Investigating the Effect of Social Skills Training on Happiness, Academic Resilience and Self-Efficacy of Girl Students

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Abstract

The main aim of this study is to investigate the effect of social skills training on happiness, self-efficacy and academic resilience in girl students. The statistical population of the present study included all girl high school students in Tehran. A total of 30 students were randomly selected as the statistical sample of the study and were included in two groups of experiment and control. The experimental group received 8 sessions of group social skills training during 2 months. Subjects were assessed through the Matson Social Skills Questionnaire (1983), Oxford Happiness Questionnaire (2001), Morgan-Jinks Academic Self-Efficacy Questionnaire (1999), and Samuels Academic Resilience Questionnaire (2004). Data were analyzed at two levels of descriptive and inferential statistics. The results of these analyses were examined separately for each hypothesis. At the inferential statistical level, Shapiro-Wilk's statistical test was used to test the normal distribution of the variables, Bartlett's test of sphericity was used to examine the correlation between dependent variables and multivariate tests were used to examine the differences between independent variables in groups. After moderating the effects of the pre-test according to the results, social skills training had an effect on increasing happiness, self-efficacy and academic resilience in girl students.

Keywords: social skills, happiness, academic self-efficacy, academic resilience, girl students

INTRODUCTION

Studies related to adolescents must display complexities, variables in youth experience, the way of their coping with maladaptive situations and problems and provide effective and interventional solutions and models to these difficult conditions. It is difficult to solve the problem against these conditions. Garmezy and Maston (2006) have defined resilience as a process of ability, or the consequence of successful adaptation, despite threatening conditions, playing an important role in coping with the stresses and threats of life and its adverse effects [1]. Resilience is not just passive resistance to harms or threatening conditions, but a resilient person is an active participant and surrounding environment constructor. Resilience is an individual's ability to maintain a biological-psychological-psychological balance in the face of threatening situations [2]. It is a kind of self-restoration associated with positive emotional and cognitive consequences. Thus, it cannot be considered equivalent to recovery because a person experiences negative consequences and emotional problems in recovery [3]. Also, people who are happy feel more secure, make decisions easier, have a cooperative spirit, and are more satisfied with those who living with them [4]. Happiness is influenced by many factors, some of which are different dimensions of personality, financial status, family life, source of control, physical health, occupation, coping strategies, level of self-

efficacy, and resilience [5]. Happiness refers to one's judgment of the degree or level of desirability of the general quality of his or her life. In other words, happiness means how much an individual loves his or her life [6]. Also, high level of self-efficacy leads to greater effort, flexibility, and resilience, and people with high self-efficacy can be effectively influenced by the events of their lives and expect more success compared to people with lower self-efficacy. Also, self-efficacy is among the factors that lead to enhanced public health and quality of life.

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Based on Bandura, self-efficacy is a function of physical states, which in turn are influenced by a person emotional states and the quality of life in general in all its dimensions. In this regard, negative emotions such as fear, anxiety, tension and depression cause people to underestimate their abilities in performing tasks, referred as low self-efficacy. One of the factors that have been considered in teaching students is their social skills, which are a set of acquired behaviors that enable people to interact positively with others. The level of one's arability in social skills is directly related to his or her social growth development and the quantity and quality of desirable social behaviors that he or she displays [7]. The importance of social skills as the most important factor in socialization and social adaptation can never be overlooked and paying attention to social intelligence, social growth and social education along with other dimensions of growth and areas of education has a special status. Many events have taken place, several studies have been conducted, new educational and therapeutic methods have been proposed and clearer horizons have been revealed in the current perspective in the field of social skills training. All these movements and recognitions have been help human beings to further enrich the quantity and quality of their social life and that of others, especially have a humanistic and dynamic view of children and adolescents and their social adaptation [7]. Accordingly, the aim of this study is to investigate the effect of teaching social skills on happiness, academic resilience and self-efficacy of girl students in Tehran.

THEORETICAL FOUNDATIONS OF RESEARCH
Social skills training

At every stage of life, we need a guideline, which is life skills, to live better and some of these skills are acquired or acquired and some others are experimental, and some others are in the form of writing. Life skills to live better help us cope with life problems positively to achieve more success. Life skills are a large group of psychosocial and interpersonal skills that can help people make rational decisions, communicate effectively, expand their coping skills and their personal management and have a healthy and productive life [8, 9]. One of the factors considered in teaching students is their social skills, which are a set of acquired behaviors that enable them to interact positively with others [8]. The results of a study conducted by Moradi (2010) showed that group problem solving and communication skills in general increase the happiness and quality of life of working women in the post-test stage compared to the control group, and in the follow-up stage, the results were stable and significant difference was not found between the effects of group problem solving and communication skills on happiness and quality of life [10]. Raeesi (2009) indicated that life skills were lower in all groups of prisoners, including ordinary prisoners, youth, villains, and addicts before training, and training can improve these skills significantly [11]. Jahan Maleki (2009) showed that applying life skills has a significant relationship with students' self-efficacy [12].

Happiness

The concept of happiness has long been considered by various scientists and they have tried to know it. Ibn Sina believes that wisdom knows that happiness cannot be found in mortal things. He states that true happiness of human beings is to achieve perfection in the power of thought and action. Ghazali believes that true happiness of human beings is achieved through knowledge. He believes that human happiness is in knowing, worshiping and serving God, and following religion is the way to achieve happiness. In his book entitled "republic", Plato refers to three elements in human existence, including the power of wisdom or reason, emotions, and desires. Plato considers happiness as a state of human that there is a balance among three elements [13]. According to Aristotle, happiness depends on being satisfied with certain situations, conditions, or actions at a specific time and place. It is clear that one's satisfaction is based on objective conditions in this view, as it is placed at dimensions of place or time. However, Aristotle does not refer just to these two dimensions. He believed that the foundation of a person is effective in his happiness and it is achieved when his or her efforts have been fruitful and raised good children and achieved career success. Unlike Aristotelian thought, happiness is a kind of feeling of mental satisfaction and not a sense of an objective satisfaction [14]. With regard to happiness, there are two main perspectives, including hedonism and neurological perspectives. Based on the principles of hedonism, human beings are stimulated to seek pleasure and avoid pain. Hedonism is typically conceptualized within the framework of emotions that are either the result of stimulation of various sensory systems (sight, hearing, taste, smell, and touch) or the sensory bombardment (arousal). Based on the principles of hedonism, emotions can be displayed as a spectrum, in which positive emotions are at one end and negative emotions at the other end of spectrum. Happiness is the highest level of positive emotion. Based on neurological perspective, happiness is activated by a rapid decrease in the rate of nerve firing. Getting rid of physical pain and worries, solving a difficult problem and winning an anxious competition are examples of a pattern of reduced neurological arousal of happiness [15]. Rostami (2013) showed that teaching positive thinking skills has had a significant effect on increasing the happiness of deaf people [16]. Also, they showed that average happiness score in the two groups of girls and boys differed significantly.

Academic resilience

In some people, there are individual, psychological, and personality capacities that help them in coping with difficult and stressful situations, so that with increasing the intensity of stress sources, these people will be able to cope with these situations and resist against hardships and adversity. The most obvious example of such people is the people of Southeast Asian countries after the tsunami that after the destruction of cities and the loss of the closest people in their lives, they were able to survive and maintain their emotional stability and resist against stress and pressure stubbornly and

cope with the adverse conditions and more importantly, return to normal state after removing stressful factors rapidly and often with positive emotions. Garmezy and Maston (2006) have defined resilience as a process of ability, or the consequence of successful adaptation, despite threatening conditions that play an important role in coping with the stresses and threats of life and its adverse effects [1]. Several resilience models have been proposed, all of which have focused on the ways through which individual and environmental factors affect the reduction or neutralization of the harmful effects of risk factors. For example, Garmezey, Maston and Tellegen (1984) have provided theoretical models that make it easier to understand and conduct research on resilience and consider all interactions between the person and the environment and risk and protective factors. They include:

1. Compensatory model
2. Challenge model
3. Protective model or immunity versus vulnerability model

Rutter (1985) also describes a model in which protective factors express their effects through their interaction with a risk factor that predicts negative consequences (e.g., psychological pathology). He also suggests inoculation or steeling as another model for resilience. Maston and Reed (2004) proposed conceptual models of resilience that include variables-centered and person-centered models. Inspired by Bronferbrenner and Crouter (1983), Kumpfer presented resilience model that is combination of three factors of person-process-context [3].

Self-efficacy

Self-efficacy is the reassurance that a person feels about performing a specific activity. This concept overshadows the level of effort and performance of an individual, because in the process of changing behavior, it is crucial to enhance self-efficacy. Repetition in performance, simplification, and division of work into small stages can make a person self-sufficient in each stage of the work and ultimately lead to full self-efficacy [17]. According to Bandura, self-efficacy is a function of physical states, which in turn are affected by a person's emotional states and the quality of life in general in all its dimensions. In this regard, negative emotions such as fear, anxiety, stress and depression cause people to underestimate their abilities in performing tasks, which is in fact a low self-efficacy concept. Low self-efficacy also causes mental and psychological conditions such as fatigue, anger and pain in a person and leads to reduced quality of life [18]. According to Bandura (1995), there are four main sources of success, including performance accomplishments, vicarious experience, verbal persuasion, and physiological arousal for self-efficacy that increase sense of self-efficacy:

1. Confronting people with successful experiences by setting achievable goals increases performance accomplishment
2. Confronting people with good models who have successful performance increases the successful vicarious experience.
3. Persuasion encourages people to believe that they have the ability to perform successfully.
4. Strengthening physiological arousal through proper diet, reducing stress, and exercise program increases the coping ability.

People with low self-efficacy are easily persuaded in dealing with problems that their behavior is useless and quickly stop trying, while people with high self-efficacy overcome barriers by improving their skills and experience less uncertainty [18]. In the academic area, self-efficacy refers to students' beliefs about their ability to perform assigned academic tasks.
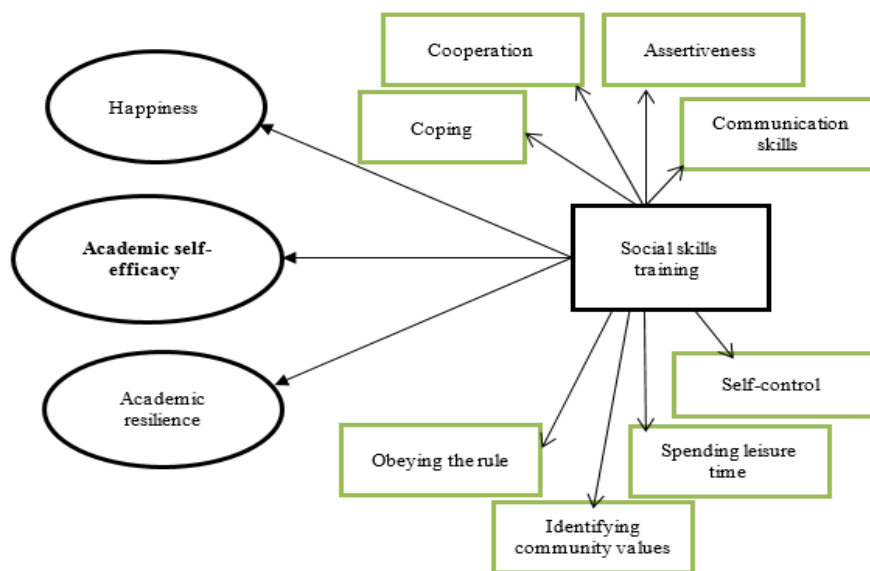

Figure 1- conceptual model of research

METHODOLOGY

The present study is applied in terms of objective and experimental in terms of method. The statistical population of the present study included all girl high school students in Tehran. To collect data, the Matson Social Skills Questionnaire (1983) was used to assess students' social skills by parents and educators. This scale has three forms of parent, instructor and student. In this study, only two forms of parent and instructor will be used. The Oxford Happiness Questionnaire will be used for this purpose and to make this index operational. This questionnaire has 29 items. *Morgan-Jinks* Academic Self-Efficacy Questionnaire will be used to measure students' academic self-efficacy. The tool has 30 questions and three subscales of talent, effort, and context. The Samuels Academic Resilience Questionnaire (2004) will be used to make this index operational. The original version of this questionnaire includes 40 questions. Given the objective of the study and the method of conducting the study, 30 students were randomly assigned to two experimental and control groups (15 subjects in each group). Pre-test was performed on both group. The control group was on the waiting list, but the experimental group received 8 sessions of group social skills training over a two-month period. These sessions were held in one of the girl high schools of Tehran at 8.30 am to 10.00 am every Sunday. Then post-test was performed on both groups. The method of group social skills training in this research is as follows.

Table 1: Stages of training sessions

Session 1	Initial acquaintance with students, emphasis on active participation and timely attendance and pre-test implementation
Sessions 2 and 3	Teaching communication skills and cooperation and maintaining interpersonal relationships
Session 4	Teaching empathy skills
Session 5	Teaching the ways of spending leisure time
Sessions 6 and 7	Teaching the skills of observing rules and recognizing community values
Sessions 8	Teaching self-control and assertiveness skills

It should be noted that the test was performed after receiving the necessary permission from the university and after the necessary coordination with the relevant ministry of education officials to select the desired statistical population, including girl first-grade high school students of Tehran.

ANCOVA analysis was used to analyze the data in the first hypothesis. To analyze the second and third hypotheses, MANCOVA analysis was used.

Research questions
- Are social skills training effective in increasing the happiness of girl students?
- Does social skills training increase the self-efficacy of girl students?
- Does social skills training increase the academic resilience of girl students?

RESULTS

The descriptive characteristics of the research variables, including mean and standard deviation, are presented in Table 2.

Table 2: Descriptive characteristics of research variables

	Component	Experimental		Control	
		Mean	SD	Mean	SD
Pre-test	Happiness	95.39	83.6	15.39	79.6
	Talent	32.19	53.2	40.18	26.2
	Effort	88.21	21.3	93.20	32.3
	Context	76.20	44.2	80.19	02.3
	Communication skills	12.38	07.7	77.34	73.7
	Future orientation	82.27	11.6	27.25	59.4
	Positive thinking	15.17	32.4	53.14	79.2
Post-test	Happiness	37.48	17.6	98.40	68.5
	Talent	04.24	54.2	20.20	02.3
	Effort	33.26	66.2	87.21	97.2
	Context	69.23	87.3	87.19	26.2
	Communication skills	35.39	26.7	33.33	08.7
	Future orientation	95.29	32.5	28.22	76.3
	Positive thinking	58.18	66.3	52.14	13.3
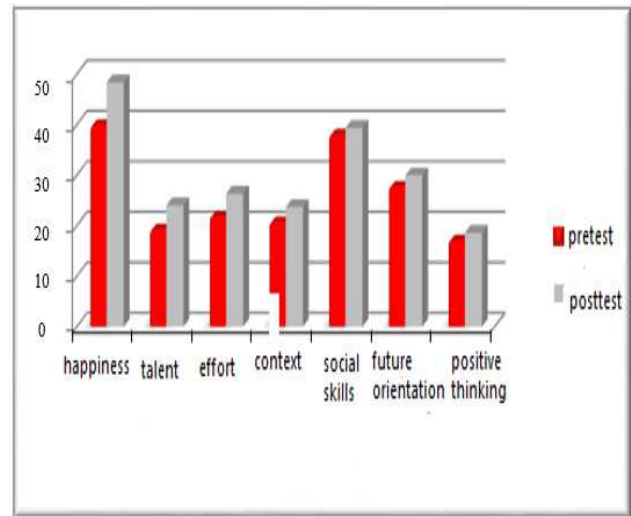
Figure 2: Mean of research components separately for pre-test and post-test

Figure (2) shows the mean of research components separately for pre-test and post-test. As shown, there is a difference between the means of the research components in post-test and post-test stages.

Table 3: Shapiro-Wilk results to examine the normal distribution of variables

		Experimental			Control		
	Component	Statistic	sig	Result	Statistic	sig	Result
Pre-test	Happiness	941.0	396.0	Normal	939.0	376.0	Normal
	Talent	980.0	966.0	Normal	954.0	582.0	Normal
	Effort	889.0	064.0	Normal	944.0	435.0	Normal
	Context	958.0	650.0	Normal	812.0	051.0	Normal
	Communication skills	967.0	806.0	Normal	982.0	958.0	Normal
	Future orientation	955.0	598.0	Normal	977.0	948.0	Normal
	Positive thinking	969.0	835.0	Normal	966.0	791.0	Normal
Post-test	Happiness	973.0	903.0	Normal	957.0	639.0	Normal
	Talent	950.0	532.0	Normal	888.0	063.0	Normal
	Effort	969.0	836.0	Normal	962.0	735.0	Normal
	Context	969.0	844.0	Normal	970.0	851.0	Normal
	Communication skills	975.0	925.0	Normal	961.0	716.0	Normal
	Future orientation	911.0	138.0	Normal	988.0	998.0	Normal
	Positive thinking	972.0	891.0	Normal	922.0	210.0	Normal

According to Table 3, since the significance value for all research variables is greater than 0.05, the normality of the distribution of these components is confirmed with 95% confidence level. In this section, using inferential statistics indices, a suitable answer was found for research hypotheses. The results of these analyses were examined separately for each hypothesis. The normality of the data was examined. In the hypotheses section, the homogeneity of variances and the homogeneity of regression slope were first analyzed. ANCOVA was used to analyze the first hypothesis and MANCOVA was used to analyze the second and third hypotheses.

Hypothesis 1: Social skills training has an effect on increasing the happiness of girl students.

Table 4: Leven's test to examine the homogeneity of variances

F value	Df 1	Df 2	Significance level
1.075	1	28	0.309

As shown in Table (4), the significance level of Leven's test (P = 0.309) was higher than the error level (P $\geq$0.05), so the null hypothesis that states there is no difference between the variances of the variables was confirmed. It means that the variance of the variables is homogeneous.

Table 5: Interaction between and independent variable and covariate of variables

Source	Squared sum	df	Squared mean	F value	Significance level
Modified model	489.995	3	830.331	587.21	001.0
Intercept	259.265	1	259.265	256.17	001.0
Group	860.9	1	860.9	641.0	430.0
Pre-test	580.586	1	580.586	160.38	001.0
group*pre-test	004.0	1	004.0	001.0	998.0
error	665.399	26	372.15		
Total	724.61266	30			
Total modified	153.1395	29			

Results of examining the interaction between the independent variable and covariate in the happiness variable (Table 5) showed that $F_{(1.26)} = 0.001$ and this value with 99% confidence level (P = 0.998) is significant, so the null hypothesis was confirmed meaning that the slope of regression is homogeneous.

Table 6: Analysis of covariance to investigate the effect of social skills training on increasing happiness

Source	Squared sum	df	Squared mean	F value	Significance level	Eta coefficient
Modified model	485.995	2	743.497	626.33	001.0	714.0
Intercept	255.265	1	255.265	920.17	001.0	399.0
Variable pre-test	590.586	1	590.586	628.39	001.0	595.0
Group	606.350	1	606.350	686.23	001.0	467.0
error	668.399	27	803.14			
Total	724.61266	30				
Modified total	153.1395	29				

Based on the analysis of covariance to evaluate the effect of social skills training on increasing happiness of girl students (Table 6), after moderating the test effect with $F_{(1.27)} = 23.686$, the obtained value (P$\leq$0.01) is statistically significant, meaning that with 99% confidence, social skills training was effective in increasing the happiness of girl students. This value was reported at 46.7% (ETA coefficient = 0.467).

Hypothesis 2: Social skills training has an effect on increasing the academic self-efficacy of girl students.

Table 7: Box's M test to examine the equality of matrix of covariances

Box's M test	285.5
value F	778.0
Df1	6
Df2	302.5680
Significance	587.0

According to Table (7), results of *Box's M test* to examine the equality of covariance matrices, this test is not statistically

significant with (P = 0.587, Box's M = 5.285) with 95% confidence (P p≥0.05). This result indicates that the dependent variable covariance matrices are equal at the independent variable levels (experimental and control groups).

Table 8: Bartlett's test of sphericity to examine the correlation between dependent variables

Likelihood Ratio	001.0
Approx. Chi-Square	228.29
df	5
sig	001.0

According to Table (8), the results of Bartlett's test of sphericity to examine the correlation between the dependent variables indicate that the Bartlett's test of sphericity is statistically significant with (P = 0.001, chi square =29.228) and with 99% confidence (P ≤ 0.01). it means that there is sufficient correlation between the dependent variables to continue the analysis.

Table 9: Multivariate tests

Test type	value	Value F	Hypothesis degree of freedom	Error degree of freedom	Significance	Eta coefficient
Hotelling trace	736.1	308.13	3	23	001.0	634.0

Table (9) related to multivariate tests shows that this test is significant with (P = 0.001 and $F_{(3.23)}$ = 13.308), meaning that there is a significant difference between two groups in terms of composition of dependent variable with 99% confidence (P ≤0.01). According to the results, 63.4% of the total variance is predicted by the independent variable, so it is possible to evaluate each of the dependent variables.

Table 10: Leven's test to examine homogeneity of error of variances

Variable	value F	Df 1	Df2	Significance
Talent	234.0	1	28	632.0
Effort	146.0	1	28	706.0
Context	582.1	1	28	219.0

Based on Table 10 that shows homogeneity of error of variances, this test is not significant for all components of self-efficacy with 95% confidence (P≥0.05). It indicates homogeneity of error of variance in the research groups.

Table 11: Effects between the groups

Reference	variables	Squared sum	df	Squared mean	F value	sig	Effect size
group	talent	645.74	1	645.74	744.16	001.0	401.0
	effort	561.95	1	561.95	179.21	001.0	459.0
	context	148.72	1	148.72	351.14	001.0	365.0

Based on the results of Table (11) related to multivariate analysis of variance, it is observed that there is a difference between talent component (P = 0.001 and F $_{(1.25)}$ = 16.744) and the effect size of (0.401) and effort (P = 0.001 and F $_{(1.25)}$ = 21.179) and effect size of (ɳ = 0.459) and context with (ɳ = 0.001 and F(1.25) = 14.351) and size effect (ɳ= 0.365) after moderating the effects of the pretest, which is statistically significant with 99% confidence (P ≤ 0.01). It means that after moderating the effects of the pretest, social skills training had an effect on increasing the academic self-efficacy of girl students.

Hypothesis 3: Social skills training has an effect on increasing the academic resilience of girl students.

Table 12: Mbox test to check the equality of covariance matrices

Box's M test to examine the equality of matrix of covariances	
Box's M test	023.4
value F	592.0
Df 1	6
Df2	302.5680
sig	737.0

According to Table (12), results of *Box's M test* to examine the equality of matrix of covariances, this test is not statistically significant with (P = 0.737, Box's M = 4.023) with 95% confidence (P p≥0.05). This result indicates that the dependent variable covariance matrices are equal at the independent variable levels (experimental and control groups).

Table 13: Bartlett's test of sphericity to examine the correlation between dependent variables

Likelihood Ratio	001.0
Approx. Chi-Square	909.28
df	5
sig	001.0

According to Table (13), the results of Bartlett's test of sphericity to examine the correlation between the dependent variables indicate that the Bartlett's test of sphericity is statistically significant with (P = 0.001, chi square =28.909) and with 99% confidence (P ≤ 0.01). it means that there is sufficient correlation between the dependent variables to continue the analysis.

Table 14: Multivariate tests

Test type	value	Value F	Hypothesis degree of freedom	Error degree of freedom	Significance	Eta coefficient
Hotelling's trace	557.2	603.19	3	23	001.0	719.0

Table (14) related to multivariate tests shows that this test is significant with (P = 0.001 and F$_{(3.23)}$ = 19.603), meaning that there is a significant difference between two groups in terms of composition of dependent variable with 99% confidence (P ≤0.01). According to the results, 71.9% of the total variance is predicted by the independent variable, so it is possible to evaluate each of the dependent variables.

Table 15: Leven's test to examine homogeneity of error of variances

variable	value F	Df1	Df2	sig
Communication skills	136.0	1	28	715.0
Future orientation	094.0	1	28	762.0
Positive thinking	598.0	1	28	446.0

Based on Table 15 that shows homogeneity of error of variances, this test is not significant for all components of resilience with 95% confidence (P≥0.05). It indicates homogeneity of error of variance in the research groups.

Table 16: Effects between the groups

Reference	variables	Squared sum	df	Squared mean	F value	sig	Effect size
Group	Communication skills	898.42	1	898.42	730.22	001.0	476.0
	Future orientation	760.221	1	760.221	936.14	001.0	374.0
	Positive thinking	054.37	1	054.37	389.6	018.0	204.0

Based on the results of Table (16) related to multivariate analysis of variance, it is observed that there is a difference between communication skills component (P = 0.001 and F$_{(1.25)}$= 22.730) and the effect size of (η=0.401) and future orientation (P = 0.001 and F$_{(1.25)}$ = 14.936) and effect size (η=0.374) and positive thinking with (P = 0.001 and F(1.25) = 6.389) and size effect (η= 0.204) after moderating the effects of the pretest, which is statistically significant with 99% confidence (P ≤ 0.01). It means that after moderating the effects of the pretest, social skills training had an effect on increasing the academic resilience of girl students.

CONCLUSION
Several studies have conducted on social skills training so far. However, most of these studies have focused on the effects of social skills training on other variables, and no study has focused on the effect of a program and social skills training intervention on the dependent variables considered in the present study.

First hypothesis
The results of the analysis of covariance to evaluate the effect of social skills training on increasing students' happiness showed that social skills training was effective in increasing girl students' happiness. The results of this research are in line

with those of the studies conducted by Abedi (2004) [19] and Gottlieb (1995). In the studies conducted by Lewinsohn and Gotlib (1995) [20] and Lewinsohn (1995), the effectiveness of social skills in increasing the happiness of depressed people as well as families was confirmed. Also, in the research conducted by Argyle (2001), results showed that a part happiness of extroverts was due to their better social skills, especially their self-expression skills and their cooperation ability. Lu and Argyle (1991) investigated depressed people and showed that these people are socially isolated and lack social skills [21]. He argues that communication increases the level of extroversion over a period of time and extroverts are happy because they have high levels of social skills and constant social activity. Students who use social skills in different situations show more social and adaptable behaviors, are more favored by their peers, and are more successful in gaining positive interpersonal experiences. Therefore, with the encouragement and feedback they receive from others, they have a positive self-esteem, which results in a sense of worth and happiness.

Second hypothesis
The results of multivariate analysis of variance showed that social skills training had an effect on increasing the academic self-efficacy of girl students. The results are consistent with those of research conducted by Abolghasemi et al (2009) who showed social skills and self-efficacy had a significant relationship with adolescents' tendency to use drugs [22]. According to Fiori et al (2006), self-efficacy plays a mediating role in social skills, and continuous interaction with social individuals leads to the belief that the person can cope with the challenges [23]. A strong sense of self-efficacy creates positive communication, while a lack of self-efficacy leads to isolation and alienation [18]. Students with high self-efficacy are confident in their abilities and do their homework with self-confidence. Also, they take steps to achieve their goals by self-regulation and control of their behavior. Social skill is a part of elf-efficacy and as people have higher self-efficacy, they will have higher their social skills. Therefore, social skills training affects students' self-efficacy.

Third hypothesis
The results of multivariate analysis of variance showed that social skills training increases academic resilience of girl students. These results are in line with those of the studies conducted by Schneider (1994), Garsham (2016), Beyrami et al (2015) [24] who showed social skills training is effective on psychological well-being and its components such as resilience, hope and self-efficacy. Social skills training helps to promote resilience in various aspects of life and people with high resilience consider themselves more efficient and are more accepted by others. Also, they adapt themselves easily with others and have close and satisfying relationships with others. They have also a healthy and mature personality, follow pursue real goals, and are socially acceptable. Based on the results, it can be stated people need the support and participation of other people around themselves when they are in trouble. As social skills increase, they will receive more

support of others. In fact, the skill and support of peers is a mutual help that creates a positive image of themselves, self-acceptance and resilience. Social skills also reduce anxiety and provide an opportunity for growth.

Recommendations

Based on the results of this study, instructors, teachers and principals of schools can implement social skills training programs in educational programs given the effect of social skills on happiness, self-efficacy, and resilience in students to enhance happiness, self-efficacy, and resilience of students. Social media can help increase students' happiness, self-efficacy, and resilience. Given the role of social skills in enhancing happiness, self-efficacy, and resilience of students, principals and instructors and teachers can provide programs to teach social skills to students and thereby promote their social skills.

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