

Relationship between Social Skills and Academic Achievement of Elementary Students in Low Income Urban Areas of Islamabad

Huzaifa Rehman*

Dr. Muhammad Arshad Dahar**

Arfa Tahir***

Abstract

Social skills have a fundamental role in the academic achievement. Keeping this in view, investigation has been planned out to examine the relationship between social skills and academic achievement of elementary students in low-income urban areas of Islamabad. A descriptive research design of correlational type was used in the study. All the students of 6th to 8th grade studying at elementary level in government school live in low-income urban areas of Islamabad constituted the population of the study. Four hundred students were conveniently selected as a sample in the study. Questionnaire was used to measure the social skills of students. To determine academic achievement of elementary level students' previous results were taken. Five research hypotheses were formulated and tested using Pearson product-moment correlation and multiple linear regression statistics at 0.05 level of significance. The finding revealed that there was no significant relationship between social skills and academic achievement. It was recommended that educational planners, counselors, elementary school teachers and administrators should train student's positive social skills and monitor or co-ordinate the activities of the student an ideal environment should be created for better academic achievement.

Key words: students, social skills, academic achievement, elementary level student

1. Introduction:

Students' social skills seems that behavior leads to of their learning and may affect their academic achievement their behavior and opportunities to create capacities and social relationships (Miles & Stipek, 2006). The current examination has planned to examine the relationship between social skills and school achievement. Experts extensively use assessments to identify achievements in school. Studies, whether, have been demonstrate the grades reflect unexpected and objective information as well various elements (Lekholm & Cliffordson, 2008), including social capacities (Malecki & Elliot, 2002).

In today's successful society, achievement has turned into a record that achieves position and respect. The record of accomplishment of a well-mannered academic achievement is a strong framework file of education institution. Education is often concerned about the need to enhance students' achievements. The enormous number of investigations into student achievement bears an awareness of this concern. There are many variables that affect academic achievement. Knowledge, identity, inspiration, school status, heredity, home status, learning, high school meeting, premiums, abilities, family, financial status of guardians and

* Department of Education, PMAS Arid Agriculture University Rawalpindi, Pakistan.

Email: huzairehman24@gmail.com

** Department of Education, PMAS Arid Agriculture University Rawalpindi, PMAS Arid agriculture University Rawalpindi, Pakistan.

Email: drarshd1969@uaar.edu.pk

*** Secondary school Teacher, Federal Government Education Institution, Cantt & Garrison.

Email: arfatahir714@gmail.com

many different elements that influenced the achievement of the school. However, one central focus is the social skills that influences scientific achievement (Bajah, 1979; Babalola, 1979; Holliday, 1981).

We live in the community where a youngster created and grows up. Individuals at first learn something freely and ultimately, that learning is change through speaking with different individuals from the community. The objectives and accomplishments of an individual's life impacted by his conduct in the community. How an individual acts with others in the community relies upon his social turn of events. Social advancement relies upon variables, for example, peer relations, great social change with others, the capacity to appreciate anyone on a profound level, family structure, social abilities, and so forth (Sherma et al.2016). Social skills assist in holding discussions with others, beginning, and keeping connections and companionships. Fundamentally, Social abilities are practices that advance positive connection with others (Lynch and Simpson 2010).

School and colleges have no worth without students. Students are most crucial resource for any guidance system. The social and monetary improvement of the nation is obviously connected with students' academic achievement. The students' academic achievement expects a basic part in making the best quality graduates who will end up exceptional pioneer and work for the country in the progress of economic development and social enhancement (Ali et.al, 2009).

There are many important points responsible for the lack of relationship between social skills and academic achievement of the children. The economic condition, the societal circumstantial and the usefulness, belong from low-income families, educational conditions, parent's thoughtfulness, curriculum training, education workplace, academic institute, Classroom size, formal teacher training, strength, support, inspiration, sexual orientation contradictions, student progress, communication issues, learning conveniences, family extension, guidance (Devlin, 2013).

Gap of the study

To address the gap in students' social skills and academic achievement, the current study was used. Much research has already been done on this topic. Different researchers investigated different factors. Previous research focuses on several factors, such as empathy, responsibility, homework, separation status, innovation used in classroom and exam frameworks, extracurricular exercises, family, socioeconomic status, family structure, school type, absence, gender, and geographic location.

Significance of the study

The study may be useful for policy maker in the field of education, curriculum developers, school administrator, principle, teachers. Parents can use the results of the investigation to take care of issues economical related issues and to take care of them. It might likewise make mindfulness among students about their rights and duties to carry out quality education. Therefore, the concept of education has been changing from time to time. The social skills may be differing person to person can learn and do anything with involvement only when he/she had a better social skill toward it. The recognition of social skills that is significant for school success might aid hence the possibility of intervention efforts. Particularly, this may

help stakeholders recognize, prioritize, and target relevant skill areas that can produce multiple benefits. Improved awareness to types of social skills and learning behavior that may be particularly essential in the school setting is fundamental given the competing demands and limited resources in the school setting.

Objectives of the study

1. To identify the social skills of elementary students in low-income urban area of Islamabad.
2. To investigate the academic achievement of elementary students in low-income urban area of Islamabad.
3. To find out relationship between social skills and academic achievement of elementary students in low-income urban area of Islamabad.

Hypotheses of the Study

H₀₁ there is no significance relationship between assertiveness and academic achievement.

H₀₂: there is no significance relationship between the interpersonal and academic achievement.

H₀₃: there is no significance relationship between problem solving and academic achievement.

H₀₄: there is no significance relationship between conflict resolution and academic achievement.

H₀₅: there is no significance relationship between social emotional and academic achievement.

2. Review of Literature

Social skills are essential, as they allow a person to cooperate properly in society. social skills contain a variety of verbal and nonverbal activities for example, the growth and development of interpersonal relationships, anger control, concrete relationships with others affected by their social abilities. (Merrell & Gimpel, 2014). Although ideas of social skills are not new. Social skills are imperative since they enable a person to cooperate in a well adequate manner in the society. (Silars et al., 2004). Social skills are the genuine practices that understudies act in explicit social circumstances, while social skills includes the mental comprehension of social abilities and how to involve them in associations with different understudies (Gresham, Elliott and Kettler, 2010).

Social skills are the real behaviors that students perform in specific social situations, while social competence encompasses the cognitive understanding of social skills and how to use them in interactions with other students (Gresham, Elliott and Kettler, 2010).

There is different type of social skills like interpersonal skills, assertiveness skills, social emotional skills, conflict resolution skills, and problem-solving skills. Researched focused about interpersonal skills for elementary level children has also shown its association with academic achievement. Interpersonal skills are process oriented and relational. Interpersonal skills on the results of communication to someone else. Significant basics of interpersonal abilities form of paying concentration, respect others. (Durlak & Pachan, 2010). Critical thinking often shows a test, the gathering which need study and examination. It

clarifies educating about critical thinking is the instructing of techniques, or heuristics, to tackle issues. One approach to instruct students to issue tackle is to encourage the four-advance procedures understand the issue, devise an arrangement, complete the arrangement, and think back (Bay., 2000).

Conflict resolution assume an especially imperative part for students. Conflict resolution is the procedure by which two or more students occupied in a disagreement, argument, or dispute reaches a conformity deciding it. The skill to do to get rid of nervousness protects control, and work towards a win-win arrangement is recognize like conflict resolutions skills (Rout & Omak, 2007).

Assertiveness is a skill whenever possible in social and social ability planning. Assertiveness gets the ability to help your own rights or the rights of others in a calm and constructive manner. Assertiveness is the ability to remain for to the world what you really are, to convey what you feel, when you feel it essential. It is the ability to express your sentiments and your rights, regarding the emotions and privileges of others. social emotional improvement is the ability to recognize others' considerations, to deal with their individual outlook and practices, and to get them from the beginning with their peers (Pipas& Jaradat, 2010).

Researchers have recognized a relationship between social emotional skills and academic achievement (Blair and Razza, 2007; Rhodes, Warren, Domitrovich and Greenber, 2011; Welsh, Park, Widaman and O'Neil, 2001). Regardless, because of different conceptualizations of social-passionate improvement among examiners, it is indistinguishable what explicit parts in friendly enthusiastic advancement sway academic achievement.

Academic achievement of the students is the fundamental concern and the most basic point of training. Academic achievement can be portraying as execution, data or capacity acquired after headings and getting ready in courses or subjects of, still up in the air by test score or by marks relegated by teacher (Brayboy and Maaka, 2015).

There are numerous factors which impact academic achievement for instance insight, character, motivation, school condition, heredity, home condition, learning, experience at auxiliary school, interests, aptitudes, family foundation, monetary status of the guardians and a lot more various factors influence the academic achievement. Despite this, one of the principal contemplations of instruction is the limit of social skills that impact the academic achievement. Social skills are the method for advancing and has been consider the most basic piece of human lead. Social skills accept an indispensable part in the academic achievement of s and has been wide interest as a basic skill in present day social orders.

Some research conduct to see relationship between social skills and academic achievement. Gilliam & Shahar (2006) conduct an examination on Behavior issues as significant indicators (during the preschool years) to pursue social issues, such as poor friend and academic difficulty in pre-school. The investigation found that children without acceptable social skills face the risk of difficulties such as accompanying refusal, behavior issue and behavior academic achievement. Johnson, (2011) revealed in "Study Finds Social-Skills Teaching Boosts Academics" that understand who has taking part in social and emotional learning of SEL, which has been improve in government-approved assessment and testing. Based on an over review of the view above, it can be assuming that social skills expect an essential part of academic achievement and change in school among adolescents.

Malecki & Elliott (2002) prepared a comparative report analyzing the relationship between

social skills and academic achievement of the third and fourth grades and emphasized this huge relationship. Coie & Krehbiel (1984) investigate the development of academic achievement which may influence social skills by reducing off task behavior. Findings show that small number of students respond negative. Furthermore, students who are not trouble making behavior in class they might positively point of view about peer and teacher, which may be improve student's social status and self-esteem. In conclusion positive relationship happens between the social skills and academic among the general is bury public understudy. A couple of specialists have investigated a possible bi-directional connection between friendly abilities and scholarly accomplishment (Caemmerer and Keith, 2015).

Hinshaw, 1992; Miles and Stipek, 2006). A few examinations found that early social skills anticipated later education accomplishment, however proficiency achievement did not foresee later social skills (Caprara et al., 2000; Miles and Stipek, 2006). Different specialists, however, revealed that students' academic achievement influenced their social abilities, and their social aptitudes affected their consequent accomplishment (Chen, Huang, Chang, Wang, and Li, 2010). US research on students from kindergarten through eighth grade found that academic achievement strongly affected later social abilities than social aptitudes had on later achievement. (Caemmerer and Keith, 2015).

3. Research Methodology

Research design

Correlation study to determine the relationship between social skills and academic achievement. The quantitative survey was aim at understanding the relationship between social skills and academic achievement of students. The study presents the current possible relationship between social skills and academic achievement of low-income urban elementary school students in Islamabad.

Population

The population of present study consisted of all the 6th to 8th grade students (both male and female) belonging to low-income area of Islamabad and studying in the elementary school of Islamabad.

Delimitation of the study

The study was delimiting to four sectors of Islamabad.

- i. I.9
- ii. 1.10
- iii. F.6/2
- iv. G.7

Sampling procedure

The researcher applied convenience sampling technique to select the samples. The sample of the study consist of low-income urban areas of Islamabad. At the first stage of sample 4 sectors were conveniently selected. During the second stage of sample 90 students conveniently chosen from the selected each sector.

Instrument of the study

The questionnaire is preferring as a research tool. A self-developed questionnaire was developed to cover the social skills of students. The instrument designed after literature review. Twenty-one questions were including related social skills. Academic achievement measured through student's annual percentage. Boys and girls both selected as a sample of study.

Piolet Testing

Piolet testing done on small sample other than real sample. Forty students selected to check the piolet testing of questionnaire. Face validity improved experts' opinions and Cronbach Alpha reliability calculated was 0.778.

Data collection and analysis

Data collection process begun in January 2018. The self-reported questionnaire administered to sample students. the researcher visited the sample area for data collection. For data analysis, correlation applied to the relationship between social skills and academic achievement.

4. RESULTS

Table: 1 Descriptive Statistic of Social Skills

Social Skills	N	Minimum	Maximum	Mean	Std. Deviation
Assertiveness	360	2.00	5.00	4.0174	.65059
Interpersonal	360	1.60	5.00	3.5689	.57943
problem solving	360	1.80	5.00	3.5922	.61035
Conflict resolution	360	1.33	5.00	3.7241	.73413
social emotional	360	2.00	5.00	3.7759	.61204

Table 1 shows that social skills of elementary students in low-income urban area of Islamabad. From above table it is clearly identify the mean and standard deviations of different objects like assertiveness mean value is 4.01 and its standard deviation is .650.while interpersonal have mean value of 3.56 and its standard deviation is .579.similarly in case of problem solving some children's have mean value is 3.59 and its .610.while some students have conflict and after some period, they resolved the conflict therefore its mean is 3.72 and standard deviation is .734. While some students had social emotions therefore its mean is 3.77 and its standard deviation is .612.

Table: 2 Descriptive Statistic of Academic Achievement

Academic achievement	Frequency	Percent	Mean	Std. Deviation
40-50	168	46.7		
51-60	131	36.4		
61-70	48	13.3	1.7389	.82350
71-80	13	3.6		

Total	360	100.0
-------	-----	-------

Table 2 shows more than 168 respondents were 40-50 percentages. However, 131 respondents were 51-60 percentages. But only 48 respondents were 61-70 percentages. While 13 respondents were 71-80 percentage. From above table it is clearly identify the mean value is 1.7389 and its standard deviation is .82350.

Table 3 Model Summary of social skills and academic achievement

Model	R	r square	Adjusted r Square	std. error of the estimate
1	.123	.015	.001	.82305

a. Predictors: (Constant), social emotional, interpersonal, conflict resolution, problem solving, Assertiveness

Table 3 shows that multiple linear regression model summary and overall fit statistic. We find the adjusted (R) of .123, Regression square (R^2) of .015, adjusted $R^2 = .001$ and standard error of the estimate of .82305. It equally shows the change statistics that R^2 change is .015 which means that the predictor (social emotional, interpersonal, conflict regulation, problem solving, Assertiveness) jointly account for 1.5% of the variance in the criterion (academic achievement)

Table Error! No text of specified style in document. ANOVA of social skills and academic achievement

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.655	5	.731	1.079	.372
	Residual	239.801	354	.677		
	Total	243.456	359			

a. dependent Variable: academic achievement

b. Predictors: (Constant), social emotional, interpersonal, conflict resolution, problem solving, Assertiveness

As shown in table 4 show that when converted to ANOVA, the prediction of student academic achievement with their social emotional, interpersonal, conflict regulation, problem solving, Assertiveness has regression sum of square 3.655, df of 5 and Mean square of .731. The residual sum of squares is 9881.452 with 515 df and .677 mean square. The total sum of squares is 243.456 with 359 df. The resultant F of 1.079 is statistically non-significant.

Table 5 Relationship of social skills and academic achievement

S.NO		Correlation		Multiple regression		
		R	Sig	B	t	Sig
1	Assertiveness	.023	.667	-.020	-.273	.785
2	Interpersonal	.026	.621	-.009	-.101	.919

3	problem solving	.031	.552	.007	.088	.930
4	Conflict resolution	.080	.129	.059	.926	.355
5	social emotional	.112	.034	.134	1.713	.088

Significant at 0.05 levels

H₀₁: there is no significance relationship between interpersonal and academic achievement

Pearson correlation was computing to assess the relationship between assertiveness and academic achievement. There was a weak positive and statistically no significantly correlation between two variables [r = .023, n = 360, p = .667].” In multiple linear regression is β -.020, with t of -.273, the sig (2-tailed) value is .785. since p value = .785, > 0.05, there was no significance relationship between interpersonal and academic achievement therefore we accept the null hypothesis.

H₀₂: there is no significance relationship between the interpersonal and Academic Achievement.

Pearson correlation was computing to assess the relationship between interpersonal and academic achievement. There was a weak positive and statically no significance correlation between two variables [r = .026, n = 360, p = .621].” In multiple linear regression β Value is -.009, with t of -.101, the sig (2-tailed) value is .919. Since p value = .919, > 0.05, there was no significance relationship between interpersonal and academic achievement therefore we accept the null hypothesis.

H₀₃: there is no significance relationship between problem solving and academic achievement.

A Pearson correlation computed to assess the relationship between problem solving and academic achievement. There was a weak positive and statically no significance correlation between two variables [r = .031, n = 360, p = .552].” In multiple regression β Value is .007, with t of .088, the sig (2-tailed) value is .930. Since p value = .930, > 0.05, there was no significance relationship between interpersonal and academic achievement therefore we accept the null hypothesis.

H₀₄: there is no significance relationship between conflict resolution and academic achievement.

Pearson correlation was to assess the relationship between conflict resolution and academic achievement. There was a strong positive and statically significance correlation between two variables [r = .080, n = 360, p = .129].” In multiple regression β Value is .059, with t of .926, the sig (2-tailed) value is .355. Since p value = .355, > 0.05, there was no significance relationship between interpersonal and academic achievement therefore we accept the null hypothesis.

H₀₅: there is no significance relationship between social emotional and academic

achievement.

Pearson correlation was to assess the relationship between social emotional and academic achievement. There was a strong positive and statically significance correlation between two variables [$r = .112$, $n = 360$, $p = .034$].” In multiple regressions β Value.134, with the t of 1.713, the sig (2-tailed) value is .088. Since p value = 1.713, > 0.05 , there was no significance relationship between interpersonal and academic achievement therefore we accept the null hypothesis.

Conclusion

- Based on the finding’s conclusion can draw that there is no statically significant relationship between social skills and academic achievement. There must be other factors that significantly affect achievement.
- Social skills do not make students effective, anyway they help plans students to use the learning limit and information they must achieve. It is certain that social skills can be more imperative than encouraging social relations with others. Social skills influence student achievement in a variety of fundamental academic abilities
- Academic achievement relies upon the social skills of students. With the help of this research, the instructor might have the ability to train students as per their mental level. This causes them to get new thoughts and make student abilities and may likewise enable them to create student innovativeness and advancement to enhance their execution and do reasonable activities. Help them inspire students toward thinks about. The appreciation of educators and parents, making a feeling of competition among students and genuine endeavors encourage students to improve the position.

5. Discussion

The research study investigates the relationship between social skills with academic achievement. Research was lead on low-income urban areas of Islamabad. In this review, social skills have no critical impact in the academic achievement. The prior research on learning conduct offers a restricted literature base with which to think about the aftereffect of flow study (Wentzel, 1993; Malecki and Elliott, 2002) were not help the momentum research which observed that there was no critical connection between social skills and academic achievement. Another review, Delio and Carnes (1992), revealed that students who performed well academically perceived that they were functioning admirably.

Connection among Assertiveness and academic achievement was test. The aftereffects of the investigation discovered that there is no genuinely critical connection among assertiveness and academic achievement. This tracking down help with of Miguelsanz et al (1997) examined that relationship of assertiveness and academic achievement it observed that statically non-importance negative connection between two factors. Elma (2017) showing that assertiveness doesn't essentially effect on academic achievement. Greater part of the understudies didn't communicate their thoughts and not represent their rights that influence the scholastic accomplishment.

Parray & Kumar (2016) indicated that less assertive students' self-esteem rise may remain assigned to their contribution in assertiveness. Assertiveness skills might be present helpful this enriching plan can instruction designed.

When you feel absence of Interpersonal skills, social association are pessimistic and there is a decline in self-articulation. Students with high state of relational abilities will in general express their thoughts more adequately (Park and Hathn, 2015). Hence, there is a noteworthy connection between interpersonal communication and academic pressure related with academic flexibility and mediations for enhancing interpersonal communication go before upgrades in academic stress.

It found that there is no significance relationship between problem solving and academic achievement. its mean that the students having the problem-solving approach does not affect the academic achievement. The result is in the agreement with the study of Jeotee (2012) & Capara et al (2011) reported that the problem-solving ability had negative influence on academic achievement. On the contrary Kausor Parveen (2010) & Chang et al. (2002) who revealed that student showed good performance if they had the problem-solving ability.

Students social emotional skills wasno significant relationship with academic achievement. These findings against the study that social emotional skills assume a key role in the success of academic achievement of the students (Denham, 2006; Diperna, Lei, & Reid, 2007; Howse et al., 2003; Izard et al., 2001; Raver & Knitzer, 2002). According to the research maternal education, family income, and child age, sex and receptive vocabulary may be affect the academic achievement of the students.

There are few limitations of this study. The sample size taken in this study was small, just 360. On the off chance that this study led again with the extent of a huge sample, the consequences of the current investigation might improve. The study conducted only four sectors of Islamabad. A similar study could be another city in Pakistan, and a similar study could conduct at the secondary level. Another study can be conduct on a different variable of social skills and learning behavior of students.

6. Recommendation

- It is suggested that in the classroom, teacher's emphasis on work-related skills to make a person's ability to be reliable, free, self-contained, and acceptable.
- As most of the students living in low-income area also doing part time job it is suggested that government should help their families economically.
- To address the negligence for care children. It is suggested that parents should show their children that they are happy to see them and remind their children to take pride in themselves, take care of children's interests, be open and do not judge your children if their thoughts, feelings, and ideas do not match.
- The classroom teacher develops a scientific approach to solve the problem that students are expected to face in social life. The teacher can use an educational strategy to enhance problem solving ability.
- Students' academic achievement should be improved if school management provides appropriate learning facilities for students and improves the school environment.
- In Pakistan there is no social skills training program in school. It is proposed that trainer can working together with teacher to integrate social skills training into existing classroom circular. Important topics of communication are described and recommendation for consolation are presented.

References

7. Ali, N., Jusof, K., Ali, S., Mokhtar, N., & Salamat, A. S. A. (2009). The Factors Influencing Students 'performance at University Teknologi Mara Kedah, Malaysia. *Management Science and Engineering*, 3(4), 81-90.
8. Babalola, B.A. (1979). The relationship between field dependent and field independent cognitive styles and academic achievement in mathematics and science subjects among Nigerian school students. *Journal of Science Teachers Association of Nigeria*, 15(1), 20-24.
9. Bajah, S. T. (1979). Correlates of Students Extrinsic School Environment Factors With Level of Attainment in a Standardized Test in Chemistry. *Journal of science teachers Association of Nigeria*, 18(1), 40-63.
10. Bay, J. M. (2000). Linking Problem Solving to Student Achievement in Mathematics: Issues and Outcomes. *Journal of School Improvement*, 1(2), 8-13.
11. Blair, C., & Razza, R. P. (2007). Relating effortful control, executive function, and false belief understanding to emerging math and literacy ability in kindergarten. *Child development*, 78(2), 647-663.
12. Brayboy, B. M. J., & Maaka, M. J. (2015). K-12 achievement for indigenous students. *Journal of American Indian Education*, 54(1), 63-98.
13. Caemmerer, J. M., & Keith, T. Z. (2015). Longitudinal, reciprocal effects of social skills and achievement from kindergarten to eighth grade. *Journal of school psychology*, 53(4), 265-281.
14. Caprara, G. V., Barbaranelli, C., Pastorelli, C., Bandura, A., & Zimbardo, P. G. (2000). Prosocial foundations of children's academic achievement. *Psychological science*, 11(4), 302-306.
15. Caprara, G. V., Vecchione, M., Alessandri, G., Gerbino, M., & Barbaranelli, C. (2011). The contribution of personality traits and self-efficacy beliefs to academic achievement: A longitudinal study. *British Journal of Educational Psychology*, 81(1), 78-96.
16. Chang, C. and Weng, Y. (2002). An exploratory study on students' problem-solving ability in earth science. *International Journal of Science Education*, 24 (5), 441- 451
17. Coie, J. D., & Krehbiel, G. (1984). Effects of academic tutoring on the social status of low achieving, socially rejected children. *Child Development*, 1465-1478.
18. Deenham, S, A. (2006). Social – emotional competence as support for school readiness: What is it and how do we access it? *Early Education Development*, 17, 57-89
19. Devlin, M. (2013). Bridging socio-cultural incongruity: Conceptualizing the success of students from low socio-economic status backgrounds in Australian higher education. *Studies in Higher Education*, 38(6), 939-949.
20. D'Ilio, V. R., & Karnes, F. A. (1992). Student leaders' and their parents' perceptions of social skills. *Perceptual and motor skills*, 74(3), 863-866.
21. DiPerna, J. C., Lei, P. W., & Reid, E. E. (2007). Kindergarten predictors of mathematical growth in the primary grades: An investigation using the Early Childhood Longitudinal Study--Kindergarten cohort. *Journal of Educational psychology*, 99(2), 369.
22. Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American journal of community psychology*, 45(3), 294-309.
23. Elma S. Pagaduan-Aposto. (2017). Asia Pacific Journal of Multidisciplinary Research Vol. 5 No.3, 36-42 August 2017 P-ISSN 2350-7756 E-ISSN 2350-8442.
24. Gilliam, W. S., & Shahar, G. (2006). Preschool and childcare expulsion and suspension: Rates and predictors in one state. *Infants & Young Children*, 19(3), 228-245.
25. Hinshaw, S. P. (1992). Academic underachievement, attention deficits, and aggression: Comorbidity and implications for intervention. *Journal of consulting and clinical psychology*, 60(6), 893.
26. Holliday, W. G. (1981). Selective attentional effects of textbook study questions on student learning in science. *Journal of Research in Science Teaching*, 18(4), 283-289.

27. Howse, R. B., Lange, G., Farran, D. C., & Boyles, C. D. (2003). Motivation and self-regulation as predictors of achievement in economically disadvantaged young children. *The Journal of Experimental Education*, 71(2), 151-174.
28. Hussain, I., Sultan, S., Kanwal, F., & Rahmani, S. H. (2020). Intrinsic Motivation and Academic Self-Efficacy as Mediation between Parental Involvement and Academic Achievement of Elementary Students. *Journal of Elementary Education*, 30(1), 39-60.
29. Izard, C. E. (2001). Emotional intelligence or adaptive emotions?
30. Jeotee, K. (2012). *Reasoning skills, problem solving ability and academic ability: implications for study programme and career choice in the context of higher education in Thailand* (Doctoral dissertation, Durham University).
31. Jin-Kyoung, P., & Suk-Won, H. (2015). The relationship between communication and nursing performance in simulation-based team learning. *Indian Journal of Science and Technology*, 8(26).
32. Johnson, D. W., & Johnson, R. T. (1987). *Learning together and alone: Cooperative, competitive, and individualistic learning*. Prentice-Hall, Inc.
33. Kousar Parveen (2010). Effect of the problem-solving approach on academic achievement of students in mathematics at the secondary level. *Contemporary Issues in Education Research*, 3(3), 9-14.
34. Lynch, S. A., & Simpson, C. G. (2010). Social skills: Laying the foundation for success. *Dimensions of early childhood*, 38(2), 3-12.
35. Malecki, C. K., & Elliot, S. N. (2002). Children's social behaviors as predictors of academic achievement: A longitudinal analysis. *School psychology quarterly*, 17(1), 1.
36. Merrell, K. W., & Gimpel, G. (2014). *Social skills of children and adolescents: Conceptualization, assessment, treatment*. Psychology Press.
37. Miles, S. B., & Stipek, D. (2006). Contemporaneous and longitudinal associations between social behavior and literacy achievement in a sample of low-income elementary school children. *Child development*, 77(1), 103-117.
38. Naheed, F., Dahar, M. A., & Lateef, A. (2013). Impact of Parental Involvement On Academic Achievement Of The Students At Secondary Level.
39. Park HJ, Lee JS. Longitudinal mediation analysis using latent growth curve modeling and autoregressive cross lagged modeling: mediation effects of self-esteem in the influence of parent-child relationship to depression. *Journal of Educational Evaluation*. 2013; 26(1):83–106.
40. Parray, W. M., & Kumar, S. (2016). Assertiveness among undergraduate students of the university. *The International Journal of Indian Psychology*, 4(1), 283-291.
41. Pipas, M. D., & Jaradat, M. (2010). Assertive communication skills. *Annales Universitatis Apulensis: Series Oeconomica*, 12(2), 649.
42. Raver, C. C., & Knitzer, J. (2002). Ready to enter: What research tells policymakers about strategies to promote social and emotional school readiness among three-and four-year-old children.
43. Rhoades, B.L., Greenberg, M.T., & Domitrovich, C.E. (2009). The contribution of inhibitory control to preschoolers' social-emotional competence. *Journal of Applied Developmental Psychology*, 30, 310-320.
44. Sharma, R., Goswami, V., & Gupta, P. (2016). Social skills: Their impact on academic achievement and other aspects of life. *International journal for innovative research in multidisciplinary field*, 2(7), 219-224.
45. Sillars, A., Canary, D. J., & Tafoya, M. (2004). Communication, conflict, and the quality of family relationships. *Handbook of family communication*, 413-446.
46. Wentzel, K. R. (1993). Does being good make the grade? Social behavior and academic competence in middle school. *Journal of Educational Psychology*, 85, 357-364.