

## THE IMPACT OF EMOTIONAL ATMOSPHERE OF FAMILY AND INITIAL SUPPORT OF PARENTS ON SELF-REGULATION AND ITS STRATEGIES IN HIGH SCHOOLS STUDENTS OF LAMERD CITY

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**Abstract:** The aim of this study is evaluation of amount of prediction of children self-regulation dimensions (Metacognitive, cognitive and motivational strategies) by dimensions of family emotional atmosphere and initial support of parents. The study sample were included 200 high school students in Lamerd city that from this number 100 were girls and 100 were boys from different fields, the students were selected by random cluster sampling, results of multiple regression showed that among the eight subscales of emotional atmosphere of family, Love, encourage and caress in family are able to prediction self-regulation. Love between parents and children is able to prediction cognitive strategies; and sense of security and common experiences between parents and children is associated with metacognitive strategy and motivation.

**Keywords:** emotional atmosphere of family, initial support of parents, self-regulation

### 1. Introduction

The family is the smallest social unit, this social unit is incidence origin of human emotions and focus of the most intimate interpersonal relationships and interactions. It's important is to the extent that Health and development of any society is dependent on the health and development of families (Satir, 1988). Family is like any social system with basic needs, Among these needs in Psycho - social aspects can noted such as feelings of worthiness, physical security, intimacy, dependence and belonging, Sense of responsibility, need motivation and others confirmation, Need to happiness and success and spiritual needs. If members of society especially parents be aware from effects of family emotional atmospheric and their performance on health and prosperity of the children Will try to provide relaxed, balanced and supportive atmosphere to their children (Navabi Negad, 2001). Initial support of parents is said in different and various forms to children and contains warmth and affection, availability of parents, the relationship between parents and children and sacrifice (Sillick and Schutte, 2006). In terms of Bandura learning by observing own behavior and consequences of behavior, is the most effective way to perception of behavior and Pattern-making of people from environment are part of learning environment determinative, Thus self-regulation strategies can be taught through observing patterns which applies this strategy (Talebi Marand, 2005). One of the environment factors influencing on the level of the individual Self-regulatory, is family. Family is the first institutional and global public systems that is necessary to meet Vital and emotional requirements of Human and Survival of the community. An important factor in providing health and mental health of children, is adequate and balanced relationships of parents with them (Baumrind, 1992). When mothers, have good insight into the performance of their children, she was confident about their abilities and are valued for school assignments, Children also will have a positive motivational beliefs and will affect to self-regulation which also includes motivational variables, Karreman et al. (2006), in their meta-analysis on relationship between style of parenting and self-regulation, point out to this results that negative control of parents has negative impact on children's self-regulation and positive control has positive and constructive impact on children's self-regulation. Since training programs are effective in raising the level of self-regulation in children's, Parents and teachers play an important role in the development of this feature (Dignath et al. 2008). In terms of Schunk et al. (2008), self-regulation is process in which students become active and to achieve knowledge and behaviors that systematically pushing them towards their goal. In the field of family emotional atmospheric effects and Initial support of parents, several studies have been done on amount of self-regulation and its dimensions among Stright et al. (2001), have concluded that Interaction and training of parents have important

role in predicting children's self-regulated learning. Metacognitive and strategic training of parents and their modeling helps children to learn cognitive knowledge and thus improve self-regulation. Hosseini and Samani (2011), have said, Warm and acceptor behaviors of parents have follow favorable developmental consequences for children, while rejecting behaviors and hostility of parents have follow unpleasant for the children. Harris et al. (2007), achieved to this conclusion that one of the most important factors in upbringing of children, is creating mental health in them. If be created field of mental health in the family, parents will have children with character, balanced, consistent, sentimental, social, self-confidently, responsible and logical. Nahidi, (2010), showed that there is relationship between family emotional atmospheric with formation of personality traits of hardness and self-actualization of adolescents. So considering to important role of family and emotional atmosphere prevailing in students' self-regulation, this research will examine relationship between Initial support of parents and families emotional atmosphere on self-regulation and its dimensions in high school students in Lamerd city. In addition, is following to determine, which one of dimensions of family emotional atmosphere are significant predictors for self-regulation and its impacts on students.

### 2. Methodology

Statistical population of current study were boys and girls high school students in the city Lamerd. The number of studied sample were included 200 students that from this number 100 were girls and 100 were boys from different fields, the students were selected by random cluster sampling and questionnaires were given to them as a group to respond to questions. 3 measurement tool was used in this study.

**2.1. Initial support of parental questionnaire:** This questionnaire has been made in 2004 by Sho and others, this questionnaire is including six questions that measure emotional support received from parents in childhood. For Scoring each phrase, degree between 1 (never) to 4 (always) awarded to each participant. Scores range is between 6 to 24. In this study of Shu and others internal consistency has been reported higher than 0.90. Since no information was not available about reliability of this scale in Iran, Therefore, reliability of this questionnaire were assessed in present study, Cronbach's alpha method was used to determine the reliability and coefficient obtained equal to 0.87.

**2.2. Family emotional atmosphere questionnaire of Hill Berne:** this questionnaire has been made in 1964, for assessing love in child- parent's interactions. This questionnaire has 16 questions and Measures 8 derivative (Love, caress, confirmation, gift, common experiences, sense of security, trust, encouragement) in this questionnaire questions are Five-choice (very low, low, medium, high and very high) and subjects according to their sense marks one of them. Scoring is variable from 1 to 5, this means that awarded to very low option, score 1, low 2, medium 3, high 4 and very high 5. High scores than average represent appropriate emotional atmosphere between family members and lower scores than average showed weak emotional atmosphere among family. In a study in Iran, reliability coefficient of cronbach's alpha and test-retest, respectively obtained 0.87 and 0.83 (Barani, 2014). In this research Cronbach's alpha obtained for family emotional atmosphere and its eight dimensions 0.67 to 0.9.

**2.3. Self-regulation questionnaire of board and colleagues:** The first factor consists of 7 items constitute dimension of metacognitive strategies, the second factor contains 9 items, evaluates dimension of cognitive strategies and the third factor contains three items constitute dimension of motivational

dimension. In this study Cronbach's alpha obtained for self-regulation and its three dimension 0.68 to 0.75. in this research Initial support of parents and family emotional atmosphere and eight dimensions of Love, caress, confirmation, gift, common experiences, security, trust as an predictive variables and self-regulation variable and Metacognition, cognitive and motivational dimension were considered Criterion variables.

Correlation and multiple regression methods were used based on purpose of this study which is to examine the relationship between family emotional atmosphere and initial support of parents with amount of self-regulation and its dimensions in students.

### 3. Results and findings

Descriptive findings of this study include mean and standard deviation of the samples, for family emotional atmosphere scale and its dimensions, the scale of initial support of parents and scale of self-regulation and its dimensions have been presented in Table 1. Among the eight dimensions of emotional atmosphere scale, highest mean was relating to sense of security variable (7.48) and the lowest mean was relating to caress (6.45).

Table 1. Mean and standard deviation of subjects in studied variables

standard deviation	Mean	variable	standard deviation	Mean	variable	scale
			54.12	48.55	Total score of family emotional atmosphere	
05.2	46.6	gift giving	13.2	01.7	Love	emotional atmosphere
94.1	33.7	Encourage	29.2	45.6	caress	
04.2	35.7	Trust	88.1	91.6	Corroborate	
17.2	48.7	Feeling of security	34.2	51.6	Common experiences	
88.3	49.22	Metacognitive strategy	62.8	24.61	Total score of self-regulation	self-regulation
22.2	83.8	Motivation strategy	41.5	92.29	Cognitive strategy	
			43.4	88.14	total score of Initial support of parents	initial support of parents

Table 2. The correlation coefficient between family emotional atmosphere and its dimensions with self-regulation, metacognition, cognition and motivation

Criterion variables (motivation)		Criterion variables (cognition)		Criterion variables (metacognition)		Criterion variables (self-regulation)		
significance level	correlation coefficient	significance level	correlation coefficient	significance level	significance level	significance level	correlation coefficient	
005.0	271.0**	000.0	301.0**	000.0	327.0**	000.0	333.0**	family emotional atmosphere
027.0	156.0*	000.0	358.0**	001.0	227.0**	000.0	318.0**	Love
036.0	124.0*	000.0	252.0**	001.0	226.0**	000.0	273.0**	caress
186.0	094.0	044.0	142.0*	001.0	223.0**	018.0	167.0*	Confirming
017.0	224.0*	083.0	123.0	000.0	287.0**	002.0	213.0**	Common experiences
440.0	055.0	004.0	200.0**	002.0	215.0**	003.0	209.0**	gift giving
046.0	117.0*	000.0	295.0**	001.0	230.0**	000.0	286.0**	Encourage
034.0	125.0*	001.0	223.0**	000.0	258.0**	001.0	244.0**	Trust
021.0	168.0*	004.0	202.0**	000.0	270.0**	000.0	262.0**	Sense of security

\*\*Significant at 0.01 \*Significant at 0.05

As is seen in Table 2, there was significant correlation between at level of confidence 0.01 among score of self-regulation and family emotional atmosphere of students. This significant relationship was observed on all aspects of family emotional atmosphere. The highest correlation between dimensions was related to love (0.318) that was significant at 0.01 level. There was significant correlation between at level of confidence 0.01 among total score of self-regulation with family emotional atmosphere and Initial support of parents. This significant relationship was observed on all aspects of self-regulation. The highest correlation between dimensions in family emotional atmosphere and Initial support of parents Related to metacognition dimension was with amounts of correlation 0.327.

As is seen in Table 3, there was significant correlation between at level of confidence 0.01 among metacognition and family emotional atmosphere of students. This significant relationship was observed on all aspects of family emotional atmosphere. The highest correlation between dimensions was related to love (0.318) that was significant at 0.01 level. The results showed that eight dimensions of the family emotional atmosphere explain 10.5% of metacognition variance and common experiences and Sense of security dimensions have predictive power to student's metacognition and explain respectively 20.4 and 17.2 percent of this variance and other dimensions of family emotional atmosphere were not significant predictors in the model. There

was significant relationship between at level of confidence 0.01 between cognition and family emotional atmosphere of students. This significant relationship was observed on all aspects of family emotional atmosphere except common experiences. The highest correlation between dimensions was related to love (0.358), the results showed that eight dimensions of the family emotional atmosphere only explain 12.8% of cognition variance and love dimensions has predictive power to student's cognition and explain 35.8 percent of this variance and other dimensions of family emotional atmosphere were not significant predictors in the model.

There was significant relationship between at level of confidence 0.01 between motivation score and family emotional atmosphere of students. This significant relationship was observed on all aspects of family emotional atmosphere except confirming and gift giving. The highest correlation between dimensions was related to common experiences (0.224) that is significant at 0.01 level. The statistical analysis results showed that eight dimensions of family emotional atmosphere explain 8% of motivation variance and Sense of security and common experiences dimensions have predictive power to students motivation and explain respectively 27.9 and 23.1 percent of this variance and other dimensions of family emotional atmosphere were not significant predictors in the model.

Table 3. Stepwise multiple regression analysis to predict metacognition based on the dimensions of family emotional atmosphere

significance level	Test statistic (F)	beta Value	coefficient of determination	Predictor variables	Instant prediction Variable
000.0	557.11	204.0	082.0	common experiences	
		172.0	105.0	Sense of security	metacognition

#### 4. Discussion

This study is done with aimed to evaluate predictive value of children's self-regulation and metacognitive, cognitive and motivational strategies by dimensions of family emotional atmosphere (Love, caress, confirmation, gift, common experiences, sense of security, trust, encouragement). Study results showed correlation coefficient was significant between the total score of family emotional atmosphere and initial support of parents with student's self-regulation. This significant relationship was observed in all dimensions of self-regulation. According to the results of this study, can confirmed this assume that family emotional atmosphere and initial support of parents are able to predict self-regulation, metacognition, cognitive and motivational. Results of this study were consistent with the results Stright et al., (2001). However, in this study, impact of family emotional atmosphere have been studied on some of self-regulation variables and research was not found that have all three variables, at explaining the confirmation of this hypothesis. It can be said, confirming impact of family emotional atmosphere and initial support of parents are not unexpected on self-regulation and its dimensions. In Investigate relationship of family emotional atmosphere, including (Love, caress, confirmation, gift, common experiences, sense of security, trust) with Self-regulation and its strategies Such as metacognition, cognition and motivation in students, in this study the results showed that there is significant relationship at confidence level 0.01 between score of Self-regulation and its strategies with family emotional atmosphere of students. In self-regulation and metacognition strategies, this significant relationship was observed in all dimensions of family emotional atmosphere. In cognitive strategy there is this significant relationship about all dimensions of family emotional atmosphere except common experiences. In Motivation strategy also this significant relationship was observed in all dimensions of family emotional atmosphere except confirming and gift giving. Stepwise multiple results of regression analysis to determine predictor of self-regulation, metacognition, cognitive and motivational from family emotional atmosphere dimensions, Showed that the

dimensions of love, Encourage and caress have predictive power self-regulation and dimensions of common experience and Sense of security have Predictive power metacognition and dimension of love have predictive power cognitive and dimensions of sense of security and common experiences have predictive power Motivation for students. Obtained results of this study, confirm findings of research that Inside and outside the country have shown significant relationship between family emotional atmosphere and self-regulation of Students (Kharrazi and Kareshki, 2008; Najjar Pour). Coordination between finding of this study and the previously research indicated that there is Positive and significant relationship between family emotional atmosphere and self-regulation.

#### 5. Conclusion

It can be said that many problems of growth and education and training of children have root in emotional space governing the family and solving these problems is done by helping to growth and awareness of parents. It can be concluded where parents investigate to emotional needs of their children within reasonable limits and with knowing the basics of education and training and how Personality development in each stage of their growth, they deal with their children, will be witness their Self-regulatory. It is obvious that necessary condition for having attention, motivation and willingness to learn, is to meet their basic needs in family environment, especially by parents. Unfulfilled or incomplete satisfaction of physiological needs and psychological needs such as need for security, love and respect leads that children at school are undergoing anxiety and insecurity and instead of problem solving and addressing to cognitive tasks, be more distressed their Biological and emotional needs and also Insecure and threatening conditions of classroom space.

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