



# Study of relation between communicational skills (speaking, listening, feedback) and educational progress in first grade students of high school

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**Abstract:** This study evaluates the relation of communicational skills (speaking, listening, feedback) and educational progress in first grade students of high school. Research method is scaling factor and statistic social includes all students of state model high school of germi city in 2014-15 (93-94 s.y). The sample is selected through kokaran formula which selected 125 people as sample from total 185 people. Barton Questionare is used to measurement of variants and SPSS software to analyzing data and Pearson coefficient, factor evaluation and tracing evaluation is used also. Evaluation of present study showed that skill has a positive and meaningful relation with educational progress. In addition, Results showed that communication skills in three dimension: Verbal skill, listening, feedback has high influence over educational progress of students and whatever amplicate this dimension of communication skills, educational progress will increase too. And this has the maximum effects in feedback skills over educational progress and communication skills and listening skills took the second and third rank.

**Keywords:** communicational skills, verbal skills, listening skills, feedback skills, educational progress

## Introduction

Babies in the first time of birth learn the communication way and They communicate with their mother through weeping. Communication is one of social living essentials and communication skills is considered as important capital in the way of achievement. Communication defines as sending and receiving of messages. According to this definition, all communication requires the presence of two or several social unit and transfreing data is it's main goal. And any default in transferring of data, will cause default and disorder in communication. Comunication includes content of speech, attention to cultural dimension, how to begin speaking, grammer (wording), conclusion method and summarizing communication, note, voice rhythm, eye communication, state of face, pose and state of body (motabe and others, 2008).

The word "communicate" in English is equivalent with "communication" word which derives from latin language, meaning common or popular and in Webster dictionary defined as make, transmit (as heat, motion, or a disease), to give or exchange information, to have a sympathetic or meaningful relationship. When someone communicates with somebody else, an unique Phenomena occurs which it can not be seen in nowhere of nature (Mohsenian najad, 2005).

Communication skills is necessary for stating of thought, ideas and feeling and successful person in the field of communication, speaks clearly and expresses the words and its meaning clearly. communication skills of these people can be irregular and livelong and/or overusing of words may cause difficulties or set back communication. It's not wonderful that karl jospers, German philosopher, claims humans progress owes human communication. Indeed, school, after family, is one of most important important factors in formation of adolescent and young people's character and plays the important role in the process of adolescent socialization. school provide multilateral and equilibrant character in them through educating scientific and professional

skills and providing chance of group cooperation and responsibility in adolescent and young peoples. Although schools , spend most of their times for preparation in adolescent and youngs in order to acquire high education , however many adolescent enter the society and living environment without acquiring this degree. And as they don't have adequate preparation to enter society , feel defeat and desperation, and damages health and safety of psyche. Recently , as social development and outspread appears, most of experts and researchers study and evaluate discussion of communication skills, and they have considered oughts to use this kind of communication in the development programs . for example ,Tuker & Napier (1994) says: The base practical idea of all the philosophy of recent social developments is that : local people must be associated in any phase and efforts of development. Burton ,World Bank Communication Consultor,says about : The main role of communication is help in providing necessary human environment to fulfill program or project of development. And hence we believe , we have not paid sufficient attention to role of communication skills in development and improvement of efficient human communication and so far , adequate floor has not been provided by authorities(Bulton, 1998).

However if the learned education of person is in accordance and compatible with his ability and potential , academic achievement have been occurred and factors such as family and cultural status, mental and emotional relaxation , teacher's behavior and his/her attitude in class and so on .... involved . and controlling learners and managing them ,actuating sufficient stimulus and incentives for more activities and increasing self assurance among learners can bring about benefits in communication skills in the academic achievement , but people typically unintentionally build and breed communicational barriers Inhibitor facrors such as: prejudices and stereotypical comments, title and labeling people badly, threaten, humiliate, advise and make dialogue imperatively and peremptorily in themselves. Also , we can note that ,in contrast to the barriers of communication there is communication facilitators that can be used to accept and trust, expressing interest and pay attention, Overview and appropriate non-verbal behavior(same).

Verbal skills is a source of powerful amplification and talk can be a source of feedback and validate our views about ourselves and increase self-esteem and fabulous feeling about ourselves or have the opposite effect. Progress in a persons who establish better verbal communication, is easier and they can usefully employ in a job, give advice and obtain a business or personal loans as well as achieving high educational ranks , ie. progress is easier . verbal aspect of communication, includes the dimension of communication , specifically ones which related to the verbal content and verbal expression and it means something that we speak. Oral communication process, includes how to start a conversation, the wording, timing of communication, situational considerations and ultimately conclusion and termination methods. (on Harchy et al., 1994)

Hears or listening are the important communicational skills which builds confidence in the relation between individuals and help it to continue. Also , it is a commitment to comprehension and reach to a justly understanding of others and hence we reduce our enthusiast,demand and prejustice and look the subject differently.Since there is a link between listening and most students' homeworkd and cativities at home and at school, it is considered as one of the most important learning activities. (Ehning, 2005).

Researchers have shown that, on average, 45 percent of communication time spent in listening, 30% in speaking, 16% in reading and 9% in writing. Listening or Hears is "the process of hearing and the selection, absorption and organization, memorizing and giving specific responses to auditory and non-verbal stimuli " and the defination emphasis on the understanding of verbal and nonverbal signals. Using of verbal signs and signals is one of the main signs of good listening in the social interaction which appears as acknowledgment ,authentication, reflecting feelings, commenting and interpretation and .... In discourse (Saliqeh-daar, 2006).

Feedback on the communication process, is the result of returning or reflection of message to the sender of the message so that the message sender is aware of the status of sending and getting messages. Communication process has always feedback and is one of the most important factors in effective communication. If no feedback, in fact we can say that the communication in not done effectively and that's a sign of a failure or disorder in effective communication. Recipient thoughts and imaginary about receiving incentives should be analysed on received feedback .

Somethimes there is situation in which student him/herself can view his /her activities feedback , but it's not always possible . and teacher must inform student about the result and feedback of their activities. feedback Information, is actually a measurement mechanism in the effectiveness of communication and has a role in influencing and affecting others view. Almost in the most daily relation we have with students , more than one-third is devoted to feedback (Zandi, 2007).

According to the doctor Majid Majidniya in the his article collection (symposium) , feedback is an important source of information about self. Each of us has a fixed impression. part of the perception is formed in the feedback that we receive from other. Meanwhile , negative feedback can break our word or cause mental confusion in ours or in obverse. But negative feedback of messages can adjust communication and relation between individuals if only message receiver feels safety and believes that opposite site ,using undesirable lables was not to insult or injure him/her and his main intent using negative feedback is just for adjusting and correcting behavior and benevolence. specialists in organizational communication believe that adjusting feedback mechanism and establishing suitable condition for correct and ontime exposure and reactions in organizations is the best and effective methods for obtaining more efficiency of staffs.

Due to the importance of communicational skills (verbal, listening, feedback), and its impact on different variables such as emotional intelligence, human relations, management, relationship between leadership styles, organizational health of schools, the effectiveness of training and teaching skills. . , so far Several studies have been conducted in our country.

The results of Hassan Fahim Devi (2004) about "The relationship between emotional intelligence and communicational skills", suggests that there is a positive and meaningful relationship between communicational skills and intelligence. Close examination of "The relationship between leadership style and communicational skills of managers 'communicational skills with staffs' Mental health "" ,by F. Dramamy (2013) , has shown that statistically there is not meaningful relation between leadership styles and managers' skills with staffs' mental health and relationship between leadership style and communicational skills does not have significant predictive power over mental health of staffs.

Seyed Davoud Hosseini Nasab and Mustafa Pour kobra (2010) in the article "The relationship between communicational skills of mamananers and organizational health of schools" suggest that the managers' communicational skills (verbal, listening, feedback) and organizational health, is direct and significant and according to stepwise multiple regression test , listening skills have the greatest impact on predicting organizational health.

Results obtained from Zeynab Taheri Zadeh ,Qurban ali Salimi ,Saeed Salehi Zadeh (2011)'s Article entitled"relationship between communicational skills of univetsity professors and their teaching skills "showed that, from the students pont of view ,there is positive and meaningful relation between professors'communicational skills and teaching skills and all three communication skills of professors have meaningful potential for predicting teaching skills component of professors.

Also results of Rahman Ghasemi Tadvany (2013)'s study entitled research on the relationship between communicational skills and educational achievement and creativity in students of Shiraz Medical Sciences University showed that communication skills affect creativity in students and if students pay sufficient attention to the five components of communicational skills, (listening, ability to get and send a message, have insight toward the process of communicational, emotional control, communicate with certainty) in their relationship with others , this can affect their creativity and their creativity is much than the people which have less communicational skills .But the communicational skills of students do no not affect on academic achievement and having suitable of imappropriate communicational skills couldn't have an impact on students' progress.

Due to the fact that teachers and students are two interactive agent in the educational action, and this tow way educational interaction use communicational skills to transfer believes and attitude toward society in the form of education , it seems they affect cultural and social enviroment and impressionability of two groups can be a positive or negative affective in the educational and training process of social and in the process of training and education in schools .

Hence its necessary to study the "communicational skills " between teachers and students ,as we strongly feel effects of communicational skills in the educational progress of students. So, the real question is, how communication skills can affect academic progress? How much does this difference affects a process of interaction? How much is the amount of impact and effectiveness of king of communicational skills among teachers and students? The main hypothesis of present study is that " there is a significant relationship between communicational skills and the students' academic progress " ,in this way we want to answer the above questions and this is the goal of research in this field too.

## **Research method**

This study aims to investigate the relationship between students' academic progress and communicational skills, and hence descriptive correlation research method quantitative and survey in terms of quantity and measurement (geodesic) is used.

target population consists of all first –grade students of the state model in Germe city in the educational year 2014-15 with the number of 185 and the sample amount to 125 people was selected using Kokaran Formula . categorized random sampling procedure and Barton Questionare ,a standard tool for measuring communicational skills is used which contains 18 questions which is scaled as 5-point Likert. Final estimate of Questionare is obtained according to tested results of Cronbach's alpha for the items that values indicating the presence of questions reliability.

**Research findings**

Present study examines the relationship between communicational skills and academic achievement of high school students in Ardabil province, Germe city .scrutiny and much of information was collected from state model school with male group amount to 125 people in the age group 13-14. Pearson's correlation coefficient and multiple regression was used to describe research questions and hypothesis. Kolmogorov - Smirnov test has been used to evaluate similarity of distribution of variable grade and its effectiveness.

Table 1. Mean and standard deviation of variables in this research

Deviation	Number	Minimum	maximum	Mean	Standard deviation
Feedback skill	125	15	30	20/80	4/43
Listening skill	125	15	30	23/63	4/70
Verbal skill	125	18	30	23/62	3/95
Com. Skill <sup>1</sup>	125	50	90	70/28	7/41
Edu.Progress <sup>2</sup>	125	14	20	18/14	1/20

<sup>1</sup> communicatioal skills      <sup>2</sup> Educational Progrss

Table 1 shows the mean (SD) feedback skills equal to 20/80 (4/34), listening skills equal to 23/62 (4/70), verbal skills equal to 25/85 (3/95) , skills (total) equals to 70/28 (7/41 and educational progress equals to 18/14 (1/20)

Table 2. test of normality of data

Communicational skill	Educational progress		
125	125	N	Normal Parameters <sup>a</sup>
70/28	18/14	Mean	
7/41	1/20	Std.Deviation	Most Extreme
0/079	0/229	Absolute	
0/079	0/152	Positive	
-0/065	-0/229	Negative	
0/878	2/556	Kolmogoroe-Sirnov Z	
0/423	0/242	Asymp.Sig.(2-tailed)	

Table 2 shows that as regard to the significance level ,all variables are larger than 0/05 , So the data are normally distributed.

Table 3. correlation between communicational skills (total) – feedback skill-verbal skill - listening skill- And academic achievement

Variable	Number of Tests	Coefficient correlation	Significant level
Verbal skill	125	0/224	0/012
Educational progress			
Feedback skill	125	0/261	0/003
Educational progress			
Listening skill	125	0/231	0/010
Educational progress			
Com. Skill(total)	125	0/422	0/000
Educational progress			

It can be seen in Table 3, there is direct and meaningful relation between the skill (total) and educational progress ( $P < 0/001$  and  $r = 0/422$ ), ie whatever academic achievement higher ,communicational skills will increase too and this has and direct and meaningful relation with feedback skill ( $P < 0/001$  and  $r = 0/261$ ), ie whatever feedback skills higher ,educational lprogress will increase too . in addition, there is a meaningfula and direct relation between listening skill and educational progress ( $P < 0/001$  and  $r = 0/231$ ), this shows that whatever listening skill higher ,educational progress will increase too. Finally there is direct and meaningful relation between verbal skill and educational progress( $P < 0/001$  and  $r = 0/224$ ).

Table 4.summarizes the results of multiple regression through communicational skills to predict academic progress

Predicting variables	MR	RS	F	Non-standard coefficient s	coefficient		
				B			
antCONS T	-	-	-	13/26	0/974	-	***13/617
Feedback skill	0/261	0/068	***8/957	0/071	0/024	0/261	***2/993
Listening skill	0/349	0/121	***8/433	0/059	0/022	0/231	***2/728
Verbal skill	0/423	0/179	***8/785	0/073	0/025	0/240	***2/908

To determine the effect of each variable, feedback skills, verbal skills and listening skills as a predictor variables and academic achievement as criterion variables, input variables were analyzed using multiple regression analysis.

As can be seen in Table 4-7, The results show that about 0/17 percent of the variance in achievement is explained by aspects of communication skills. According to the beta values, respectively, after feedback skills (Beta =0/261), after verbal skills (Beta =0/240), and listening (Beta =0/231), are as the most powerful variables to predict educational progress.

**Discussion and conclusion**

Our aim in this research was to examine the relationship between communicational skills and academic achievement of high school students and to explain the impact of factors affecting this.we suggested four hypothesization in this field .meaningful relationship between communicational skills and educational progress of students was the main hypothesis of this study and initial claim of this research. The results obtained confirms that claim. The results of this study showed that communicational skills in three dimensions: verbal skills, listening, feedback have more impacts on high student achievement and whatever we strengthen these

aspects of communicational skills and academic achievement as well as the rise higher. comparison of results of present study and the results of F. Dramamy, in which she claims there is no significance and meaningful relation between leadership style and communicational skills of managers with staff's mental health statistically ,shows that results of these two research are not consistent. Also comparison of obtained results in this research and the study of Sayed Daoud Husseini and Mustafa Pour Kobra indicate alignment of the results with two studies, but there is one difference , feedback skills in the present study have the greatest impact on the dependent variable, but feedback skills in the said study listening skills had the greatest impact.

As results of Rahman Gasemi Tadvani shows the communicational skills of students do not affect educational progress of students and appropriate or inappropriate communicational skills can not have any effects over educational skills of students and so the results are different. teachers and administrators , pathologically disregarding the right communicational skills with students, can cause the emotional, cultural and ideological gap between the teacher and student, which can be a serious danger signal for science and education in the field of education and training . as that, causes the gap between the potential talent and practical talent of students and can lead to educational failure and deep psychological – spiritual failure and unhappiness in social life in the long-term and further damage in the future life will not be easily compensable. Also ,comparison of the results obtained from other mentioned studies, and the results of present study, showed consistent and positive relationship between the variables.

Given the importance of communicational skills in the academic achievement of students at different levels of education schools in Germe city, we unfortunately inform that there isn't a similar working in this field and we expect that this shortage will be eliminated .and due to limitations, this study was conducted on the male groups and we hope that other scientist can do that on female groups.

However ,all the factors and variables which can increase educational progress of students, must be recognized and effort must be done to raise and strengthen verbal skills, listening skills and feedback and we expect dear teachers and managers of schools and authorities of education and training office to raise this skills in themselves and in the students in order to achieve educational progress and avoid any other deterrent agents such as : continuous advice, insolence and lack of attention to individual differences and threatening and. ..

And this subject is so important that we suggest the research such as present study is done for second grade students of high school.

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