



Study of communication and social competition and its effects on high school students

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Abstract

This study examined the relationship between social competence and mental health of male and female students of senior high schools in Khorramabad city. The method of research was descriptive-correlational. The statistical population included all secondary students of Khorramabad city that reported 17276 people. Sample size was determined 300 people by Kerjci-Morghan Table and selected by stratified random sampling. Research instrument was two standard questionnaire Felner, social competence and Goldberg & Hiller, General Health Questionnaire. Collected data analysed by Mean, Standard deviation, Pearson coefficient correlation and multiple regression. Results showed there is meaningful and positive relationship between social competence and mental health. So based on multiple regression results the behavioural and motivational skills about 0/17 of variance of mental health of female students and the behavioural skill explain about 0/03 of variance of mental health in male student.

Keywords: Mental health; Social Competence; Senior High Schools

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1. Introduction

Education system is one of the most widespread and most complex social system, which education is the main subject and activity (Saafi, 1383). Today, school education, especially in the developed world are an important part of education and each person which without it is not possible the progress and development of society (Alagheband, 1387). The function and duty of education system is help to personality development of children, adolescents and youth in physical, emotional, social, moral and manpower training as well as industry, services and agriculture sectors (Saafi, 1383). Education should detailed planning to perform these tasks and functions to identify talents and abilities of students and so that the use of appropriate teaching methods and Technology, by qualified teachers so that ultimately to student achievement. Personal

deference as mental health and affect factors on it is be attention for educational specialists (Naghsh et al., 1389). On point views experts of World Health Organization the health not only to absence of disease and defects but also shed to the full welfare physical, mental and social. Thus the mental health will define mental as one of the determinant criterion of public health. A person enjoys of mental health can operate meanwhile sense of comfortable (Bitarafaan, 1389). On the other hand secondary course is fateful of personality which assign to own 15-18 years old. In this age period the student gain different experiences, he receive different reactions from him (her) parents and in return he reach fixed imagin about himself through different judgments of others to himself and his perceptions to others reactions (Shamloo, 1378). Finally he shape as confidence, high self-

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esteem, strong-will or uncertain, nor strong-will, low self-esteem and anxiety man. All these personality characteristics take shape in years of schooling which forms the foundation of mental health or personal mental diseases (Seif, 1370). Social competence encompasses three components: cognitive skills (Cases Information, information processing, decision-making abilities, and efficient and inefficient beliefs), behavioral skills (negotiation, role playing, assertiveness, conversational skills and learning skills), emotional Skills (positive relationships with others, creating trust and developing relationships of mutual support, identification and appropriate response to symptoms in the social interactions), motivational skills (individual valuable structure, the level of moral development and effective sense and control of individual) (Abolghasemi, 1390; quoted from Felner, Lees and Felner, 1990). Research shows that social skills training helps to promote the mental health of adolescents and youths in various aspects of life and it is the most basic prevention program at the primary level. Health is an essential part of a happy life and schools play an important role in informing young people about health issues and education of life sciences. Gazda and Gintz states life skills is essential for effective life and are concerned overall period of life (childhood, adolescence and adults). The overall set of these are based on effective growth of four life dimensions of educational, employment and social are used for the prevention and corrective treatment (Gazda and Gintz, 1996 quoted from Pyklym & Hopper, 1998). Mastuda & Chyama (2006), in study concluded that having of coping skills makes prevention and reduce of the mental disorders and psychosomatic diseases. Smith's research (2004) showed life skills training reduce anxiety and depression in adolescents. Wilburn & Smith (2005) found communication skills training to teenagers increases self-esteem, life satisfaction and improve problem-solving among them. Bumtutu & Sano (1996) showed the group benefited from skills training showed significant decrease in depression compared with the control group. Results of Turner et al (2008) showed life skills increases their abilities to solve problems in their utilization of social support increases. Forneris et al (2007) founded training of life skills, including effective communication skills and

problem solving increase abilities to solve the problem and effective utilization of social supports. Najafi et al (1391) founded that there is a significant negative relationship between awareness of life skills and mental health (less pathological symptoms). On the other case (Ghatehzadeh, 1390) examined the effect of life skills on the mental health of university students that the findings showed life skills training enhances students' mental health. On the results of Abbasi research in 1383, there is a significant and positive relationship between social skills and mental health of students. Thus according to mentioned subjects the general question is whether there is significant relationship between social competence and mental health of secondary students in Khorramabad city?

2. Methodology

The research method was descriptive-correlation. The statistical population included all secondary students in Khorramabad city to number of 17276 people. Sample size determined 380 people by stratified sampling method (175 boy and 205 girl). Data gathering instrument was two standard questionnaire (Felner's social competence questionnaire, 1990 and Goldberg's general Health Questionnaire, 1972). To describe the data were used frequency, frequency percentage, mean and standard deviation and for testing hypotheses of correlation coefficient and multiple regression analysis by stepwise.

3. Results

As the results of table 1 shows, Pearson correlation coefficient was calculated between social competence and mental health (0.40/0+), is significant at alpha level 0.01/0 (0.01/0 > sig), it has been said that with high confidence 99 percent, there is a significant positive correlation between social competence and mental health among female students.

Table 1. Pearson correlation coefficient between social competence and mental health of female students

x	y	n	r	sig
0.001	0.40	205	Mental health	Social competence

Table 2. Pearson correlation coefficient between social competence and mental health of male students

x	y	n	r	sig
Social competence	Mental health	175	0/18	0/013

As the results of table 3 shows, Pearson correlation coefficient was calculated between social competence and mental health (0.40/0+), is

significant at alpha level 0.01/0 (0.01/0 > sig), it has been said that with high confidence 99 percent, there is a significant positive correlation between

social competence and mental health among male students.

Table3. Correlational coefficients Matrix between components of social competence and mental health of female students

Mental health	Motivational skill	Emotional skill	Behavioural skill	Cognitive skill	Variables
				1	Cognitive skill
			1	**0.50	Behavioural skill
		1	0.30 **	0.12	Emotional skill
	1	0.10	**0.52	0.46 **	Motivational skill
1	**0.35	**0.21	**0.63	**0.16	Mental health
0.01** sig< n=380					

Table4. Correlational coefficients Matrix between components of social competence and mental health of male students

Mental health	Motivational Skill	Emotional Skill	Behavioural Skill	Cognitive Skill	Variables
				1	Cognitive skill
			1	**0.47	Behavioural skill
		1	**0.28	0.025	Emotional skill
	1	0.25	**0.54	**0.78	Motivational skill
1	*0.15	0.08	*0.16	0.16	Mental health
* p < 0.05 n=175					

As the results shows of table 3 and 4, there is positive and significant correlation between components of social competence and mental health among male and female students.

Regression analysis has been implemented in two steps. In the first step, from among predictive variables into the analysis (social competence components), based on the most significant level of only the component of behavioral skills in the

analysis of residues that about 13 percent of the variance in mental health scores (01/0 > sig, 131/0 = R²) and in the second step, in addition to component behavioral skills, motivational skills component into the analysis, which is the sum of these two variables explained 17 percent of mental health variance scores (01 / 0> sig, 170/0 = R²).

Table 5. Regression analysis of the mental health of male students based on components of social competence

Step of regression	criteria variable	Predictor variable	Remaining predictor variables in the analysis	R	R ²	F	sig
1	Mental health	Components of social competenc	Behavioral skills	0.16	0.027	4.851	0.029

As showed the results of Table 5, regression analysis has been implemented in one step. In this step, from among predictive variables into the analysis (social competence components), based on the most significant level of only the component of behavioral skills in the analysis of residues that about 3 percent of mental health variance scores (0.050 > sig, 0.027 = R²).

4. Discussion and Conclusion

This study aimed to investigate the relationship between social competence and mental health of secondary students in Khorramabad city. Results showed there is possetive and significant relationship between social competence and their components with mental health of studied students .The results of this research is consistent with

results of Mastvda& chyama (2006), wilburn & smith,Smith(2004), Bummtu &sano(1996), Turner et al(2008), Forneris et al(2007), . Najafi et al(1391), Ghatehzadeh, (1390), Abbasi(1383) and Rahmani(1380).Also based on this research finding there is a significant difference between the mental health of female and male students .This result correlated to Rahmani,s research finding (1380) and Baniasadi (1380) that means Girls compared with boys are moredepressed.So based on findings, research would proposed teachers and other school officials react properly to successfully defeat their students.they should reward success, encourage students but they not show impatience and violence reaction versus failure students. Because any negative signs from teachers and other school officials will be interpreted as a sign for his

incompetence by the student . To create a sense of social competence in students and help them have a positive sense of self school activities and programs should be organized in such a way that more students succeed not to defeat them.

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