

# The Influence of Parent, Peer, Teacher Support on Students' Social Competence Using Structural Equation Modeling

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## ABSTRACT

Social competence is considered as the fundamental resources that children possess in a relational society. In the aftermath of the pandemic, students' social competence is called into doubt. In predicting the social competence of students, this study examined the impact of parents, teacher, and peer support. A total of 601 junior high school students residing in Medan City were selected as the research sample for this quantitative cross-sectional survey study. The researchers employed convenience sampling techniques to acquire the samples. The information was gathered via a Google form into which researchers distributed a forty-one-item online questionnaire. In this investigation, SmartPLS3 software aided in the analysis of the data via structural equation modeling (SEM). As indicated by the findings, students' social competence is influenced by the support of their parents, peers, and teachers. Students' social competence was found to be more significantly impacted by the support of peers and teachers than by parental support. The conclusion of the study confirmed the support of parents, peers, teachers for students' social competence post-pandemic.

**Keywords:** Parent Support, Peer Support, Teacher Support, Social Competence

## INTRODUCTION

Social competence refers to the ability to engage in meaningful interactions with others (Junge et al., 2020). Social competence develops gradually during childhood and adolescence, with internal, external, and cognitive factors playing an important role (Tuerk et al., 2021). These skills include expressing oneself, speaking effectively, understanding the role of others in relation to oneself, outlining the motivations of others, and building a sense of security with others (Rusijono et al., 2020).

Social competence as the basic living capital of children in social society. Socially competent children must show cooperation and empathy, while inhibiting antisocial behavior (Kokkonen et al., 2020). Individuals who have higher social competence correlate with higher learning motivation and lower anxiety (Magelinskaitė et al., 2014). The results showed that people who have higher social competence have a pleasant personality, tolerant, socially integrated, calm, and willing to collaborate with peers, and behave prosocially (Fang et al., 2022), inhibit the negative impact of low socio-economic status (Meilstrup et al., 2020), reduce bullying behavior (Eldiorita & Layyinah, 2019; Trigueros et al., 2020), and reducing educational inequality (Wang et al., 2023). Ma (2012) believes that social competence as a construct of positive youth development.

Conversely, students who have less social competence can cause social anxiety. Social anxiety is the most frequent mental health problem and there is no consensus on the relationship between social skills and anxiety (Bolsoni-Silva & Loureiro, 2014). Children with less social competence may experience inefficient use of cognitive strategies that regulate attention, sensory perception and planning (Challita et al., 2019). Social, emotional and behavioral competence is a serious problem among students (Y. Yang et al., 2019). Therefore, social competence is very important for adults and students because it provides the ability to communicate

and transfer information, as well as new abilities applied to the learning process, education, and social life (Gedvilienė & Stancikas, 2019).

However, students' social competence after the COVID-19 pandemic is questioned, especially in students who come from families with low incomes (Garber et al., 2023). Parents from low-income families experience various difficulties, which make these parents more likely to experience stress, thus increasing the tendency of parents to adopt harsh parenting practices that damage parent-child relationships (Ho et al., 2022) whereas children's social competence has a positive correlation with fathers' participation in parenting and parental role satisfaction (Cho et al., 2023). In addition, the social competence of children who come from migrant families is lower than their friends who come from local families (Dicaldo et al., 2023). Even the results showed that peer relationships were found to be inconsistently related to teacher and social competence of students (de Swart et al., 2023). Meanwhile, based on the time background, children's social competence in 2019 was better than in 2020 (X. Li et al., 2022). That is, there is a decrease in children's social competence. Therefore, researchers try to fill this research gap through comprehensive follow-up research.

In developing social competence children need social support at home and school (Lecce et al., 2017). Social support from parents, peers, and teachers becomes a training ground to develop children's social competence (Pradesa, H. A. et al., 2023). Yang et al. (2020) state that parenting behavior is substantially influenced by parental competence and satisfaction during parenthood; Social support of parents is an indispensable factor to speed up this process. Meanwhile, peer support can also develop student competence because students spend a lot of time with their friends. Suresh et al. (2021) state that peer support, particularly social and emotional assistance provided by peers to peers, is a valuable resource for improving children's mental well-being, the same statement was also conveyed by Wahyuni, S. (2023). Meanwhile, teacher support in schools improves children's psychological well-being in learning through the development of social competencies with school residents (Hellfeldt et al., 2020; Luna et al., 2020).

Social competence has been widely studied from various different student backgrounds, including preschool (Jurkic et al., 2023; Panula et al., 2020), elementary school (Pakarinen et al., 2020; Soininen et al., 2023; Wang et al., 2023), autistic adolescents (W. Ma et al., 2023). And different research focuses include focusing on sexting behavior in adolescents (Foody et al., 2023), prosocial perceptions of parents (Kansok-Dusche et al., 2023). The current research analyzes the association of social support factors that affect the social competence of adolescents at the junior high school level in the post-pandemic setting that still needs to be explored in depth. This research provides understanding in training students' social competence at home and school. Parents and schools must collaborate and be open to students' social development. Parents must convey the social development of their children to teachers without anything being covered and teachers must also convey the social development of students at school to parents as is. Thus, this study aims to analyze the effect of parent, teacher and peer support in predicting students' social competence.

## THEORETICAL FRAMEWORK

Social learning theory explains that human behavior has a continuous reciprocal interaction between cognitive, behavioral, and environmental influences. Most human behavior is learned observationally through modeling, i.e. from observing others. Then the results serve as a guide to action (Bandura, 1977). Bandura's social learning theory is useful for explaining the importance of connecting with others by having conversations, participating in learning communities, joining communities of practice, and engaging in mentoring relationships (Bond & Blevins, 2020). Social interaction and human relationships are two major components in producing the desired effect on others in certain social situations (Chuang, 2021; Rose & LeCroy, 1985).

By integrating behavioral and cognitive theories of learning, social learning theory provides a comprehensive model capable of explaining diverse real-world learning experiences. In contrast to the idea that learning is exclusively a behavioral process, this theory argues that it is a cognitive operation that occurs within a social framework. In this context, learning includes the process of observing, obtaining information from what is observed, and formulating judgments regarding the implementation of behavior (referred to as observational learning or modeling). Information is not passively received by learners (Cilliers, 2021). The social learning process begins with differential associations because learning most often occurs when people interact with intimate personal groups, such as parents, close friends, peers, and family members (Li, 2022). The acquisition of social competencies, such as demonstrating prosocial behavior (meeting the needs of others) and social initiative (meeting one's own needs), is one of the main developmental tasks in childhood and adolescence (Huber et al., 2019). If these needs are not met then deviant behavior occurs. Deviant behavior occurs due to imitating deviant behavior without deliberate and conscious processing of information. Rational observational learning relies on opinions and suggestions from social references (Dewan et al., 2017).

**Parent, Teacher, Peer and Social Competence Support**

Psychological factors known as social support are supposed to help parenting (Taylor et al., 2015). Parent-child relationships that emphasize social skills, partnerships, and learning from previous experiences lead to social competence (Ahmad & Amin, 2019). The results showed that couple interaction extends to parenting which impacts parent-child attachment, which is associated with positive child development outcomes (Neppl et al., 2019).

Previous research reported that high parental social competence reduces the relationship between children's externalizing behavior and poor children's social skills (Jia et al., 2021). Positive identity, parental support, and friend support are associated with a lower likelihood of experiencing victimization of bullying (Yourell & Doty, 2022). Bullying usually occurs in children who have problems with their social competence. In summary, the study states that parental support is an important family factor affecting children's social competence and hypothesizes:

***H1: Parental support significantly and positively affects children's social competence.***

Teachers have a role in providing social support related to students' social and emotional competence (Humphries et al., 2012). A good teacher-student relationship can increase social competence and reduce the level of student shyness that can lead to antisocial behavior (Acar et al., 2020). The positive quality of teacher-student relationships also reduces the relationship between students' internalizing behavior and students' poor social skills (Jia et al., 2021). This can also reduce student stress because they have positive thoughts, thus making them enthusiastic about learning (Suud et al., 2023). Teacher support is reflected through teacher-student relationships in social interactions (Muhonen et al., 2022; Salminen et al., 2022).

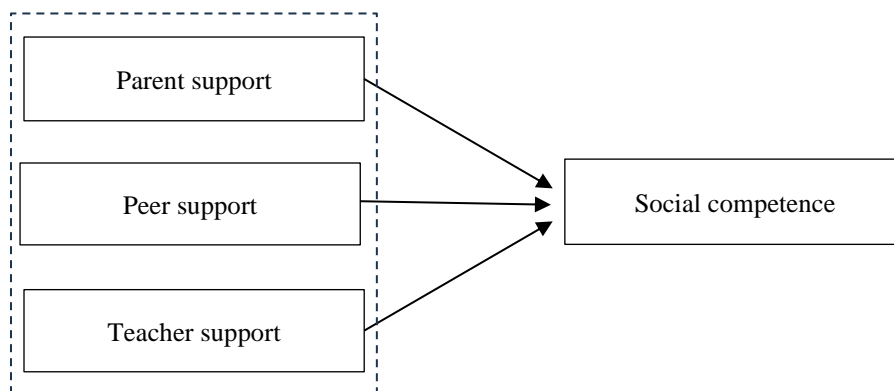
Research has shown that it is more important to understand social support from parents and teachers than simply to connect with both (Bundick & Tirri, 2014). Recent research states that teacher support is positively related to students' competence and social knowledge (Sincer et al., 2022). In summary, the study states that teacher support is a vital school environmental factor that impacts students' social competence and hypothesizes:

***H2: Teacher support significantly and positively affects students' social competence***

An important part of a child's social development is how the child interacts with peers (Cillessen & Bellmore, 2022). Strong peer support is necessary for an effective school experience (C. Yang & Brown, 2015). In addition, positive interactions with peers increase engagement and support students' academic and social goals (Ruzek et al., 2016). Related research has explored peer support as a social need of students that affects social competence (Brownell, 2008; Coplan et al., 2017). Peers provide activities to other students to improve students' quality of life and improve social competence by giving students knowledge, ways to cope and responsibility (Lasanen et al., 2019).

Social competence refers to the set of social skills necessary to achieve goals in interaction. Assessments are carried out by parents, teachers, and peers, identifying social skills related to the context (Legkauskas & Magelinskaitė-Legkauskienė, 2019). Research reports that students who are troubled with social competence have an impact on social anxiety (Acar et al., 2020) and children who have high social anxiety provide relatively less encouragement in response to higher levels of support from their peers (Silveira-Zaldivara et al., 2021). Therefore, if students feel peers have a positive impact on their social competence, it helps students explore their social (Groh et al., 2014). Based on this, the research hypothesis is as follows:

***H3: Peer support significantly and positively affects students' social competence***



**Figure 1.** Theoretical Framework of Study

This research is a cross-sectional survey research using a quantitative approach. Cross-sectional survey is a type of research design in which data is collected from many different individuals at one point in time (Setia,

2016). This research was conducted after the covid-19 pandemic and students were declared able to return to school. This data collection will be carried out from August 6-16, 2023.

### Participants

This study used convenience sampling as a sampling technique with Junior High School students as research samples in Medan City, North Sumatra, Indonesia. From the results of data collection, 601 students filled out this research questionnaire. Demographic data of participants in this study consisted of age (11-14 years), gender (men and women), and tribe (Aceh, Batak, Jawa, Melayu, Minang, others). The demographic data of the research students are informed in table 1 as follows:

**Table 1.** Participant demographic data

		Frequency	Percent	Valid Percent	Cumulative Percent
Age	11	46	7.7	7.7	7.7
	12	179	29.8	29.8	37.4
	13	194	32.3	32.3	69.7
	14	166	27.6	27.6	97.3
	15	16	2.7	2.7	100.0
	Total	601	100.0	100.0	
Gender	Male	291	48.4	48.4	48.4
	Female	310	51.6	51.6	100.0
	Total	601	100.0	100.0	
Ethnic	Aceh	35	5.8	5.8	5.8
	Batak	128	21.3	21.3	27.1
	Jawa	270	44.9	44.9	72.0
	Others	54	9.0	9.0	81.0
	Melayu	32	5.3	5.3	86.4
	Minang	82	13.6	13.6	100.0
	Total	601	100.0	100.0	

Based on the table above, the demographic characteristics of participants in this study showed that 13 years of age dominated (32.3%), 12 years (29.8%), 14 years (27.6%), 11 years (7.7%), and 15 years (2.7%). In terms of gender, men (48.4%), and women (51.6%). Participants also come from different ethnic backgrounds, namely Acehnese (5.8%), Batak (21.3%), Javanese (44.9%), Malay (5.3%), Minang (13.6%), and others (9.0%).

### Research Instruments

This study used an online questionnaire that researchers shared using a google form consisting of 41 items. Researchers adapted 6 of (Anderson-Butcher et al., 2008) that measured students' social competence. 11 items to measure parent support and 15 items to measure peer support adapted from the Social Support Appraisals Scale (APP) and Highest Factor Loadings of Each Item (Dubow & Ullman, 2010). 9 items adapted from Morais et al. (2019) which measures teacher social support. A 5-point Likert scale was utilized to evaluate each response, with 5 indicating strong agreement and 1 indicating strong disagreement.

### Data Analysis Techniques

SmartPLS 3.0 was utilized to conduct structural equation modeling (SEM) on the data. Prior to proceeding, confirmatory factor analysis (CFA) was conducted on each construct to assess its model fit. Furthermore, in order to assess the reliability and validity of each scale, the CR and AVE values of the standardized factor load were provided. Further examination was conducted on the numerous path coefficients in order to validate the hypotheses. To validate the structural model, the maximum likelihood estimation procedure was implemented as the fourth step. Furthermore, the researchers employed the bootstrap method to analyze the indirect impact of parental, teacher, and peer support on social competences.

## FINDING

### Assessing the Measurement Model

In this study, the psychometric attributes of subjects were established using confirmation factor (CFA) analysis. To determine construct dependencies, researchers use Cronbach (CA) and composite reliability (CR) (Henseler et al., 2015; Mansoor, 2021). All reflective measures (CA > 0.70 and CR values) indicate that the measures used to evaluate the study construction are reliable, as presented in Table 2. The fact that all constructs have factor loadings greater than 0.6 and each dimension has an average variance extracted of greater than 0.5 is support for this claim (Hair, Jr. et al., 2017) including PRTS\_1, PRTS\_2, PRTS\_6, PRTS\_7, PRTS\_11, PS\_1, PS\_5, PS\_11, TS\_1, TS\_2, TS\_6, SC\_1, SC\_3, SC\_6. As a result, fourteen of these items were removed from the model. Establishing the convergent validity of the study construct, the extracted mean variance (AVE) and factor loading of all other indicator variables are within the recommended range.

**Discriminant Validity**

Discriminant validity was assessed in this study through the determination of the Heterotrait-Monotrait (HTMT) ratio (Henseler et al., 2015; Noor et al., 2022). In accordance with the specified range, the HTMT ratio must be below 0.9. As shown in table 3, the HTMT ratio for each construct was below 0.9. Figure 2 illustrates the comprehensive measurement model.

**Table 1.** Factor Loadings, Reliability, and Validity

	Factor Loading				AVE	CR	Cronbach's $\alpha$
	1	2	3	4			
<b>Parent Support</b>					<b>0.560</b>	<b>0.884</b>	<b>0.843</b>
PRTS_10	0.820						
PRTS_3	0.711						
PRTS_4	0.698						
PRTS_5	0.779						
PRTS_8	0.734						
PRTS_9	0.740						
<b>Peer Support</b>					<b>0.549</b>	<b>0.936</b>	<b>0.925</b>
PS_10		0.718					
PS_12		0.766					
PS_13		0.733					
PS_14		0.693					
PS_15		0.786					
PS_2		0.732					
PS_3		0.742					
PS_4		0.778					
PS_6		0.731					
PS_7		0.780					
PS_8		0.705					
PS_9		0.725					
<b>Social Competence</b>					<b>0.681</b>	<b>0.865</b>	<b>0.766</b>
SC_2			0.856				
SC_4			0.799				
SC_5			0.819				
<b>Teacher Support</b>					<b>0.631</b>	<b>0.911</b>	<b>0.882</b>
TS_3				0.807			
TS_4				0.706			
TS_5				0.843			
TS_7				0.755			
TS_8				0.848			
TS_9				0.798			

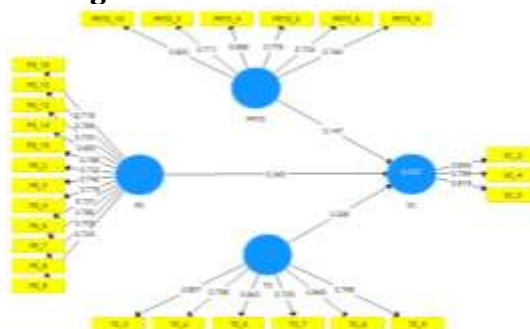
**Note.** CR, composite reliability; AVE, average variance extracted

**Table 2.** Heterotrait-Monotrait Ratio

	1	2	3	4
PRTS				
PS	0.564			
SC	0.489	0.627		
TS	0.468	0.618	0.554	

**Note:** Parent support (PRTS); Peer support (PS); Teacher support (TS); Social competence (SC)

**Figure 1.** Full Measurement Model



**Assessment of the Structural Model**

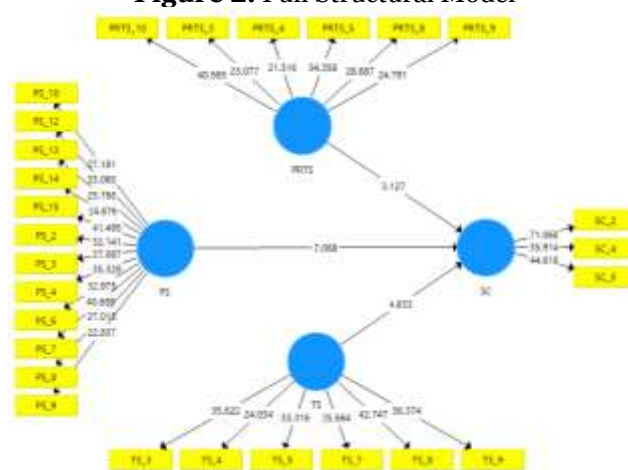
The results of the direct hypothesis are shown in table 4. The results showed a positive and significant association of parent support to social competence ( $\beta = 0.047^{***}$ ,  $t = 3.217$ ), association of peer support to social competence ( $\beta = 0.049^{***}$ ,  $t = 7.068$ ), association of teacher support to social competence ( $\beta = 0.044^{***}$ ,  $t = 4.633$ ). Therefore, as shown in table 4, the results supported hypotheses H1, H2, and H3 of the current study.

**Table 3. Hypothesis Testing Results**

Hypotheses	Std. Beta	t-Value	P Values	Supported
H <sub>1</sub> PRTS → SC	0.047	3.127	0.002	Yes
H <sub>2</sub> PS → SC	0.049	7.068	0.000	Yes
H <sub>3</sub> TS → SC	0.044	4.633	0.000	Yes

**Note:** Parent support (PRTS); Peer support (PS); Teacher support (TS); Social competence (SC)

**Figure 2. Full Structural Model**



**DISCUSSION**

The results showed that parental support had an impact on children's social competence. Parents as home education have a role in building children's social competence (Fernandes et al., 2020; Xie et al., 2022). The development of children's social competence is associated with parenting styles as a form of parental support for children (Lin et al., 2022; Ren & Pope Edwards, 2015). Good parenting and support of mothers and fathers are factors that contribute significantly to children's social competence even in times of economic hardship (Jeon & Neppl, 2019). Furthermore, Huang & Macek (2021) stated that parents emphasize boys' social competence more, while mothers support children's social development more than fathers. Therefore, parental support is a major family environment factor that directly affects a child's social competence.

The results of this study also show that teacher support has an impact on students' social competence. Teachers as parents of students in schools become a place for students to practice social skills after the family environment (Legkauskas & Magelinskaitė-Legkauskienė, 2021). Social competence provides an important role in the educational process, as it is necessary to promote positive and quality learning (Luna et al., 2020). Teacher-student relationships and students' social competencies are investigated in relation to the quality of educational dialogue (Muhonen et al., 2022) as it shapes students' learning experiences (Varghese et al., 2019). Parental supervision and school involvement positively impact students' social competence and academic performance (Brajša-Žganec et al., 2019). Parental social support is a significant predictor of children's enjoyment of school-related activities, especially for women who have low perceptions of self-competence (Shen et al., 2018). Social, interpersonal and learning competencies were significantly correlated with the school adjustments teachers assessed. These aspects account for about one-third of academic achievement, student-teacher conflict, and social anxiety in schools (Legkauskas & Magelinskaitė-Legkauskienė, 2021). Thus, parent-teacher collaboration in developing students' social competencies needs to be built consistently in accompanying student development at home and school.

Peers are also predictors who influence students' social competence. Students spend most of the school day surrounded by and interacting with peers, acceptance by peers in class is crucial (Oberle, 2018). Peer support can build students' social competence (Cillessen & Bellmore, 2022). Peer learning is intended to teach students to be effective social friends based on students' basic abilities and needs. Individuals must learn to initiate positive interactions, respond to those interactions, and work independently or in groups (Martinez et al., 2021). Peer competence correlates with students' perceived sense of security (Groh et al., 2014). However,

Johnson & Johnson, (2018) assert that how students interact with peers in teams is an overlooked aspect of teaching. For

example, some students may feel disconnected from their teachers but feel very close to their peers (León & Liew, 2017).

Perceived peer support partially mediates biases in self-evaluation, depressive symptoms, and social anxiety (Bédard et al., 2014). Through positive experiences with peers can improve social and communicative skills, sociability, cooperation, close friends, and acceptance. Negative experiences lead to aggression, lower social skills, and fewer friends (Brownell, 2008). In fact, shyness indirectly predicts poorer academic achievement and internalization problems due to its negative relationship with peer preferences (Coplan et al., 2017).

Finally, this study supports Bandura's social learning theory which states that human behavior has a continuous mutual interaction between cognitive, behavioral, and environmental influences (Bandura, 1977). The social learning process begins with differential associations because learning most often occurs when people interact with intimate personal groups, such as parents, close friends, peers, and family members (Li, 2022) and teachers at school (Poulou & Denham, 2023). Social support is often described as a supportive social network. Thus, social support can take many forms, such as practical help, time spent socially with others, or satisfaction with personal relationships (Charlton et al., 2023).

### CONCLUSION

This study analyzed the effect of parent, teacher and peer support in predicting students' social competence. The results of research on the social competence of students at the junior high school level show that the support of parents, peers, and teachers has a positive and significant impact on students' social competence. The influence of teacher and peer support showed higher levels of significance than parental support on students' social competence.

This research has several implications, namely theoretical implications where this study considers important elements of social learning theory to analyze social support for students' social competence. In addition, this research is important in showing that the support of parents, peers, and teachers must also pay attention to students' social competencies that have an impact on the way students interact. This research helps parents-teachers to collaborate in developing students' social competencies post-pandemic. While the practical implications of this study can be used by: (1) Parents must show a greater role in this period as a result of the pandemic where children's activities are limited. Parental support for children's social competencies at home helps children mentally feel comfortable and get the attention they need during their development. Negative influences such as worry, anxiety, and antisocial can be reduced and prevent deviant behavior as a result of children's social competence problems; (2) Teachers at school as substitutes for parents at home become a training ground for children in developing their social competencies where children interact directly with school residents as an illustration of complex community members in the child's environment. Teachers must be able to detect symptoms of student social competence problems through patterns of student interaction with teachers and peers, and the learning process in the classroom. Teacher support in developing students' social competence helps students avoid conflict, conflict, and social discrimination.

This study also has limitations where the sample of this study cannot be generalized because it is limited to the sample taken. However, this research can be a source of information for parents and teachers in developing students' social competence at home and school. So that further research recommends using a larger and more diverse sample number so that the results of the study can be generalized and add other variables that are predicted to affect students' social competence such as gender, age, ethnicity, education, and parental income with different research methods such as qualitative or mixed methods in the context of post-pandemic research.

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