

THE RELATIONSHIP BETWEEN FAMILY COHESION AND TYPE OF FAMILIES ACCORDING TO ADAPTATION BETWEEN STUDENTS' ACHIEVEMENTS IN THE EDUCATIONAL PROCESS

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Abstract

The family is an organized and coherent system and has its own structure. In a broader sense, the family represents a biological and social unit that is created in accordance with adequate social norms. Family cohesion is defined as the emotional bond that exists between family members (Olson, 1999), that is, as the degree of care, help and content that family members provide to each other." (Moos, 1981:2) Meanwhile, family flexibility (adaptability) means the family's willingness to change leadership, rules and roles within the family.

In order for the family to function optimally, highlighting the achievements of students in education, the degrees of cohesion and adaptability must be between separation and emotional connection, and if these two degrees of family cohesion are emphasized, we can say that it becomes word for balancing family reunification. (Olson, 2000; Olson and Gorall, 2006, according to Zlokavić, 2012) Therefore, the main purpose of this research has been to observe what is the relationship between family cohesion and the type of families, as adaptability to the achievements of students in the educational process. The populations of this study were elementary school students in Tetovo and a randomly selected sample from the data list for school students, using the clustering method based on the group. The number of students was chosen based on the probability of error ± 5 and the number of the population, which were verified from the data list. The research has been quantitative, where the survey with the measuring instruments FACES II and FACES III was used as a technique. The SPSS standard statistical package was used for data processing. The results of the research came to the conclusion that family cohesion is a very significant factor for student achievement in the learning process.

Keywords: family, type of families, family cohesion, flexibility, student achievement.

Introduction

It is clear that the fundamental goal of the family, school and society in relation to the child is the formation of a successful and useful individual. However, in particular, the parent, as a key factor, must be a constant teacher, educator and encourager throughout the child's life, especially in his early years. Also, in this treatment, it is claimed that for the success of education in the family, in addition to the union of family members, their constant contact with the teacher is very necessary.

The roles of the family, the family-school relationship, have been identified as important factors related to the academic achievements of children during primary education. (Fan and Chen, 2001; Hill and Chao, 2009; Seginer, 2006). Fullan (2006) points out that the closer a parent is to his child's education, the greater his influence on the child's academic development will be. Through parental involvement, parents can stabilize their relationships with teachers and other parents and be informed of school policy and expected behaviors. (Epstein and Sanders, 2002; Yonezawa, 2000).

The research in question treats and analyzes the internal organization of the family from another scientific point of view, in relation to the achievements of students at school. This study will help teachers organize training in parent meetings, on issues that are transmitted from the family

environment to student achievement. Academic achievements will certainly be complemented by many other elements, however, the family factor will be fully observed here.

Theoretical review of the paper

According to Štakler (2010), the family is not only a number of individuals who share the psychosocial and physical space with each other, but represents a social content that has its own structure, function, rules, ways of communication, roles and ways of creation and solution of misunderstandings. According to Afërdita Deva-Zuna, based on different criteria, there are different typologies of families, namely:

Criterion 1: Generational and gender relations: patriarchal, democratic and anarchic/liberal families;

Criterion 2: Family relationship based on the number of children in the family: small family (parents and one child), medium family (parents and 2-3 children) and large family (parents with 4 or more children).

Criterion 3: Coexistence of generations in the family: close family of two generations (parents and children), extended family of several generations (parents, children and other family members).

Criterion 4: Family structure: complete and harmonious family; an incomplete/deficient family in which one or both parents are absent; complete family (stepmother/stepfather or adopted child), and excessive/sufficient families (polygamous marriage or adopted child even though the family has children).

Criterion 5: Family functioning: families in good functional condition (in terms of marriage and parenthood) and families with impaired functioning (it is not harmonious and does not work both in terms of parenting and marriage).

Criterion 6: Residence of the family: rural and urban families. (Deva-Zuna, A., 2009:23,24)

The family is a special institution that has a great influence on the development of the child's personality. Families with healthy relationships strengthen the child's dignity, help their integration in the dynamics of school and knowledge, while families with a lack of healthy relationships, who do not communicate properly with each other, who do not respect the child's dignity, who do not communicate, and practice the most different forms of domestic violence, influence the increase in the possibility that their children lose interest in learning at school, lose confidence in presenting their difficulties, problems and needs in the family, deviate from the rules of school and tend to drop out. (Deva-Zuna, A. 2009:365)

Family cohesion or connection within the family is an emotional connection and is described in terms of variables such as: spending time together, common interests within the family, making joint decisions (Merkaš, 2012). In this paper, family cohesion is described in more detail through four levels of cohesion that define:

- duality – very low cohesion
- separation – low to medium connectivity
- connectivity – average high cohesion average
- networking – very high cohesion (Zloković, 2012: 270).

Research on the topic of family functioning and communication through parents and adolescents confirms that families that are balanced in the area of cohesion and adaptability have more positive communication (Barnes and Olson, 1985) than families that are extreme in the area of cohesion and adaptability. (Henggeler and Hansen, 1986, according to Kouneski, 2000).

Research methodology

The purpose of this research is to observe the relationship of family cohesion and the type of families, as appropriateness with the achievements of students in the educational process.

Based on the problem of this research, the following hypotheses have been defined:

H1: There is a positive relationship between family cohesion and the degree of student achievement in the educational process.

H2: There is a positive correlation between the level of families based on adaptation and the level of achievement of students in the educational process.

The following methods were used in the research: empirical method, theoretical analysis method, descriptive method, group-based method and statistical method.

The populations of this study were primary school students in Tetovo, during the last period of the 2017/2018 academic year and a randomly selected sample from the data list for school students, using the grouping method based on the group. The number of students was chosen based on the probability of error ± 5 and the number of the population, which were verified from the data list. A non-response sampling formula was used. The age of the students included 9th grade students, due to adaptation to the research variables, according to the current educational system, with Albanian nationality.

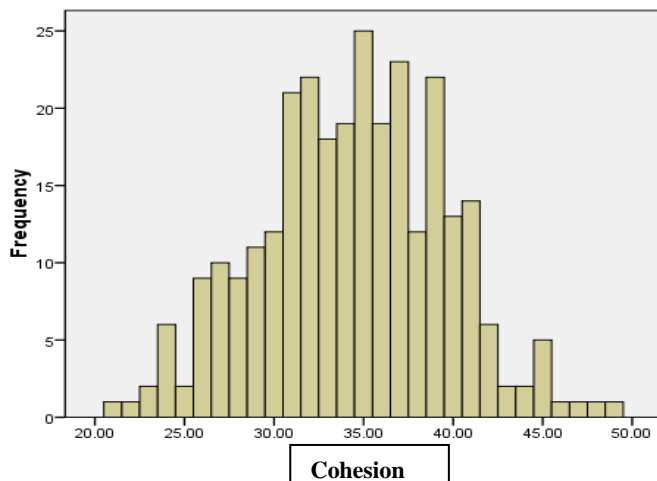
The research has been quantitative, where as a technique the survey with the FACES II measurement instruments by David H. Olson & Watson Tiesel July, Joyce Portner and Yoav Lavee, April 1991., was used to measure family cohesion or family types according to cohesion; as well as FACES III by David H. Olson & Watson Tiesel July, Joyce Portner and Yoav Lavee, April 1991., for measuring family fit or family types by fit; formulated with 10 items rated from 1 (almost never) to 5 (almost always).

The SPSS standard statistical package was used for data processing. The results of the research came to the conclusion that family cohesion is a very significant factor for student achievement in the learning process.

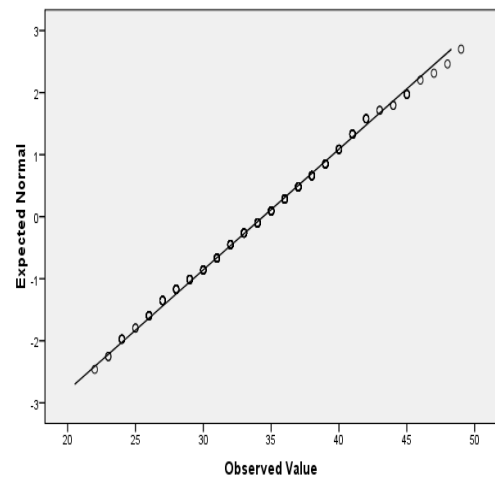
Analysis and interpretation of research results

Table 1. Descriptive statistics for family cohesion and family types according to adaptation

	Cohesion	Adaptation
N Valid	290	291
Missing	3	2
Mean	34.38	32.90
Std. Deviation	5.16	4.95
Skewness	-.018	.278
Std. Error of Skewness	.143	.143
Kurtosis	-.210	-.476
Std. Error of Kurtosis	.285	.285
Minimum	21.00	23.00
Maximum	49.00	45.00

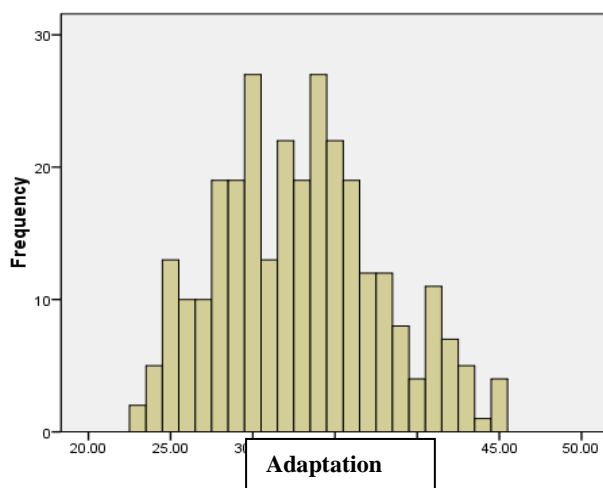


Graph 1. The division of family cohesion

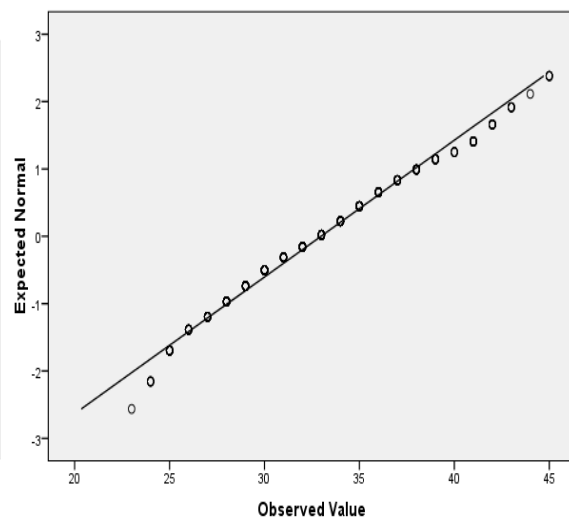


Graph 2. Q-Q in the cohesion normal

Cohesion in the family, which is measured by 10 questions related to the degree of very cohesive, connected, separated and disengaged families, shows a mean of 34.38, between a minimum value of 21 and a maximum of 49, with a standard deviation of 5.16. The values of this distribution are within the allowed limits at the .01 level, according to Skewness and Kurtosis. Cohesion in the family is positioned in the middle of the values, mostly focused near the general average. Considering the mean revealed, we believe that it is higher than expected $M=25$, which means that students indicate families with above average cohesion, but with very little variation. According to the Kolmogorov-Smirnov test, for the normality of the variable and the complete analysis of the Q-Q graph, the values of this variable are frequent within the expected normality.



Graph 3. Division of families according to adaptation



Graph 4. Q-Q on the normality of adaptation

Family adaptation by categories: rigid, structured, flexible and balanced families, show a mean of $M=32.90$ and a standard deviation of 4.95. The distribution of this variable, according to the Kolmogorov-Smirnov normality test, is normal ($p<.05$), however, according to Skewness, it turns out that the averages of this variable are more frequent on the side of the low values of the graph, despite the fact that the average revealed is higher than expected ($M=25$). Analysis of the Q-Q plot shows that the values are completely centered in the expected normal, with little deviation in the lowest values reached.

Table 2. Analysis of Pearson's Correlation values between student achievement in the educational process and family cohesion as well as families according to adaptation

	Family cohesion	Families adaptation by
Achievements in Pearson the educational Correlation process	.471**	.574**
Sig. (2-tailed)	.000	.000
N	293	293

** . Correlation is significant at the 0.01 level (2-tailed).

Looking at the main purpose of the research and the hypothesis that there is a positive relationship between family cohesion, family adaptation and the level of achievement of students in the educational process, the correlation analysis data from table 2 show a moderate positive relationship between the level of achievement of students in the educational process and family cohesion ($r=.471$, $p=.00$). As for the relationship between achievements in the educational process and the degree of family adaptation, it shows a strong positive correlation ($r=.547$, $p=.00$). The data are statistically significant and confirm the hypotheses that there is a positive relationship between family cohesion, family adjustment and the degree of student achievement in education. Based on this statement, we confirm that through the increase in the degree of cohesion and adaptation of families, the achievements of students in the educational process also increase.

Conclusion

The findings of our research came to the conclusion that family cohesion is a very significant factor for student achievement in the educational process. The connection of cohesion in students' families with their achievements was average and positive, but also statistically significant (table 1). A cohesive atmosphere within a family, which means that communication between family members is positive, with support and good emotional connection, leads to better student achievement in education. Of course, there are other factors related to the achievement of students in school, but the focus of our research was oriented towards finding the measure of the effect of cohesion within students' families. The degree of adjustment of families is more related to achievement than to family cohesion. Our expectations with this conclusion are accepted, because balanced families have a greater tendency to raise the performance of students in education. The rule of operation between its members is completely balanced and efficient.

Due to the fact that the correlational analysis showed a satisfactory relationship between family cohesion and the adaptation of families to the achievements of students in education, the research found another predicative effect with 24% of cohesion and adaptation according to the degree of achievement of students in the educational process. According to this conclusion, everything that happens in the context of the success of students in education is explained through family cohesion and adaptation with 24%, while of course there are other factors that have their role. Our model suggests that adjustment and cohesion are important predictors of educational achievement. The conclusion was in favor of our claim that the predictive model was statistically significant.

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