

Examine the Role of Nazarabad Boys High School Teachers' Non-verbal Communication on Students' Academic Achievement

pp:61-71

Received: 22 May 2016

Accepted: 04 Aug 2016

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Abstract

The main objective of this research is to study the role of Nazarabad boys' high schools teachers' non-verbal communication on students' academic achievements. Considering the "time span", this research is cross sectional study, due to the fact, it is conducted in the spring of the Iranian current year. And it does mean that the issue analyzed at one point of time. With regard to applied scale, the research is applied research one. Therefore, the methodology of this research is survey. It should be mentioned that documentary method is also used for collecting data. The population in this study consisted of 550 high school boys' students in the city of Nazarabad in Alborz Province. By using Cochran formula, the sample size of this study is equivalent to 225. To ensure, about 250 questionnaires were distributed but only 230 questionnaires were acceptable and evaluated. The data collection tool in this study, is a questionnaire made by the researcher. In this study, Cronbach's alpha coefficient is used to assess the validity of the questionnaire, which is equivalent to 8.19. The results of this study indicated that there is a significant relationship between teachers' non-verbal communication and the students' academic achievement in Nazarabad boys' high schools.

Key words: teachers, non-verbal communication, academic, achievement

Introduction

It is clear that education is one of the most important institutions in any society, in which playing a great role in making a desirable and effective human being. Accordingly, an essential component of quality in higher education, is the quality of teaching-learning process. The quality of this component also depends on the quality of teaching and learning performance. In this regard, teachers have a crucial role in education. Due to the fact that they are dealing with the people's psyche and emotions, irreparable losses will be made in the society, if they do not perform their duties properly. For example, when part of the body burns or wounded, its effect may persist until the end of the one's life. Likely, it has the same effect on children souls and will persist to the end of the children's life. Therefore, the only solution is that teachers have to have accurate and useful

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information in all concerned areas. The first step in any social interaction and one of the most important interaction of language's use is to address the others.

Also, the way we use the language's function such as personal pronouns and the forms of address the other party in any conversation is impressed by the cultural norms. Verbal messages only make up a small part of interpersonal communication. And they are usually accompanied by the non-verbal messages in which will support the verbal messages and or even modifies or change the messages.

It is clear that the environment of any classroom, is a complex of verbal and nonverbal messages such as noise, stare, smile, gesture and facial changes, touch, posture, words, sentences, pointing and or referring. Thus, this research examines the role of Nazarabad boys high School teachers' nonverbal communication on students' academic achievement. The theory used in this research as theoretical framework are: the social penetration theory, uncertainty reduction theory, social exchange theory, a dialectical approach to interpersonal communication theory, Attribution theory and the social judgment theory.

The social penetration theory proposes that, as relationships develop, interpersonal communication moves from relatively shallow, non-intimate levels to deeper, more intimate ones. The theory was formulated by psychologists "Irwin Altman" and "Dalmis Taylor" in 1973 to provide an understanding of the closeness between two individuals.

The social penetration theory states that this process occurs primarily through self disclosure and closeness develops if the participants proceed in a gradual and orderly fashion from superficial to intimate levels of exchange as a function of both immediate and forecast outcomes. "Altman" and "Taylor" believe that only through opening one's self to the main route to social penetration-self-disclosure-by becoming vulnerable to another person can a close relationship develop. Vulnerability can be expressed in a variety of ways, including the giving of anything which is considered to be a personal possession, such as a dresser drawer given to a partner. This psychological theory, as with many others, is applied in the context of interpersonal communication. It can also be defined as the process of developing deeper intimacy with another person through mutual self-disclosure and other forms of vulnerability. The social penetration theory is known as an objective theory, meaning that the theory is based on data drawn from experiments, and not from conclusions based on individuals' specific experiences. This theory is also guided by the assumptions that relationship development is systematic and predictable and also includes deterioration, or growing apart, besides the major four stages.

As for the speed of self-disclosure, "Altman" and "Taylor" were convinced that the process of social penetration moves a lot faster in the beginning stages of a relationship then it slows considerably. Those who are able to develop a long-term, positive reward/cost outcome are the same people who are able to share important matches of breadth categories. The early reward/ cost assessment have a strong impact on the relationships reactions and involvement. Expectancies in a relationship regarding the future play a major role on the outcome of the relationship. To self-disclose, one must open up their inner feelings. This could be anything from their personal motives or desires. To self-disclose could bring a relationship to a new level of intimacy.

The second theory is the uncertainty reduction theory. Uncertainty reduction theory comes from the socio-psychological perspective. It addresses the basic process of how we gain knowledge about other people. According to the theory, people have difficulty with uncertainty. They want to be able to predict behavior, and therefore, they are motivated to seek more information about people.

The theory argues that strangers, upon meeting, go through certain steps and checkpoints in order to reduce uncertainty about each other and form an idea of whether one likes or dislikes the other. As we communicate, we are making plans to accomplish our goals. At highly uncertain moments, we become more vigilant and rely more on data available in the situation. When we are less certain, we lose confidence in our own plans and make contingency plans. The theory also says that higher levels of uncertainty create distance between people and that non-verbal expressiveness tends to help reduce uncertainty.

Constructs include level of uncertainty, nature of the relationship and ways to reduce uncertainty. Underlying assumptions include that an individual will cognitively process the existence of uncertainty and take steps to reduce it. The boundary conditions for this theory are that there must be some kind of outside social situation trigger and internal cognitive process. According to the theory, we reduce uncertainty in three ways:

1. Passive strategies: observing the person.
2. Active strategies: asking others about the person or looking up information.
3. Interactive strategies: asking questions, self-disclosure. (Shahmohammadi, 1389: 51)

The next theory is the Social exchange theory. Social exchange theory falls under the symbolic interaction perspective. The theory predicts, explains, and describes when and why people reveal certain information about themselves to others. The social exchange theory uses "Thibaut" and "Kelley's" (1959) theory of interdependence. This theory states that "relationships grow, develop, deteriorate, and dissolve as a consequence of an unfolding social-exchange process, which may be conceived as a bartering of rewards and costs both between the partners and between members of the partnership and others" (Huston & Burgess, 1979, p. 4). Social exchange theory argues the major force in interpersonal relationships is the satisfaction of both people's self-interest. Theorists say self-interest is not necessarily a bad thing and that it can actually enhance relationships.

According to the theory, human interaction is like an economic transaction, in that you may seek to maximize rewards and minimize costs. You will reveal information about yourself when the cost-rewards ratio is acceptable to you. As long as rewards continue to outweigh costs, a couple will become increasingly intimate by sharing more and more personal information. The constructs of this theory include disclosure, relational expectations, and perceived rewards or costs in the relationship. "Levinger" discussed marital success as dependent on all the rewarding things within the relationship, such as emotional security and sexual fulfillment. He also argued that marriages either succeed or fail based on the barriers to leave the relationship, like financial hardships, and the presence of alternative attractions, like infidelity. "Levinger" stated that marriages will fail when the attractions of the partners lessen, the barriers to leave the spouse are weak, and the alternatives outside of the relationship are appealing.

The underlying assumptions include that humans weigh out rewards versus costs when developing a relationship. The boundary conditions for this theory are that at least two people must be having some type of interaction.(Shahmohammadi, 1389: 53)

The fourth theory is a dialectical approach. A dialectical approach to interpersonal communication was developed by scholars Leslie Baxter and Barbara Montgomery. Their dialectical approach revolves around the notions of contradiction, change, praxis, and totality. Influenced by Hegel, Marx, and Bakhtin, the dialectical approach is informed by an epistemology that refers to a method of reasoning by which one searches for understanding through the tension of opposing arguments. Utilizing the dialectical approach, Baxter and Montgomery developed two types of dialectics that function in interpersonal relationships: internal and external. These include autonomy-connection, novelty-predictability, openness -closedness.

In order to understand relational dialectics theory, we must first understand specifically what encompasses the term *discourse*. Therefore, discourses are "systems of meaning that are uttered whenever we make intelligible utterances aloud with others or in our heads when we hold internal conversations". Now, taking the term *discourse* and coupling it with Relational Dialectics Theory, it is assumed that this theory "emerges from the interplay of competing discourses".

This theory also poses the primary assumption that, "Dialogue is simultaneously unity and difference". Therefore, these assumptions insinuate the concept of creating meaning within ourselves and others when we communicate. However, it also shows how the meanings within our conversations may be interpreted, understood, and of course misunderstood. Hence, the creation and interpretations we find in our communicative messages may create strains in our communicative acts that can be termed as 'dialectical tensions.'

So, if we assume the stance that all of our discourse, whether in external conversations or internally within ourselves, has competing properties, then we can take relational dialectics theory and look at what the competing discourses are in our conversations, and then analyze how this may have an effect on various aspects of our lives. Numerous examples of this can be seen in the daily communicative acts we participate in. However, dialectical tensions within our discourses can most likely be seen in interpersonal communication due to the close nature of interpersonal relationships. The well -known proverb "opposites attract, but birds of a feather flock together" exemplifies these dialectical tensions.

The three relational dialectics: In order to understand relational dialectics theory, one must also be aware of the assumption that there are three different types of relational dialectics. These consist of connectedness and separateness, certainty and uncertainty, and openness and closedness.

Connectedness and separateness: Most individuals naturally desire to have a close bond in the interpersonal relationships we are a part of. However, it is also assumed that no relationship can be enduring without the individuals involved within it also having their time alone to themselves. Individuals who are only defined by a specific relationship they are a part of can result in the loss of individual identity.

Certainty and uncertainty: Individuals desire a sense of assurance and predictability in the interpersonal relationships they are a part of. However, they also desire having a variety in their interactions that come from having spontaneity and mystery within their relationships as well. Much research has shown that relationships which become bland and monotonous are not desirable.

Openness and closedness: In close interpersonal relationships, individuals may often feel a pressure to reveal personal information. This assumption can be supported if one looks at the postulations within social penetration theory, which is another theory used often within the study of communication. This tension may also spawn a natural desire to keep an amount of personal privacy from other individuals. The struggle in this sense, illustrates the essence of relational dialectics.(Shahmohammadi, 1389:54)

Attribution theory is another theory used in this research. Attribution theory is part of the socio-psychological tradition and explains how individuals go through a process that makes inferences about observed behavior. Attribution theory assumes that we make attributions, or social judgments, as a way to clarify or predict behavior. Attribution theory assumes that we are sense-making creatures and that we draw conclusions of the actions that we observe. Steps to the attribution process

1. The first step of the attribution process is to observe the behavior or action.
2. The second step is to make judgments of interactions and the intention of that particular action.
3. The last step of the attribution process is making the attribution which will be either internal, where the cause is related to the person, or external, where the cause of the action is circumstantial.

An example of this process is when a student fails a test, an observer may choose to attribute that action to 'internal' causes, such as insufficient study, laziness, or have a poor work ethic. The action might also be attributed to 'external' factors such as the difficulty of the test, or real-world stressors that led to distraction.

We also make attributions of our own behavior. Using this same example, if it were you who received a failing test score you might either make an internal attribution, such as "I just can't understand this material", or you could make an external attribution, such as "this test was just too difficult."

Fundamental attribution error: As we make attributions, we may fall victim to the fundamental attribution error which is when we overemphasize internal attributions for others and underestimate external attributions.

Actor-observer bias: Similar to the fundamental attribution error, we may overestimate external attributions for our own behavior and underestimate internal attributions. (Shahmohammadi, 1389: 56)

The other theory used as the theoretical framework of this research is social judgment theory. Social Judgment Theory (SJT) is a self-persuasion theory proposed by "Carolyn Sherif", "Muzafer Sherid" and "Carl Hovland", defined by "Sherif" and "Sherif" as the perception and evaluation of an idea by comparing it with current attitudes. According to this theory, an individual weighs every new idea, comparing it with the individual's

present point of view to determine where it should be placed on the attitude scale in an individual's mind. SJT is the subconscious sorting out of ideas that occurs at the instant of perception.

Social judgment theory is a framework that studies human judgment. It is a meta-theory that directs research on cognitive perspective, which is how you perceive the situations. "Brunswik's" work with probabilistic functionalist psychology found that a person's psychological processes are adapted to factors of their environment. Motivation and cognitive capacity are central variables in major models of social judgment and persuasion, however, the exact nature of their interplay in judgment processes has remained ambiguous. Social judgment theory arose from "Egon Brunswik's" probabilistic functionalist psychology and his lens model, which are socio-psychological theories. It also comes from judgment theory. The psychophysical principle involved for example, is when a stimulus is farther away from one's judgmental anchor, a contrast effect is highly possible; when the stimulus is close to the anchor, an assimilation effect can happen. Social judgment theory represents an attempt to generalize psychophysical judgmental principles and the findings to the social judgment. With the person's preferred position serving as the judgmental anchor, SJT is a theory that mainly focuses on the internal processes of a person's own judgment in regards to the relation within a communicated message. The concept was intended to be an explanatory method designed to detail when persuasive messages are most likely to succeed.

Attitude change is the fundamental objective of persuasive communication. SJT seeks to specify the conditions under which this change takes place and predict the direction and extent of the attitude change, while attempting to explain how likely a person might be to change his or her opinion, the probable direction of that change, their tolerance toward the opinion of others, and their level of commitment to their position. The SJT researchers claimed expectations regarding attitude change could be based on the message receiver's level of involvement, the structure of the stimulus (and how many alternatives it allows), and the value (credibility) of the source.

Development: SJT arose from social psychology and was based on laboratory findings resulting from experiments. These experiments studied the mental assessment of physical objects, referred to at the time as psychosocial research. Subjects were asked to compare some aspect of an object, such as weight or color, to another, different object. The researchers discovered that, when a standard was provided for comparison, the participants categorized the objects relative to the aspects of the standard. SJT focuses the conceptual structure of the framework and traces its development from the roots in Brunswik's probabilistic functionalism to its present form. For example, if a very heavy object was used as the standard in assessing weight, then the other objects would be judged to be relatively lighter than if a very light object was used as the standard. The standard is referred to as an "anchor". This work involving physical objects was applied to psychosocial work, in which a participant's limits of acceptability on social issues are studied. Social issues include areas such as religion and politics.

The traditional view of attitude neglects an individual's emotional and motivational influences as well as the social context in which the attitude(s) are formed. Meaning an individual is more likely to assume a speaker with authority will be informative, truthful, relevant, and clear. "Wyer" and "Gruenfeld" (1995) noted that "much of our theoretical and empirical knowledge about social information processing has been obtained under laboratory conditions that only faintly resemble the social situations in which information is usually acquired in everyday life".

Judgment process and attitudes: Rooted in judgment theory, which is concerned with the discrimination and categorization of stimuli, it attempts to explain how attitudes are expressed, judged, and modified. A judgment occurs when a person compares at least two stimuli and makes a choice about them. With regard to social stimuli specifically, judgment processes incorporate both past experiences and present circumstances. Sherif et al. defined attitudes as "the stands the individual upholds and cherishes about objects, issues, persons, groups, or institutions". Researchers must infer attitudes from behavior. The behavior can be in response to arranged or naturally occurring stimuli. True attitudes are fundamental to self-identity and are complex, and thus can be difficult to change.

One of the ways in which the SJT developers observed attitudes was through the "Own Categories Questionnaire". This method requires research participants to place statements into piles of most acceptable, most offensive, neutral, and so on, in order for researchers to infer their attitudes. This categorization, an observable judgment process, was seen by "Sherif" and "Hovland" (1961) as a major component of attitude formation. As a judgment process, categorization and attitude formation are a product of recurring instances, so that past experiences influence decisions regarding aspects of the current situation. Therefore, attitudes are acquired.

Latitudes of rejection, acceptance, and non-commitment

Social judgment theory also illustrates how people contrast their personal positions on issues to others' positions around them. Aside from having their personal opinion, individuals hold latitudes of what they think is acceptable or unacceptable in general for other people's view. Social attitudes are not cumulative, especially regarding issues where the attitude is extreme. This means that a person may not agree with less extreme stands relative to his or her position, even though they may be in the same direction. Furthermore, even though two people may seem to hold identical attitudes, their "most preferred" and "least preferred" alternatives may differ. Thus, a person's full attitude can only be understood in terms of what other positions he or she finds acceptable or unacceptable, in addition to his or her own stand.

"Sherif" saw an attitude as amalgam of three zones or latitudes. There is the latitude of acceptance, which is the range of ideas that a person sees as reasonable or worthy of consideration; the latitude of rejection, which is the range of ideas that a person sees as unreasonable or objectionable; and, finally, the latitude of non-commitment, which is the range of ideas that a person sees as neither acceptable nor questionable.

These degrees or latitudes together create the full spectrum of an individual's attitude. "Sherif" and "Hovland" defined the latitude of acceptance as "the range of positions on an issue ... an individual considers acceptable to him (including the one 'most acceptable' to him)". On the opposite end of the continuum lies the latitude of rejection. This is defined as including the "positions he finds objectionable (including the one 'most objectionable' to him)". This latitude of rejection was deemed essential by the SJT developers in determining an individual's level of involvement and, thus, his or her propensity to an attitude change. The greater the rejection latitude, the more involved the individual is in the issue and, thus, harder to persuade.

In the middle of these opposites lies the latitude of non-commitment, a range of viewpoints where one feels primarily indifferent. Sherif claimed that the greater the discrepancy, the more listeners will adjust their attitudes. Thus, the message that persuades the most is the one that is most discrepant from the listener's position, yet falls within his or her latitude of acceptance or latitude of non-commitment.

These degrees of latitude together are very useful when the goal is to persuade someone. If one can judge their latitude of acceptance, rejection, non-commitment or anchor, the persuader can better craft his or her message to move their opinion along the line closer to the goal.

Assimilation and contrast: Sometimes people perceive a message that falls within their latitude of rejection as farther from their anchor than it really is; a phenomenon known as contrast. The opposite of contrast is assimilation, a perceptual error whereby people judge messages that fall within their latitude of acceptance as less discrepant from their anchor than they really are.

These latitudes dictate the likelihood of assimilation and contrast. When a discrepant viewpoint is expressed in a communication message within the person's latitude of acceptance, the message is more likely to be assimilated or viewed as being closer to person's anchor, or his or her own viewpoint, than it actually is. When the message is perceived as being very different from one's anchor and, thus, falling within the latitude of rejection, persuasion is unlikely, due to a contrast effect. The contrast effect is what happens when the message is viewed as being further away than it actually is from the anchor.

Messages falling within the latitude of non-commitment, however, are the ones most likely to achieve the desired attitude change. Therefore, the more extreme an individual's stand, the greater his or her latitude of rejection and, thus, the harder he or she is to persuade.

Ego involvement: The SJT researchers speculated that extreme stands, and thus wide latitudes of rejection, were a result of high ego involvement. Ego involvement is the importance or centrality of an issue to a person's life, often demonstrated by membership in a group with a known stand. According to the 1961 "Sherif" and "Hovland" work, the level of ego involvement depends upon whether the issue "arouses an intense attitude or, rather, whether the individual can regard the issue with some detachment as primarily a 'factual' matter" (p. 191). Religion, politics, and family are examples of issues that typically result in highly involved attitudes. They contribute to one's self-identity.

The concept of involvement is the crux of SJT. In short, Sherif et al. (1965) speculated that individuals who are highly involved in an issue are more likely to evaluate all possible positions, therefore resulting in an extremely limited or nonexistent latitude of non-commitment. People who have a deep concern or have extreme opinions on either side of the argument always care deeply and have a large latitude of rejection because they already have their strong opinion formed and usually are not willing to change that. High involvement also means that individuals will have a more restricted latitude of acceptance. According to SJT, messages falling within the latitude of rejection are unlikely to successfully persuade. Therefore, highly involved individuals will be harder to persuade, according to SJT.

In opposition, individuals who have less care in the issue, or have a smaller ego involvement, are likely to have a large latitude of acceptance. Because they are less educated and do not care as much about the issue, they are more likely to easily accept more ideas or opinions about an issue. This individual will also have a large latitude of non-commitment because, again, if they do not care as much about the topic, they are not going to commit to certain ideas, whether they are on the latitude of rejection or acceptance. An individual who does not have much ego involvement in an issue will have a small latitude of rejection because they are very open to this new issue and do not have previously formed opinions about it.

Attitude Change: To change an attitude, first we must understand the audience's attitudes. Then we will see how it relates to the listeners' judgments of the persuasive messages. It is also essential to judge how close or far away one's position is. The next step is to shift one's position in response to the argument made. An individual adjusts an attitude once he or she has judged a new position to be in his or her latitude of acceptance. If someone judges that message to be in his or her latitude of rejection, they will also adjust their attitude, but in the opposite direction from what they think the speaker is advocating.

Sometimes, an attitude change may be incidental. In the boomerang effect, an attitude changes in the opposite direction from what the message advocates—the listener is driven away from, rather than drawn to, an idea. This explains why oftentimes fear appeals used in advertising do not work on the audience. As the threat perceived by the audience increases and the capacity to produce the desired effect is low, people will tend to do the opposite of what is advocated. Attitude change can also be influenced by immediate social environment. In the interpersonal domain, people tend to shift their attitudes to align with those of their significant others. The general picture of social influence thus remains one of conformity and alignment attitudes. A major implication of social judgment theory is that persuasion is difficult to accomplish. Successful persuasive messages are those that are targeted to the receiver's latitude of acceptance and discrepant from the anchor position, so that the incoming information cannot be assimilated or contrasted. This suggests that even successful attempts at persuasion will yield only small changes in attitude. (Shahmohammadi, 1389: 57)

The last theory in this regard is the Constructivism theory. Constructivism is a communication theory that seeks to explain individual differences in people's ability to

communicate skillfully in social situations. You probably don't need to be convinced that some people are better at understanding, attracting, persuading, informing, comforting, or entertaining others with whom they talk. In fact, you may be taking communication courses so that you can become more adept at reaching these communication goals. Although some might suspect that communication success is simply a matter of becoming more assertive or outgoing, Jesse Delia believes that there is a crucial behind-the-scenes difference in people who are interpersonally effective. His theory of constructivism offers a cognitive explanation for communication competence. "Delia" is the former chair of the department of speech communication at the University of Illinois at Urbana-Champaign and now serves as the executive director of international research relations at the school. Along with a network of constructivist researchers, he uses Walter Crockett's open-ended Role Category Questionnaire (RCQ) to help us "get inside our head." For example: In a situation where a student might have an argument with a teacher about a grade he or she received, an example of a statement that might use expressive design logic would sound like this: "You are so unfair. You are always out to get me!" An example of a statement using conventional design logic might sound like this: "I worked hard on this project. Your expectations of me are higher than anyone else in this class because I am the only one who is a major."

An example of a statement that uses rhetorical design logic might sound like this: "I would like to sit down with you and go over the grading of my project. I believe that if I have the chance to explain a bit more about what I did, you might be able to re-evaluate my grade. Additionally, I am unclear about some of the comment you made. I hope that through discussing it, I might get a better idea about exactly what it is that you expected to be done for this assignment." (Shahmohammadi, 1389: 58)

Regarding the research literature, it should be said that no research has been so far done about the role of Nazarabad boy's high school teachers' nonverbal communication on students' academic achievement. However, the researcher has tried to find the closest studies in this regard.

Tahereh Najafi Niasar (1391) has done a research entitled "the relationship between the skills of professors at Tehran Vali Asr Technical College Girls with the effectiveness of training methods. The methodology of this research is survey. The results indicated that whatever communication skills strengthen, the scientific group effectiveness, students learning motivation and the students' academic achievement will increase. (Najafi Niasar, 1391: 176)

Farahnaz Nasr Esfahani (1383) has also done a research entitled "examine the relationship of teaching active methods with communication skills (interpersonal communication, verbal communication skills, self-esteem, empathy) in the fifth grade elementary school students. She categorized the research's aims as: study the relationship between the uses of active teaching methods with the skill of communication. Identify the relationship between the use of active teaching methods with any given communication skills (verbal and non-verbal communication, interpersonal communication, confidence and empathy) in students. The sampling method is cluster random sampling and a descriptive correlational research. Two researcher's made questionnaires used for data

collection; one on gauge skills and one for collecting information on the active teaching methods. The research showed that all five research hypothesis were confirmed by using coefficient correlation. Thus, there is significant relationship between variants. (Nasr Esfahani, 1383: 201)

Azadeh Bagherzadeh Fathi (1384) has done a research entitled “study the comparison of couples’ awareness of the interpersonal communication impact in controlling their tension and stressed both in verbal and nonverbal communication in the years of 83-82 in Tehran. The aims of this research include: improving the health of families and study the comparison of the couples’ awareness of the interpersonal communication impact in controlling their tension and stressed both in verbal and nonverbal communication. Selecting about 230 of couples resident in Tehran including 230 women and 230 men. Methodology of this research is description one using one-dimensional and two-dimensional tables as well as SPSS statistical software. A two section researcher’s made questionnaires used for data collection.

A- Couples awareness of interpersonal communication in verbal and nonverbal communication (facing problems for myself).

B- Couples awareness of interpersonal communication in verbal and nonverbal communication (facing problems for the other side).

Communication is in need of care and attention as the main pillar of life, particularly regarding to the family, it should be scrutinized as the smallest and the most important social institution. Therefore, the present thesis sought to make the level of couples awareness clear as well as the couples' knowledge of interpersonal communication in verbal and nonverbal communication and its impact on reducing tension between them. The research findings indicated that there is no relationship between the education and aging with interpersonal communication both verbal and nonverbal communication. Also, there is no relationship between the men and women with interpersonal communication not only in verbal communication but in nonverbal communication. Data analysis proves that when a problem occurred, people have more information and have become more conscious for themselves than for the others. The result of the study also showed that people often use verbal communication (which is not necessarily indicative of their knowledge in nonverbal communication). (Bagherzadeh Fathi, 1384: 197)

Soheyla Hafezi (1383) has also done a research entitled “the relationship of personal time management skills with organizational skills among the managers of Payam-Noor training centers in Iran.” She says that the research is to study the relationship between the two categories of individual skills and organizational time management skills and all its six categories such as: goal setting, objectives and activities prioritizing, operational planning, delegation, communication and meeting management. She adding that the research also examine the relationship between individual skills and organizational time management skills with gender, expertise and professional experiences. A researcher made questionnaire used for data collection. A total of 100 centers that were randomly selected. The results of this research showed that there is a significant relationship between individual and organizational time management skills with objectives and activities prioritizing and the communication management dimension. There is a

significant relationship between the average scores of women individual skills and organizational time management skills with men individual skills and organizational time management skills. There isn't a significant relationship between the skillful and non-skillful managers in any individual and organizational time management. There isn't a significant relationship between women and men managers with organizational time management. (Hafezi,1383: 187)

Methodology

Considering the "time span", this research is cross sectional study, due to the fact, it is conducted in the spring of the Iranian current year. And it does mean that the issue analyzed at one point of time. the place span is Nazarabad boys' high schools in Alborz Province. With regard to applied scale, the research is applied research one. Therefore, the methodology of this research is survey. It should be mentioned that documentary method is also used for collecting data. The population in this study consisted of 550 high school boys' students in the city of Nazarabad in Alborz Province. By using Cochran formula, the sample size of this study is equivalent to 225. To ensure, about 250 questionnaires were distributed but only 230 questionnaires were acceptable and evaluated. The data collection tool in this study, is a questionnaire made by the researcher. In this study, Cronbach's alpha coefficient is used to assess the validity of the questionnaire, which is equivalent to 8.19.

Results and Discussions

In this part, at first, we will show the Descriptive statistics and the second the inferential statistics.

Table 1: Distribution frequency and percentage of respondents' field of study

	frequency	percent	Valid percent	Cumulative percent
humanities	68	29/6	29/6	29/6
natural sciences	100	43/5	43/5	73
mathematics	62	27	27	100
total	230	100	100	

As table 1 showed, the field of study of 68 students equal 29/6 percent of respondents is humanities, about 100 students equal 43/5 percent of respondents is national sciences, about 62 students equal 27/60 percent of respondents is mathematics.

Table 2: Distribution frequency and percentage of respondents' age

	frequency	percent	Valid percent	Cumulative percent
15-16	27	11/7	11/7	11/7
16-17	178	77/4	77/4	89/1
17-18	25	10/9	10/9	100
total	230	100	100	

According to the above-mentioned data, about 27 students equal 11/7 percent of respondents has an average age of 15 to 16 years old. About 178 students equal 77/4 percent of respondents has an average age of 16 to 17 years old. About 25 students equal 10/9 percent of respondents has an average age of 17 to 18 years old.

Table 3: Distribution frequency and percentage of respondents' average

	frequency	percent	Valid percent	Cumulative percent
12-14	27	11/7	11/7	11/7
15-17	135	58/7	58/7	70/4
18-19	44	19/1	19/1	89/6
19-20	24	10/4	10/4	100
total	230	100	100	

According to the data obtained from the above table, about 27 students equal 11/7 percent of respondents has an average grade of 12 to 14. About 135 students equal 58/7 percent of respondents has an average grade of 15 to 17. About 44 students equal 19/1 percent of respondents has an average grade of 18 to 19. About 24 students equal 10/4 percent of respondents has an average grade of 19 to 20.

Hypothesis: there is a significant relationship between Nazarabad boys high school Teachers' nonverbal communications with students' academic achievement.

		Academic Achievement	nonverbal communications
Academic Achievement	Spearman coefficient	1	0.69
	Sig.		000
	frequency	126	104
nonverbal communications	Spearman coefficient	0.69	1
	Sig.	000	
	frequency	104	126

According to the values obtained from the above table, Spearman coefficient (0.69), sig (000) with 99%, there is a significant relationship between Nazarabad boys high school teachers' nonverbal communications with students' academic achievement and vice versa. In other words, more using of non-verbal communication by teachers, more academic achievement. Therefore, based on the results null hypothesis is rejected and statistical hypothesis is confirmed.

Conclusion

Distribution frequency and percentage of respondents' field of study table showed that the field of study of 68 students equal 29/6 percent of respondents is humanities, about 100 students equal 43/5 percent of respondents is national sciences, about 62 students equal 27/60 percent of respondents is mathematics. Distribution frequency and percentage of respondents' age table showed that about 27 students equal 11/7 percent of respondents has an average age of 15 to 16 years old. About 178 students equal 77/4 percent of respondents has an average age of 16 to 17 years old. About 25 students equal 10/9 percent of respondents has an average age of 17 to 18 years old. Distribution frequency and percentage of respondents' average table indicated that about 27 students equal 11/7 percent of respondents has an average grade of 12 to 14. About 135 students equal 58/7 percent of respondents has an average grade of 15 to 17. About 44 students equal 19/1 percent of respondents has an average grade of 18 to 19. About 24 students equal 10/4 percent of respondents has an average grade of 19 to 20.

According to the research hypothesis, there is a significant relationship between teachers' non-verbal communication and the students' academic achievement in Nazarabad boys' high schools. According to the results of the test, the amount of (0.69) and significant (Sig = 0.000) with 99%, a significant positive relationship between the use of non-verbal communication by teachers and students' academic achievement, and vice versa. In other words, increasing the use of non-verbal communication by teachers, their academic achievement increases. Therefore, based on the results null hypothesis is rejected and statistical hypothesis is confirmed.

It must be said that the results obtained is consistent with the results of the research of Taheripour Kalantari (1387) the research of Bagherzadeh Fathi (1384) of the research of T. Najafi Niasar (1391) and social influence theory, interactive theory, theory of social judgment, Constructivism theory.

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