

The Role of Family Emotional Climate in Predicting Social Competence among Female High School Students in Dezful City

Nasim Taleipour¹
Masoumeh Motlaq^{*2}

Received 18 March 2021, Accepted 21 August 2021

Abstract

The study was conducted to investigate the role of family emotional climate in predicting the social competence of among female high school students in Dezful in the school. The study sample included 381 female students who were selected by cluster sampling method and a descriptive-correlational design was employed in this study. The data collection tools included two questionnaires: Family Emotional Climate by Hill Berne (1964), and Social Competence by Felner et al. (1990). The data were analyzed using descriptive statistics (frequency table, mean and standard deviation) and inferential statistics (multiple regression). The results of regression analysis indicated that the family emotional climate can predict social competence and its components.

Keywords: Family emotional climate, Social competence, Female students.

¹.Master, Department of Educational Psychology, Arak Branch, Islamic Azad University, Arak, Iran, nasimtaall11@gmail.com

^{2*}.Assistant professor, Department of Sciology, Arak Branch, Islamic Azad University, Arak,Iran, m-motlagh@iau-arak.ac.ir (Corresponding Author)

*This paper is based on M.A thesis titled“‘The Role of Family and School Emotional Climate in Predicting Social Competence among Female High School Students in Dezful City”

1. Introduction

Human beings are social beings and in order to have a social life, they must experience the process of socialization. In this process, the acquisition and application of social skills and proper communication and interaction with others, are among the main components of social development, especially for children and adolescents (Cartledge & Milburn, 1985). Social competence seems to evolve in the developmental process, and adult social behaviors are rooted in the socialization process of childhood (Nowicki, 1997; Parker & Asher, 1987). It can be said that social competence is the most important aspect of one's personality development during adolescence (Miller, 2006).

Lack of proper social competence can cause teenagers to regret it, because their natural desire to communicate with a group of friends and peers might be distorted and lead them to joining exploitative groups (Hill, 2007). The process of socialization in general, or social competence in particular, is formed primarily in the context of one's family. Therefore, family is the most important factor in the development of students' social competence. The family plays an important and irreplaceable role in social education and mental health of students, because an individual's personality is formed in the family and their health is greatly affected by interaction with their family members, especially with parents. In this study, the researcher tries to examine the most important factor affecting social competence, namely the family emotional climate, and seeks a scientific answer to this question: "what is the role of family emotional climate in predicting the social competence of female high school students in Dezful city in the school year 2019-2020?"

2. Review of Literature

Ahmadi's thesis (2019) titled the predictive role of individual values and parenting competence in students' social competence showed that 35.2% of the variance of social competence has been explained by the components of personal values. Examination of beta coefficient between the two variables showed that the components of family relationships ($\beta = 0.241$, $p < 0.0001$), social relationships ($\beta = 0.319$, $p < 0.0001$) and friendships ($\beta = 0.131$, $p < 0.001$) positively predict social competence at a significance level of 0.01 and the components of parenting competence has explained 42.9 of the variance of

social competence. Examination of beta coefficient between the two variables showed that the components of behavioral skills ($\beta = 0.21, p < 0.001$), cognitive skills ($\beta = 0.24, p < 0.001$), emotional skills ($\beta = 0.19, p < 0.001$) and motivational skills ($\beta = 0.37, p < 0.01$) positively predict social competence at a significance level of 0.001. Kianipour (2016) in a study titled the prediction of self-efficacy and social adequacy based on family communication patterns in high school students, concluded that regression analysis of family communication patterns can significantly predict dimensions of self-efficacy (academic, social and emotional) and dimensions of social adequacy (behavioral and emotional skills). Moradi (2013) investigated the effectiveness of social problem-solving training on emotional control and social competence of abused female students. The results showed that social problem-solving training improves motivational and emotional skills.

Yarahmadian (2012) examined the effect of social adequacy training program on personal and social abilities and general health of first grade high school girls in Tehran. In this study, 30 students from District 14 of Education in Tehran were selected by convenience sampling method and randomly assigned into the experimental and control groups. The social adequacy training program was presented to the experimental group in ten 105-minute sessions. The results indicated the effectiveness of the experimental intervention, confirming the implementation of the social adequacy training program improved personal and social abilities of the students in the experimental group in cognitive, behavioral, emotional and motivational dimensions. The results of Panayiotis Lianos (2015) showed that there is a correlation between parenting and social competence. Thus, the emotional warmth of the mother has a positive correlation with conscience, open communication, extroversion and adaptation of children. While the rejection of the child by the mother has a positive relationship with neurosis and a negative relationship with conscience, open communication and adaptation of children. Therefore, it can be concluded that the warmer and closer the parent-child relationship, the more socially developed the child will be. Han and Farooqui (2013) in their study showed that emotional intelligence is the basis for improving communication, empathy skills, respect for others, stress

management, increasing creativity and reducing mistakes. Villiers and Vandenberg (2012) addressed stress, interpersonal and problem solving skills to train and promote resilience, and found that intrapersonal characteristics such as emotion regulation and self-assessment improved after training. They also argue that the literature on resilience emphasizes the need to develop specific competencies in children which include behavioral, cognitive, emotional, and social competencies, to help them cope with difficulties and stresses. Zeldin and Pajars (2000) examined the effect of social skills on motivational adequacy and concluded that there is a significant relationship between social skills and motivational adequacy. As a result, the effect of social skills on motivational adequacy was confirmed.

Malti and Perren (2011) believe that social competence is defined as the ability to achieve individual goals while maintaining positive social relationships. More specifically, social competence is a set of cognitive, behavioral, emotional, and motivational skills needed for successful psychosocial adjustment, which enables individuals to achieve their goals by considering the goals and needs of others and meet their own needs. Rubin & Rose-Krasnor (1992) consider social competence as the ability to achieve individual goals in social interaction, while maintaining positive relationships with others at all times and in all situations.

Felner's Four-Dimensional Model of Social Competence

One of the models can be used to teach social skills to children and adolescents is Felner's four-dimensional model of social competence. In this model, Felner, Lease, and Phillips (1990) introduce four categories of skills and abilities.

A. Cognitive Skills include information treasury, information processing skills, decision-making ability, efficient and inefficient beliefs, and documentary styles.

B. Behavioral Skills include negotiation, adopting a view, adaptive assertiveness, gaining support or information, conversational skills to initiate and maintain social interactions, knowledge learning skills, and friendly behavior with others (DuBois & Felner, 1990).

C. Emotional Skills include establishing a positive constructive bond with others, building and expanding trust and mutual supportive relationships,

identifying and responding appropriately to emotional signals in social interactions, and playing an empathetic role; such emotional competencies are needed for establishing effective and emotion-based relationships with others (DuBois & Felner, 1990).

D. Motivational Skills include the value structure of the individual, the level of moral development and their sense of effectiveness and control, and finally their sense of self-efficacy (Felner et al., 1990).

3. Methodology

The present study is a quantitative and survey research and also this research is an applied study in terms of purpose. The statistical population of the present study is the female students of high school therefore sample was extracted based on Krejcie and Morgan (1970) table which is equal to 381 female high school students. The sample was selected according to multi-stage cluster sampling method. First, note taking was used to collect the research data, and then two questionnaires of Family Emotional Climate by Hill Berne (1964) and Social Competence by Felner et al., (1990) were distributed among the subjects.

A. Family Emotional Climate Questionnaire was designed and developed by Hill Berne in 1964 to assess the extent of parent-child relationships. Consisting of 16 questions to assess the family emotional climate, father-child relationship and mother-child relationship, it also measures 8 sub-variables (loving, caressing, approval, shared experiences, gift giving, encouragement, trust and sense of security). Each question is provided with reply options on a five-point scale (very low, low, medium, high and very high) and the subjects mark one of them according to their feelings. Scoring is from 1 to 5 and each subject gets a score between 16 and 80. A high score indicates a good emotional climate in the family and a low score indicates an unfavorable one. The reliability coefficient of the family emotional climate scale was calculated through Cronbach's alpha and test-retest reliability, which is 0.87 and 0.83, respectively (Ahmadi, 2004).

B. Social Competence Questionnaire which is based on Felner's four-dimensional model (1990), is for adolescents. There are 47 questions based on the seven-point Likert scale, which includes options from strongly disagree (1)

to strongly agree (7). Cronbach's alpha method was used to determine its reliability and the Cronbach's alpha coefficient is 0.88. In addition to alpha coefficient, test-retest reliability has also been used. The correlation coefficient between the two implementation and retesting was obtained as ($R = 0.899$).

4. Findings

A. Descriptive findings related to the students' scores in the family's emotional climate scale: Among the scale sections, loving ($M = 6.56$) has the highest mean and gift giving ($M = 5.88$) has the lowest. Also, the highest standard deviation is related to encouragement ($SD = 1.97$) and the lowest to loving ($SD = 1.66$). Overall, the standard deviation scores indicate that there is little dispersion among respondents. Comparing the means also shows that the mean score of the mother-child relationship ($M = 25.76$) is higher than the mean score of the father-child relationship ($M = 25.63$) but there is not much difference. According to the total mean score of the family emotional climate ($M = 51.30$), and the total score range which is between 16 and 80, the family emotional climate in the sample group is slightly higher than the mean (theoretical mean was 48).

B: Descriptive findings related to the students' scores in the social competency scale: The mean score of students in social competence was equal to 192.15. Considering that the theoretical mean of the questionnaire is equal to 188, we conclude that the average social competence of the sample group is higher than the mean. The minimum possible score for the total score of social competence was 121 and the maximum was 296, which indicates high dispersion of the scores and hence the standard deviation was equal to 12.86. In the case of components, the mean score of cognitive skills was 14.89, which was slightly higher than the theoretical mean of 14 points. Behavioral skills' mean score was 189.98, which was much higher than the theoretical mean of 136. The mean score of emotional skills was 15.18, which was higher than the theoretical mean of 14. Finally, the mean score of motivational skills was 33.13, which was higher than the theoretical mean of 28. Findings Related to the Research Hypotheses are as following:

There is a relationship between the family emotional climate and the social competence of the female high school students.

Table 1. Results of regression analysis to investigate the multiple relationships of family emotional climate total score with social competence of students in the sample group (n=381)

Sig	T	B	B	R ²	R	F	Predictive
0/001	-6/804	---	-116/38	0/641	0/801	*52/389	Constant number
0/001	8/054	0/585	4/919				Family emotional climate score

*P<0.01

As for the value of F, which was equal to 52.389, the regression model was significant ($p < 0.01$). This model had the ability to predict 64.1% of the social competence variance of the students in the sample group based on the family emotional climate total score. According to the standard beta values, it was found that the beta value of the family emotional climate was significant ($p < 0.01$) and the total score of "family emotional climate" was ($\beta = 0.585$). According to the results, the first hypothesis of the research is confirmed.

- There is a relationship between the family emotional climate and the social competence cognitive skills of the female high school students .

Table 2. Results of regression analysis to investigate the multiple relationships of family emotional climate total score with the social competence cognitive skills of students in the sample group (n=381)

Sig	T	B	B	R ²	R	F	Predictive
0/515	0/651	---	1/132	0/287	0/536	*76/089	Constant number
0/007	2/958	0/302	0/184				Family emotional climate score

*P<0.01

As for the value of F, which was equal to 76.089, the regression model was significant ($p < 0.01$). This model was able to predict 28.7% of the variance of social competence cognitive skills of the students in the sample group based on the total score of family emotional climate. According to the standard beta values, it was found that the beta value was significant for the family emotional climate and the total score of "family emotional climate" was ($\beta = 0.302$). According to the results, the second hypothesis of the research is confirmed.

There is a relationship between the family emotional climate and the social competence behavioral skills of the female high school students.

Table 3. Results of regression analysis to investigate the multiple relationships of family emotional climate total score with the social competence behavioral skills of students in the sample group (n=381)

Sig	T	B	B	R ²	R	F	Predictive
0/007	2/691	---	39/457	0/296	0/544	*69/283	constant number
0/001	6/069	0/616	3/170				Family emotional climate score

*P<0.01

As for the value of F, which was equal to 69.283, the regression model was significant ($p < 0.01$). This model was able to predict 29.6% of the variance of social competence behavioral skills of the students in the sample group based on the total score of family emotional climate. According to the standard beta values, it was found that the beta value was significant for the family emotional climate ($p < 0.01$) and the total score of "family emotional climate" was ($\beta = 0.616$). According to the results, the third hypothesis of the research is confirmed.

There is a relationship between the family emotional climate and the social competence emotional skills of the female high school students .

Table 4. Results of regression analysis to investigate the multiple relationships of family emotional climate total score with the social competence emotional skills of students in the sample group (n=381)

Sig	T	B	B	R ²	R	F	Predictive
0/003	3/004	---	4/539	0/224	0/474	*54/627	Constant number
0/003	2/942	0/313	0/159				Family emotional climate score

*P<0.01

As for the value of F, which was equal to 54.627, the regression model was significant ($p < 0.01$). This model had the ability to predict 22.4% of the variance of the social competence emotional skills of students in the sample group based on the total score of family emotional climate. According to the standard beta values, it was found that the beta value was significant for the family emotional climate ($p < 0.01$) and the total score of "family emotional climate" was ($\beta = 0.313$). According to the results, the fourth hypothesis of the research is confirmed.

There is a relationship between the family emotional climate and the social competence motivational skills of the female high school students .

Table 5. Results of regression analysis to investigate the multiple relationships of family emotional climate total score with the social competence motivational skills of students in the sample group (n=381)

Sig	T	B	B	R ²	R	F	Predictive
0/001	-3/320	---	-17/067	0/337	0/581	*94/465	Constant number
0/001	4/519	0/450	0/831				Family emotional climate score

*P<0.01

As for the value of F, which was equal to 94.465, the regression model was significant ($p < 0.01$). This model was able to predict 33.7% of the variance of the social competence motivational skills of students in the sample group based on the total score of family emotional climate.

According to the standard beta values, it was found that the beta value was significant for the family emotional climate ($p < 0.01$) and the total score of "family emotional climate" was ($\beta = 0.450$). According to the results, the fifth hypothesis of the research is confirmed.

5. Conclusion

The results of the regression testing of the five hypotheses showed that the family emotional climate can predict and explain the social competence of the sample group.

The results of the first hypothesis are consistent with the findings of domestic and foreign researchers such as Ahmadi (2009), Yarahmadian (2012) and Panayotis Lianos (2015) etc. Explanation of the results indicates that family emotional climate is the most influential variable in social competence of students. Parents are primarily responsible for the moral and emotional development of adolescents.

Since an individual's personality is formed in the family, it seems that the most important aspect of personality development during adolescence is social competence and the health of adolescents is greatly affected by their interaction with family members, especially their parents.

The results of the second hypothesis are consistent with the findings of domestic and foreign researchers such as Ahmadi (2009), Yarahmadian (2012) and Villiers and Van den berg (2012). According to the results, family

emotional climate is the most important and effective source of cognitive skills; because this factor has a great impact on the development of attitudes, beliefs, and decisions of adolescents.

Thus, the family members are an important and effective factor in the formation of cognitive and personality traits of students.

The results of the third hypothesis are consistent with the findings of domestic and foreign researchers such as Kianipour (2016), Yarahmadian (2012), and Villiers and Van den berg (2012).

According to the findings, in order for students or any other person to achieve this skill of social competence, they need a model. The best and most effective role model is the family, headed by parents who are one of the main and rich resources.

The results of the fourth hypothesis are consistent with the findings of domestic and foreign researchers such as Kianipour (2016), Moradi (2013) and Han and Farooqui (2013).

The findings indicate that the family emotional climate can improve this skill, because all the family's efforts are for the growth and development of children and adolescents.

Using right parenting practices and creating warm and intimate relationships, the family members can help the students regulate their emotions and avoid stressors and negative emotions.

Therefore, the more family members take the time to express positive feelings and emotions, the more likely it is that children and adolescents in adulthood will resist negative emotions and stressors and will not be involved in such situations.

The results of the fifth hypothesis are consistent with the findings of domestic and foreign researchers such as Moradi (2013) and Han and Farooqui (2013) and Zeldin and Pajars (2000).

A possible explanation of the results is that in order for students to improve motivational skills, the family emotional climate should be favorable, because one of the factors playing an important role in the development of children's mood is the family emotional climate. They learn moral, cultural and social skills in the family.

References

- Ahmadi, S. (2004). *Studying the relationship between family emotional climate and identity crisis in adolescents of Tehran Correctional Center*. Master Thesis, Tehran Teacher Training University.
- Ahmadi, S. (2019). *Predictive role of individual values and parenting competence in students' social competence*. Master Thesis in Psychology, Faculty of Humanities, Department of Psychology, Islamic Azad University, Shahr-e-Quds Branch.
- Arjmand, N. (2017). *Studying the relationship between family emotional climate and the perception of the classroom environment on the academic enthusiasm of female high school students in District 4 of Ahvaz*. Master Thesis in Educational Psychology, Faculty of Humanities, Department of Psychology, Islamic Azad University, Dezful Branch.
- Cartledge, G., & Milburn, J. F. (1985). *Teaching social skills to children*. Translated by NazariNejad, M. (2008). Mashhad: Astan Quds Razavi Publications.
- Felner, R.D. Lease, A. M, & Phillips, R.C. (1990). *Social competence and the language of adequacy as a subject matter for psychology: A quadripartite tei level framework*. The development of social competence (pp.245-264).
- Hill, N.A. (2007). Puberty and behavioral problems in adolescents. *International journal of educational research science*, 75, 11-16.
- Kianipour, Z. (2016). *Predicting self-efficacy and social adequacy based on family communication patterns in high school students*. Master Thesis in Educational Psychology, Faculty of Educational Sciences and Psychology, Islamic Azad University, Marvdasht Branch..
- Rubin, R., & Rose-Krasnor, L. (1992). *Interpersonal problem solving and social competence in children*. New York: Handbook of Social Development.
- Villiers, M. d. & Van den Berg, H. (2012). The implementation and evaluation of a resiliency program for children. *South African Journal of Psychology*, 42(1), 93-102.
- Yarahmadian, N. (2012). Promoting personal-social capabilities and general health of adolescents through their social enhancement. *Journal of Behavioral Sciences*, 6 (3), 279-288.

Zeldin, A. L., & Pajars, F. (2000). Self-efficacy beliefs of women in mathematical, scientific, and technological careers. *American Educational Research Journal*, 37, 215-246.