Predictability of Self-Concept, Social-Emotional Abilities and Resiliency of Children based on the Emotional Atmosphere of Family

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Abstract This study aimed to evaluate the predictability of self-concept, social-emotional abilities and resiliency of children based on the emotional atmosphere of family. This research was practical in terms of purpose and the descriptive – correlation in terms of method. The statistical population of this study included all children of Khamir port city in the 2014-2015 academic years that were in third, fourth, fifth and sixth grade of elementary school among them 300 students were selected by simple random sampling without replacement. Social-emotional ability and resiliency scale (SEARS), family emotional atmosphere questionnaire of Hill Berne (1964) and Self Concept Scale (SCT) of Beck and Stear (1978) were used to collect the research data. Data were analyzed by multivariate and univariate regression analysis by SPSS software. The results showed that the emotional atmosphere of family is a significant positive predictor of self-concept and social-emotional abilities and resiliency (P<0.01). Also, the results showed that there is a significant positive correlation between children's self-concept and social-emotional abilities and their resiliency (r=0.76, p<0.01). It can be concluded that the emotional atmosphere of the family is an important factor and component in self-concept, social-emotional ability and resiliency of children. Self-concept and social-emotional abilities are also two variables which are related to each other.

Keywords: emotional atmosphere of family, self-concept, social-emotional abilities, resiliency

Introduction

The family has always had a particular importance for experts and specialists of this field as the first social group that the person experiences the living in it. Family is one of the most natural groups that can meet the human needs. The task of family is child's care and upbringing, secure communication of members with each other and contribution to the independence of children. The system of family has an important role in the formation of habits, thoughts and social views of a child. The emotional aspect of the relationship between parents and children is a concept that plays the main role and is axial to a certain extent. Sternberg (1991), by referring to the concept of "emotional perception", knows it as the result of special thoughts of people and believes that people's emotional perception helps them to track the intentions and talents inflorescence (quoted in Mirlohi et al., 2007). In the families where parents have a kind behavior with each other, usually the children communicate with positive moral behaviors with others. The conducted preceding studies support the influencing role of family on the different aspects of children's social and emotional skills.

Psychologists believe that the success of people is not only dependent on cognitive skills and social skills may also have a significant effect on it (Karimzadeh et al., 2009).

Social-emotional skills are related to the social-emotional intelligence (ibid.). There are three models to define this concept. Mayer and Solvay (2002) Model, based on social-emotional skills, is the ability to receive, understand, manage and use emotions to facilitate the thinking. The next model is been expresses by Goalman (2001) that represent a wide range of abilities and behavioral cognitive skills to manage the performance. The third model that is the most important model is provided by Bar-On (2006). In this model, social-emotional skills include those behavioral skills and abilities that affect the intelligent behavior. In this model, the individual should be able to express himself efficiently to others, understand others, communicate with them and be efficiently able to conquer problems and challenges in order to achieve these skills. Powel and Eliot (1993) believe that most of the children learn the social skills in communication with others, but the role of parents and the kind of their parenting style determine the emotional atmosphere of family and have stronger impact on children's social skills development. Love and trust of parents towards their children create a sense of friendship and confidence in them. Children, who have not learned the necessary capabilities for effective interpersonal functioning, will face emotional and behavioral abnormalities such as aggression, irritability and even isolation and will lose the power of effective cooperation with others (Ward, 2004). The reason can be the role of family structure on the amount of children's resiliency (Hosseini and Salimi, 2011).

In general, the term resiliency refers to the factors and processes that protect the physical and psychological growth against the risk of having problematic behavior and psychopathology and leads to adverse consequences despite the existence of unpleasant conditions. Resiliency is a positive adjustment in respond to the adverse condition in simple word (Waller, 2003). Resiliency means the human adapting capability in facing with disasters or hard pressures and overwhelming or even reinforcing those experiences. This feature would be supported and developed by the individual inner ability, social skills and interaction with the environment and is crystallized as a positive feature (Dinner, Lucas, Scimeck and Heliol, 2009). According to Eric et al (2008), people who are resilient return to normal status after a stressful event often by creating positive emotions. Resilient individuals pass the stressful events without the reduction of their mental health or having mental illness. Also, they seem to have progressed despite their hard experiences, in some cases (Walf et al, 2008). Resilient individuals have development social skills such as flexible thinking, healthy supporting network, voting independence ability, the efficient and meaningful communication ability with others and problem-solving skill in interpersonal conflicts. So, positive emotional atmosphere in the family helps children to build positive relationships with others and earn positive self-concept as well as improve children's social skills.

Self-concept is our attitudes, feelings and knowledge about the abilities, skills, and social acceptability that covers all cognitive, emotional, social and perceptional aspects (Dibajnia, 2006). Self-concept is known as a cognitive structure in contemporary views (Compile et al., 1996). More accurately, self-concept is an organized knowledge which includes traits, evaluations, semantic and episodic memory about the person's self and controls the processing of associated information about the self (Keil Strom et al, quoted in Sheikholeslami and Latifian, 2002). Rogers believe that self-concept is the overall image of the person about himself that is acquired through social relationships. In other words, the person may come to a sense of his own namely self-concept through interactions with others and the assessment received from them (Tutunchi et al., 2012). In general, it can be said that the children are able to stabilize their self-concept and make pleasant personality changes in them in families that there is intimacy, freedom and mutual respect. These changes help the

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child to act reliably in facing with the challenges and correct his inappropriate behaviors without having anxiety and phobia (Eskandari Nejad, 2004).

So, considering the aforementioned points, this issue is been examined in the present study whether the emotional atmosphere of the family has quota on the self-concept, social-emotional ability and resiliency or not?

Methodology

The present research is the descriptive-correlation study from the perspective in terms of method which examines the role of emotional atmosphere of the family in predicting children's self-concept, social-emotional ability and resiliency. The statistical population of this study included all primary school children in Khamir port city in the third, fourth, fifth and sixth grades in 2014-2015 academic year.

Simple random sampling without replacement method was used to select the sample. 300 children were chosen from the primary schools in third, fourth, fifth and sixth grades. The sample volume is suggested to be at least 50 people according to researchers' idea and based on the research method that is correlation (Delawar, 2006). In this study, the sample volume was taken higher and 300 children in order to reduce sampling and measurement error. The study sample members were selected by simple random sampling.

To collect data research in this study, family emotional atmosphere, self-concept and social-emotional abilities tools were used which are described in detail in this section:

 Family Emotional Atmosphere Inventory: this scale is made by Hill Berne (1964) for assessing affection in the child-parent interactions. This scale has 16 items and is made up of eight subscales of affection, fondling, shared experiences, gifting, encouragement, confidence and sense of security. Therefore, each scale consists of two items. Odd questions indicate emotional bond with father and even questions reflects the emotional bond with mother. There is a 5-item range of spectrum of responses for each question. Kuti et al (2007) obtained the reliability of this scale through Cronbach's alpha as 0.85 and its concurrent validity with the AFC questionnaire as %67 (quoted in Mohebbi Nureddin et al., 2011). In order to check the internal consistency scale of family emotional atmosphere in the study of Asgari, Safarzadeh and Ghasemifard (2011), the Cronbach's alpha, split-half and Guttman methods were used the result of which are as 0.85, 0.77 and 0.77 respectively. It is an indicator of acceptable reliability of this scale.

Self-Concept (SCT):

This test was prepared by Beck and Steer (1978) that includes 25 questions or comments. This tool is a self-report index of a negative attitude towards the self. General limitations of the test are: mental ability, physical attractiveness, personal traits, adequate work, social relations and moral issues. Each material raised an attribute or characteristic which the subjects should compare himself with others in this feature. High scores indicate a positive self-concept (Beck, 1990). Heidari, Pasha, Mami et al (2005) have obtained the reliability of the test by Cronbach's alpha and split-half as 0.73 and 0.65, respectively. The reliability of the questionnaire was obtained by internal consistency as 0.80 and by test-retest method as 0.88 that show the excellent reliability of this scale. Its concurrent validity is reported as 0.55, as well. Dibajnia et al (2004) obtained the reliability of this tool as 0.72 using Cronbach's alpha. The reliability of this tool in this study was obtained as 0.71 using Cronbach's alpha.

Social-emotional abilities and resiliency scale (SEARS):

This scale is assessment system based on strengths points and is designed for the evaluation of the characteristics and positive social-emotional skills of children and adults (e.g.

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self-regulation, insights and social-emotional capabilities, problem solving, empathy). This scale has 52 questions. These four scales are: self-regulation (42 questions), social ability (13questions), empathy (6 questions) and accountability (11 questions).

Dorner et al (2011) conducted this questionnaire on 1400 children and adolescents and reported its reliability and validity coefficients. The reliability coefficient of pretest-posttest (within two weeks) for children form was 0.81. Cronbach's alpha for children form was reported as 0.85 (Durner et al., 2011). These researchers compared the scores with other questionnaires which are based on the strength that measure the behaviors of children in order to assess the validity of the test.

SEARS scoring uses a four-option scale from 0 (never) to 3 (almost always) (Donner et al., 2011). All questions are scored for more social-emotional empowerment and resiliency. A higher score in this test reflects the higher resiliency of the child and a lower score indicates lower and weaker social-emotional strength and resiliency in the child. The total score is the number of responses that are scored as positive the ranges of which may be from 0 to 156. And in the short form, the scores sum is between 0 and 36. The reliability of this instrument was obtained as 0. 94 by Cronbach's alpha in this study.

In order to conduct this research, first of all the theoretical background and literature review based on the subject of the study were surveyed. After that, an encoded list of all elementary school students was prepared for sampling from the researcher population as the children of Khamir port city. Then, 300 children from the third, fourth, fifth and sixth grades were selected by simple random sampling without replacement and were removed from the list. Among the selected people, the people who were in the research based on the exit criteria were not examined in the study (the lack of consent to participate in research projects and history of child psychiatric drug use or for any other reason). The school students who were fully satisfied of participating in the research project were asked to fill the questionnaires without mentioning the personal characteristics in order to maintain the research ethics, as well. At the end, data were entered into SPSS software in order to be measured by necessary statistical analysis.

In order to analyze the data of this study, the descriptive statistics indices such as (mean, standard deviation and Pearson correlation coefficient) were used. Inferential statistics by univariate and multivariate regression analysis were also used. Obtained research data were analyzed by SPSS software.

Results

Mean and standard deviation of family emotional atmosphere, self-concept and social-emotional abilities and resiliency are presented in Table 1.

Table 1. Mean and standard deviation of family emotional atmosphere, self-concept and social-emotional abilities and resiliency

Statistical index	Family emotional atmosphere	Self-concept	Social-emotional abilities and resiliency
Mean	40.88	85.04	13.35
Standard deviation	10.26	14.47	6.16

As it seen in Table 1, the average of family emotional atmosphere is as 40.88 with a standard deviation of 10.26 and the average of self-concept is as 85.04, with a standard deviation of 14.47 and the average of social-emotional skills and resiliency is as 13.35 with a standard

deviation of 6.16. The evaluation of reliability of the used questionnaires and also the evaluation of the normality of the research variables are presented in Table 2.

Table 2. Normality of research variables and the evaluation of the reliability of related questionnaires of these variables

Variable	Cronbach alpha scale	Z statistic of kolmogrov-smironov	Probability value of K-s
Family emotional atmosphere	0.90	0.7	0.200
Self-concept	0.91	0.89	0.217
Social-emotional abilities and resiliency	0.77	0.93	0.315

As it set in Table 2, the amount of Cronbach's alpha values for the family emotional atmosphere variables is as 0. 90, this amount for self-concept variable is as 0.91 and for social-emotional abilities and resiliency is as 0. 77. It represents highly favorable reliability of this questionnaire about the studied sample. Probability values of Kolmogorov-Smirnov test for the variables of family emotional atmosphere (0.200), self-concept (0.217) and for social-emotional abilities and resiliency is calculated as 0.77 which is significant according to the Kolmogorov-Smirnov probability values ($p > 0.05$). So, the distribution of these variables in the studied samples is normal, and parametric tests can be used to analyze the results of these variables.

Table 3. Results of ANOVA univariate analysis for the comparison of mean scores of self-concept in the family emotional atmosphere

Model	Variable	Mean square	Freedom degree	F	Significant level
1	Self-concept	41618.78	1 and 261	827.8	**0.0001

**sig. $p < 0.01$ & *$p < 0.05$

Table 4. Univar ate regression analysis to predict the children self-concept by family emotional atmosphere

Model	Criterion variable	Predict variable	Standard coefficient SE B	Non-standard coefficient B	T	Significant level
1	Self-concept	Constant value	1.792 35.061		19.57	**0.0001
		Family emotional atmosphere	0.043 1.227	0.872	28.772	**0.0001

0.76, Adjusted R Square=0.761, R square=0.87R=

As it is seen in Table 3 and 4, the emotional atmosphere of the family is a positive significant predictor for self-concept. Based on beta standard coefficient, each unit of change in the standard deviation of emotional atmosphere make a 0.76 change in the standard deviation of children self-concept and these changes are significant according to the probability value of regression tests ($P < 0.01$); therefore, the research hypothesis that "family emotional atmosphere can significantly predict children's self-concept" is confirmed in the positive direction.

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Table 5. Results of ANOVA univariate variance analysis for the comparison of mean scores of social-emotional skills and resiliency in family emotional atmosphere

Model	Variable	Mean square	Freedom degree	F	Significant level
1	Social-emotional abilities and resiliency	5279.58	1 and 272	294.7	**0.0001

**sig. p <0.01 &*p<0.05

Table 6. Univar ate regression analysis to predict the social-emotional abilities and resiliency of children by family emotional atmosphere

Model	Criterion variable	Predict variable	Standard coefficient SE B	Non-standard coefficient B	T	Significant level
1	Social-emotional abilities and resiliency	Constant value	1.064 4.356		4.096	**0.0001
		Family emotional atmosphere	0.025 0.433	0.722	17.167	**0.0001

0.51, Adjusted R square=0.52, R Square=0.72R=

As it seen in Table 5 and 6, family emotional atmosphere is a significant positive predictor for social-emotional abilities and resiliency. Based on beta standard coefficient, each unit of change in the standard deviation of emotional atmosphere make a 0.72 change in the standard deviation of children self-concept and these changes are significant according to the probability value of regression tests (P<0.01); therefore, the research hypothesis that "family emotional atmosphere can significantly predict the children's social-emotional abilities and resiliency" is confirmed in the positive direction.

Table 7. Correlation matrix between parents' perfectionism and anxiety symptom in children

variable	Number (N)	Phobia R	stress P
Social-emotional abilities and resiliency	272	0.761	**0.001

**sig. p<0.01*p<0.05

As the Table 7 shows, there is a significant positive correlation between children's self-concept and social-emotional abilities and their resiliency (P<0.01 and r=0.76). So, research hypothesis that "there is a significant positive relationship between children's self-concept and social-emotional abilities and their resiliency "is confirmed.

Conclusion

The emotional atmosphere of the family is a positive significant predictor for self-concept. Based on the beta standard coefficient, each unit of change in the standard deviation of emotional atmosphere make a 0.76 change in the standard deviation of children self-concept and these changes are significant according to the probability value of regression tests (P<0.01); therefore, the research hypothesis that "family emotional atmosphere can significantly predict the children's self-concept" is confirmed in the positive direction.

The results of this research are in the line of the research results of Najjarpur (2008) that reported that people with good family environment have more favorable self-concept and act more successfully in the process of identity obtaining. The results of this research hypothesis are in the line of the results of Parrish and Mac-Klasky (1993) which reported that parenting styles and parental relationship quality have a significant positive effect on people's

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self-concept.

The results of this research hypothesis showed that family emotional atmosphere and quality of communication between family members have a positive and significant impact on people's self-concept. Generally, the study results imply that in the families that there are a lot of conflict between the parents and wrong relations are ruling, aggressive behavior and emotion can be seen more in their children and these people have problems in terms of social performance and self-concept. Instead, people who have emotional support of their parents in adolescence would be able to have had better mental and even physical health in adulthood (Parton and Shaw, 2004).

Based on the outlined theories in Psychological Science, negative relationship between family members is known as one of the effective factors in the maintenance and continuity of mental problems, impaired self-concept, disturbed family environment and the gradual abomination of children from the family. While the positive relationships of parents with children lead to the the solidarity feeling of family and their mental health and these perceptions have had a strong relationship with some aspects of self-concept such as general assurance and positive self-understanding, goal setting in school and positive adjustment with school and students based on the amount of intimacy and support of family. These findings are in the line of the results of Collins et al (1990) which reported that there is a broad consistency between family emotional atmosphere and positive outcomes for children such as higher levels of self-esteem and self-concept.

Emotional atmosphere of family is a positive predictor for social-emotional abilities and resiliency. Based on the beta standardized coefficient, each unit of change in the standard deviation of emotional atmosphere make a 0.72 change in the standard deviation of children self-concept and these changes are significant according to the probability value of regression tests ($P<0.01$); therefore the research hypothesis that "family emotional atmosphere can significantly predict the children's social-emotional abilities and resiliency" is confirmed in the positive direction.

The findings of this research are in the line of the findings of Mohebbi et al (2003; 2011) which reported that family emotional atmosphere has a significant positive impact on the growth of social skills and elementary school students' academic development and individual and social adjustment and the academic performance of the high school students. Also, the findings of the research hypothesis are in the line of the findings of the Rupenrin et al (2006), Vogel and Garich (2004), and Golchin et al (2001) which reported that between 8-item domains of emotional atmosphere, the sense of security among boys, love others and shared experiences with parents showed the maximum amount of predictability to the social development.

There is a significant positive relationship between self-concept of children and their resiliency. Each individual has special and subjective notion of the self and reflects it in a way in his mind. This subjective notion is created because of the personal experiences and the impact of outside world in him. Children and adolescents get a fixed and constant notion from the environment, themselves and from the relationship with the environment and assess life issue based on that and try to deal with them (Khadivi and Vakili, 2011). Everyone does an evaluation from his ability and learning in comparison with others at school (Fin and Ishak, 2012). This assessment can have a great impact on their academic achievement and resiliency in facing with school and life's difficulties.

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