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Relationship between family climate and personal and social competencies in school students

Relación entre el clima familiar y las competencias de Personal Social en estudiantes escolares

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Abstract

The purpose of this research was to determine the level of relationship between family climate and Personal Social competencies of students at an educational institution. To this end, a quantitative methodology with a descriptive and exploratory approach was used, supported by a review of various relevant theories. The sample consisted of the twenty-one students enrolled at the institution. Data collection was conducted through a questionnaire survey, the results of which were quantitatively analyzed. The findings indicated that student responses were satisfactory, with percentages ranging from 52% to 100%. Additionally, the Spearman correlation test revealed a positive and significant relationship between family climate and Personal Social competencies. This suggests that as the family climate improves, competencies in this area also strengthen. Consequently, these results provide valuable information for optimizing the teaching-learning process and fostering students' comprehensive development, considering both their personal and social environments. The research underscores the importance of a supportive family environment as a key factor in strengthening essential competencies in the educational context.

Keywords: Personal and Social Studies, family climate, competencies.

Resumen

Esta investigación tuvo como propósito determinar el nivel de relación entre el clima familiar y las competencias en el área de Personal Social de los estudiantes de una institución educativa. Para ello, se empleó una metodología cuantitativa con un enfoque descriptivo y exploratorio, sustentada en la revisión de diversas teorías relevantes. La muestra estuvo constituida por los veintiún estudiantes matriculados en la institución. La recolección de datos se realizó mediante una encuesta aplicada a través de un cuestionario, cuyos resultados fueron analizados cuantitativamente. Los hallazgos indicaron que las respuestas de los estudiantes fueron satisfactorias, con porcentajes que oscilaron entre el 52 % y el 100 %. Adicionalmente, la aplicación de la prueba de correlación de Spearman reveló una relación positiva y significativa entre el clima familiar y las competencias en Personal Social. Esto sugiere que a medida que mejora el clima familiar, se potencian también las competencias en dicha área. En consecuencia, estos resultados aportan información valiosa para optimizar el proceso de enseñanza-aprendizaje y fomentar el desarrollo integral de los estudiantes, considerando tanto su

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ámbito personal como social. La investigación subraya la importancia de un ambiente familiar favorable como factor clave para el fortalecimiento de competencias esenciales en el contexto educativo.

Palabras clave: área de Personal Social, clima familiar, competencias.

Introduction

The family climate is fundamental for the emotional and social development of children, as it directly influences their skills within the Social Personal area at school. In this regard, a warm family environment characterized by effective communication and clear norms facilitates the achievement of competencies, fosters empathy, self-regulation, and promotes harmonious coexistence. According to the ecological theory of human development (Bronfenbrenner, 1979), the microsystem—which includes the family—exerts a direct and constant influence on student development, interacting with other contexts such as the school (in Sadownik, 2023). Therefore, understanding family dynamics allows for a clearer interpretation of students' social and emotional behaviors in the classroom, as well as their ability to participate, resolve conflicts, and work collaboratively—essential competencies in the Social Personal area of basic education.

This research is justified by the need to understand and demonstrate the relationship between family climate and the development of competencies in the Social Personal area, which are essential for ethical formation, personal identity, harmonious coexistence, and responsible participation of students in their environment. Theoretically, the study contributes to knowledge about the interaction between the affective-family environment and the socio-emotional and attitudinal development of schoolchildren. Practically, it responds to the demand for improving the articulation between family and school, especially in contexts like Laredo, where deficiencies affecting the comprehensive development of students are observed. Methodologically, the research presents an approach that ensures valid and replicable results in other educational institutions, providing information to design strategies that strengthen both school coexistence and the formative role of the family.

Furthermore, the conclusions of this study will be useful for schools to recognize the importance of investing in awareness and training plans regarding the variables under analysis, applying educational strategies that positively impact student learning in the short, medium, and long term.

Regarding theoretical foundations, Moss (1979) defines family social climate as the emotional and mental environment perceived by family members, which significantly influences their growth and well-being. Additionally, he argues that this family climate acts as a "social educator" that particularly impacts individual development, especially in personality formation and behavior. On the other hand, Benítez et al. (2000) emphasize the importance of a more inclusive and respectful society, proposing a classification of families based on various orientations, such as expression, structure, independence, goal achievement, religion, conflict, and order. In the educational realm, Ferragut and Fierro (2012) conceptualize academic performance as the level of understanding a student achieves within a specific grade. Similarly, Lamas (2015) notes that student performance is influenced by multiple factors, one of which is family climate. In this sense, Beneyto (2015) warns that in earlier times, low academic performance was attributed exclusively to internal causes of the student, without considering external factors. Finally, Nevárez-Espinoza and Barcia-Briones (2022) emphasize that academic performance continues to be a central element for evaluating children's learning, according to current pedagogical approaches.

Based on the above, the primary objective of this research is to determine the relationship between family climate and competencies in the Social Personal area in an educational institution (E.I.). To achieve this, the following specific objectives were established: 1) determine the level of family climate; 2) evaluate the competencies of Social Personal among students; 3) identify, from the students' perspective, the competencies of Social Personal in teachers; and 4) analyze the relationship between family climate and the Social Personal area within the E.I.

Materials and methods

This research utilized both physical and virtual resources, including a laptop, USB drives, printer, virtual environments, digital libraries, and online scientific articles. Additionally, technological tools such as Microsoft Word, Excel, bibliographic managers, and APA style guidelines in their seventh edition were employed to support the research process. The study adopted a quantitative approach, with an exploratory and descriptive design. To interpret the information and establish relationships between the data, historical-logical and analytical-synthetic methods were applied (Espinoza & Toscano, 2015), as well as the systemic method (Pérez et al., 1996).

From an epistemological perspective, the research is framed within the positivist paradigm, which seeks to understand family phenomena based on empirical evidence and quantifiable analysis. Under a quantitative and

correlational perspective, the study aims to demonstrate a significant relationship between the variables, generating replicable and generalizable results, as noted by Creswell (2014).

The study population consisted of twenty-one primary school students from an educational institution, considering the entire population due to the small sample size. For the theoretical information collection, indexed scientific journals and accredited sources from recognized universities were used, while unvalidated sources from the scientific community were excluded.

Data collection was carried out using a questionnaire validated by experts, ensuring the relevance, clarity, and coherence of the items in relation to the proposed objectives.

Descriptive correlational design

Diagram:

O1
M r
O2

M: Students from E.I. Antenor Orrego de Laredo
O1: Independent variable: family climate
O2: Dependent variable: competencies in the Social Personal area

For data analysis, descriptive tables of frequencies and percentages were employed to clearly show the distribution of information (Table 1). In the inferential analysis, the Shapiro-Wilk normality test was applied, suitable for small samples (n < 50), to determine the most appropriate correlation test (Table 2). As normality was not met, Spearman's correlation was applied (Table 3).

Results

Table 1
Family climate in the educational institution, according to students

No.	ITEMS	YES	%	NO	%
1	Do your parents have a good emotional relationship with you?	18	86	3	14
2	Do you live with your parents and siblings?	19	91	2	9
3	Do your parents provide you affection?	19	91	2	9
4	Do you respect the opinions of all family members?	16	76	5	24
5	Are you reprimanded when you do something wrong?	21	100	—	—

Note. Data compiled by the authors (2025)

The information reflected in Table 1 reveals predominantly positive perceptions regarding family climate among students. Firstly, 86% reported that their parents maintain a good emotional relationship with them, which is an important indicator of healthy family bonds. Additionally, 91% indicated that they live with their parents and siblings, suggesting the presence of a stable family structure in most cases. Consistently, the same percentage acknowledged receiving affection from their parents, confirming a warm and affectionate environment. However, respect for the opinions of all family members decreases to 76%, which may indicate certain difficulties in communication or shared decision-making. Finally, 100% of students agreed that they are reprimanded when they engage in inappropriate behavior, demonstrating the existence of clear rules and boundaries at home, essential for formation and discipline.

Table 2
Social personal competencies in students

No.	ITEMS	YES	%	NO	%
6	Do you complete all your school assignments?	11	52	9	48
7	Are your assignments checked and signed?	11	52	9	48
8	Do you forget to complete any assignments at home?	15	71	6	29

Note. Data compiled by the authors (2025)

The data in Table 2 reflects certain challenges in the development of Social Personal competencies among students. Only 52% reported completing all their school assignments, indicating that nearly half face difficulties possibly related to organization, responsibility, or study environment. Similarly, parental supervision appears limited, as only 52% indicated that their assignments are checked and signed, which could affect academic performance monitoring. Additionally, 71% admitted to forgetting to complete an assignment at home, pointing to weaknesses in study habits, time management, or personal motivation.

Table 3
Social personal competencies in teachers according to student perception

No.	ITEMS	YES	%	NO	%
9	Did you observe that your teacher uses additional materials to teach?	19	91	2	9
10	Do you participate in class with ideas, questions, and opinions?	15	71	6	29

Note. Data compiled by the authors (2025)

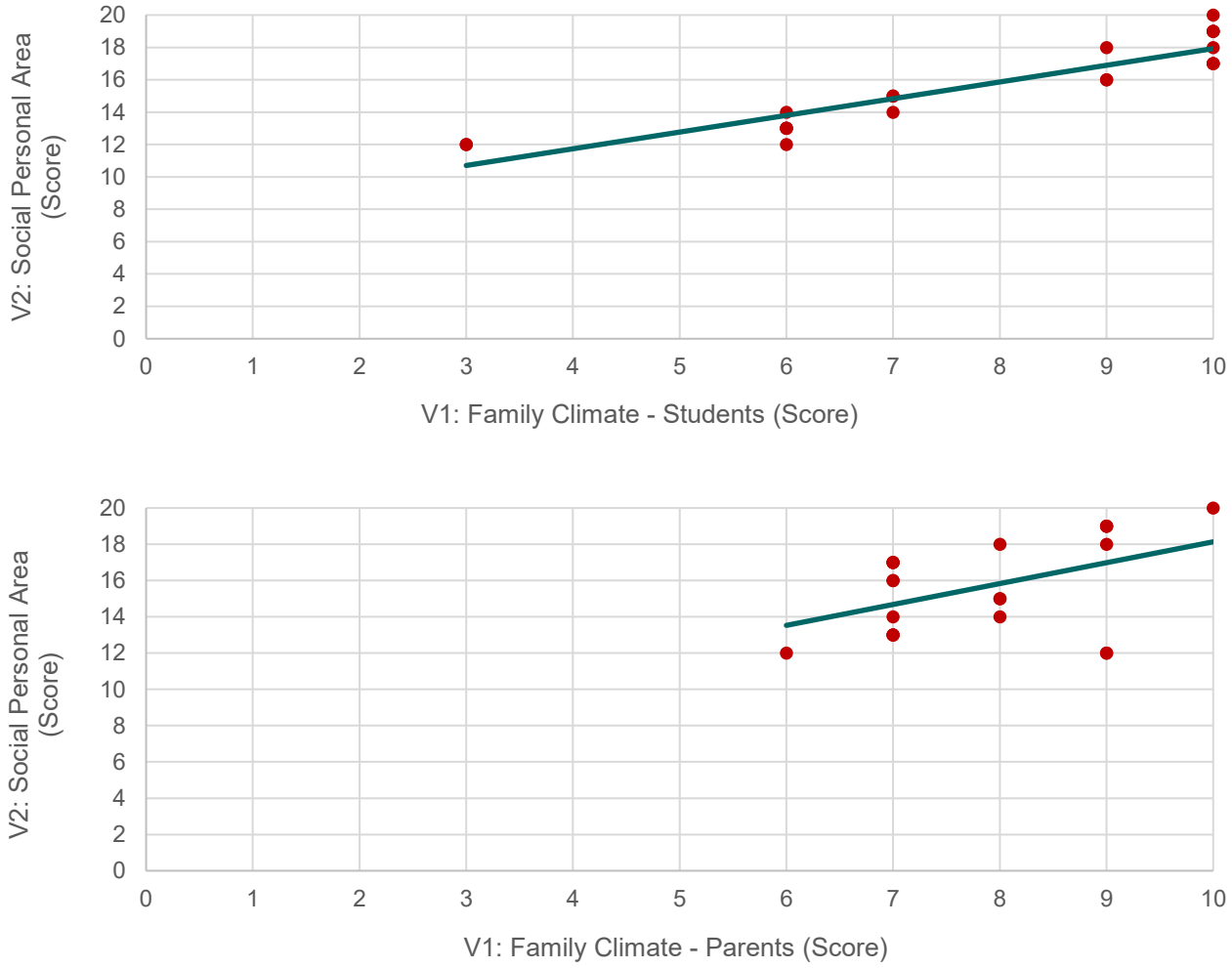
The results in Table 3 highlight relevant aspects of teacher performance from the students' perspective. A significant majority (91%) perceive that teachers utilize additional materials, which enhances understanding and motivation. On the other hand, 71% actively participate in class with ideas, questions, and opinions, reflecting an open interaction environment. However, the remaining 29% do not participate, suggesting the need for more inclusive strategies to encourage participation from all students.

Table 4
Normality test of the variables

Variable	Shapiro-Wilk Statistic	df	p-value
Family climate	0.076	21	0.024
Personal area	0.071	21	0.003*

According to the Shapiro-Wilk normality test, both variables, family climate ($p = 0.024$) and personal area ($p = 0.003$), present significance values lower than 0.05, indicating that they do not follow a normal distribution. Therefore, the null hypothesis of normality is rejected, justifying the use of non-parametric tests for inferential analysis.

Figure 1
Scatter plot: relationship between family climate (V1) and social personal area (V2)



Note. Data compiled by the authors (2025)

The first graph in Figure 1 shows an upward linear relationship between students' family climate (V1) and the development of the Social Personal area (V2), indicating that as family climate improves, social personal competencies increase. Similarly, the second graph illustrates this positive relationship between parents' family climate and the Social Personal area, reinforcing the positive association between both variables.

Table 5
Correlation test between family climate and social personal Area (Spearman)

	Parents		Students	
Spearman Test	r_s	0.782	r_s	0.791
	n	21	n	21
	significance	0.001	significance	0.000

Note. r_s = Spearman correlation coefficient

The results of the Spearman correlation indicate a positive and significant relationship between family climate and the Social Personal area, both for parents and students. For parents, the coefficient was $r_s = 0.782$ ($p = 0.001$), and for students, $r_s = 0.791$ ($p = 0.000$). This demonstrates that as family climate improves, the development of competencies in the Social Personal area also strengthens, confirming the importance of this relationship in both groups.

Discussion

The analysis of the data, particularly through the scatter plot, reveals an upward linear relationship between the studied variables, demonstrating that family climate increases as competencies in the Social Personal area improve. This behavior is reflected in both the first graph of Figure 1, corresponding to student perceptions, and in the second chart, which involves the perspectives of parents. These results align with the definition provided by Moss (1979), who conceptualizes family social climate as the emotional quality of an environment and its impact on individuals, perceived by family members and directly influencing their growth and well-being. Additionally, Ferragut and Fierro (2012) highlight that academic performance corresponds to the level of understanding a student possesses at a given grade. Consequently, it can be concluded that a positive family climate enhances students' education within the educational institution, especially when competent teachers are present.

From a methodological standpoint, the research employed quantitative methods through surveys and statistical analyses, including scatter plots. The results can be summarized in four main aspects:

1. **Level of family climate**: The analysis of the questionnaire administered to twenty-one students showed that positive responses ranged from 76% to 100% (Table 1). This supports the theory proposed by Moss (1979), which posits that family climate functions as a "social educator" with a decisive impact on individual development, particularly in character and temperament formation.
2. **Social personal competencies in students**: According to the data, 52% reported completing all their school assignments, the same percentage indicated that their tasks are checked and signed by their parents, and 71% admitted to forgetting to complete any assignments at home. These results reflect that, although a favorable family climate exists, there are still challenges in monitoring and fulfilling academic responsibilities. Moreover, Nevárez-Espinoza and Barcia-Briones (2022) emphasize that academic performance is crucial for assessing learning quality, while Beneyto (2015) highlights that, beyond intrinsic causes, extrinsic factors such as the parent-child relationship and educational context significantly influence performance.
3. **Teacher competencies in the social personal area**: Ninety-one percent of students recognized that teachers use additional materials in their classes, and 71% actively participate with ideas and questions (Table 3). This demonstrates that teachers exhibit responsibility, creativity, and innovation, fostering participation in the educational process. However, a lack of collaboration between parents, students, and teachers is noted, negatively affecting academic performance. In this regard, Nevárez-Espinoza and Barcia-Briones (2022) emphasize the importance of a pedagogical approach focused on academic performance as an indicator of learning.
4. **Relationship between family climate and social personal area**: The Spearman correlation test and scatter plots reveal a positive and significant relationship between both variables in students and parents. These findings coincide with international studies, such as those from the Programme for International Student Assessment (PISA), which highlight the joint influence of intrinsic and extrinsic factors, including the family and socioeconomic context, on students' performance and personal development.

In this context, it is pertinent to cite Peñaloza (2005), who asserts that the formative process begins at home under parental guidance and is consolidated in school. This underscores the importance of understanding that comprehensive formation cannot solely depend on the school system or teachers. A common error, both in social discourse and in parents' perceptions, is to assume that learning is the exclusive responsibility of the school, thus relegating the crucial role of family. Therefore, it is essential to revalue the active role of parents as key educational agents, whose direct influence is fundamental for their children's personal and social development.

Conclusions

The research demonstrates a positive and significant relationship between family climate and the development of the Social Personal area, supported by the Spearman correlation test. The obtained coefficients

reveal a strong association between the analyzed variables, suggesting that as a favorable family climate is perceived, competencies in the Social Personal area are also strengthened.

It is established that the level of family climate in the educational institution is positive, based on the constant presence and active commitment of parents, as well as the affectionate relationship they maintain with their children.

On the other hand, students' competencies in Social Personal show favorable results, as reflected in the survey. This indicates that an appropriate family climate significantly contributes to students' learning and performance, reinforcing their participation within the teaching-learning process.

Regarding teacher competencies in Social Personal, students' perspectives indicate a positive evaluation, highlighting the importance of teachers possessing the necessary skills to meet educational demands. Therefore, it is essential for the institution to continue promoting ongoing training and updating of teaching staff to strengthen these competencies.

Finally, it is concluded that family climate is a crucial factor for students' learning, as the active participation and emotional commitment of parents facilitate the fulfillment of academic responsibilities at home. Similarly, this collaboration encourages teachers to strive and actively participate in the educational process, thereby contributing to the ongoing improvement of educational quality in the country.

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