

ORIGINAL ARTICLE

Determining The Correlation Between Emotional Perception of Family Function and Personality Traits of Female Students Between 16 To 18 Years Old

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ABSTRACT

Adolescence is a short and critical period of human being's development and related to the ages between 12 and 19 years old. In most cultures, the development and evolution of social and affective of human being has a particular significance and this is a specific point in this stage. The aim of this study, is determining the correlation of perceptual affective performance related to the family with the characteristics of female students between 16 to 18 years old. It's a descriptive study. The statistical universe of this research includes all female students between 16 to 18 years old. So, by cluster and random sampling, 140 persons were chosen as a sample of research. The instrument of this research is a questionnaire and also the person product-moment correlation coefficient test is used in this study (Pearson test). Findings indicated that there is a correlation between the quality of relationship in the family and personality factor. (C) it means that people, those who have a pleasing relationship in their family have more positive personality. Finally, the results were under discussion in both nursing field and health services.

Keywords: affective performance, family, personality characteristics

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INTRODUCTION

The most critical period of life, is adolescence and youth. Each person encounters with a lot of problems by entering to this period. The investigation of these problems needs a comprehensive study of a generation which is encountered by the personality changing. Many researchers considered and investigated the problems of adolescence and youth period¹. Actually adolescence is a sensitive period, a kind of difficult transference stage and also a dreadful one for teenagers. This situation is blamed by the society and parents because of the breaking traditions. Teenagers are not realistic so at the time of facing with an obstacle, became unhappy and react the same as their parents². By physical changing in teenagers, a series of changing also take place in emotions, affections, desires, imaginations and conceptions. So the possibility of conduct disorders will increase and the balance of childhood periods faces with some changes. According to the above state, both family and parents are the most important supporters who can help the teenager to become an independent person and also an adult. The necessity of having passionate parents has been proved. Indifferent parents have children with less adjustment. If parents indicate more acceptance, trust and love, teenagers will face with fewer problems³. Family and its role based on psychic dimension is an important issue which the most researchers emphasized on it. Even a lot of psychologists believe that personality refers to parents more than genes. Therefore, the family environment is the first endurable factor which effects on the development of people. According to Parson, families are factories which manufacture the personality of people⁴. An appropriate support of family has endurable effects on children. As an example, those children who grow in families with an excellent support, have a high self- confidence. They can also adapt themselves to tension and stress, and would rarely involve in mistakes, deviations, addiction and depression. On the contrary, each teenager has less emotional and familial support may become depressed⁵. Therefore, the family is the first place

which a child faces with acceptance. Because of the emotional relationships between parents and children, the family is defined as a source of love and affection. Gradually, child comprehends that this is a kind of non-conditioned love and affection, so it causes a suitable and safe environment for him/her in order to grow up⁶. The modern social life is so complicated and personality has an importance role in it. Both teachers and parents emphasize on the evolution of personality patterns in children, because it helps them to have a pleasing compatibility in both present and future. According to the determination of each person's personality, learning is more effective than inheritance. It has two effects as the following: not only people cannot blame the unhealthy or negative mood of environment or inheritance⁷ but also, they must blame themselves, because they have been grown the inappropriate personality patterns. Personality is controllable factor like other aspects of evolution and growth, so we can guide the children to develop perfect personality patterns for themselves and attain some successful compatibility. Also, learning has an important role in the personality, so we can change its model on time in order to have a social and personal compatibility⁸. Therefore an effective step for achieving an appropriate pattern of family, is educating parents on the basis of changing their behaviors in order to have a perfect relationship with their teenagers. In this modern era, a lot of parents encounter with many problems in their relationships with their teenagers, because of some reasons such as: economic problems and development of mechanical life. Many social difficulties in modern society and also a lot of mental disorders are because of parents' inattentions. So increasing the parents' awareness is necessary in this modern world⁹.

Ericsson's theory of eight stages

According to Ericson, there are eight basic capabilities which are in accordance with growth levels. Each capability reveals after an excellent accomplishment of the crisis of per period. Hope, competency, purposivism and will are the four capabilities which may reveal in childhood. Love, reason and consideration reveal in adulthood. Fidelity also reveals in adolescence. These capabilities are dependent on each other and can't develop up to the completion of the previous capability¹⁰.

Psychological first stage: trust vs. mistrust (birth to one year old)

The first stage of psychological development occurs between birth and one year old and also is a fundamental stage of life. Because an infant is utterly dependent, the development of trust depends on the amount of quality and reliability of the person who takes care of him/her. If trust develops successfully, the infant will feel safety in the world. A lack of confidence feeling in child is because of having an unfeeling and incompatible babysitter. Failure in the process of developing trust leads to fear and a belief that the world is unpredictable and incompatible. He believed that, the foundation of a healthy personality is related to trust. If a child has an inner trust, he/she sees the world as a compatible place with reliable people. This kind of feeling depends on the relationship between mother and child and the method of attentiveness⁶.

Psychological second stage: autonomy versus shame& doubt (1 to 3 years old)

The second stage of psychological theory begins in early childhood and focuses on the formation of self-control in the child. Self-control is related to the child's impulses and his/her self- command. In this period, Child learns some motion skills dependent on his/her parents. The same as Freud, Ericson believed that toilet training is a necessary and vital part of this stage. But his deduction was a little different. He believed that there is a direct relationship between the creation of independency and controlling of emotions with learning about controlling the body. Other important events include, achieving more control for choosing food, cloth and toy. Children, who could pass this level successfully, have confidence and assurance feelings. Otherwise, some feelings such as doubt and inefficiency remain in their minds.

Psychological third stage: initiative versus guilt-feeling (3 to 5 years old)

According to Ericson, this period is the game age and child is extremely sociable. In the meantime of pre-school years, children begin to exert power and also control their world by playing some games and other relationships. Those children who pass this stage successfully, gain personal ability and also attain the competency of leadership to others. The guilt- feeling, doubt and lack of initiative remain in those children who are unsuccessful¹¹.

Psychological forth stage: industry versus inferiority (6 to 11 years old)

This stage occurs during childhood between the ages of six and eleven. School and social interaction play an important role during this time of life. Through social interactions, children begin to develop a sense of pride in their accomplishments and abilities. Children, who receive encouragement from their parents and teachers, feel more competency and belief about their abilities. If teachers and parents don't encourage children, they will develop with a sense of doubt for success.

Psychological fifth stage: identity versus role confusion (11 to the end of adolescence)

In adolescences, children try to discover their independency. In other words they feel themselves. Those children, who receive encouragement through their exploration, will pass this stage with an independent feeling. But those who remain unsure about their beliefs and tendencies will be uncertain about their future. He believed that acquisition of identity is the main duty of teenager. It means answering to some questions such as: "who am I?" and "what am I doing?" According to Ericson, the crisis of this stage is called, "identity crisis". This stage is an inseparable part of social- psychological development. Ericson also believed this stage is a kind of experimental role period. A period which an individual can examine the variety of behaviors, beliefs and interests¹².

Psychological sixth stage: intimacy versus isolation (21 to 40 years old)

This period is a first year of adulthood when people try to discover their own relationships. Ericson believed that it is necessary to have a close relationship with others. Those who are successful in this stage will have an assurance relationship. Remember that each stage is the base of next stage. Ericson also believed that it is very important to have a strong feeling of self-identification in order to create a friendly relationship. Studied indicated those people with weak self- identification, will expose to despair, loneliness and depression. They also have less commitment in their relationships. Isolation is a crisis of this stage. In most countries, behavior as a social phenomenon also forms in the current stage.

Psychological seventh stage: fertility versus barrenness (40 to 65 years old)

In adulthood, we continue making our life and focus on our career and family. Those people, who are successful at this stage, feel a kind of participation by working in the society and home. Failure of this skill will lead to depression and inactive feeling.

Psychological eighth stage: integration versus distress and depression (over 65 years old)

This stage relates to old age and focuses on the reflection of previous activities. Those people, who are not successful at this stage, will feel that they have wasted their life. Each individual feels disappointment in this situation. Those who are proud of their past accomplishments in life, will sense integrity and dignity. Every person who can pass this stage successfully, have an absolutely satisfaction, these are people who gain wisdom even in the face of death. Integration means feeling of satisfaction because of the valuable life. Ericson refers to the term "self-ascension" for this period. He also stated that the crisis of this period is "dispair".

MATERIALS AND METHODS

The method of this research is descriptive- correlation and also it is practical. The statistical universe of this study is all female students of high school in level 2, 3 and also university-preparatory students in 1997-1998. By using cluster and random sampling, 140 persons were chosen for this study. A librarian method is also used in order to access the basic definitions, context literature and awareness about different methods of similar studies. Also field study was used in order to collect statistical and numerical data. For the process of collecting data, the questionnaire was used, and for analyzing them, we used descriptive statistic on the basis of frequency distribution tables in both relative and absolute data, mean and standard deviation.

RESULTS**Frequencies Distribution****Table 1: relative and absolute frequency distribution on the basis of level education**

Level of education	Number	Percentage
Second	45	32.1
Third	41	29.3
forth	54	38.6
Total	140	100

The above table indicates that the majority of students were chosen from university- preparatory (38.6) and the minorities of them were on the third level of high school (29.3)

Hypothesizes Test

Interaction relationship (c)	Negative(0-13)		Positive(14-26)		total		result	
	number	percentage	number	percentage	number	percentage		
Undesirable (0-32)	3	75	1	25	4	100	r=0.51 p=0.48	R= 0.48 P=0.00 A=6.60 B=0/10
Intermediate (33-66)	35	70	15	30	50	100	R=0.19 P=0.17	
Desirable (67-99)	26	30.2	60	69.8	86	100	R=0.42 P=0.00 A=64.48 B= 0.90	

The above table is adjusted on the basis of the relationship between the quality of interactive relationship and personality factor(c) and their correlation. This table also illustrates that those students which attained undesirable grade about 75% of them got negative personality factor. But those students who were successful in their interactive relationships, almost 69.8% of them got a positive personality factor. Pearson correlation test was used in order to achieve to statistical significance relationship. The result of the test presented the meaningful disagreement between two variables such as personality factor(c) and family relationships. ($P < 0.001$). in order to determine the correlation between family relationship and personality factor, three groups of students with three different relationships were chosen based on Pearson test. There was a correlation in the group with the undesirable relationships, but because of a few number of samples, the correlation wasn't meaningful. The Correlation was meaningful in the group with the desirable relationships ($p < 0.001$).

Table 3: relative and absolute frequency distributions on the basis of interactive relationship in family and personality factor (E), (1999)

Interactive relationship	Negative(0-13)		Positive(14-26)		total		results	
	number	percentage	number	percentage	number	percentage		
Desirable (0-32)	2	50	2	50	4	100	R=0.09 P=0.91	R= 0.09 P=0.26
Intermediate (33-66)	31	62	19	38	50	100	R=0.23 P=0.10	
Undesirable (67-99)	54	62.8	32	37.2	86	100	R=0.08 p=0.45	

Students with desirable relationship gained maximum percentages (62.8%) and a negative grade according to E personality factor and about 50% of students with undesirable relationships gained negative grade on the basis of E personality factor. The rest 50% were in a positive situation. There is no statistical difference between three groups of students on the basis of E personality factor. In order to determine the correlation between interactive relationships and E personality factor, Pearson test was used. Results illustrated that there is no statistical significance relationship between these two variables. Also according to these two variables, the correlation between three groups of students, desirable, intermediate and undesirable family relationship is not significant.

Table 4: absolute and relative frequency distribution on the basis of emotional perception of family function and personality factor (c) - 1998

Affective performance (c)	Negative (0-13)		Positive (14-26)		total		results	
	number	percentage	number	percentage	number	percentage		
Undesirable (40-79)	3	75	1	25	4	100	R=0.06 P=0.22	R=0.47 P=0.00 A=6.65 B=0.08
Intermediate (80-120)	30	6.72	14	31.8	44	100	R= 0.23 P=0.12	
Desirable (80-120)	31	33.7	61	66.3	92	100	R= 0.43 P=0.000 A=77.19 B=1.15	

The majority of students (75%) with the undesirable emotional perception of family gained a negative grade of personality factor(C). Also the majority of students (66.3%) with desirable emotional perception of family function gained a positive grade of personality factor(C). Pearson test was used in order to achieve the existence of statistical significance differences. Findings indicated that there is a significance

relationship between emotional perception of family function and personality factor (C). ($p < 0.001$). Pearson test was also used for determining the correlation in these two variables among the following parameters: students with undesirable, intermediate and desirable affective performances. Finding illustrated that there is a statistical significance relationship between these two variables ($p < 0.001$).

Table 5: absolute and relative frequency distribution of students on the basis of emotional perception of family function and personality factor (E) - (1998)

Affective performance (E)	Negative(0-13)		Positive (14-26)		total		Results	
	number	percentage	number	percentage	number	percentage		
Undesirable (0-39)	2	50	2	50	4	100	R=0.26 P=0.73	R=0.09 P=0.24
Intermediate (40-79)	26	59.1	18	40.9	44	100	R= 0.23 P=0.12	
Desirable (80-120)	59	64.1	33	35.9	92	100	R= 0.05 P=0.59	

The above table was prepared about the correlation between emotional perception of family function and E personality factor. It was the hypothesis of this study. As it can be seen in the above table, there is no outstanding difference among three groups of students on the basis of E personality factor. Pearson test was used in order to determine the correlation between emotional perception of family function and E personality factor. Results indicated that there is no statistical significance relationship between two variables. Also there is no meaningful correlation between three groups of students.

DISCUSSION

C personality factor is defined as an affective constancy versus affective inconstancy. This kind of factor is related to some problems such as: personality disorders and behavior disorders and also mental problems such as: psychosis and neurosis. In fact, C personality factor indicates the power of individual's adaptation to the environment. It means that, there is a correlation between C personality factor and the quality of interactive relationships in the family. People with desirable interactive relationships were more positive according to C personality factor. It seems that existence of adjustment and continuity among family members will influence the affective development of juveniles and also the superego development. So teenagers will able to present themselves in the community and have a desirable relationship with others. E personality factor is defined as dominance versus submission. This factor indicates the following states: flexibility, authoritarianism, hostile tendencies and obedient. We couldn't find any research which presented the relationship between this aspect of personality and family. The role of genetic and constitutional factors in authoritarianism is more important than familial and environmental parameters. Also the method of child's upbringing is very important. Just as the method of upbringing influences the self-confident and compatibility of a juvenile. Therefore the second hypothesis is rejected. According to the third hypothesis, means the correlation between emotional perception of family function and C personality factor, results show that there is a meaningful relationship between these two variables. ($p < 0.001, r = 0.47$). the amount of C factor will increase by development of affective performance of family. It means that the personality of each person will more develop according to the affective development. Failure in this part leads to some problems such as: addiction, anti-social behaviors, behavior disorders and psychological problems. Therefore the third hypothesis is accepted. Affective performance of family is the most important factor that influences the affective constancy. By the enhancement of this factor, teenagers can compatible themselves with problems of community. So, the findings of this research didn't indicate any statistical significance relationship between emotional perception of family function and E personality factor.

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