
Predicting Adolescent Positive Development Based on Self-Regulation, Social Competence and Parental Bonding with Mediating Role of Perception of School Climate

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Abstract

Purpose: The aim of this study was to model the positive development of adolescence based on self-regulation, social competence and parental bond with the mediating role of perception of school atmosphere.

Methodology: The research method was correlation based on structural equations. The statistical population included all female high school students in Tehran who were studying in 2019-20. Using cluster random sampling method, 400 students were selected as the research sample. To collect data from the Geldhof Adolescent Positive Development Questionnaire (2014), the Self-Regulatory Questionnaire Moilanen (2007), the Felner Social Competence Questionnaire (1990), the Parker Parental Bonding Questionnaire (1979), and the Trickett & Moos Atmosphere Perception Questionnaire (1973) was used. Data analysis was performed using structural equation method using lisrel and SPSS software.

Findings: The results showed that the research has a good fit and the positive development of adolescence can be predicted based on the variables of self-regulation, social competence and parental bond with the mediating role of perception of school atmosphere and the research hypotheses were confirmed. Overall, the results show that to predict the positive development of adolescence, we can emphasize self-regulation, social competence and parental bond with the mediating role of perception of school atmosphere and the obtained model can be used in teaching positive adolescent development.

Conclusion: The development of self-regulatory variables, social competence and parental bonding is the best way to prevent problems related to the development of adolescent behavior and promoting these components and their education and improvement can be very effective in forming a positive adolescent development.

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1. Introduction

Adolescence is a stage of development characterized by signs of planning for the future, trying to find roles, and moving toward adulthood, as well as cognitive abilities and behavioral competence (Lerner, Steinberg, 2013). Transformation in adolescence is important because of its impact on the later stages of life and the role it plays in adulthood in individual and social life. From the beginning of the twentieth century, when the study of this stage of evolution began, the dominant approach in theories and researches was the deficient approach, which considered adolescence as a period of storm and stress. One of the strata whose mental health is at risk is adolescent students and educational factors play an effective role in promoting their mental health (Princi, Delavar, Farrokhi, 2019). Adolescent positive development has been effective in preventing risky behaviors and creating socializing behaviors, academic achievement, effective communication with school and family, emotional and moral competence, and indicators of self-regulation, self-efficacy, and self-control (Murry, et al, 2014). Among the effective factors in the positive development of adolescence are self-regulation, the ability of the individual to control his condition and social competence, the skills needed by individuals in the community and parental bonding and perception of the school atmosphere. Positive Adolescent Transformation is a comprehensive framework that demonstrates support for all adolescents. Adolescent Positive Transformation is a concept based on the ability to engage in positive social behavior and avoid future behaviors endangers a person's health. The results showed that students who have a low level of positive adolescent development have the lowest level of mental health. Also, having a positive development in adolescence reduces high-risk behaviors and increases positive characteristics in the individual (Boranov, Haushofer, Jang, 2019).

Identifying the effective variables in the positive development of adolescence has been considered by researchers in the field of positive psychology. One of these variables is self-regulation, which is a necessity of positive adolescent development and refers to systematic and systematic efforts to direct individual thoughts, feelings, and actions to achieve individual goals (Miler, 2014). Defining the ability to cultivate, perform, and flexibly pursue behaviors designed to achieve a personal goal, Bandura believes that self-regulation involves three component processes: 1. Self-observation. 2- Self-evaluation (self-judgment) 3- It is self-reactive (self-motivation) and in order to implement these components, it is necessary to have a specific goal, which is the specific goal, the cognitive representation of a specific behavior or function that one desires to produce. . Research has pointed to a positive and significant relationship between the components of adolescent positive development and self-regulation (Shahnazi, Jalilipour, Hasanzadeh, 2017). Another effective variable in the process of positive adolescent development is social competence. Social competence refers to the social, cognitive, and emotional behaviors and skills that individuals need for better social adjustment. Social competence is the ability to achieve individual goals in social interaction while maintaining positive relationships with others at all times and situations. Social competence shows the structure of the individual and his personality in social relationships and is an important source of success in individuals. . Achieving social competence during adolescence is of great importance (Gresham, 2016). There are three important aspects to social competence, including: 1- The ability to create healthy and positive interpersonal relationships and resolve interpersonal differences 2- Develop a correct identity 3- Orientation of the responsible citizen and the development of a positive and supportive relationship with different types of people such as Parents, peers and teachers in the home and school environment, research emphasizes the role of social competence in building a positive adolescent development. Research shows that adolescents with low social competence show school avoidance, negative attitudes toward school, less class attendance, less competition, and less progress in school (Dehghani, 2018).

In addition to the individual factors mentioned, the family is the first base that creates the connection between the child and the environment, the child in the family learns the basic ideas about the world. He grows physically and mentally, learns ways to speak, learns the basic norms of behavior, and eventually develops his attitudes. The family is the smallest social unit and at the same times the largest and most

influential educational unit in societies, so that the family can be the source of great individual and social changes and the growth of human values among its members. Parents can be a strong predictor of the development and maintenance of emotional-behavioral problems in adolescents. Parental bonding is one of the new methods that is a very common and effective bond in human relationships and plays an important role in the development of personality and psychological functions of adulthood. In this regard, paternal and maternal bonding with the child separately and through developmental pathways Affect adolescents differently (Vojdani, 2018). Parental transplantation refers to the child's assessment of the quality and how he or she is attached to parents. Parental transplantation consists of two factors: extreme maternal and paternal care and protection. In parental bonding, the child's perception of his / her parents' behavior is important. Parental bonding plays an important role in the personality and psychological functions of adulthood. A study aimed at examining parental transplantation found that adolescents who rated their parents with poor care were more depressed and had a poor quality of life (Tak Yan Lee, 2012).

Adolescents who assess their parenting style as independent and free are at a higher level of social adjustment. Research has pointed to a significant positive relationship between proper parenting and positive development. On the other hand, the perception of the school atmosphere can also be examined in the formation of the positive development of adolescence, because the beginning of adolescence coincides with the transfer of students to high school. At a time when adolescents are looking for more autonomy and personal choice, if they feel a sense of belonging to the school environment and their peers and participate in school activities, the ground for their further growth and development is provided. The school is a social place and the adolescent's interaction with his environment reveals their talents or problems. The way people interact with each other is greatly influenced by the atmosphere that dominates the school (Saberi Fard, 2019). School is one of the most important areas of a student's life because they spend a lot of time in school. The school atmosphere refers to the physical form and the psychological atmosphere of the school. The school atmosphere is an environment and situation created by the school, teachers, classmates and other school agents, a school that is physically, emotionally, emotionally and emotionally unfavorable for any reason, has a negative atmosphere and these conditions affect cognitive development. , Social and emotional effects of students. Perception of the school atmosphere reflects the feeling that students gain from their daily experiences at school. Perception of the school atmosphere is divided into 4 components: 1- Teacher support 2- Peer support 3- Autonomy 4- Stability of rules. Research has shown that adolescents' experiences and perceptions of the school climate can affect their health (Vitaro, Boivin, Bukowski, 2009).

In recent years, psychologists have become interested in studying the relationship between perceptions of the school environment and mental health outcomes. Research shows that students who are supported by the school have a more positive perception of themselves, higher self-efficacy. They have and show more effort and participation and perceive that they are a valuable and capable person. Examining the context and environment and its effect on health, it was concluded that perception of the school environment as a supportive factor can predict less stress and is consistent with the positive development of adolescence and has a significant relationship. Finally, considering the role of tissue and individual factors in the formation of positive adolescent development, simultaneously addressing the role of tissue and individual factors in the positive development of adolescence is important and necessary and can open new horizons for professionals. According to the literature mentioned in the field of positive development of adolescence and considering the importance of this structure, especially in reducing high-risk behaviors and increasing physical and mental health in adolescents (Baba Khani, Badiie, 2018).

The development of positive adolescence helps adolescents to reduce the behavioral problems of this period, of which social competence is one of the most important, and this is by facilitating adaptive behaviors and helping them to ensure a positive and healthy transition to adulthood. According to the literature mentioned in the field of positive development of adolescence and considering the importance of this structure, especially in strengthening self-regulation and social competence, the aim of this study was to

predict the positive development of adolescence based on self-regulation, social competence and parental bond with the mediating role of perception of school atmosphere, In order to be able to provide a model for the positive development of adolescence. Accordingly, the objectives of the research included the following: Determining the fit of the proposed measurement models with the data obtained from the variables measurement tool, Determining the fit of structural self-regulatory model, social competence and parental bond with positive adolescent development with data, Determining the fit of structural model of self-regulation, social competence and parental bond with the mediating role of perception of school atmosphere with data.

2. Methodology

This study was fundamental in terms of purpose. Considering that the subject of the research was modeling the prediction of positive adolescent development based on self-regulation, social competence and parental bond with the mediating role of perception of school atmosphere, the study was conducted based on structural equations. The statistical population of this study consisted of all female high school students in the second year (tenth, eleventh and twelfth grades) of public schools who were studying in the academic year 2019-20 in Tehran. The research samples were female high school students in secondary schools in Tehran. The sampling method was cluster random. First, from the list of 20 districts of Tehran, 5 districts, including 1-4-8-11-17, were considered randomly. Then, 2 girls' high schools for the second year of public high school were randomly selected from each region. A total of 10 high schools were studied. 40 students from each school answered the questionnaires, each class was considered as a unit and randomly from each school class 4-5 students from mathematics, experimental and humanities in the tenth, eleventh and fourth grades. The twelfth was selected randomly. The researcher distributed 430 questionnaires in relation to student density and dropout rate, which was returned at the end of 407 questionnaires, which were calculated according to the sample size of 400 questionnaires without defects.

Positive Adolescent Development Questionnaire Geldhof, et al. Version 17 Question: This questionnaire was developed by Geldhof, et al (2014) and measures positive adolescent development through 5 criteria of competency, confidence, communication, character and care that give adolescents credibility It is necessary. The reliability of this instrument was reported by Milot (2014) using Cronbach's alpha method for the whole test of 0.74. The validity of this tool was reported by Milot (2014) 0.64. This tool has been standardized in Iran by Babaei et al. (2017) and the reliability of this tool, using Cronbach's alpha method for the whole scale of 0.81 and for subscales including merit of 0.50 trusts 0.86 of character 0.52, Care was 0.63 and communication was 0.79 and the validity of this tool was 0.56. Each of the characteristics of competence, trust and care is measured by three items and character and communication by four items.

Adolescent Self-Regulation Questionnaire: The Adolescent Self-Regulation Inventory was designed by Moilanen (2007). The age range of this questionnaire is 12 to 19 years. The reliability coefficient of this questionnaire was evaluated by Moilanen and with Cronbach's alpha equal to 0/70 the validity of this questionnaire by Moilanen is equal to 0/50 has been achieved. This questionnaire was administered in Iran by Kiani in (2016) and the reliability of the tool is equal to 0/91 It is found that it shows the appropriate internal consistency of the questionnaire questions and the validity of the instrument is equal to 0/52 Has been achieved .

Felner Social Competence Questionnaire: Felner, et al (1990) Social Competency Questionnaire is based on Felner theory. This questionnaire has 47 items and measures four factors: 1) cognitive skills 2) behavioral skills 3) emotional competence 4) motivational motivations. The reliability of this questionnaire by Felner is equal to 0/88 and in the retest equal to 0/89 reported. Validity of tools by Felner Yerber 0/58 has been reported. This questionnaire was administered to 450 people in Tehran province and the four factors mentioned as the final factors of the questionnaire were approved, internal

consistency of questions equal to 0/84 it is reported, which shows the scale has an acceptable internal consistency. In addition to the internal consistency method, the retest method was used to evaluate the reliability of the scale and the reliability coefficient was 0.88 was obtained. The reliability of this scale by Cronbach's alpha method is equal to 0/88 it was obtained, which shows the desired and acceptable internal consistency and the validity of the structure is equal to 0/82 Was obtained.

Parker Parental Transplant Questionnaire: The Parental Transplant Questionnaire was developed by Parker (1979). This questionnaire measures parenting bond styles. This self-descriptive questionnaire is a retrospective tool. This tool has 25, 4-choice questions that teens can agree with, Examines 12 care questions and 13 over-supportive questions. This tool has two parent forms. Test reliability by Parker et al (1979) via Cronbach's alpha for the care subscale 0/63 and for subscales over support 0/66 Up to 0/87 Obtained, Cronbach's alpha test reliability for the care subscale 0/92 and for the subscale of over-support 0/87 Obtained. Test validity equal to 0/60 has been reported. In order to determine the validity of the questionnaire, the correlation method of each question with the total score was used. Correlation results of questions in the dimension of care between 0/56 Up to 0/72 and in the dimension of excessive protection between 0/52 Up to 0/63 Was. The reliability of this questionnaire was calculated by Cronbach's alpha method, which obtained a reliability coefficient of 0.83 for the dimensions of care and protection, respectively, and 0/67 which indicates the optimal reliability of the questionnaire.

School Atmosphere Perception Questionnaire: To assess the structure of school atmosphere perception, the School Atmosphere Perception Questionnaire, which is based on the Trickett & Moos (1973) classroom environment scale, was used. This questionnaire measures students' perceptions of the school atmosphere. Which has four subscales of teacher support: The effect of teacher support is such that if high school students perceive their teacher as more controlling and given less opportunity to make decisions, they show lower levels of motivation, peer support: peers At best, they are like a bridge between family and social roles in adulthood. Autonomy refers to a person's need for a sense of choice and self-initiation in doing homework, is expected of them. The reliability of this tool by Trick and Mouse is equal to 0/77 and the credit of the tool is equal to 0/57 has been reported. This scale has good reliability in measuring students' perception of the school atmosphere. In Iran, this questionnaire was administered by Mahdaviifar (2013) and the reliability of this questionnaire in the subscale of teacher support is equal to 0/77 in the peer subscale 0/54 in the autonomy subscale equal to 0/74 And in the subscale of stability and and the thickness of the rules equal to 0/50. The total reliability of the test is equal to 0/79 the validity of the questionnaire is equal to 0/59 has been reported.

In the questionnaire sessions, all participants were reassured that the purpose of the questionnaire was to conduct academic research, not merely to examine individuals, and that all information would remain confidential, Execution method and data analysis. After selecting the sample by cluster random sampling method, to collect data after providing the necessary explanations about the research and how to answer the questions, participants were asked to provide the questionnaires that were provided to them as a package. After collecting the data, the research results were analyzed in two descriptive sections using (tables - graphs and correlation) and in the inferential section of the structural equation method, in this study to analyze the data. Lisrel and SPSS software were used.

3. Findings

According to demographic findings, the highest frequency of age was related to 16-year-old subjects. In other words, 34.75% of the subjects are sixteen years old. The lowest frequency is related to the age group of seventeen years with a frequency of 32.50%. The frequency of each age group is shown graphically in the chart below. Among the subjects, 34.75% are studying in the eleventh grade, which is the highest number compared to the other two grades. The lowest number is in the tenth grade with 32.75%, which is not a big difference in terms of number with the twelfth grade with 43.50%.

The normality of the data related to the research variables was evaluated using the Kolmogorov-Smirnov test. The results showed that the level of significance in all variables was greater than 0.05, in other words, their distribution was normal. The table below shows the mean values, standard deviation, skewness and elongation for the research variables.

Table1. Statistical characteristics of research variables

| | Average | The standard deviation | skewness | Elongation |
|-------------------------------------|---------|------------------------|----------|------------|
| Social competence | 3/71 | 0.60 | 1.19 | 0.85 |
| Self-regulatory | 3/15 | 0.31 | -0.71 | -0.22 |
| Parental link | | | | |
| Mother | 1.53 | 0.17 | -0.06 | 0.84 |
| Father | | | | |
| Positive development of adolescence | 1.53 | 0.15 | -0.57 | 0.96 |
| Perception of the school atmosphere | 2.54 | 0.26 | -0.31 | -0.30 |
| | 3.03 | 0.53 | -0.38 | -1.04 |

Factor analysis test was performed on all variables. The standardized parameter estimates in the figure below show that all indicators are statistically significant and its factor loads are at a high level. Examination of the results of the fit indices indicates the proper fit of the model. As can be seen in the results, almost all indicators are statistically sufficient. Therefore, it can be concluded with great confidence that the researcher has achieved a complete fit of these indicators.

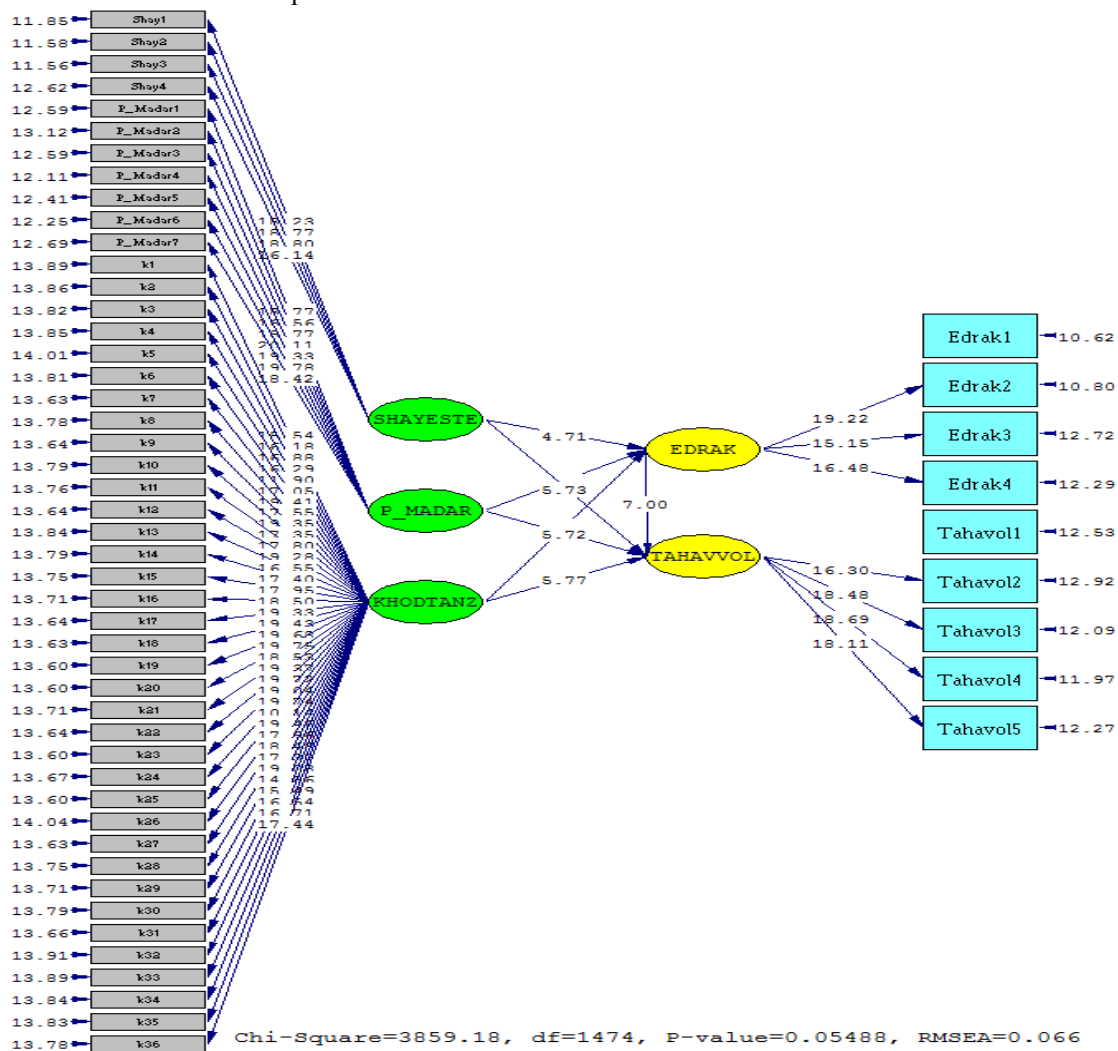


Figure1. The final structural model of research in the form of standard coefficients to predict the positive development of adolescence

As shown in Figure 1, all the values of the model parameters are shown along with the factor loads and path coefficients. According to the values of standard coefficients and significance coefficients of t obtained in the above figures (values of t above 2.58), it can be inferred that there is a direct relationship between the factors. As the Chi-square and RMSEA indices show, the model provides a more appropriate fit to the data. The implemented model and the fitting path diagram of the following figures were obtained. The figures above show the path diagram fitted to the data. As shown in the figures above, all values of the model parameters are shown along with the factor loads and path coefficients. According to the values of standard coefficients and significance coefficients of t obtained in the following figures (values of t above 2.58), it can be inferred that there are direct relationships between the factors.

The following table lists the most important and common fitting indicators. As can be seen, almost all indicators are statistically sufficient. Therefore, with great confidence, it can be concluded that the researcher has achieved a complete fit about these indicators. The model outputs are examined in the table below. As the Chi-square and RMSEA indices show, the model provides a more appropriate fit to the data. The model outputs are examined in the table below

Table2. Indicators of model path fit analysis

| Index name | Fitting characteristics | |
|---------------------------------------|-------------------------|------------------|
| | the amount of | Limit |
| Chi-square / df | 2.45 | Less than 3 |
| RMSEA (root mean of estimation error) | 0.069 | Less than 0.1 |
| CFI (Modified Fit) | 0.98 | Greater than 0.9 |
| NFI (Softened Fit) | 0.98 | Greater than 0.9 |
| GFI (Fit Goodness) | 0.94 | Greater than 0.9 |
| AGFI (Modified Fit Goodness) | 0.92 | Greater than 0.9 |

In the table below, the path coefficients are given along with significant values. As can be seen, all routes are accepted.

Table3. Path coefficients, significant values and their status

| Direction | Path coefficient | The value of t | Condition |
|---|------------------|----------------|-----------|
| Self-regulatory → Positive development of adolescence | 0.46 | 5.77 | Confirmed |
| Social competence → | 0.45 | 5.73 | Confirmed |
| Parental transplant → | 0.44 | 5.72 | Confirmed |
| Self-regulatory → Perception of the school atmosphere | 0.41 | 5.51 | Confirmed |
| Social competence → | 0.44 | 4.71 | Confirmed |
| Parental transplant → | 0.49 | 5.80 | Confirmed |
| Perception of the school atmosphere → Positive development of adolescence | 0.43 | 7.00 | Confirmed |

To investigate the direct and indirect effects of independent variables on dependents, it is necessary to provide total, direct and indirect effects for the endogenous variable of the model, which can be seen in the following tables. To investigate the direct and indirect effects of independent variables on dependents, it is necessary to provide total, direct and indirect effects for the endogenous variable of the model, which can be seen in the following tables.

Table4. Separation of effects, direct and indirect in the research model

| independent variable | The dependent variable | Effect | | |
|-------------------------------------|-------------------------------------|--------|--------------------|-------|
| | | Direct | indirect | Total |
| Self-regulatory | Perception of the school atmosphere | 0.41 | ---- | 0.41 |
| Perception of the school atmosphere | Positive development of adolescence | 0.43 | ---- | 0.40 |
| Self-regulatory | Positive development of adolescence | 0.46 | 0.41 * 0.43 = 0.18 | 0.64 |
| Social competence | Perception of the school atmosphere | 0.44 | ---- | 0.44 |
| Perception of the school atmosphere | Positive development of adolescence | 0.43 | ---- | 0.43 |
| Social competence | Positive development of adolescence | 0.45 | 0.44 * 0.43 = 0.19 | 0.64 |

| | | | | |
|-------------------------------------|-------------------------------------|------|--------------------|------|
| Parental bond | Perception of the school atmosphere | 0.49 | ---- | 0.49 |
| Perception of the school atmosphere | Positive development of adolescence | 0.43 | ----- | 0.43 |
| Parental bond | Positive development of adolescence | 0.44 | 0.49 * 0.43 = 0.21 | 0.65 |

4. Discussion

The aim of this study was to predict the positive development of adolescence based on self-regulation, social competence and parental bond with the mediating role of perception of school atmosphere. The results showed that the research has a good fit and the positive development of adolescence can be predicted based on the variables of self-regulation, social competence and parental bond with the mediating role of perception of school atmosphere and the research hypotheses were confirmed. These findings are consistent with the results of research by Catalano, Berglund (2019), Sun (2015), Milot (2014), (Kazempour, Ghadiri, Eslami, 2017), Kiani (2016), Tanhaye Rashvanloo, Hejazi (2012). Explaining the results of the research, it can be said that since adolescence is associated with comprehensive and profound personality development, adolescents must first adapt to physical changes, then it is inevitable to adapt to a set of value systems and in Gently become independent among the wide network (family, school, friends, etc.) and be ready to enter the community and communicate with people in the form of different roles and be present in different places such as university, workplace, community and family. And operate. Adolescent positive development is the best way to prevent problems related to adolescent behavior change, and as a result, as the components of adolescent positive development increase, the components of high-risk behavior decrease. When a teenager's life path is accompanied by positive developmental traits, he or she will move toward the ideal adult in his or her life path, in which the adolescent must be well involved in matters concerning himself or herself, family, and community, and have the ability to deal successfully. Acquire daily life with challenges and obstacles and play an active role in its transformation (Farzad, 2016).

Explaining the research findings on the role of self-regulation in the positive development of adolescence, it was concluded that self-regulation plays an important role in the formation of positive adolescent development and adolescents can take a step towards achieving their goals by controlling their thoughts, feelings and emotions, towards a positive development of adolescence. In addition to self-regulation, social competence is also a variable that according to the research results can predict the positive development of adolescence. Acquiring social competence skills during the early stages of personal life helps to cultivate this skill during the next period of development (Arsal, 2010). From the perspective of positive adolescent development, low levels of social competence and poor interpersonal skills will lead to risky and antisocial behaviors in individuals. Positive social skills are an important variable for healthy social development, adolescents with high social competence have stronger self-concept and can communicate well with their peers. Adolescents who are more socially competent, make more progress in school, and score better. Developing social competence can improve cognitive development and behavior management. There is a significant relationship between social competence and positive outcomes of future life of adolescents such as marriage and successful employment, and lack of social competence in adolescents is associated with aggressive behaviors such as bullying. Positive social skills are an important variable for healthy social transformation (Saber Fard, 2019).

Mize (2010) showed that social competence can enhance the positive development of adolescence and reduce stress. Perceptions of social competence can motivate students to engage in transformational tasks and life challenges and favorable conditions, and adolescents with high perceptions of competence have appropriate adaptive functions. Therefore, motivational factors such as students' trust and confidence in their abilities can be considered as predictors of positive adolescent development. One of the most important external components in the process of positive adolescent development, which is based on research results, is parental bonding. Parents, as the first factor in children's socialization with the type of bonding with them, play an important role in their children's psychological development. Parental behavior

can mainly affect the inhibition or satisfaction of adolescent psychological needs. Experiencing good relationships with parents and raising them in a regular and calm environment contributes to psychological well-being and socialization. People need to feel belonging to their parents and feel safe in their relationships with them. Accordingly, parents who are sensitive to the needs of their children and have a warm and friendly behavior, along with encouragement towards them, will satisfy the need to belong to them by creating security, which in turn leads to high levels of positive adolescent development. Explaining the research findings, adolescents with parents who support their autonomy and are also warm and receptive report a higher level of positive adolescent development. Supportive parents are responsive and balanced to adolescents' issues as an external factor, and adolescents who report high links to adverse parenting functions have more mental health problems and problem behaviors than adolescents who report favorable parenting relationships. Adolescent incompatibility is partly affected by inappropriate parental bonding (Fayazi, 2017). Adolescents need the proper care and support of each parent and should be helped to achieve full independence. Parental behavior and parental bonding contribute to adolescent personality development and being in the positive development of adolescence. Finally, in explaining the research findings and confirming the research hypotheses, the perception of the school atmosphere can indirectly predict the positive development of adolescence. Because students spend at least a quarter of their waking hours at school, school and interaction with students and teachers can contribute to positive adolescent developmental change. Proper perception of the school atmosphere has positive consequences for students' behavior. When a person enters social environments such as school, if he does not have a good perception of the school atmosphere due to discomfort and not being understood by others and not feeling friendly with others, conflict, indifference and low self-esteem. Some kind of incompatibility will be added (Allameh, Haji Yakhchali, 2015). Adequate perception of the school atmosphere has positive consequences on students' behavior. Based on the research findings and in confirming the research hypothesis, school students who are not given the opportunity of autonomy, trust and communication face problems in terms of social and academic development. They will be. Therefore, it can be said that the optimal perception of the school atmosphere can be related to the emotional and cognitive development of adolescents, but it has an indirect effect on this process. In the results of this study, parental bonding and perception of school atmosphere have been identified as tissue factors affecting the positive development of adolescents. Finally, based on the results of this study, it was found that the positive development and growth of adolescents can be predicted if the individual and environmental resources and camps together, in line with their evolutionary path of supportive and positive characteristics. Enrich and enrich family systems, school and desirable personality traits of individuals lead to the formation of positive change in adolescents (Arsal, 2010). Based on the research results, it is suggested that the variables of the research model be used to create or increase positive change in adolescents. In addition, it is suggested that this study be performed on male adolescents as well. One of the limitations of this study is its implementation on female adolescents, so it cannot be generalized to male adolescents.

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