Predicting Social Skills in Single Child Adolescents based on Attachment Styles and Creativity: The Mediating Role of Moral Intelligence

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Abstract

Purpose: The aim of this research was predicting social skills in single child adolescents based on attachment styles and creativity with mediating role of moral intelligence.

Methodology: This was a cross-sectional study from type of correlation. The research population was 3957 single child adolescent students in areas one to three of Tehran city in 2019-2020 academic years. Based on Cochran's formula, the sample size was estimated 350 people who were selected by multi-stage cluster sampling method. To collect data used from the questionnaires of social skills (Inderbitzen & Foster, 1992), attachment styles (Hazan & Shaver, 1987), creativity (Torrance, 1992) and moral intelligence (Lennick & Kiel, 2005). Data were analyzed by structural equation modeling method from type of path analysis in LISREL software version 8.8.

Findings: The findings showed that secure attachment and creativity had a direct and significant effect on moral intelligence and social skills, avoidant and ambivalent insecure attachments had a direct and significant effect on moral intelligence and social skills and moral intelligence had a direct and significant effect on social skills. Also, secure, insecure avoidant and insecure ambivalent attachments, avoidant and ambivalent insecure attachments and creativity with mediating role of moral intelligence had an indirect and significant effect on social skills (P<0.05). The model had a good fit and moral intelligence was a good mediator between attachment styles and creativity with social skills.

Conclusion: According to the results, to improve social skills can be increased the rate of secure attachment style, creativity and moral intelligence and decreased the rate of avoidant and ambivalent insecure attachment styles.

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1. Introduction

Adolescence is a period in which people begin to live more independently than children, expand their relationships with peers, and move according to personal goals and plans (Bernal-Manrique, Garcia-Martin & Ruiz, 2020). In adolescence, the study of social skills, like many other skills, including academic skills, is essential. Because maintaining these relationships is more difficult than in childhood due to the complexities of human relationships, these skills play an effective role in communicating effectively with others (Cheung, Siu & Brown, 2017). Social skills play an important role in the adaptation and maintenance of social relationships (Zaman, Jabbar, Nawaz & Abbas, 2019) and mean a complex set of skills that are necessary for effective adaptation and coping with stressful situations, cultivate effective relationships and performance. The whole person is overshadowed (Wu, Hu, Fan, Zhang & Zhang, 2018). Adolescents with social skills problems are more at risk for academic, emotional, social, and psychological problems (Aguiar, et all, 2019).

One of the factors related to social skills is attachment styles (Ghorbanian, Mohammadloo, Habibi Asgarabad & Hasanabadi, 2016). Attachment is establishing a deep and emotional bond with certain people that plays an effective role in the development of various dimensions of personality (Ardenghi, Rampoldi, Bani & Strepparava, 2020). How attachment styles are formed depends on the type of mother-child relationship in the early years of life, the degree of access to the mother or caregiver, their level of support in times of danger to the child, their sensitivity, and the child's safe haven to explore the environment (Koelkebecket all, 2017). . In general, there are three styles of attachment, including secure attachment, avoidant insecure attachment, and ambivalent insecure attachment. Safe people have a positive attitude towards themselves and others, are committed in their relationships, feel comfortable in relationships with others, and are less dependent. Avoiding insecure people are afraid of intimacy and intimacy with others, have no tendency to be emotionally close to others at all, tend to avoid intimacy, deny vulnerability, and believe that they do not need relationships with others. Bisexual insecure people are unbalanced in their feelings and conflicts, have less positive attitudes toward themselves or others, often suffer from preoccupation with relationships, and have a conflict between wanting to have close and intimate relationships with others and feeling insecure about inappropriate responses. They are rejected by others (Fuchs & Taubner, 2019).

Another factor related to social skills is creativity (Jangi, Afroz, Sangani, Asadzadeh & Delavar, 2019). Creativity is one of the most important factors in human growth and survival and means the ability to combine ideas and create connections between them in a unique way (Richard, Lebeau, Becker, Inglis & Tenebaum, 2018). In another definition, creativity is defined as the process of sensing problems and eliminating shortcomings, evaluating and testing hypotheses, reviewing and retesting them, and ultimately transmitting results to others (Laguia, Moriano & Gorgievski, 2019). Creativity is one of the cognitive processes and is influenced by environment and culture, and creative people have a high level of understanding of new relationships and challenges (Twigg & Yates, 2019).

One of the variables that can mediate between attachment and creativity styles with social skills is moral intelligence. Moral intelligence is the capacity and ability to understand the wrong, to have the right moral beliefs, and to behave in a way that is consistent with moral beliefs (Lennick & Kiel, 2005). This structure has components of action based on principles, values and beliefs, honesty, perseverance to prove the truth, fulfillment of promises, responsibility, acknowledging mistakes and failures, accepting responsibility to serve others, being interested in others and an inner desire to help them. , Is the ability to forgive oneself and the ability to forgive others when problems occur (Hulya, Omur & Zeki, 2019). People with high moral intelligence can communicate effectively with others and these people have a great desire to help others (Kaliska, 2014).

Given the role and importance of social skills in performance, few studies have predicted it, especially based on attachment styles, creativity, and moral intelligence. For example, the results of Jangi et al. (2019) showed that spiritual intelligence, social skills and creativity had a positive and significant relationship. In another study, Zirak et al. (2019) reported that emotional creativity had a positive and significant relationship with moral intelligence. Gholizadeh et al. (2018) while researching concluded that insecure attachment style had a negative and significant relationship with moral intelligence. In addition, the results of Arshiha et al. (2016) showed a positive and significant relationship between moral intelligence and social skills. Marks et al. (2016) concluded in a study that insecure attachment had a significant negative effect on emotional intelligence. In another study, Ghorbanian et al. (2016) reported that attachment style had a direct and significant effect on social skills and that it had an indirect and significant effect on emotional intelligence. Alborzi et al. (2015) concluded in a study that safe and insecure attachment styles had a direct and significant effect on emotional intelligence. Also, the results of Dereli & Karakus (2011) showed that secure attachment style had a significant positive relationship with social skills and avoidant and ambivalent insecure attachment styles had a significant negative relationship with social skills. In another study, Mumford et al. (2010) reported that creativity and ethics had a significant relationship.

Adolescents' social skills play an important role in their other skills, including their cognitive and academic skills, and few studies have been conducted to predict the social skills of one-child adolescents. Single-child adolescents are likely to be different from siblings, and to improve their social skills, they must first identify the relevant factors and then design and implement strategies to improve their social skills. Another important point is that previous research has paid less attention to the relationship between attachment styles, creativity and moral intelligence with social skills. As a result, this study was conducted to predict social skills in one-child adolescents based on attachment and creativity styles with the mediating role of moral intelligence.

2. Methodology

This study was a descriptive correlational study. The study population was 3957 adolescent students with one child in areas one to three of Tehran in the academic year 2019-20. Based on the Cochran's formula, the sample size was estimated to be 350 people who were selected by cluster sampling method. In this sampling method, the number of secondary schools was randomly selected from among the regions and three classes in different grades were selected from the selected schools and all students of the classes were selected as a sample. To conduct this research, after approving the proposal and coordinating with the officials of Tehran General Directorate of Education and Regions One to Three, a list of secondary schools was prepared and sampled, and for the samples, the ethical points of expression and consent of the informed company were signed. They arrived. They were then asked to answer the following questionnaires with the utmost care. It should be noted that they were told that there is no right or wrong answer and the best answer is the one that reflects their true situation.

Social Skills Questionnaire: This questionnaire was designed by Inderbitzen & Foster in 1992 with 39 terms. Phrases are calculated on a five-point Likert scale from one to five scores, and the instrument score is calculated with the total score of the phrases, so the range of scores is between 39 and 195, and a higher score indicates more social skills. They confirmed the convergent validity of the instrument through a correlation coefficient between self-assessment and peer assessment and reported its reliability by Cronbach's alpha method of 0.90. In Iran, Farzadi, Behroozi & Shehni Yailagh (2017) reported the reliability of the instrument by Cronbach's alpha method of 0.93. In the present study, the reliability value was calculated by Cronbach's alpha method of 0.92.

Attachment Styles Questionnaire: This questionnaire was designed by Hazan & Shaver in 1987 with 15 terms and three dimensions of safe, unsafe avoidance and unsafe ambivalent attachments (5 items per

dimension). Phrases are calculated on a five-point Likert scale from one to five scores and the dimension score is calculated with the total score of the expressions of that dimension, so the range of scores in each dimension is between 5 and 25, and a higher score indicates the predominance of attachment style. They confirmed the construct validity of the instrument by heuristic factor analysis and reported the reliability of safe, avoidant unsafe and ambiguous insecure dimensions by Cronbach's alpha of 0.73, 0.80 and 0.75. In Iran, Sedighi Arfaie & Najarian (2015) reported the reliability of safe, avoidant unsafe and ambiguous insecure dimensions by Cronbach's alpha method of 0.79, 0.84 and 0.87, respectively. In the present study, the reliability values of safe, avoidant unsafe and ambiguous insecure dimensions were calculated by Cronbach's alpha method of 0.73, 0.76 and 0.70, respectively.

Creativity Questionnaire: This questionnaire was designed by Torrance in 1992 with 60 items. Phrases are calculated on a three-point Likert scale from zero to two, and the instrument score is calculated with the total score of the phrases, so the range of scores is between zero and 120, and a higher score indicates more social skills. He confirmed the validity of the tool structure by factor analysis method and its reliability by Cronbach's alpha method of 0.93 (quoted by Taghvaee Yazdi, 2018). In Iran, Taghvaee Yazdi (2018) reported the reliability of the instrument with Cronbach's alpha method of 0.90. In the present study, the reliability value was calculated by Cronbach's alpha method of 0.83.

Ethical Intelligence Questionnaire: This questionnaire was designed by Lennick & Kiel in 2005 with 40 phrases. Phrases are calculated on a five-point Likert scale from one to five scores, and the instrument score is calculated with the total score of the phrases, so the range of scores is between 40 and 200, and a higher score indicates greater moral intelligence. They confirmed the validity of the instrument construct by factor analysis method and its reliability by Cronbach's alpha method of 0.94. In Iran, Shahbaziyan Khonig, Hasani & Soleymani (2018) reported the reliability of the instrument by Cronbach's alpha method of 0.85. In the present study, the reliability of this tool was calculated by alpha method of 0.85.

Data were collected by the above tools and analyzed by structural equation modeling of path analysis in LISREL software version 8.8.

3. Findings

In this study, out of 350 people, 128 were girls (36.57%) and 222 were boys (63.43%). Also, 124 people were studying in mathematics (35.43%), 130 in experimental (37.14%) and 96 in humanities (27.43%). Mean standard deviation and correlation coefficients of attachment styles, creativity, moral intelligence and social skills of one-child adolescents were presented in Table 1.

Table1. Mean standard deviation and correlation coefficients of research variables in one-child adolescents

Variables	Mean	SD	1	2	3	4	5	6
1. Secure attachment	19/83	2/19	1					
2. Avoid insecure attachment	11/24	1/85	-0/48**	1				
3. Ambiguous insecure attachment	14/55	2/06	-0/43**	0/21**	1			
4. Creativity	79/01	13/47	0/42**	-0/57**	-0/34**	1		
5. Moral intelligence	136/96	22/19	0/45**	-0/33**	-0/20**	0/31**	1	
6. Social skills	118/16	18/01	0/30**	-0/23**	-0/24**	0/53**	-0/62**	1

**P<01/0

Table 1 shows the results of the relationships between the variables of attachment styles, creativity, moral intelligence and social skills in one-child adolescents. Assuming the data is normal based on the amount of skewness and elongation of the variables is normal, because the amount of skewness and elongation of all of them was in the range of +1 to -1. Due to the normality and sufficient correlation between the variables, path analysis method can be used to analyze the data. The fitted model of predicting social skills in one-child adolescents based on attachment and creativity styles with the mediating role of

moral intelligence along with standard path coefficients is presented in Figure 1 and its fitness indicators are presented in Table 2.
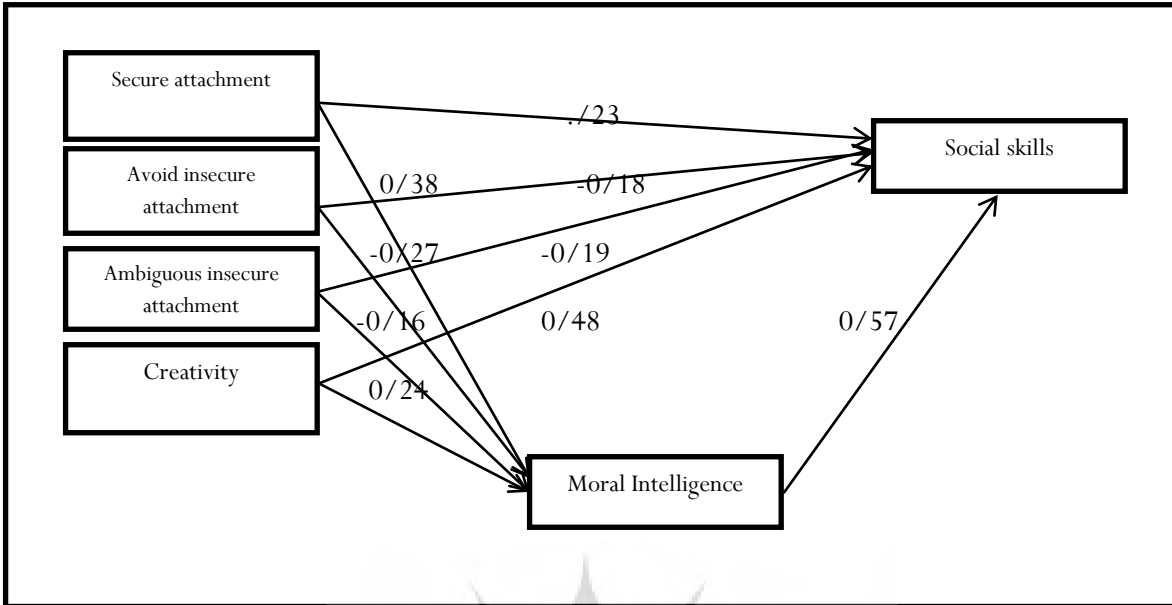

Figure1. Fitted model of predicting social skills in one-child adolescents based on attachment and creativity styles with the mediating role of moral intelligence along with standard coefficients of paths

Table2. Fitness indices of social skills prediction model in one-child adolescents

Indicators	χ^2/df	GFI	AGFI	RMSEA	NFI	NNFI	CFI
Statistics	1/13	1/00	0/99	0/035	0/99	0/99	1/00
Acceptance limit	Less than 3	More than 0.95	More than 0.95	Less than 0.05	More than 0.95	More than 0.95	More than 0.95

According to the results of Table 2, all indicators indicate a good fit of the social skills prediction model in one-child adolescents based on attachment and creativity styles with the mediating role of moral intelligence. The results of research hypotheses are presented in Table 3.

Table3. Results of research hypotheses

theories	Path coefficient	Amarat	meaningful
1. Safe attachment style has a direct effect on moral intelligence.	0/38	5/47	<0/05
2. Avoiding insecure attachment style has a direct effect on moral intelligence.	-0/27	3/52	<0/05
3. Ambiguous insecure attachment style has a direct effect on moral intelligence.	-0/16	-1/87	<0/05
4. Creativity has a direct effect on moral intelligence.	0/24	3/08	<0/05
5. Secure attachment style has a direct impact on social skills.	0/23	3/05	<0/05
6. Avoid insecure attachment style has a direct impact on social skills.	-0/18	-1/94	<0/05
7. Ambiguous insecure attachment style has a direct effect on social skills.	-0/19	-1/99	<0/05
8. Creativity has a direct impact on social skills.	0/48	6/87	<0/05
9. Moral intelligence has a direct impact on social skills.	0/57	8/45	<0/05
10. A secure attachment style mediated by moral intelligence has an indirect effect on social skills.	0/22	5/70	<0/05
11. Avoiding insecure attachment style mediated by moral intelligence has an indirect effect on social skills.	-0/15	-3/99	<0/05
12. Ambiguous insecure attachment style mediated by moral intelligence has an indirect effect on social skills.	-0/09	2/81	<0/05
13. Creativity through moral intelligence has an indirect effect on social skills.	0/14	3/79	<0/05

According to the results of Table 3, safe attachment and creativity have a direct and significant effect on moral intelligence and social skills, avoidant and ambivalent insecure attachments have a direct and significant effect on moral intelligence and social skills, and moral intelligence has a direct and significant effect on social skills. Also, safe, avoidant and unsafe attachments, ambivalent and creative with the mediating role of moral intelligence have an indirect and significant effect on social skills (P <0.05).

4. Discussion

Considering the role of social skills in other skills and the importance of research on one-child adolescents and the direct and effective effect of improving social skills on the level of secure attachment style, creativity and moral intelligence, this study aims to predict social skills in one-child adolescents based on Attachment and creativity were performed with the mediating role of moral intelligence.

Findings showed that secure attachment style had a direct and positive effect on moral intelligence and social skills. These findings were consistent with the results of Alborzi et al. (2015) in the effect of secure attachment on moral intelligence and with the results of Ghorbanian et al. (2016) and Dereli & Karakus (2011) in the effect on social skills. Explaining these findings based on Fuchs & Taubner (2019) research, it can be said that attachment style is a process during which an emotional bond is formed in the mother or caregiver relationship with the baby and the baby becomes emotionally attached to his parents. If the mother or caregiver is appropriately available and sensitive to the baby's needs, a secure attachment style is formed, and these infants actively explore the environment and feel uncomfortable when the mother or caregiver separates, but respond positively when they return. In general, safe people have a positive attitude towards themselves and others, are committed in their relationships, feel comfortable in relationships with others, and are less dependent. As a result of these characteristics, such people are successful in establishing relationships with others and follow their moral standards when dealing with others and even inner thoughts, so with increasing secure attachment style, the level of moral intelligence and social skills increases.

Other findings showed that avoidant and ambivalent insecure attachment styles had a direct and negative effect on moral intelligence and social skills. These findings are consistent with the results of Gholizadeh et al. (2018), Marks et al. (2016) and Alborzi et al. (2015) in terms of the effect of insecure attachments on moral intelligence and in line with the results of Dereli & Karakus (2011). Explaining these findings based on Fuchs & Taubner (2019) research, it can be said that attachment style is a process during which an emotional bond is formed in the mother or caregiver relationship with the baby and the baby becomes emotionally attached to his parents. An insecure attachment style develops if the mother or caregiver is not properly available and sensitive to the baby's needs. In the avoidant insecure attachment style, infants behave remotely and respond to close relationships in an avoidant and defensive manner, and their caregivers are repulsive, dry, and hostile. In ambivalent insecure attachments, infant's exhibit protesting anxious behaviors, severe discomfort when separated from a caregiver or mother, and ambivalent behaviors toward their return, and their caregivers have been insensitive, inappropriately inappropriate, and inconsistent. Avoiding insecure people are afraid of intimacy and intimacy with others, have no tendency to be emotionally close to others at all, tended to avoid intimacy, deny vulnerability, and believe that they do not need relationships with others. Also, ambiguous insecure people have imbalances in emotions and conflicts, are less positive about themselves or others, often suffer from preoccupation with relationships with others, and have a conflict between wanting to have close and intimate relationships with others and feeling insecure about responding. They are inappropriate and rejected by others. As a result, these characteristics cause people with avoidant and ambivalent insecure attachment styles to be unsuccessful in their relationships with others and do not have appropriate moral standards for treating others and thinking about themselves and others. Moral intelligence and social skills decrease.

In addition, the findings showed that creativity had a direct and positive effect on moral intelligence and social skills. These findings were consistent with the results of Zirak et al. (2019) and Mumford et al. (2010) in the effect of creativity on moral intelligence and with the results of Jangi et al. (2019) in the effect on social skills. Explaining these findings based on research by Mumford et al. (2010), it can be said that creativity is the ability to see new relationships and generate unusual ideas and distance oneself from traditional patterns of thinking. Creative thinking is a combination of initiative and flexibility that enables one to think outside the box and think of different and productive results. Also, creative people are critical and have a source of internal control, they welcome the suggestions and information of others, they believe less in luck and destiny, they are less in tune with society, they follow ethical standards and principles, and they often communicate well with others. As a result, as creativity increases, so does moral intelligence and social skills.

Other findings showed that moral intelligence had a direct and positive effect on social skills. This finding was consistent with the results of research by Jangi et al. (2019) and Arshiha et al. (2016). Explaining these findings based on the research of Hulya et al. (2019) we can say that moral intelligence has components of action based on principles, values and beliefs, honesty, perseverance to prove the truth, fulfillment of promises, responsibility, admitting mistakes and failures, acceptance. The responsibility to serve others is to be interested in others and to have an inner desire to help them, the ability to forgive oneself, and the ability to forgive others when problems arise. Therefore, people with high moral intelligence in relation to others consider all aspects and have good relations with others due to the observance of moral principles, so with the increase of moral intelligence, the level of social skills increases.

Also, the findings showed that secure attachment style mediated by moral intelligence had an indirect and positive effect on social skills and avoidant and ambivalent insecure attachment styles mediated by moral intelligence had an indirect and negative effect on social skills. Explaining these findings, it can be said that the effect of attachment styles on social skills is due to motivational and social mechanisms. The most important motivational mechanisms are anxiety, purposefulness, desire and fear of success, and the most important social mechanisms are the desire to establish social relationships, and noted the ability to communicate positively and constructively with others, Since moral intelligence means the capacity and ability to understand the right from the wrong, to have appropriate moral beliefs and correct and consistent behavior in accordance with moral beliefs, so moral intelligence has both motivational and social dimensions, So moral intelligence can be a good mediator between attachment styles and social skills. Since attachment styles have a significant effect on moral intelligence and moral intelligence on social skills, so it is logical that attachment styles mediate moral intelligence on social skills.

Other findings showed that creativity mediated by moral intelligence had an indirect and positive effect on social skills. Explaining this finding, it can be said that the effect of creativity on social skills is due to cognitive and motivational mechanisms, And noted the lack of fear of success, Since moral intelligence means the capacity and ability to understand the right from the wrong, to have appropriate moral beliefs and correct and consistent behavior in accordance with moral beliefs, so moral intelligence has both cognitive and motivational dimensions, So moral intelligence can be a good mediator between creativity and social skills. Since creativity has a significant effect on moral intelligence and moral intelligence on social skills, so it is logical that creativity through moral intelligence has a significant effect on social skills.

The most important limitations of the research included the use of self-report tools for data collection, failure to review the results by gender and the limitation of the research community to one-child adolescents in areas one to three of Tehran. Therefore, it is suggested that if possible in future research to use data structured interviews to collect data, the relationships of variables by gender to provide different suggestions for improving social skills if each result is different, and finally this study on single adolescents Children in other areas of Tehran or even other cities and provinces and the results should be compared

with the results of the present study. According to the results, to improve social skills, the amount of secure attachment style, creativity and moral intelligence can be increased and the amount of avoidant and ambivalent insecure attachment styles can be reduced. The results of this study have practical implications for families and professionals and adolescent planners. Based on the results of this study, they can design programs to improve the social skills of one-child adolescents and implement them through educational workshops.

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