

Research Article

THE CORRELATION BETWEEN FAMILY FUNCTIONING AND THE STUDENTS' COMPETENCE IN EXCEPTIONAL TALENTS JUNIOR HIGH SCHOOLS

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ABSTRACT

This research aims at determining the correlation between the function of the family and students' competence in Exceptional Talents junior high schools. The approach used in this research was correlation test. The statistical population of this research was composed of 135 male and female students in the second and third grades of Exceptional Talents junior high schools in Alborz province in educational year 2012-2013. The candidate students were selected by means of multistage cluster sampling method. For collecting the required data, McMaster Family Assessment Device (FAD) questionnaire and Rao's Social Maturity Scale (RSMS) questionnaire were utilized. In order to analysis the collected data , "Pearson Correlation " analysis, and Multivariat Analysis of Variance (MANOVA) were used. The results of data analysis revealed that there is a significant correlation between the family functioning and students' competence.

Keywords: *Family Functioning, Student's Competence, Talentednes*

INTRODUCTION

With regard to the fact that human being is a social being and living alone is meaningless for him, his psychological analysis will be dependent on his psychological evaluation within the society and considering his social growth (Nejad, 1999). Family, as the smallest social unit, is the basis for establishment of the society and the protector of human's feelings. Any kind of insufficiency in the functioning of the family will have unfavorable effects on nurturing the children (Saroukhani, 1991). No society can claim to be a healthy society, unless it has healthy families. In fact, family is a reflection of the society in general whose major and apparent roles are the chest to chest transmission of cultural and religious values, maintaining familial relations, nurturing and educating next generations, providing the major humane needs, and finally bringing about social and emtional balance for its members (Navabi, 2012).

The results of the research showed that the family is the most influential environmental factor in children's nurturing and cognitive evolution, and many of the children's problems are rooted in their families (Cambrinc and Graham, 1998). Family is considered as an influential environment in individual's psysical and mental health (Wood, 1996). Family fuctioning is an important determinative index of the quality of life and mental health of the family members (Ghamari and Khoshnam, 2011). Argyle (2001) believed that family is one of the strongest social connections and its different aspects including the number of its members, level of education, income, power structure, and its members' unity influence its falicity.

Scas and El-Chavel-eb (1988) stated that After that parents provide a supportive and protective environment for their children and accurately nurture them, their children can generalize these learnt experiences. As the children grow, they can search to find out in which environments the can gain an easily available social support and social growth.

The family dunctioning depends on such issues as family's ability in adapting with the changes, solving conflicts, members' unity, success In implementing principal patterns, observing the privacy borders of the members, and following the rules with the aim of protecting the whole family system (Goldenberg and Goldenberg, 1998).

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The individual’s competence, as an element of social growth, is formed based on the way of interactions in family, and later on shows a path to the adulscent to become a useful adult for himself and the society with regard to the prevailing conditions of the family. The adolescence is one pf the most influential periods over the formation of individuals’ social behaviors. Paying attention to the family and trying to solve the problems in this fundemental social unit can promise a more transcendent socity.

The researchers in this research considered the family functioning and the way it affects the adolescents’ competence. Defining the important and influential factors in this regard can be helpful for the society members in performing the individuals’ duties and having a healthy desireable society. However, what makes this research useful and applicable is having a clear and reachable aim. Selecting a particular and limited statistical population is essential for gaining applicable results. The statistical population in this research was composed of the students of the Exceptional Talents schools that many of them are going to have important executive positions in the future with a high probability. Analyzing different aspects of these students’ social growth, including their competence, seems to be important. Regarding the afore-mentioned issues, different pedagogical methods, and a variety of family functionings in Iranian society, by doing this research, the researchers aim at answering the question that how and to what extent the family functioning is influencial over the increase of adolescents’ competence. As a result, the research question is: “Is there any correlatiion between the family functioning and adolescents’ competence?”

MATERIALS AND METHODS

The methodology used in this research is the Correlation test.

The statistical population in this research was made up of the whole junior high school students in Exceptional Talents schools in Alborz province in the educational year 2012-2013. As it was not possible to selects samples directly, multistage cluster sampling was used. From among the whole five schools, two schools were accidentally chosen; a school for boys and one for girls. From each school, three classes were selected; two classes of second graders and one of third graders (based on the number of the classes in each grade). Totally, 135 students in the range of 12 to 14 years of age were selected as the sample of the research who were classified into groups; a group of 75 girls and a group of 60 boys. The demographic information of the participants is as follows: The occupational status of father: 31.2% self-employed; 48.1% employee; 20.7% teachers, university professors, or doctor. Occupational status of mother: 49.6% housekeeper; 50.4% employed (employee, teacher, or doctor). The educatiional status of fathers: 38.5% MS and Ph.D.; 36.3% Associate degree or BS. Educational ststus of mothers: 24.4% MS or Ph.D., and 48.9% associate degree or BS.

Two questionnaires of McMaster Family Assessment Device (FAD) and Rao’s Social Maturity Scale (RSMS) were used in this research.

RESULTS AND DISCUSSION

In order to analyze the data, Pearson Correlation Coefficient, Stepwise regression, and Multivariant Analysis of Variance (MANOVA) were used.

Table 1: Mean and standard deviation for individual’s competence in sample group according to gender

Scales		Sub-scales	Girl Mean	SD	Boy Mean	SD	Total Mean	SD
Social growth	Individual’s competence	Occupational oreintations	32.3	5.2	32.1	4.4	32.2	4.9
		Self-leadership	27.8	3.5	27.1	3.7	27.5	3.6
		Psychological pressure tolerance	23.8	6	22.1	3.3	23	5.1
		Total score of Individual’s competence	83.9	10.6	81.3	9	82.8	10

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The mean and standard deviation of the sample group are shown in Table 1 according to gender

Table 2: The mean and standard deviation for family functioning in each group based on gender

Scale	Sub-scales	Girl		Boy		Total	
		Mean	SD	Mean	SD	Mean	SD
Family functioning	Communication	18.2	4.7	17.5	3.8	17.9	4.3
	Affective involvement	18.3	4.8	16.1	3.6	17.3	4.4
	Roles	21.8	5	20.8	3.8	21.4	4.5
	General functioning	34.6	11.2	32.4	7	33.6	9.6
	Problem solving	15.8	6.1	15	3.8	15.4	5.2
	Affective responsiveness	18.7	5	17.5	4.6	18.1	4.9
	Behavior control	25	5.8	24.4	5.1	24.7	5.5
	Total score of family functioning	152.3	33.5	143.7	23.8	148.5	29.8

The mean and standard deviation of the family functioning are shown in Table 2 according to gender

Table 3: The correlation between the family functioning and individual's competence

Variables	Communication	Affective involvement	Role	Total of functioning	Problem solving	Affective responsiveness	Behavior control	Total score of FAD
Occupational orientation	**0.31	**0.21	**0.34	**0.32	*0.17	**0.28	**0.36	**0.37
Self-leadership	**0.33	0.12	**0.21	**0.24	*0.17	*0.19	**0.28	**0.29
Psychological pressure tolerance	0.11	0.16	0.15	0.16	*0.17	*0.17	*0.19	*0.20
Total of individual's competence	**0.33	**0.22	**0.32	**0.32	**0.23	**0.29	**0.37	**0.39

**Significance at level 0.01

*Significance at level 0.05

Table 3 shows that occupational orientation has asignificant positive correlations with all elements and the total of family functioning. Furthermore, there is a significant positive correlation among the sub-scale self-leadership of the scale of social growth and the total of family functioning and all other elements of family functioning except affective involvement. There is also a positive significant correlation between the sub-scale psychological pressure tolerance and elements of problem solving, affective involvement, behavior control and the total of family functioning.

Defining the share of family functioning in calculating the variance of total score of the students' competence

Stepwise Regression for predicting the total score of the individual's competency by family functioning

Phase	Predictor	R	R ²	F	Significance of F	B	t	Significance
1	The total score of the family functioning	0.39	0.15	23.6	0.001	0.13	4.9	0.001

The results of stepwise multivariant regression revealed that from among 8 predictor variants, only the total of family functioning could enter the regression equation. The total score of family functioning itself

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defined 15% of the variance of the total score of individual's competence. The F statistical test for evaluating the significance of correlation coefficient was equal to 23.6 which was significant at level 0.001. based on these facts, the elements of family functioning in competition with the total score of significance of variance, does not define the total score of individual's competence. The simultaneous regression analysis also confirmed this subject. As a result, all elements together predicted 16 percent of the variance of the total score of individual's competence. In other words, by joining other elements, only one percent is added to the calculated variance share.

Conclusion

The aim of this paper was defining the correlation between the family functioning and students' competence. Based on the findings of the research, it can be mentioned that there is a positive significant correlation between family functioning and adolescents' competence. The results of this research is congruous with the results of geelej (2011) research which stated that there is a correlation between family functioning and social growth. Also these results are congruous with the results achieved in Golchin, *et al.*, research. Moreover, based on the data in Table 4, it can be concluded that:

1- All aspects of family functioning are correlated with adolescent's occupational orientation. From among different aspects of family functioning, the sub-scales communication and affective involvement are more correlated with the adolescent's occupational orientations. It shows the importance of sympathy between the parents and adolescents for choosing a job in the future. The sub-scales role and control behavior can also represent the direct effects of the governing attitude of the family on inspiring the future occupation of the youths. The results of this research confirmed the influence of both the cases on the research sample.

2- Self-leadership which means independence and self-sufficiency in this research had no correlation with affective involvement and family functioning. It shows that the families with high affective involvement and extreme interventions in their children's affair do not allow their children become independent and self-sufficient persons. Generally speaking, the functioning of family is highly important for the adolescents to achieve independence and self-leadership. Existence of clear roles and duties for each family member defines the amount of the adolescent's ability in gaining independence.

3- The family functioning in solving problems and the way of the family affective involvement will nurture this ability in the adolescents to tolerate psychological pressures.

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