva dos professores e de seus alunos do Ensino Médio. A pesquisa se justifica pela necessidade de conduzir estudos sobre formação de professores, voltados para a interação afetiva com alunos adolescentes da educação básica, carente de intervenções e desafiada continuamente pelas políticas públicas que conduzem a uma precarização do trabalho docente. Como método para avaliar o PFHS-D utilizou-se testes específicos e questionários obtendo dados com docentes e alunos, buscando sinais de melhora ou piora nas interações e nas Habilidades Sociais dos professores. Participaram desta pesquisa 5 professores e 13 alunos de uma escola do noroeste do Estado de São Paulo. Os resultados apontaram que houve aquisição significativa de novos comportamentos socialmente hábeis, confirmados tanto pelas avaliações conduzidas com os professores quanto com seus alunos.

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PALAVRAS-CHAVE: *Habilidades sociais docentes. Formação continuada. Avaliação.*

RESUMEN: *El objetivo de esta investigación, de cuño cualitativo y cuantitativo, es la evaluación de un Programa de Capacitación en Habilidades Sociales para Maestros (PFHS-D), desde la perspectiva de los maestros y sus estudiantes (de la escuela secundaria). La investigación se justifica por la necesidad de realizar estudios sobre la formación del profesorado, dirigidos a la interacción afectiva con estudiantes adolescentes em educación básica, com uma falta de intervenciones y continuamente cuestionados por políticas públicas que conducen a uma precariedade del trabajo docente. Como método para evaluar el PFHS-D, se utilizaron pruebas y cuestionarios específicos, obteniendo datos de maestros y estudiantes, buscando signos de mejora o empeoramiento en las interacciones y en las habilidades sociales de los maestros. Cinco maestros y 13 estudiantes de una escuela en el noroeste del estado de São Paulo participaron en esta investigación. Los resultados mostraron que hubo una adquisición significativa de nuevos comportamientos socialmente calificados, confirmados tanto por las evaluaciones realizadas con los maestros como con sus alumnos.*

PALABRAS CLAVE: *Enseñanza de habilidades sociales. Educación continua. Evaluación.*

Introduction

The approach to the theme Social Skills Teachers presupposes an understanding about the behavior and the resulting human interactions. Studies conducted in the area (DEL PRETTE; DEL PRETTE, 1997; 2011; 2013; 2018; CABALLO, 1999; BOLSONI-SILVA, 2002; MANOLIO, 2009; GRESHAM, 2013; HENRIQUE, 2017) indicate that human behavior occurs through various interactions between organisms and the environment since birth, with modeling and other learning mechanisms, and that skills are not developed equally for all, indicating that the same person may have developed very skillful behaviors, whereas there may also be acquisition deficits in other behavioral aspects for specific situations, which may or may not compromise your social competence. These skills and deficits are, to a large extent, acquired in primary socialization, with the family, and expanded over the years in school interactions. This theme was studied in research, now reported, developed at master's level by the first author, involving the structuring of a specific formation program in social skills for teachers and evaluation of its effects.

School in transformation: High School and the demands in Teacher Social Skills

Among the various changes taking place in the school there is a convergence to the problems arising from the democratization of the school space (TEDESCO, 2001;

FORMOSINHO, 2009). This democratization of access brought with it some "problems" that the school did not face before the massification. It is the crisis from outside that goes into the school, intensified by the increase in the number of compulsory years, making the space and teaching activity more complex, heterogeneous and differentiated from the point of view of qualification (FORMOSINHO, 2009).

Basic education encompasses, in addition to elementary education, high school - a teaching stage that is addressed in this work and that is little investigated by researchers. In addition, it is also a very fragile stage for the universalization of education in our country, since, for every ten young people aged 19 in Brazil, four do not complete this stage (IBGE, 2018). A closer look at this phase of education, focusing on issues related to the social skills of teachers, can contribute to the improvement of some conditions present in the classroom and which can favor the permanence and involvement of these students in their own schooling.

When thinking about high school, one must also consider the high penalty that their teachers suffer for public policies, as they experience challenging work conditions, such as precariousness and intensification caused by influences from international organizations, especially productivity and evaluation systems in large scale, which can make education at this stage quite mechanical due to the need to meet goals, something that can directly impact affectivity and the relationships between teachers and students.

Noting this demand with the teachers of a school in the Northwest of the State of São Paulo, the first author of this article prepared a proposal for teacher training, called the Formation Program in Social Skills for Teachers - PFHS-D, Portuguese initials - (FIOROT JR, 2020) based on Caballo's work (1999), proposing the following steps for the elaboration of a program in this sense: situation assessment; experiencing new situations and behaviors in practice; behavioral assessment (anxiety, verbal and non-verbal content) and practice of new behaviors. In addition to these steps, the practice of follow-up was included in the Formation Program, which, according to the author, is of fundamental importance for verifying the effectiveness of the proposal. In this work, the objective is to evaluate, at different times of the research, the data collected with teachers and students to find out if they signaled an improvement or worsening in the interactions and, consequently, in the Social Skills of the teachers.

The Structure Formation Program in Social Skills for Teachers (PFHS-D)

The PFHS-D was structured with a grouping of procedures, dynamics and techniques articulated to promote a reformulation of the inappropriate mode of expression in the interpersonal relationships to be detected in the group to be worked on, as shown in Figure 1:

Figure 1 – Table of Formation Program in Social Skills for Teachers – PFHS-D

| Meeting/Objectives | Main Concepts | Developed activities | Materials |
|---|--|---|---|
| 1° - Present the PFHS-D - Teachers self-evaluation on Inventory of Social Skills (IHS, Portuguese initials) | Social Skills; Ethical work; Inventory of Social Skills (DEL PRETTE; DEL PRETTE, 2018) | - Answers of teachers to the Inventory of Social Skills before formation | - IHS Form; - Pen; - Register book; - Slides. |
| 2° - Explore the Factor 1 Theme of IHS (assertive communication) and exercise it | Assertive Communication: passive, assertive and aggressive type in interactions (DEL PRETTE; DEL PRETTE, 2013) | - Practice assertive answers (DEL PRETTE, DEL PRETTE, 2017) - Experience: The smoke and justice (DEL PRETTE; DEL PRETTE, 2017) | - Sheets with exercises and texts; - Pen and notebooks for registers - Slides |
| 3° - Explore Factor 2 of IHS (affective approach) and practice it; - Present the concept of Triple Contingency | Affective approach. Previous and consequent events (SKINNER, 2007). Self-monitoring. Expression of feelings and affection. | - Reading of an excerpt from the book Nonviolent Communication (ROSENBERG, 2006, p. 63-78); - Game GROK (KING; MORRISON, 2018). | - Printed texts - Pen and notebook for registers; - GROK cards - Slides |
| 4° - Explore Factor 3 of IHS (expression of positive feelings); - Exercise the offering and feedback receiving | Differentiation between praise and feedback; Assertive feedback practice | - Case reports of the participants themselves (interaction with the group to discuss the assertiveness, or not, of the feedbacks offered as an example) | - Sheets with exercises and texts; - Pen and notebook for registers; - Slides |
| 5° - Explore Factor 4 of IHS (self-control and coping) and practice it when dealing with stressful situations. - Present the culture of self-monitoring | - Self-control and coping | - Case reports of the participants; - Experience with questions and answers about stress situations; - Suggestions of coping; - Self-monitoring technique. | - Sheets with exercises and texts; - Pen and notebooks for registers; - Slides; - Card book Coaching in a Box (LIPPI, 2020). |
| 6° - Explore Factor 5 of IHS (social resourcefulness) and practice it | Social resourcefulness; Compliments; Questionings. | - Experience – “Vamos conhecer Pedrinho” (Del PRETTE; DEL PRETTE, 2017, p. 220) - Autonomy practices | - Sheets with exercises and texts; - Pen and notebooks for registers; - Slides |
| 7° - Verificar a autoavaliação docente acerca das Habilidades Sociais. - Conduzir o fechamento do PFHS-D. | - Verify teacher’s self-evaluation about Social Skills. - Drive the closure of PFHS-D. | - Answers of teachers to the Inventory of Social Skills, after the formation. | - Sheets with exercises and texts; - Pen and notebooks for registers; - Slides |

Source: Fiorot Jr (2020)

Considering that a Social Skills Formation Program, according to Del Prette and Del Prette (2017), has an educational or preventive character, in the sense of correcting specific inappropriate behaviors or additionally equipping the subjects to act in the environment effectively, the initial assessment of the participants is essential because, in addition to

detecting the skills already practiced by the participants, it offers guidance for planning that seeks reflections on skills less practiced by the group, which can guarantee its success or failure, in terms of changes in the behavior of the work group. If we turn our attention to the school, it will be possible to realize that the application of this proposal finds a fertile ground for its development, since education essentially deals with complex processes of relationship and interaction between the subjects.

Research Participants

This research was developed at master's level with a project approved by the Ethics Council in research with Human Beings. It was held at a high school in the northwest of the State of São Paulo with the participation of twelve teachers, of whom it was possible to contemplate the data of only five (due to lack of one of the meetings, according to the inclusion and exclusion criteria provided). Second year high school students also participated in the research, to whom the participating teachers taught. Of the 63 guests, 13 students actually participated in the survey.

Data collection instruments

a) The Inventory of Social Skills - 2 (IHS - 2). It is a standardized test with an edition published by Casa do Psicólogo Publishing Company - Pearson Clinical do Brasil (DEL PRETTE; DEL PRETTE, 2001), and with a new version authorized only to psychologists (IHS-2) published in 2018. It has a scale five-point Likert self-assessment, distributed at two ends: never or rarely; always or almost always. The 38 items on the scale must be answered by the subjects based on estimates of the frequency with which they react (or feel) in the face of the situations described in each item.

The results are interpreted using a general score, which shows the existence of positive resources or deficits in the subject's social skills, obtained by percentiles from the Reference Sample Group (used to standardize the instrument) and five factors, represented as F1, F2, F3, F4 and F5 (DEL PRETTE; DEL PRETTE, 2018), which evaluate: - F1 (13 items) - assertive conversation (Self-affirmation skills in coping situations with potential risk of undesirable reaction on the part of the interlocutor - possibility of reply or opposition); - F2 (3 items) - affective approach (Affective expression skills, including initiating and maintaining conversation with new people); - F3 (8 items) - expression of positive feeling (skills to

express and deal with demands for expression of positive affection towards family members and others); - F4 (5 items) - self-control / coping (skills to deal with situations that demand self-control and coping with the potential risk of undesirable reaction on the part of the interlocutor); - F5 (6 items) - social resourcefulness - it is a set of skills that express disinhibition and “social skills” in the face of interactive demands in general.

b) Questionnaire developed by the researcher containing four questions, one objective and closed with answers given on a linear scale and three other written, in which the students evaluated the teachers who agreed to participate in the Formation Program.

The 1st question, objective and quantifiable by Visual Analogue Scale (VAS), presents ten behaviors for students to evaluate their emotion by their teachers. The Visual Analog Scale (VAS) is a useful tool for the researcher who needs to deal with the objective measures of subjective phenomena, as it allows the statistical treatment of the data, which, otherwise, would only be analyzed qualitatively (COX; DAVISON, 2005). The Visual Analogue Scale has 100 mm (without graduation mark), with limits on the right (the best expected condition for the attribute) and on the left (the worst condition expected by the evaluator). The evaluator is asked to mark a vertical line crossing the location that best describes, in his perception, the observed attribute. The distance from the left end to the point at which the evaluators' markings occur will be measured in centimeters and millimeters, offering the resulting numerical data on the performance of teachers in each attribute (MARTINEZ; GRASSI; MARQUES, 2011).

The ten items assessed on a Visual Analogue Scale were related to the factors assessed by IHS-2 as follows: - Item A - referring to Factor 1 (assertive communication); - Items C and D - referring to Factor 2 (affective approaches and statement of feelings and needs); - Item H and J - referring to Factor 3 (focusing on expression of positive feeling, practice of praise and feedbacks); - Item B, E, F, G and I - referring to Factor 4 (self-control and coping). Factor 5 of IHS-2 (social resourcefulness) was not included in this IHSue.

There were also three other open questions, which demanded free written answers from students, for the following questions: 2nd question - teacher behaviors that facilitate the learning of the class; 3rd question - what bothers you most about your teacher and; 4th question - define, in a word, the general behavior of your teacher. The three open questions asked for justification for each answer.

The IHS-2 was presented and answered by the teachers at the first and last meeting, that is, before and after participation in the PFHS-D. The students' questionnaire was

presented and answered before the teachers participated in the PFHS-D and in a follow-up scheme, two months after the end of it.

The option for the application of a standardized protocol and a questionnaire with open questions and others using Visual Analog Scale, was due to what is recommended by Minayo and Sanches (1993), when they affirm that the quantitative and qualitative data can generate questions that dialogue between itself, producing a complementary analysis in the search for the reality observed during the study, for example.

Analysis of teacher data

The presentation of the results of the teachers' self-assessment by IHS-2 before and after the PFHS-D is now carried out.

Figure 2 – Table of total IHS percentages before and after the PFHS-D

| | P1 | | P2 | | P3 | | P4 | | P5 | |
|----------------|--------|------------|--------|-----------|--------|-----------|--------|-----------|-----------|-----------|
| | before | after | before | after | before | after | before | after | before | after |
| General | 70 | 80 | 35 | 95 | 65 | 80 | 45 | 40 | 85 | 85 |
| F1 | 45 | 50 | 25 | 75 | 50 | 50 | 35 | 35 | 70 | 45 |
| F2 | 60 | 60 | 45 | 97 | 90 | 95 | 35 | 35 | 45 | 70 |
| F3 | 90 | 100 | 45 | 75 | 25 | 45 | 45 | 20 | 60 | 65 |
| F4 | 70 | 90 | 55 | 95 | 75 | 90 | 60 | 80 | 90 | 100 |
| F5 | 65 | 80 | 25 | 80 | 75 | 90 | 35 | 80 | 55 | 85 |

Subtitle: -White: percentiles improved; light gray: equal percentiles; dark gray: percentiles worsened. - F1: assertive communication; F2: affective approach; F3: expression of positive feeling; F4: self-control and coping; F5: social resourcefulness.

Source: Fiorot Jr (2020)

In general, with the application of IHS-2, it was possible to verify that the data of teachers P1, P2 and P3 show an increase of points in percentile in the general score of the test, indicating significant gains after participating in PFHS-D.

Teachers P4 and P5 kept their scores unchanged or signaled worsening, respectively, which can be attributed to the possibility of having acquired more awareness about their behaviors, becoming more rigorous in their self-assessments. Such data matches with the considerations of Villas Boas, Silveira and Bolsoni-Silva (2005) about being a work with social skills a trigger for increasing self-criticism and level of demand in the assessment of the participants' behaviors, generating data with slight worsening or changes of value.

For Cozby (2003), when undergoing a pre-test, there may be a change in the behavior of the research subjects, maximizing their performance. At the same time, the opposite can also occur, when the assessment instrument is applied more than once, as was the case in this research, making it worn out. In this case, the participant may get tired or even change the patterns of response to the test, which may have happened with teachers P4 and P5.

The improvement of the group's percentiles by 16 points, however, elevates the group, according to the IHS-2 calculation manual of “good social skills repertoire, with average results for most items or balance between resources and deficit in these items and subscales in which they appear” for the current result of “elaborated repertoire of social skills, with results above average for most of the items and subscales in which they appear. Indicative of very satisfactory interpersonal resources” (DEL PRETTE; DEL PRETTE, 2018, p. 75).

Thus, the PFHS-D (FIOROT JR, 2020) proposed in this work was of relevance, as it brought effective gains of around 70% for teachers, also with matching data for students who evaluated these teachers, as shown in the next item.

Analysis of student data

Figure 3 shows the average values obtained from the scores obtained by markings on the Visual Analogue Scale on the behavior of their teachers before and after two months (follow-up scheme) of their participation in the PFHS-D.

Figure 3 – Table of comparative data by factors according to students' perception and scores of the Virtual Analogue Scale from 0 to 10 - before and after PFHS-D

| | P1 | | P2 | | P3 | | P4 | | P5 | |
|-----------|--------|-------------|--------|-------------|--------|-------------|--------|-------------|--------|-------------|
| | before | after | before | after | before | after | before | after | before | after |
| F1 | 9,27 | 9,43 | 9,7 | 9,85 | 8,78 | 9,36 | 8,04 | 9,38 | 8,9 | 8,13 |
| F2 | 7,26 | 8,9 | 9,24 | 9,46 | 7,75 | 8,26 | 7,24 | 6,44 | 8,3 | 8,6 |
| F3 | 8,51 | 8,43 | 8,99 | 9,19 | 8,49 | 9,11 | 7,04 | 5,76 | 8,43 | 9,02 |
| F4 | 7,64 | 7,28 | 9,32 | 9,47 | 8,59 | 8,61 | 7,53 | 7,36 | 8,32 | 8,95 |

Subtitle: -F1: assertive communication; F2: affective approach; F3: expression of positive feeling; F4: self-control and coping; F5: social resourcefulness.

-White color (improved scores); Gray color (worse scores).

Source: Fiorot Jr (2020)

In the students' perception, according to the data presented in Figure 3, fourteen values demonstrate improvement in social skills in the order of 0.02 and 1.64 points in the Visual

Analogue Scale, and there was a worsening in six of them, in the order of 0.08 and 1.28 points. In percentage values, students noticed positive changes in 70% of the data collected and 30% signaled negative changes in social skills for their teachers.

Students' opinions before and after the PFHS-D according to the analysis of the responses in the questionnaire

The data referring to the students' written responses on the social skills present in their teachers' behavior are organized according to the recurring responses among all students, which allowed to relate them to each of the factors listed also in IHS-2.

The identification of references to Assertive Communication (factor 1) was made by some expressions used by the students, such as: the teacher dialogues, explains as many times as necessary, uses easy words, uses examples, explains in detail. Relationships with Affective Approach (factor 2) were noted when students cited expressions such as: is affectionate, is understanding or is loving. For references to Expression of Positive Sentiment (factor 3), students used terms such as: the teacher praises the students and is more friendly. Factor 4, which relates self-control and coping skills, was verified in the students' statements with expressions such as: it is fair to those who do not want to learn, keep more order, now agree on silence so as not to disturb, manages to be firm with those who do not comply. Social Development (factor 5), appeared in the speech of students with expressions such as: interact more, are dynamic and have promoted more debates and is much more excited when explaining.

From the recurrent analyzes of the students' responses, the qualitative data allowed to quantify the presence of the factors before and after the formation and there was a signal that the teachers had gained in social skills and apparently started to practice the concepts and practices in the classroom learned during the PFHS-D, as shown in Figure 4:

Figure 4 – Table of students' perception of the presence of teachers' social skills

| On the presence of IHS Factors | before | after |
|---|---------------------|---------------------|
| Factor 1 Assertive Communication | 5 P1-P2-P3-P4-P5 | 5 P1-P2-P3-P4-P5 |
| Factor 2 Affective Approach | 0 | 2 P2-P3 |
| Factor 3 Expression of positive feeling | 0 | 3 P1-P2-P3 |
| Factor 4 Self-control and coping | 0 | 3 P2-P3-P5 |
| Factor 5 Social Resourcefulness | 2 P2-P5 | 5 P1-P2-P3-P4-P5 |

Source: Fiorot Jr (2020)

In the questionnaire, students were also asked to give their opinion on the behavior of their teachers that bothered them, before and after their participation in the PFHS-D. This survey was intended to obtain preliminary data for the work with teachers during formation and, in the post-formation analysis, it was positive, as such data could reinforce from another angle the assessment of improvements or not of negative behaviors after teachers are exposed to the various factors of social skills in the PFHS-D.

From this perspective, students pointed out in their written responses behaviors that they considered negative for all teachers, such as: shyness, insecurity, passivity, difficulty in controlling discipline, more crude attitudes such as punching on the blackboard to ask for silence, speaking fast or loudly with confusing content, talking too much (wordy), exaggerated aggressiveness, being stressed, scolding or rudeness that diminish the student.

The results before and after the participation in the PFHS-D are shown in Figure 5:

Figure 5 – Table of students' perception of negative aspects of teachers' behavior

| BEFORE PFHS-D | P1 | P2 | P3 | P4 | P5 | total |
|---|----------|----------|----------|--------|--------|-------|
| Shyness | X | | | | | 1 |
| Brute attitudes (punching the blackboard, loud speak) to control discipline | | X | | X | X | 3 |
| Speak loud or too much | | X | X | X | | 3 |
| Confuse explanations | | | X | | | 1 |
| Stressed | | | | | X | 1 |
| Scolding that diminishes the students | | | | X | | 1 |
| Easy to get angry | | | | X | | 1 |
| Change of attitude from angry to passive | | | | | X | 1 |
| AFTER PFHS | improved | improved | improved | stable | stable | |

Source: Fiorot Jr (2020)

It is noteworthy that in the perception of students in the responses to the questionnaire, assertive communication was present in the five teachers before participating in the PFHS-D, although they subsequently pointed out the shyness or other behaviors that bothered them. However, of these cases, three of the teachers seem to have improved with the students after the PFHS-D, as there was an indication of a change in assertive communication, in the expression of feelings or in social resourcefulness. Two of the teachers remained with negative behaviors, as they maintained the same behavior, even though they tried to minimize them.

In Figure 6, below, a compilation of all the opinions of students and their teachers on social skills is presented, comparing them before and after the PFHS-D:

Figure 6 – Table of comparison between teacher and student self-assessment data

| Factor | TEACHER 1 | | | TEACHER 2 | | | TEACHER 3 | | | TEACHER 4 | | | TEACHER 5 | | |
|--------|-----------|-----|----|-----------|-----|---|-----------|-----|---|-----------|-----|---|-----------|-----|---|
| | IHS | EVA | Q | IHS | EVA | Q | IHS | EVA | Q | IHS | EVA | Q | IHS | EVA | Q |
| F1 | + | + | + | + | + | + | = | + | + | - | - | + | = | - | + |
| F2 | = | + | -- | + | + | + | + | + | + | + | - | - | = | + | - |
| F3 | + | - | + | + | + | + | + | + | + | + | - | - | - | + | - |
| F4 | + | - | -- | + | + | + | + | + | + | + | - | - | + | + | + |
| F5 | + | // | + | + | // | + | + | // | + | + | // | + | + | // | + |

Subtitles: -F1: assertive communication; F2: affective approach; F3: expression of positive feeling; F4: self-control and coping; F5: social resourcefulness

-IHS: perception of social skills/teachers; VAS: virtual analog scale/students; Q: questionnaire/students.

- (+) better (-) worse (=) equal; (//) item missing from the students' evaluation; (-) student did not respond.

- Light gray: aspects that agree between the evaluations; Dark gray: discordant aspects; White: not analyzed.

Source: Fiorot Jr (2020)

Figure 6 was constructed from all the data collected in the research instruments. In the comparison between student assessments and teacher self-assessment, there are 25 possibilities between the data line by line for each factor. In 14 of the data, that is, for 56% of the possibilities, there is agreement between students and teachers about the improvement in social skills after participating in the PFHS-D. The table also offers a reflection on the research instruments and on the strategy of the follow-up evaluation scheme, proposed to the students, who collected data on the teachers' behavior two months after the formation, guaranteeing longitudinal evaluative data, although in a short period of time. Even so, the

collection indicated improvement in the teachers' Social Skills and they agreed in more than 50% with the self-assessment made by the teachers themselves, confirming the positive results of the PFHS-D.

Final considerations

It is necessary to highlight that for the realization of a Program like the one proposed in this article, continuous intervention is essential throughout the whole process, from the initial evaluation to the final one. Teachers must have contact with various practices and resources so that they can experience the proper way of behaving, one that best suits their life history and their internal resources already installed since birth, modeled by the family and society in general. Once these minimum conditions of application of the program are guaranteed, the other variables that can affect the proposal concern people and their subjectivity. This allows the understanding of results that are sometimes less than expected in the hypotheses of formation programs in social skills. It is necessary to consider that each individual behaves according to the way one acquired experiences throughout one's life trajectory, thus, changing these behaviors can be costly and difficult. For IHSO, Psychology brings to the benefit of education (and any other areas of activity of the human being in the most diverse realities and contexts) a series of techniques and instruments that allow to evaluate, mobilize internal resources and, effectively, modify behaviors.

Based on data from the responses of teachers and students in the protocols used, it was possible to conclude that the program proposed for this group was positive for the teachers who participated in it, which may have contributed to their professional practice by making them mobilize new tools and ways to behave in favor of healthier relationships with students (and in other interactive situations, since the tools taught can be generalized to any life situations). The analysis of the students' opinions, both quantitative data on the linear scale and qualitative data for responses to the questionnaires, confirmed that the participation of their teachers in the PFHS-D contributed to the improvement of relationships in the classroom.

The participation of teachers in the Social Skills Formation Program for Teachers - PFHS-D (FIOROT JR, 2020), apparently, enabled them to act in a more assertive way, knowing how to express their feelings with sincerity, expanding the ability to control and know react when in stressful situations, and elevated social skills in the most varied demands

and strife of the school and interactions with students, confirming the initial hypothesis of this study.

Therefore, the realization of social skills formation programs, such as the one exposed and tested in this research, can contribute to more significant interactions between students and teachers and, by improving this interaction, the entire school community can benefit from the process of High School formation and also in the other stages of education as a whole.

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