Research Paper

The relationship of psychological entitlement and religious orientation with life satisfaction in students with symptoms of academic procrastination: The mediating role of psychological well-being

Zahra Khalili Geshnigani [1]; Ezatollah Ghadampour [2*]; Simin Gholamrezaei [3]

1. PhD Student in Educational Psychology, Department of Psychology, Faculty of Literature and Humanities, Lorestan University, Khorramabad, Iran
2. Corresponding Author: Professor, Department of Psychology, Faculty of Literature and Humanities, Lorestan University, Khorramabad, Iran ✉
3. Assistant Professor, Department of Psychology, Faculty of Literature and Humanities, Lorestan University, Khorramabad, Iran

Abstract

Aim: The aim of this research was to develop a class silence behavior model based on parenting styles and social skills with the mediation of students' fear of negative evaluation. We used correlational and structural equation model methods. The statistical population of the study included all 4800 sixth grade female students of Shahrekord city, 340 of whom were selected as the research sample using a multi-stage cluster random sampling method. Data were collected using Behnamfar et al.'s Class Silence Behavior Questionnaire, Gresham and Elliott's Social Skills Rating System, Bori et al.'s Perceived Parenting Styles Questionnaire and Leary et al.'s Fear of Negative Evaluation Scale. The data were analyzed using correlation tests and fit indices in SPSS and AMOS software. The results showed that the model achieved an optimal level of fit. Also, social skills and authoritative parenting style had a causal and direct effect on class silence behavior. Also, the fear of negative evaluation mediated between social skills and permissive parenting style. Therefore, according to the results, social skills and parenting styles played a major role in the formation of class silence behavior; therefore, they need special attention at schools.

Introduction

A significant part of life's challenges pertain to studying, a period which deeply affects one's whole life. Among these challenges are poor grades, high stress levels, threats to self-confidence, academic pessimism, reduced participation in class activities, decreased or increased motivation and interaction with classmates, teachers, and self-efficacy (Chon and Shin, 2019). Class silence can be defined as a lack of inclusive participation in the education process, failure to participate in class discussions and reduced class questions and answers (Mangual, 2017). Jia et al. (2022) claimed that learners' silence indicate their emotional and behavioral states and their indifference to the educational content. Class silence can be a practice of non-participation, which is considered a destructive behavior by nature and often causes negative feelings among students. One of the antecedents of class silence behavior is perceived parenting styles. Parenting styles play an important role in increasing self-esteem, self-efficacy and competence of a person in academic achievements, which increase a person's class activities and decrease their silent behavior in the classroom (Wyrick & Rudasil, 2007; Araban, et al., 2018). Another antecedent related to class silence behavior is social skills (Shernoff et al., 2014). Social skills are a set of behaviors that allow students to initiate and maintain satisfactory and interpersonal relationships, participate in accepting and communicating with peers, and effectively deal with problems (Rutherford et al., 2004). Fear of negative evaluation can cause class silence behavior among students (Tomlinson, 2014). Man is a social being and needs interaction and social connection with others in all aspects of life, but sometimes this social connection is disturbed, and the factors affecting it should be identified (Halper and Rios, 2019). Abbasi et al. (2019) concluded that teaching social skills reduces class silence, fear of negative evaluation, and shyness. Hudson and Rapee (2001) found authoritarian parenting style to directly predict fear of negative evaluation and social anxiety, and indirectly predict fear of negative evaluation. Research in the field of class silence in Iran is nascent, and its underlying cause has not been determined in our educational system, and it does not create meaningful learning among students (Behnamfar, 2014). Therefore, the current research aimed to develop a model of class silence behavior based on parenting styles and social skills with the mediation of students' fear of negative evaluation to identify such factors.

Methodology

This practical research used a structural equation model correlation. The statistical population of this research included all 4800 female students of the sixth grade of Shahrekord city in the academic year of 2021-2022. Samples were selected through multi-stage cluster random sampling method. Students with one standard deviation higher than the average in the class silence behavior questionnaire were identified and 320 students were selected for data analysis as the research sample. The instruments used are Behnamfar et al.'s Class Silence Behavior Questionnaire (2014) with a reliability of 0.87, Bori's Perceived Parenting Styles Questionnaire with Cronbach's alpha coefficient for authoritative, permissive and authoritarian, respectively 0.86, 0.76 and 0.84. , Fear of Negative Evaluation Scale by Leary et al. (1983) with a reliability of 0.94 and Social Skills Rating System by Gresham and Elliott with Cronbach's alpha coefficient of 0.86, 0.86, and 76. 0 and 0.80 for self-control, empathy, self-expression and cooperation, respectively.

Results

To check the normality of the data, the skewness and kurtosis tests were used, and the results showed that all the research variables were normally distributed ($P<0.01$). Also, a significant relationship was observed between all the research variables, and after the normality and significant relationship of the research variables, the direct and indirect standard coefficients between the research variables were examined. Among the parenting styles, only the authoritarian style had a negative and significant effect (14%) on the class silence behavior (t-value=2.15, Sig<0.05). This is while authoritarian and permissive styles had no significant effect on class silence behavior. Also, social skills negatively and fear of negative evaluation positively affected class silence behavior with coefficients of 0.35 and 0.44, respectively (Sig<0.05). The results show that fear of negative evaluation cannot affect authoritative parenting styles to mediate class silence behavior (Sig>0.05), but they could indirectly and negatively affect class silence behavior through fear of negative evaluation between the permissive and authoritarian styles with a coefficient of 0.18 and 0.21, (Sig<0.05). The output of Amos software for the hypothesis test is presented in Figure 1.

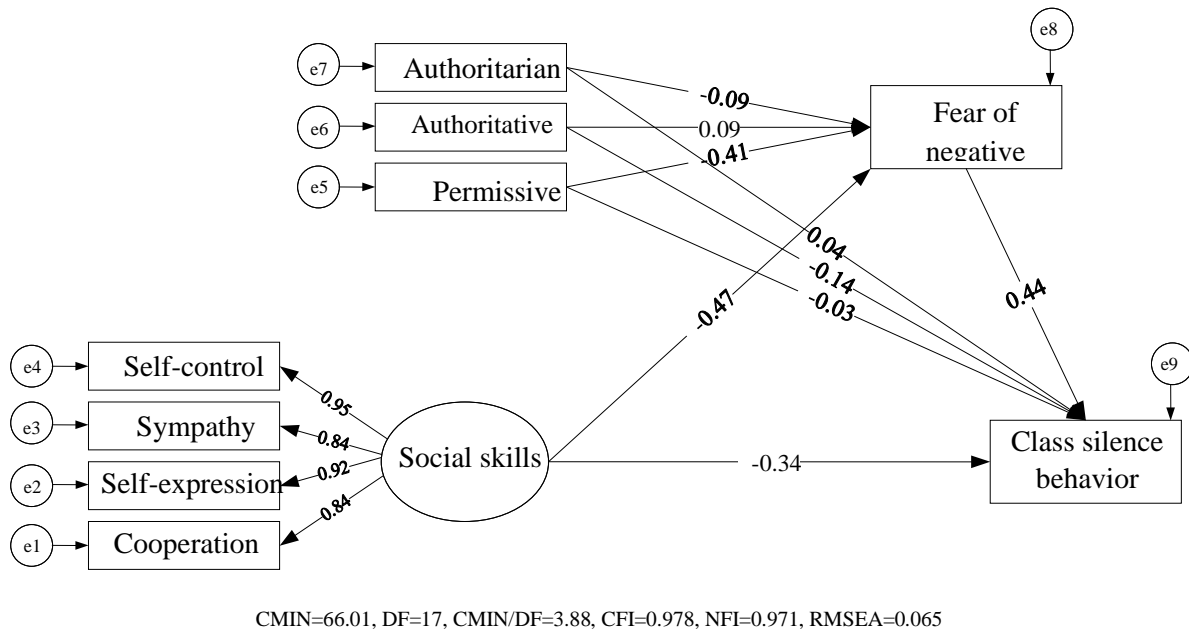CMIN=66.01, DF=17, CMIN/DF=3.88, CFI=0.978, NFI=0.971, RMSEA=0.065

Figure 1. Structural equation model of the research

As seen in Figure 1, all the fitness indices are at favorable levels, so the operational model of the research has a suitable meaningful structure.

Discussion and conclusion

Our results showed that social skills had a causal and direct effect on class silence behavior, and social skills had a causal and indirect effect on class silence behavior through fear of negative evaluation, which agrees with the findings of Abbasi et al. (2019) and Rotsaert et al. (2017). Social skills help teenagers not be afraid of negative evaluation, contribute more, not remain silent and isolated, and be an active member in the classroom. Those with higher social skills express themselves in any field and job, and express sympathy and cooperation with people in new environments, so they are less prone to social isolation and are always present in the crowd. They are less silent (Jia et al., 2022). Another result of the research is the causal and direct effect of authoritative parenting style on class silence behavior, which is consistent with Araban et al.'s research results (2018). Parenting style is one of the important factors in developing social skills and sense of participation among students. Researches have shown that the inevitable effect of lack of intimacy, affection and trust towards parents is a major barrier to other social and academic functions of students. In those interventions that improve

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parent-child relationship, the effectiveness of the interventions that improve these relationships clarifies students' increasing self-confidence and higher tendency to participate in class discussions.

Students are one of the great capitals of any country that require adoption of appropriate programs for their growth and education. Holding parenting workshops for parents and informing them about parenting styles rearing can help a lot in this regard. Also, the student's social skills are formed in relation to their friends and family. Holding seminars, school plays, reading stories and poetry, especially in elementary schools, can be beneficial. It is also suggested that future studies investigate gender roles. The most important limitation of the present study was the COVID pandemic, which made it difficult to access the samples in person, however, after the necessary checks, the schools were referred to when students were present part-time at school.

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