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Investigating the Relationship between Social Skills and Academic Performance of Mehr High School Students in the Academic Year 2017

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Abstract:
This study examines the relationship between social skills and academic performance of high school students in Mehr city in the academic year 2017-2017. This research is applied in terms of purpose and correlation in terms of implementation. The statistical population of this study includes all high school teachers of Mehr Education Department (87 women and 89 men). Using stratified random sampling method and Morgan table, statistical samples were selected for 118 people (60 females and 58 males). Research data were collected using Pham and Taylor academic performance questionnaires and Matson social skills questionnaire. The content validity of the research questionnaires was confirmed by experts and also, using the factor analysis factor, the validity of the Social Skills Questionnaire 0/86 and the validity of the 0/76 Academic Performance Questionnaire were confirmed. The reliability of the research questionnaires was calculated using Cronbach's alpha method in the 0/94 social skills questionnaire and in the 0/89 academic performance questionnaire. The data were analyzed using descriptive and inferential statistics. The results showed that there is a significant relationship between social skills and academic performance of high school students in Mehr.

Keywords: Social skills, Academic performance, High school students, Education.

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Introduction

The education system has a great responsibility to cover the people. This responsibility is growing day by day, as the demand for education has grown so much that with the increase in the number of students at different levels of education, the establishment of schools and new educational centers, the employment of more teachers and More investment is needed. Acquisition of social skills is the main axis of social development, formation of social relations, quality of social interactions, social adjustment and even mental health of the individual (Theodore et al., 2011). Most psychologists believe that social skills are a set of learned and acceptable behaviors that enable a person to interact effectively with others and avoid unreasonable social reactions. So social skills can reduce students' learning difficulties and help their quality of learning. However, research in this area has paid less attention to the role of social skills in learning and improving educational activities. It is obvious that the education system has intertwined components and elements, and in order to bring about any change in this system, it is necessary to be familiar with the wide-ranging effects and effects of these components and elements. Some elements are more effective than others. One of the components of this system is the teacher. Developing the skills and developing the ability of teachers is very important, vital and sensitive, because the teacher manages the learning processes and targets students' learning (Gharadaghi, 2009). Changes in society require a change in the education system, and a change in the education system requires and depends on a change in its basic components. One of the great challenges of the education system throughout history has been the instrumental view of man and the attempt to fill his mind with safeguards. Unfortunately, we still see this dominance in educational settings today. What is accepted in the educational system as a principle is the training of thoughtful, creative and thoughtful people who can provide the ground for their independence and society in the shadow of thinking. People who are able to solve their problems and the problems of life in the maze of life in today's world due to the problems in the prevailing situation in its behavior. The most important issue of education today is the academic achievement of students. So that the rate of academic achievement of students as an important indicator for the evaluation and internal efficiency of educational systems and success in scientific activities has been considered by those involved in the education system. It is safe to say that no phenomenon is as effective as academic achievement.

Statement of the problem

One of the main tasks of educational systems in any country is to transfer the cultural heritage of the society, to cultivate the talents of the knowledgeable and to prepare them for active participation in the society. Therefore, education of individuals is necessary in order to take up various

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affairs and the issue of success or failure in education is one of the most important concerns of any educational system in all societies. The success and academic performance of students in each community indicates the success of the education system in targeting and paying attention to meeting individual needs. Therefore, the educational system can be considered efficient and successful when the academic performance of its students in different levels has the highest and highest figure. Researchers today emphasize the need to pay attention to the predictions of educational performance, as in the last three decades, the study of factors affecting academic performance has become more and more important in educational systems (Butler and Vine, 2008). Accurate prediction of academic performance is not based solely on the competencies measured by intelligence tests, but also on information about the personality, motivational, emotional, and cognitive characteristics that mediate competencies and achievement in one's field. In this regard, according to the relationship between cognition, motivation, and emotion in human behavior, several variables have been developed and tested to explain students' academic performance and academic achievement in different academic areas (Walters, Pintrich, Carbink, 2010)

Research hypotheses

The main research hypothesis

There is a significant relationship between social skills and academic performance of Mehr high school students.

Special research hypotheses

1. There is a significant relationship between self-management and academic performance of high school students in Mehr city.
2. There is a significant relationship between communication skills and academic performance of high school students in Mehr city.
3. There is a significant relationship between responsibility and academic performance of high school students in Mehr city.
4. There is a significant relationship between assertiveness and academic performance of high school students in Mehr city.
5. There is a significant relationship between self-control and academic performance of high school students in Mehr city.
6. There is a significant relationship between the spirit of cooperation and the academic performance of high school students in Mehr city.

Theoretical foundations and background

Social skills and social adjustment is a process that enables individuals to understand and predict the behavior of others and to regulate their social interactions. Social adaptation is twofold with social skills and includes the ability to communicate with others in a specific social context, in a special

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way that is acceptable and valuable in the custom of society (Khodayari Fard, 2011). Social skill is a continuous process in which a person changes his behavior with the aim of establishing a sufficient and effective relationship with the environment, other human beings and himself. The basis of social skills is to create a balance between one's desires and society's expectations, which can affect all aspects of one's life (Dingra et al, 2011). Social skills are not just about making friends. Although people who have a lot of this skill create a friendly atmosphere with people very quickly, but this skill is more related to purposeful dating. People with stronger social skills can easily direct the thought path of others in the direction they want, whether it is with their consent to create new behavior, or to motivate them to create behavior, performance, or Produce new behavior. People with high social skills are always trying to provide a wide range of information and identify many common aspects of people and then establish an effective relationship, and this performance indicates that their actions are based on The assumptions are calculated and accurate. They establish a strong communication network at the first opportunity in the workplace (Gelman and Boyatzis, 2010). Harji (2008), by reviewing definitions of skillful behavior, points to six aspects of social skill. He believes that social skills are a set of purposeful behaviors, related to each other and appropriate to the situation that are learnable and under the control of the individual. This definition emphasizes five components of social skills.

First, social behaviors are purposeful. We use these behaviors to get the desired results, and therefore unlike other behaviors that are accidental or unintentional. Social skills have a purpose. The second characteristic is different behaviors that are used to achieve specific goals and objectives, and we use them simultaneously. The third characteristic of social skills is that they are commensurate with the situation. A socially skilled person is able to change his or her behavior in line with the expectations of others. ازMake sure that while accepting your social responsibilities, without harming yourself and others, you can effectively meet the daily demands, expectations and problems in interpersonal relationships. It is a set of abilities needed to live in an Islamic society so that individuals can respond to their individual social needs and desires while observing the values and norms of society and can face problems by using religious teachings. (Karimzadeh, 1389, p. 13). The study of factors affecting academic performance during the last three decades has received more and more attention from education experts. The sensitivity of education, on the one hand, and the complexity of today's world, on the other, require more knowledgeable principals and teachers to provide the basis for collective growth. Today, the focus of education, rather than on curricula or classroom behavior management, has shifted to motivating and motivating students (Paris and Wingograd, 2012)

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Academic performance is important because school progress has an effect on learning and school learning affects academic achievement, and the teacher must try to learn learning conditions in order to increase the level of motivation of students to learn different subjects. Improve and increase the quality of teaching methods so that students can succeed and gain confidence in their ability to learn (Seif, 2009). The need for progress is one of the needs raised by Murray. The motivation for the development of a person's desire to achieve personal goals is determined. This goal may be to get a grade A in a psychology course or to climb a mountain (Zimbardo, 2010). In general, people with a developmental motivation feel that they have control over their lives and enjoy it, they try to improve their performance, and they prefer to do things that are challenging. ¬It is motivating and they do certain things that it is possible to accurately assess its progress in a proper way (Tuckerld, 2009). The term academic performance refers to the amount of a person's school learning as measured by various academic tests such as accounting, dictation, history, geography, etc. (Shams, 2015). Education is one of the most important social institutions, which in fact the quality of activity of other social institutions largely depends on how it functions in this institution (Nadimi and Boroujeh, 2011). Performance is the set of behaviors that a person shows in relation to the performance of their duties. Robbins (2009), in defining academic performance, says that it is a set of academic behaviors that is shown in two dimensions of academic achievement and academic regression in the field of information acquisition. Academic achievement refers to the amount of learning in an individual's school through various academic tests such as accounting, literature, history, etc. (Seif, 2009). In other words, academic achievement refers to the success of learners in academic affairs that can be measured based on exams (Hosseini Nasab, 2009). It is also doing something to achieve the desired result and excellence in a skill or group of information (Shaarinejad, 1389). Kiamarsi et al. (2016), in a study entitled Cognitive Beliefs on Students' Academic Performance showed that Academic performance in female students is significantly higher than male students, while there was no significant difference between metacognitive beliefs between the two sexes. Lavasani, Visani and Ejei (2016), in a study entitled The role of academic achievement goals, academic motivation and strategies Statistical Anxiety Learning conducted on 345 students at the University of Tehran with the aim of investigating the effect of academic achievement goals on statistical anxiety through academic motivation and statistical learning approaches concluded that the goals of dominance have a direct negative relationship with statistical anxiety. Objectives of Attitude-Performance and Performance Avoidance affect statistical anxiety only through external motivation and perception strategies. All three variables of academic motivation directly affect statistical anxiety. Overall, the findings show that academic achievement goals often affect statistical anxiety

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through academic motivation and learning strategies. Lelfort (2016), in a study, showed that the relationship between core control and academic achievement may be influenced by gender and age. Be adjusted. Gender differences at the core of control have a cultural dimension. Because environmental experiences of both sexes in society, as well as the type of feedback they receive, vary. Beaufort and Cativer (2016), in their study entitled Psychological Profile and Academic Achievement among Students, concluded that perceptions of personal effectiveness and competence are positively associated with academic achievement and responsibility. Hein (2015) In his research, he reported that the motivation for progress is positively related to extraversion and negatively related to impulsivity and psychosis in high school students.

Research methodology

This research is applied in terms of purpose and is related to how and how to conduct research. The statistical population of this research includes all high school teachers of Mehr Education Department who are teaching in the secondary schools of this education in the academic year 1396-97. In this study, sampling is done using Morgan table and using stratified random sampling method for educational levels and for teachers, sampling will be randomly clustered. In this way, all teachers from the schools included in the statistical sample will complete the questionnaire. The data collection method in this research is field. Library studies have also been used to collect literature and the basics of research. The study uses two study questionnaires, Fam and Taylor (2001) and the Matson Social Skills Questionnaire (2003).

Analysis of research data

The main hypothesis of the research: There is a significant relationship between social skills and academic performance of high school students in Mehr city.

Table 1- Correlation coefficient between students' social skills and academic performance

p-value	The correlation coefficient	Study variables
0/000	0/434	social skills Academic Performance

Since the p-value was less than 0/01; Therefore, it can be concluded that there is a significant relationship between social skills and students' academic performance. The correlation coefficient of this component is positive and equal to 0/434. This result means that the relationship between

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the two variables is direct. That is, it is expected that the improvement and development of social skills will lead to the growth of academic performance of high school students in Mehr city. Therefore, the main hypothesis of the research can be answered that there is a significant relationship between social skills and academic performance of high school students in Mehr city.

The first hypothesis of the research: There is a significant relationship between self-management and academic performance of high school students in Mehr city.

Table 2: Correlation coefficient between self-management and students' academic performance

p-value	The correlation coefficient	Study variables
0/000	0/359	self management
		Academic Performance

Since the p-value was less than 0/01; Therefore, it can be inferred that there is a significant relationship between self-management and students' academic performance. The correlation coefficient of this component is positive and is equal to 0/359. This result means that the relationship between the two variables is direct. In other words, it is expected that the improvement and development of self-management will lead to the growth of academic performance of high school students in Mehr city. Therefore, the first hypothesis of the research can be answered that there is a significant relationship between self-management and academic performance of high school students in Mehr.

The second hypothesis of the research: There is a significant relationship between communication skills and academic performance of high school students in Mehr city.

Table 3 - Correlation coefficient between communication skills and students' academic performance

p-value	The correlation coefficient	Study variables
0/000	0/395	Communication skills
		Academic Performance

Since the p-value was less than 0/01; Therefore, it can be inferred that there is a significant relationship between communication skills and students' academic performance. The correlation coefficient of this component is positive and equal to 0/395. This result means that the relationship between the two variables is direct. In other words, it is expected that the

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improvement and development of communication skills will lead to the growth of the academic performance of high school students in Mehr city. Therefore, the second hypothesis of the research can be answered that there is a significant relationship between communication skills and academic performance of high school students in Mehr city.
The third hypothesis of the research: There is a significant relationship between responsibility and academic performance of high school students in Mehr city.

Table 4 - Correlation coefficient between students' responsibility and academic performance

p-value	The correlation coefficient	Study variables
0/000	0/430	responsibility / Academic Performance

Since the p-value was less than 0/01; Therefore, it can be inferred that there is a significant relationship between responsibility and academic performance of students. The correlation coefficient of this component is positive and equal to 0/430. This result means that the relationship between the two variables is direct. That is, it is expected that the improvement and development of students' responsibility will lead to the growth of their academic performance. Therefore, the third hypothesis of the research can be answered as follows: there is a significant relationship between responsibility and academic performance of high school students in Mehr city.
Fourth Hypothesis Research: There is a significant relationship between determination and academic performance of Mehr high school students.

Table 5 - Correlation coefficient between assertiveness and academic performance of students

p-value	The correlation coefficient	Study variables
0/000	0/352	decisiveness / Academic Performance

Since the p-value was less than 0/01; Therefore, it can be inferred that there is a significant relationship between assertiveness and academic performance of students. The correlation coefficient of this component is positive and equal to 0/352. This result means that the relationship between the two variables is direct. That is, it is expected that the improvement and growth of students' personality assertiveness will lead to the development of their academic performance. Therefore, the fourth hypothesis of the research can be answered that there is a significant relationship between the

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determination and academic performance of high school students in Mehr city.
Fifth Research Hypothesis: There is a significant relationship between self-control and academic performance of high school students in Mehr city.

Table 6 - Correlation coefficient between self-control and students' academic performance

p-value	The correlation coefficient	Study variables
0/000	0/379	Continence
		Academic Performance

Since the p-value was less than 0/01; Therefore, it can be inferred that there is a significant relationship between students' self-control and academic performance. The correlation coefficient of this component is positive and equal to 0/379. This result means that the relationship between the two variables is direct. That is, it is expected that the improvement and growth of students' self-control will lead to the development of their academic performance. Therefore, the fifth hypothesis of the research can be answered as follows that there is a significant relationship between self-control and academic performance of high school students in Mehr city.
Sixth Hypothesis Research: There is a significant relationship between the spirit of cooperation and academic performance of high school students in Mehr city.

Table 7- Correlation coefficient between students' morale and academic performance

p-value	The correlation coefficient	Study variables
0/000	0/406	The spirit of cooperation
		Academic Performance

Since the p-value was less than 0/01; Therefore, it can be concluded that there is a significant relationship between students' morale and academic performance. The correlation coefficient of this component is positive and equal to 0/406. This result means that the relationship between the two variables is direct. In other words, it is expected that the improvement and growth of students' morale will lead to the development of their academic performance. Therefore, the sixth hypothesis of the research can be answered that there is a significant relationship between the spirit of cooperation and academic performance of high school students in Mehr city.

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Discussion and conclusion

This study examines the relationship between social skills and academic performance of high school students in Mehr city and for this, the components (spirit of cooperation, communication skills, responsibility, determination, self-control). And self-management) were examined in relation to students' academic performance. The results showed that there is a significant relationship between social skills and academic performance of Mehr high school students. The results of the Mann-Whitney test showed that there was no significant difference between the views of male and female teachers, and the results of the Friedman test showed that there was a significant difference between the mean rankings of the research variables in this study. The lowest average rating is related to assertiveness and the highest average rating is related to self-management. Social skills are the main axis of social development, the formation of social relationships, the quality of social interactions, social adjustment and even mental health. Psychologists believe that social skills are learned and acceptable behaviors that enable a person to interact effectively with others and to avoid the reaction of irrational social actions. Therefore, it can be said that social skills strengthen and appropriate the relationship between teacher and students, this relationship becomes a motivation for the teacher to present the lessons as well as possible and Students in the classroom learn more carefully. Social skills also build students' confidence and self-esteem, and help students look at themselves with a positive outlook and the belief that they can learn. Social skills can reduce students' learning difficulties and help their quality of learning. Therefore, it can be justified to say that social skills predict academic performance

Offers

Practical suggestions

1. Findings showed that there is a positive relationship between appropriate social skills and academic performance. Therefore, it is suggested that classes be set up in schools to teach social skills to students, and that concepts of social skills and techniques be created in school curricula and textbooks.
2. In order to make better use of social skills in the learning and schooling process, students are encouraged to teach teachers how to teach and fine-tune social skills by holding workshops and training courses. Teachers should teach this variable to students with greater ability.
3. Based on the results of the research, it is suggested that a training workshop be held to empower school counselors to diagnose and provide psychological services and guidance to students and, if necessary, refer them to medical centers.

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Research suggestions

1. It is suggested that this be done in other communities and between different levels of education.
2. It is suggested that researchers in future research use other methods such as observation, interview and other informational perspectives such as parents, teachers and peers to collect data.
3. It is suggested that more extensive research be conducted to identify the effective factors in increasing academic problems and effective approaches to academic achievement.

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