



## The effect of family function on social adjustment and self-regulation of high school students

Monireh Parsian<sup>\*1</sup>, Somayyeh Kamali Igoli<sup>2</sup>, Soofia Sayadi<sup>3</sup>

[1] Assistant Professor of Psychology department, Adib Mazandaran University, Sari, Iran.

[2] PhD of Educational Psychology, Islamic Azad University, Roodehen Branch, Iran, Lecturer of Islamic Azad University University of Eslamshahr Branch.

[3] PhD. Student of Educational Psychology, Islamic Azad University, Science and Research Branch, Iran, Lecturer of Islamic Azad University University of South Tehran Branch.

\*Corresponding author's E-mail: mparsian64@yahoo.com

---

### ABSTRACT

This paper examines the family function on social adjustment and self-regulation of high school students. The research method is descriptive-correlational. The statistical population consists of all second high school girl students in the city of Ghaemshahr. 110 female students were randomly selected as the research sample size.

The results showed that there is a significant difference between family function and social adjustment and self-regulation of high school students at the error level of less than 0.01 and confidence level of 0.99. Based on regression analysis, family function variables (with a coefficient of 0.46) and social adjustment (with a coefficient of 0.44) had the highest coefficient of standardized regression, respectively, on the dependent variable of student self-regulation.

**Keywords:** Family Function, Social Adjustment, Self-regulation, Students.

---

## **1. Introduction**

The family is the main focus of preserving social norms and values, as well as a solid foundation of social ties for the emergence of human emotions and the place for the social development of the child. The family is a system whose performance is carried out through interactive patterns. Having relationship or interconnections create patterns of with who, how and when an individual can communicate with one person. The same patterns of relationship constitute the invisible warps of complementary expectations that regulate many of the circumstances and conditions of the family (Minochin, 2001).

Self-regulation in learning is one of the categories that addresses the role of a person in the learning process. This structure was initially introduced by Bandura in 1967 (Bandura, 2001). Based on Bandura's three-dimensional theory, self-regulation learning is the basis of social cognition. In his view, the learning activities of individuals are determined by personal, environmental and behavioral processes (Schunk, 2005). Self-regulation refers to the optimal use of cognitive-metacognitive- management resource of strategies for maximizing learning. Cognitive strategies refer to any kind of behavior, thought or action that aims to help learn, organize, and store knowledge and facilitate their exploitation in the future (Zimmerman, 1989). The theory of self-regulation learning is based on how students organize their learning in terms of meta-cognitive, motivational and behavioral (Schunk, 2001). Learning in this approach is a constructive process and learners are potentially capable of controlling and organizing the learning process. They can recognize, motivate and behave in different aspects, as well as self-monitoring, regulating and controlling the environment (Zimmerman, 2000). Students with more self-regulation skills conduct their learning experiences actively and in very diverse ways, and whenever necessary, the used learning strategies will be changed in response to their requirements, the nature of the task, and the environment and try to stabilize and increase their level of motivation in a successful way while they are performing their duties (Zimmerman, 2008).

Slomowski & Dunn (1996) recognize social adaptability and social skills as a process that enables individuals to understand and predict the behavior of others, control their behavior and regulate their social interactions. Various factors play a role in the individual and social adjustment of individuals that emphasize different theories and perspectives on education, psychology and sociology (Fononizadeh, 2012).

One of the most effective factors in human growth is the family environment. In the family environment, a person acquires a sense of affection, security, and ability to learn, and they learn the necessary social skills for better compatibility through the quality of relationships between his parents, as well as playing with his brothers and sisters or other children (Kalat, 1996). Based on the contents presented in this article, it is intended to answer the question of how much family function affects social adjustment and self-regulation of high school students.

## **2. Literature Review**

Several studies have been carried out on the topic of research both inside and outside the country. Some of the most noteworthy studies are:

Mohammadifar, Kazemi and Zarei (2016) studied the relationship between family performance and self-efficacy of students with their social adjustment. The sample consisted of 250 high school students in the city of Amiriyeh who were selected by random sampling method. The results showed that there is a relationship between family function and self-efficacy with student adjustment, and family function and self-efficacy predict student adjustment.

Etemad Ahari and Takhtipour (2015) studied the relationship between degree of self-regulation and self-efficacy with academic achievement of girls in high school (second period) in Tehran region 2 by using a correlation-descriptive research method. The statistical population of this study was 6597 students in all high school (second period) in Tehran region 2. The findings of the study showed that there is a significant relationship between self-regulation and its dimensions (cognitive and metacognitive strategies) with self-efficacy and academic achievement. The results also showed that there is a relationship between self-efficacy and its dimensions of successful experiences, substitution experiences, verbal stimuli, emotional states and physical states with the academic achievement of high school students in Tehran's second district.

Mohammadifar, Kazemi and Zarei (2016), Mahmoudi, Bagherian and Heydari (2014) investigated the role of self-regulation on social adjustment of students. The findings showed that adolescents need to have information and target setting for communication in order to adjust their compromised relationships to their social environment more than all aspects of self-regulation. In this way, the agency, influence and independence of adolescents should be considered more and the traditional view of family domination and limiting role should be adjusted.

Sue and Lyce (2014), in a research entitled "Self-Regulatory Relationship with Performance in the Workplace", showed that self-regulation is positively related to effort and performance, and in a complex and dynamic work environment self-regulation can be positively predicts performance directly.

Louden et al. (2009) investigated self-regulation and social skills in a research that concluded that there is a meaningful relationship between self-regulation and communication skills.

Findings of the Metcalf (2009) showed that the component of self-regulation of learning helps students to overcome the lack of cognitive strategy.

Marie (2009) in his research entitled "The Relationship between Performance Anxiety, Perfection, Optimism, and Self-regulation in musicians showed that people with high perfectionism have a high self-regulation and experience less anxiety. While individuals with negative perfectionism have more anxiety and are at a low level for self-regulation.

In a research entitled "The relationship between self-regulation and academic achievement", Gaskill and Murphy (2004) showed that self-regulation beliefs significantly affects academic

achievement. There is also no significant difference between girls and boys in the discussion of self-regulation components.

A study of domestic and international research shows that most of these studies have focused on self-regulation and social adjustment concepts, and less on the aspects and dimensions of family functioning. Therefore, the present paper examines simultaneously the effect of family function on social adjustment and self-regulation among high school students. The following hypotheses can be presented:

1. There is a relationship between family function and self-regulation of high school students.
2. There is a relationship between family function and social adjustment of high school students.
3. There is a relationship between self-regulation and social adjustment of high school students.
4. Family function and social adjustment predict the self-regulation of high school students.

### **3. Methodology**

Regarding the subject of the research, the general design of the research is descriptive-correlational and according to the purpose and application is the applied research type. The statistical population of this study is all female secondary school students in Ghaemshahr city. According to the population, 110 of female students are estimated by using the Morgan table. Random sampling method is used in this research. Students are selected by classifying them and giving them a questionnaire. The used tools include:

**Family Assessment Device (FAD):** The tool which is used in this research is the family function measurement test, which is done by Nathan Abstain, Lawrence M. Baldwin and Devon S Bishop that have been designed to measure family function based on the McMaster model. This model defines the structural, occupational and interactive characteristics of the family and identifies six dimensions of family function (problem solving, roles, emotional attachment, communication, emotional bonding, and behavior control). A higher score indicates healthy performance. In Iran, in the Mirenayat's research (1999), the alpha coefficients of the subscale of the family measurement tool were obtained from 0.72 to 0.92, which has a relatively good internal consistency.

**Self-regulation questionnaire:** Academic self-regulation questionnaire was prepared by Canal and Ryan in 1987 to measure children's self-regulation. Academic self-regulation questionnaire has four subscales: external self-regulation, internal self-regulation, cognitive self-regulation and internal motivation. Hang and Onell (2001) investigated the internal consistency coefficient of this questionnaire in three urban, rural and suburban samples, which reported the Cronbach's alpha coefficient for subscales from 0.62 to 0.82.

**Social Adjustment Questionnaire:** The adaptive behavior scale was first developed by Lambert et al. (1974) and was standardized on American elementary schoolchildren. This scale consists of two parts: the first part deals with growth, developmental skills and habits, and the second part is designed to measure the maladaptive behaviors associated with personality and behavioral disorders.

The obtained data from completed questionnaires were analyzed by using SPSS 20 software. The Pearson correlation test and multivariate regression were used to test the research hypotheses based on the effect of independent variables on dependent variables.

#### 4. Finding

Descriptive statistics of variables including mean, standard deviation, minimum and maximum are presented in Table (1). The average in the family function variable is 13, in the social adjustment variable is 17, and in the self-regulation variable is 19.

**Table 1:** Mean, standard deviation, minimum and maximum variables of research (n = 110)

Variables	Mean	Standard deviation	Minimum	Maximum
Family function	13	4.37	13	15
Social adjustment	17	4.31	15	18
Self-regulation	19	3.32	18	19

According to the results of the Kolmogorov-Smirnov test in Table (2), the variables of this research are at a significant level higher than 0.05 with normal distribution. Parametric tests were used for data normalization.

**Table 2:** Statistical analysis of normalization

Variables	Significant level	Degrees of freedom	Z statistics	Conclusion
Family function	0.624	109	0.058	Normal
Social adjustment	0.526	109	0.063	Normal
Self-regulation	0.543	109	0.061	Normal

Pearson correlation test was used to determine the relationship between the variables of family function and social adjustment and self-regulation among students.

**Table 3:** Results of the test of relationship between variables

Variables	Correlation coefficients	Significance level (Sig.)
Family Function - Social Adjustment	0.634**	0.000
Family function - self-regulation	0.651**	0.001
Social Adjustment - Self-regulation	0.542*	0.001

Table 3 on the hypothesis test showed that there is a significant difference between family function and social adjustment and self-regulation of high school students at error level less than 0.01 and confidence level of 0.99.

In this article, multivariate regression analysis was used to predict and determine the degree of dependent variable of students. Based on the results of this regression analysis, family function variables (with a coefficient of 0.46) and social adjustment (with a coefficient of 0.44) had the highest coefficient of the effect of standardized regression on the dependent variable of students' self-regulation.

Moreover, there is a strong correlation between the set of independent variables and the dependent variable of student self-regulation based on the coefficient of multiple correlation with R (0.74). The value of the coefficient of determination, or  $2R$ , which is equal to 0.54, indicates that 0.54 percent of the student self-regulation variation is considered by the independent variables set.

And the value of F (35/22) also indicates the high and proper capability of the model explain the changes of the dependent variable of students by independent variables.

Table 4 and its related model, show the results of regression analysis of the factors influencing students' self-regulation:

**Table 4:** Results of regression analysis of factors affecting internal motivation of students

Row	Variable	B	SEB	Beta	t	P
1	y = self-regulation	-	-	-	-	-
2	Constant = Fixed number	6.34	0.05	-	3.39	0.01
3	X1 =Family function	0.48	0.05	0.46	5.17	0.01
4	X2 =Social adjustment	0.45	0.05	0.44	4.25	0.01
R =0.74		R <sup>2</sup> =0.54		F =35.22		P< 0.01

## 5. Discussion & Conclusion

The family environment is the first and most durable factor affecting the person's personality development. The child inherits many characteristics from his or her parents, and parents provide the context for the growth of individuals in this way. Parents' influence in children is not limited to hereditary aspects. Families play an important role in the familiarity of the child with community life and community culture. Parents often do not think they need to be trained to educate their children, while this is probably the most difficult task they have in their lives. Parents will be able to solve problems between themselves and their children by learning the ways of child-rearing (Shariatmadari, 2002).

The results of regression analysis also showed that the variables of family function and social adjustment had the highest coefficient of influence of standardized regression on students' self-regulation. This finding is consistent with the findings of Mohammadifar, Kazemi and Zarei (2016) and Mahmoudi, Bagherian and Heydari (2014). To explain this finding, it can be said that family performance is not one in which there is no psychological stress, conflict, and difficulty, but how much the family is capable of fulfilling its tasks and functions; therefore, the inefficiency and damage of the family in carrying out its duties and functions will cause harm to students. Therefore, considering that our environment is constantly changing, the ability to adapt to these conditions is critical, so considering to the affecting factors on adduction seems essential.

Undoubtedly, the family has the most important role in controlling and guiding imagination and the emergence of social adjustment and self-regulation of students. Families should provide the students with the necessary conditions for various activities and give them the opportunity to ask questions, curiosity and the environmental management. Therefore, it is suggested that, given the importance and impact of social adjustment and the impact on the path to life, not only school heads and teachers, but also all school administrators, including families, try to self-development and increase knowledge and their information and research in the field of regulation.

Given the positive effect of family function has on social adjustment and self-regulation of students, it is suggested to family counselors and therapists to conduct their educational and training sessions to educate and make aware parents about the impact of this variable and its consequences on their children. the performance of family, good family- economic conditions, the use of healthy recreational facilities, the creation of a healthy and psychological environment in schools, and paying attention to the students' interests and talents and helping them carry out research and research are important factors in self-regulation of students.

## **References:**

1. Bandura A. (2001), Social cognitive theory: An argentic perspective. *Annual Review of Psychology*; (52): 1– 26.
2. Calat, James.w. (1996). *Introduction to Psychology 4 Edition*. North Carolina state University Brook/ Cole publishing Company (ity).
3. Etemad Ahari, A., and Takhtipour, M., (2015). The relationship between self-regulation and self-efficacy with academic achievement of girls in high school (second period). *District 2 Tehran*, year 7, No. 1, autumn.
4. Fononi, T., (2012). *An Investigation on the Relationship between Self-Concept and Social Adjustment and Academic Achievement in High School Students in District 10 of Education in Tehran*. Master thesis, Tarbiat Moallem University, Faculty of Psychology and Educational Sciences.
5. Gaskill, P.J. & Murphy, P.K. (2004). Effects of memory strategy on second-graders performance and self-efficacy. *Contemporary Educational Psychology*, 29(1), 27-49.
6. Hong E, O'Neil HF. (2001), Construct validation of a trait self-regulation model. *International Journal of Psychology*. 36(3): 186°194.
7. Laudan B. Jahromi E Connie L. Kasari Æ James T. McCracken Æ Lisa S-Y. Lee, E (2009). Positive Effects of Self-Regulation on Social Communication in Children with Pervasive Developmental Disorders and Hyperactivity, *J Autism Dev Disord*, 39:395
8. Mahmoudi, B., Bagherian, F., and Heydari, M., (2014). Self-regulation Role in Students' Social Adjustment, *Transformation Psychology*, Volume 10, Issue 40, summer, pp. 392-383.
9. Marie, McQuade, Christina. (2009). an investigation of the relationships among performance anxiety, perfectionism, optimism, and self-efficacy in student performers. *Fordham University*, 108 pages; AAT 3361368.
10. Mazaheri, A., et al. (2006). The Effect of Group Self-Esteem Training on Students' Social Adjustment, *Daneshvar University of Medical Sciences, Shahed University*, Year 13, Vol. 16, p. 49.
11. Minochin, S. (2001), *Family and Family Therapy*, Translation: Snaei Zaker, B. Tehran: Amir Kabir Publications.
12. Mohammadifar, MA. Kazemi, S., and Zarei, E., (2016). The role of family function and self-efficacy in social adjustment of students, Volume 5, Issue 4, Winter, Pages 131-117.
13. Schunk D. (2001). Social–cognitive theory and self-regulated learning. In B. Zimmerman & D. Schunk (Eds.), *Self-regulated learning and academic achievement: Theoretical perspectives* 2nd ed. Mahwah, NJ: Lawrence Erlbaum.
14. Schunk DH. (2005). Self-regulated learning: The educational legacy of Paul R. Pintrich. *Educational Psychologist*. 40(2): 85–94.
15. Seo, M., & Ilies, R. (2009). The role of self-efficacy, goal, and affect in dynamic motivational self-regulation. *Organizational Behavior and Human Decision Processes*, 109(2), 33-120.

16. Shariatmadari, A., (2011). Educational Psychology, Tehran: Amir Kabir Publication.
17. Zimmerman B. (2000). Academic studying and the development of personal skill: A self-regulatory perspective. *Educational Psychologist*. 2000; 33(213): 73-86.
18. Zimmerman BJ. (1989). Social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*. 81(3):329–339.
19. Zimmerman BJ. (2008). Investigating self-regulation and motivation: Historical, background, methodological developments, and future prospects. *American Educational Research Journal*. (45): 166-183.