A STUDY ON PRINCIPALS' COMMUNICATION SKILLS AND SOCIAL DEVELOPMENT OF PRIMARY SCHOOL STUDENTS IN KHORRAMABAD CITY IN THE ACADEMIC YEAR 2014-2015

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ABSTRACT

Communication skills of principals play an important role in the success of children at school. Meanwhile, school plays an important role to increase the social development of adolescents. Due to the complexity of social relationships in contemporary societies, the need to address the social characteristics of students and their related factors feels more than before. Social life requires compatibility with others, an agreement with them and, to some extent, an effort to meet their expectations; and research also shows that community and social relationships can affect social development. This research investigates the relationship between communication skills (verbal, listening, and receiving feedback skills) of principals with the social development of primary school students in Khorramabad in the academic year 2014-15. The result finds that all these skills of principals have positive and significant relationships on students' social development.
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1. INTRODUCTION

Communication is one of the most important tools of civilized society and can be said that communication is the most important factor in human development and excellence. In other words, communication is vital to the success of a person. Communication skills are one of the most important skills and tools for managers, which have a significant impact on their success and effectiveness.

Effective and correct communication in the organization is always one of the important components of management success. In fact, the management tasks (planning, organization, guidance and leadership, monitoring and control) cannot be met without an effective communication system in the organization and therefore, the handling of the organization will not be possible. As a result, all management tasks are subject to communication and information acquisition. Communication links the organization's different parts together and causes integrity and unity. Therefore, the root of many

individuals, organizational and social problems can be searched at the weakness of effective communication, communication system defects, or in general, misunderstandings and communication interpretations. In fact, communication is a tool that connects people in an organization in order to achieve common goals. According to Barton's theory, the communication skills of managers have been divided into three skills of verbal, listening and feedback. Verbal skills: In verbal communication, information is transmitted using language that consists of vocabs, meaning grammatical terms. Hearing Skills (Listening): One of the important ways to communicate effectively and better understand of your audience and create conditions that he can understand you better, is dynamic listening, which is an art and who is good at listening to others, can establish a good relationship with them. Feedback skills: One of the factors that cause effective communication is not well established is the source or transmitter's lack of awareness of the effects of the exchanged outcomes between himself and the receiver in the communication process (Saeiman, 1998).

Managers create coordination through communication; manage employees, plan and control the affairs. As communication is the most important factor in the emergence of organizations, it is also a factor in the survival of the organization (Kabiri, 2005).

According to the complexity of social relationships in contemporary societies, the need to address the social characteristics of students and the related factors is felt more than ever. Social life requires compatibility with others, an agreement with them and to some extent an attempt to meet their expectations. Research also shows that community and social relationships can affect social development (Shafi Abadi, 1999).

2. THEORETICAL FOUNDATIONS OF RESEARCH

2.1 SOCIAL GROWTH

Social development is not naturally achieved. Like swimming that has some rules, it should be learned, and repeatedly practiced and updated by experienced people. It should be mentioned that success in this process depends, above all, on our own efforts and demands. (Ahmadi, 1997).

Social development is a process by which a person acquires knowledge, values, social relationships, and social skills, and achievements enable them to be united and adapted to the society (Nádia Salgado, 2018). Some cases such as delinquency, academic failure, and school incompatibility are seen as a weakness in social development. The lower the social development of students is, the greater is the probability of indiscipline in students (Sevim Ulupınar, 2019).

Social development means we have achieved a level of skills in social relationships so that we can live with people easily and adapt. Social development is one of the important aspects of human growth. The intrinsic nature of collective life in humans makes it imperative to contact others and pay attention to this aspect of growth is an inescapable task (Carlos Salavera, 2019).

The criterion for measuring social growth is according to everyone's degree of compatibility with others. This includes family members, teachers, friends, relatives, and people around you, even those you encounter for the first time. Adolescents with social development are more likely to be accepted by peers and show a greater interest in school and education, and have better academic performance (Sam Portnow, 2018).

2.1.1 INDEPENDENCE AND ASSERTIVENESS

It is the ability to do things without the help of another, or whether the person has the ability to be alone sometimes and enjoy it or to do some work alone. Acceptance of responsibility is to accept the tasks assigned to him by society. In which everyone is responsible for his actions and does not refuse of doing things, and this acceptance depends on his independence in choosing (Nazari, 1365).

2.1.2 FUTURE, HOPE, AND BALANCE

That is, one learns that today's decisions may affect his tomorrow and future years. Hope means having strong spirits to overcome obstacles, stand against the basic issues of life and not to blame for it (Nazari, 1986). Balancing affairs, tolerance of undesirable situations and turning them into tolerable positions (Nazari, 1986).

2.2 COMMUNICATION SKILLS OF PRINCIPALS

In schools, principals play a central role in the successful implementation of educational work and play a facilitating role through information in the process of change, removing barriers to progress, developing strategies and communication skills in educational affairs. They do. Communication skills related to ability and techniques needing for understanding thoughts.

If principals are fluent in communication skills in their behaviors, they will be more successful in providing effective communication to meet the needs of the school's members and clients, selecting of teachers and ways of communicating with students. Therefore, the need to improve communication skills by principals is indispensable. Since the source of many personal, organizational and social problems can be found in the lack of effective communication, the role of the communication system or in general misunderstandings and communication interpretations should be searched, and it is the main tasks of any principal who strives to create a dynamic and targeted relationship among all the organization's employees (Angelika Anderson, 2018).

2.2.1 FASCINATING AND GOOD-NATURED PRINCIPALS

Weak principals are trying to cover their weaknesses with distaste and distraction, and vice versa, strong principals help their success with cheerfulness, good morals, and warmth. Principals should pay attention to the fact that employees spend two-thirds of useful time at work, so the work environment and behavior of executives should not be such that when they wake up in the morning and remember that they should go to work, get upset. Therefore, the physical environment of the work should be attentive, and the supervisors should create a warm environment for the employees with a pleasant and cheerful behavior (Angelika Anderson, 2018).

2.2.2 HARMONY IN SPEECH AND BEHAVIOR

A principal must act on what he says; otherwise, his words will have no effect. Whenever the principal advises employees or managers that are under his supervision or their employees to be on time in entry and exit, work environment cleanliness, orderliness in work, accuracy and speed in operation, creativity and etc., these recommendations will work if the principal pay attention to these affairs himself practically.

2.2.3 NON-VERBAL BEHAVIOR

In order for leaders to communicate effectively, they must pay attention to words, manner of expression, and, in general, all sorts of non-verbal signs. Effective communication needs signs that show interest, understanding, attention to the audience, and his needs and issues. Nonverbal behavior means the movement of the head, hands, eyes, facial expressions, how to look, how to stand or sit, etc., that influence the behavior and reactions of others. Humans can occasionally invoke a matter with the eyes and eyebrows, and moving the head and hand, and invite the audience to work or to prevent something that is not possible with any other means.

Therefore, it is necessary for the principal to be familiar with this efficient tool and use it well. Of course, all of these possibilities that lie in nonverbal behavior must be in order to empathize with the audience. The principal should use these factors to make them feel comfortable and trusting. Scientists in this field have included many cases of nonverbal behavior that the most important ones are referred here:

a) **Eye contact**: speechless and silence are more vivid and more meaningful than words, and sometimes things that cannot be presented with words can be presented with a glance. The principal should use this leverage to the best of all.

b) **Voice variation**: One of the effective factors in dealing with people, especially in management, is the characteristics of the speaking, the speed of the speech, the way of expression, the tone of speech, etc. that has extraordinary importance in reflecting the subject and affecting the audience. By changing each of these cases, you can induce your enthusiasm, trust, urgency, calm and other mental states. Pavel Hersey says: "Words, vocabulary, language, phrases, sentences, etc. are excellence while they may be harmful. It may lead to heavy mistakes and despair, while at the same time it can lead to pride, honesty, activity or relaxation and play a very important role in the process of influence." (Angelika Anderson, 2018).

3. RESEARCH METHOD

In this research, we seek to express the relationship between communication skills of principals as an independent variable and social growth of primary school students in Khorramabad, as a dependent variable. The purpose of this study is to investigate, and in terms of data collection method, it is a descriptive - correlation study.

The statistical population of this study is all students and principals of the primary school in the year of study 93-94. According to the Department of Statistics and Budget of Education, the number of students is 2389 and the number of principals is 112. Determining the sample size, Krejcie & Morgan (1970) Table is used with 331 students and 90 principals.

In this research, the stratified random sampling method was used. The research model was done by a regression method.

4. RESEARCH RESULTS

The general and demographic data of the respondents include items such as gender and educational grade which has been questioned and analyzed in the first part of the questionnaire.

Hypothesis test

H0: There is no relationship between communication skills of principals with the social

development of primary school students in Khorramabad city.

H1: There is a relationship between communication skills of principals with the social development of primary school students in Khorramabad city.

Table 1: Correlation coefficient of managerial communication skills with students' social growth

X	Y	n	Pearson correlation coefficient (r)	Significance level (sig)
Communicational skills	Social growth	331	0.472	0.001

As the results of Table 1 show, the calculated Pearson Correlation Coefficient of the principals' communicational skills with social growth of students (0.472) at an alpha level of 0.01 is significant (p <0.01). Therefore, the null hypothesis H0 regarding that there is no relationship between the two variables, is rejected and the research hypothesis that indicates there is a significant relationship, H1 is accepted. Therefore, it is concluded that with a confidence level of 99%, there is a positive and significant relationship between communication skills of principals and students 'social development, which means that with the increase in the communication skills of principals, the students' social scores increases. Therefore, H1 hypothesis is confirmed.

The first hypothesis:

H0: There is no relationship between the verbal skills of principals and social development of primary school students in Khorramabad city.

H1: There is a relationship between the verbal skills of principals and social development of primary school students in Khorramabad city.

Table 2: Correlation Coefficient of verbal skills of principals and Students' Social Growth

X	Y	n	Pearson correlation coefficient (r)	Significance level (sig)
Verbal skills	Social growth	331	0.462	0.004

As the results of Table 2 show, the calculated Pearson Correlation Coefficient of the principals' verbal skills with social growth of students (0.462) at the alpha level of 0.01 is significant (p <0.01). Therefore, the hypothesis Zero regarding that there is no relationship between the two variables is rejected and the research hypothesis that indicates there is a significant relationship is accepted. Therefore, it is concluded that with a confidence level of 99%, there is a positive and significant relationship between verbal skills of principals and students 'social development, which means that with the increase in the verbal skills of principals, the students' social scores increases. Therefore, H1 hypothesis is confirmed.

The second hypothesis:

H0: There is no relationship between the listening skills of principals and social development of primary school students in Khorramabad city.

H1: There is a relationship between the listening skills of principals and social development of primary school students in Khorramabad city.

Table 3: Correlation Coefficient of listening skills of principals and Students' Social Growth

X	Y	n	Pearson correlation coefficient (r)	Significance level (sig)
Listening skills	Social growth	331	0.520	0.002

As the results of Table 3 show, the calculated Pearson Correlation Coefficient of the principals' listening skills with social growth of students (0.520) at the alpha level of 0.01 is significant (p <0.01). Therefore, the hypothesis H0 that there is no relationship between the two variables is rejected, and the research hypothesis H1 that indicates there is a significant relationship is accepted. Therefore, it is concluded that with a confidence level of 99%, there is a positive and significant relationship between listening skills of principals and students' social development, which means that with the increase in the listening skills of principals, the students' social scores increases. Therefore, H1 hypothesis is confirmed.

The third hypothesis:

H0: There is no relationship between the receiving feedback skills of principals and social development of primary school students in Khorramabad city.

H1: There is a relationship between the receiving feedback skills of principals and social development of primary school students in Khorramabad city.

Table 4: Correlation Coefficient of feedback skills of principals and Students' Social Growth

X	Y	n	Pearson correlation coefficient (r)	Significance level (sig)
Feedback skills	Social growth	331	0.706	0.001

As the results of Table 4 show, the calculated Pearson Correlation Coefficient of the principals' feedback skills with social growth of students (0.706) at the alpha level of 0.01 is significant (p <0.01). Therefore, the hypothesis Zero regarding that there is no relationship between the two variables is rejected and the research hypothesis that indicates there is a significant relationship, is accepted. Therefore, it is concluded that with a confidence level of 99%, there is a positive and significant relationship between feedback skills of principals and students 'social development, which means that with the increase in the feedback skills of principals, the students' social scores increases. Therefore, H1 hypothesis is confirmed. For effective feedback communications, both principals and students need to learn, practice and patience (Communicaid, 2019).

4.1 REGRESSION ANALYSIS OF SOCIAL GROWTH ON THE DIMENSIONS OF COMMUNICATION SKILLS OF PRINCIPALS

To predict social growth regarding the dimensions of communication skills of principals (verbal skills, listening skill, and feedback skills), a stepwise regression analysis has been used that its results are presented at the following tables.

Table 5: Regression analysis

Step	Remaining variables in the analysis	Correlation coefficient (R)	The coefficient of determination (R²)	F Statistic	Significance level (sig)
1	Verbal skill	0.310	0.467	3.601	0.001

The results of Table 5 show that the regression analysis has been performed in one step. In this step, within the predictive variables entered into the analysis, based on the highest level of significance, only verbal skills remain in the analysis which accounts for about 46 percent of the variance of social growth scores (R^2= 0.467, F=3.601, sig < 0.01).

Table 6: Standardized regression coefficients (β) and related significance tests (t)

Step	Predictive variables	Beta coefficient (β)	t statistic	Significance level (sig)
1	Verbal skill	-0.654	-2.204	0.001
Excluded variables from analysis	Listening skill	-0.327	-0.981	0.60
	Feedback skill	-0.076	-0.402	0.056

According to Table 6, the standardized regression coefficients (β) in step 1 show that only the verbal skills dimension (β = 0.64, sig<0.01) has the potential of social growth prediction and other dimensions do not have this ability (sig >0.01).

5. CONCLUSION

This study finds relationships between the skills (verbal, listening, and receiving feedback skills) of principals and social development of primary school students in Khoramabaad city. The result finds that all these skills of principals have positive and significant relationships on students' social development, which means that with the increase in these skills of principals, the students' social scores increase. The results of regression analysis show that among the predictive variables introduced in the analysis, based on the highest level of significance, only verbal skills remain in the analysis and has the potential of social growth prediction.

6. DATA AVAILABILITY STATEMENT

The used or generated data and the result of this study are available upon request to the corresponding author.

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