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The Analysis of Relationship of Family Function Based on McMaster Pattern with Behavioral Problems of Children among Pre-School Pupils in Kerman

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ABSTRACT

The present study is correlation and it is conducted to determine the relationship between family function based on McMaster approach with behavioral problems of pre-school pupils. The function of family points at quality of family life in systematic level or mutual relations and refer to elements such as health, qualifications, abilities, weaknesses, and strengths of family system. Its components are problem solving, relations, roles, emotional responses, effective involvement, behavioral control and total function. Behavioral problems of children in this study include hyperactivity, aggression, tension, depression, social incompatibility, anti-social behaviors, and the problem of lack of attention. Sample size was composed of 215 people including mothers of pre-school pupils and 17 teachers of these pupils. Instruments used for data collection included questionnaire of family function that was designed by Epstein *et al.* and completed by parents (mothers) and also the Rutter questionnaire of behavioral problems that was completed by teachers. The analyzing data by statistical methods such as Pearson correlation and multi-variable Regression analysis showed that there is a significant relationship between family function and behavioral problems of children. This means the less suitable is function of family, the more children face behavioral problems. Also the results showed that components of effective involvement and relationship from family functions have the most relevance with problems like stress, depression, social incompatibility, and anti-social behaviors. Also components of problem solving and relations have the most relevance to aggression, hyperactivity. Components of emotional response and relations have the most relevance with lack of attention. Results of this study are based on other research done in this respect.

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INTRODUCTION

Family is an open and stable system that has structure, organization and interactive pattern that shows that signifies this system and it has important variables in determining the behavior of family members. Inner and outer changes are effective on system of family and on behavior of all members of it. If variables of this system work well together, then behavior of each person and inner-psychoanalytic behaviors of these people will be influenced in a great way. The approach of McMaster is offered by Nathan Epstein (1982) based on function of family systems in which family is assumed as a system and locates other systems inside it (individuality, married life) and it is in relationship with other systems (Expanded family, school, and workplace). In McMaster pattern dynamites of family group can't be restricted to personal features or to interactions between two members. Definition of family as a system contributes to identifying the source of problem and mental pressure in this system, it is in a way that therapist can recognize aims, targets and the method of treatment (Epstein, 2011).

McMaster approach is limited because of time (usually 6-12 sessions). It is focuses on present problems; this is against intergeneration patterns, past elements of problem or systematic analysis of childhood. The clear and direct relationship between therapist and family members and between family members with each other is important in this study. Most treatment is done by family members. The therapist simplifies effective skills of problem solving. To understand structure, organization and interactive pattern of family, we're going to define the 7 dimensions of family function. (Lang, 2005, 32)

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Problem solving; it shows the ability of family for solving problems and steps for doing so. Relation: it shows the effective, broad, clear and direct interaction of information in the family. Roles: it is the efficiency of family style in distributing and performing duties, these duties include preparing sources (food, clothes, accommodation) growth and support, developing life skills, keeping and managing family system. Emotional response: it evaluates the solutions of family members for giving exiting, suitable responses either positive feelings (enjoyment, love, care, kindness) or negative feelings (sadness, depression, fear, anger). Effective involvement: it points to quality of love, care, family member investment for each other. Behavior control: it describes standards and behavioral freedom. Total function: it measures total level of family function. This dimension hasn't been considered one part of clinical assessment of family but it works as an investigational and educational scale.

The studies of psychotherapists regarding behavior and mood of abnormal people showed that most aggression, anger, and even mental disorder of children and teenagers are because of bad and disorganized family and poor function of it. Christine *et al.* (2008) in a study named "effect of family function on behavioral disorder like stress, depression" referred to the role of family on these problems (Christine, 2005). Stevenson *et al.* (2007) in a study with the title of "Tension inside families: change, relevance, interpersonal relationships" concluded that tension in children isn't related to parents' education degree, age, or work condition but relates to the communicational patterns of parents. There is strong solidarity between tension and depression with family relations of father and mother (married life) and family function. Also results showed that family can decrease tension of mother and influence children (Stevenson, 2007).

Lang *et al.* (2005) in a study with the title of "family based elements related to hyperactivity along with lack of attention and emotional disorder in children", concluded that in families with hyperactive children in compare to control group, there is a significant difference in the level of stress, social support, quality of life and family function (Long, 2005). Gatz and Gatman (1993) in a study named "The analysis of family function and behavior of children", concluded that those parents who haven't healthy function and use violent ways to solve their problems, have children that based on their teachers' ideas, they show signs of depression, tension, and anti-social behaviors (Dortaj, 2010). The results of study done by Barkli and Anastopolus (1992) revealed that mothers that have hyperactive children with lack of attention in compare to other mothers, have more negative behaviors and at the time of controversy they are more angry. Mothers of these teenagers are usually opinionated and have fewer tendencies to solve problems. So the special interactive style of these parents causes having relationship and solving problem to be harder (Kajbaf, 2008; Zaree, 2000).

Malek khosravi (2008) by studying hyperactive children concluded that hyperactivity is related to low efficiency of family and low satisfaction of married life. Soltanifar and Bina (2007) in a study named "The analysis of depression in children and its relevance to family function", concluded that there is a significant relationship between depression, grades and family function according to number of fights, exciting atmosphere and satisfaction of married life (Mosavi, 2012).

Araghi (2007) in a study with the title of "The analysis of family function and general health of children", showed that the more is family efficient, the less we'll have abnormal behaviors like stress and depression. Dortaj and Mohammadi (2008) conducted a research on 150 families; results showed that the average function of families having hyperactive children is more than average number of family with no hyperactive children. Teaching families about hyperactive children improved function of family.

Sharifi (2004) in a study with the title of "The analysis and comparison of relationship between family function and the total compatibility, educational compatibility, emotional and social norms for 300 boys and girls (students) showed that there is a significant relationship between family function and compatibility dimensions. Mosavi (1997) analyzed the effect of family function and behavioral disorders like enmity, rebellion. Results showed that family functions of students in all dimensions, problem solving, relationship, role play, emotional response, behavior control, total function with their disciplined behavior, has a significant relationship.

The present study was conducted to determine the relationship between family function with hyperactivity, tension, stress, depression, social incompatibility, anti-social behaviors and lack of attention disorder based on McMaster approach in pre-school pupils. According to the role and function of family in forming a child's personality and interactive patterns, the way family members behave with each other, controlling behavior of family members, methods of problem solving that is one of the important elements in system of family, the analysis and specifying these variables are very important and crucial

Method:

The present study is correlation study. Statistical population includes all teachers of pre-school (for girls), region 1, Kerman, 1391-1392. They are 35 in 26 pre-school centers. Also it includes all the parents of these pupils, they are 475. The sample size based on Morgan table is 215 of parents that were chosen randomly from 14 pre-school centers. In these 14 centers, 17 teachers of pre-school have been working, they got Rutter questionnaire. To gather data, we used two types of standard questionnaires.

Instruments:

A) Rutter child behavioral questionnaire, teacher form that in 1967 was designed by Michal Rutter. This questionnaire includes 26 simple items that is one of the most common questionnaires for identifying mental problems of children (Rutter, 1976; Rater *et al.*, 1970, cited As Ilojeh, 1992). Yousefi (1998) in Shiraz normalized this questionnaire and the level of validity of the said test by using retesting method; it is reported to be 90%.

B) The questionnaire of family function (FAD) that has 60 items was designed by Epstein, Baldwin, Beshop in 1983 to assess family function and it has seven sub-scales. The reliability regarding inner equality under scales of assessment tools for family function is from 72% to 83% and inner equality under total function is 92%. This questionnaire normalized by Mohammadzadeh and Malek Khosravi in Iran. Alfa coefficient of Kronbakh under scales reported to be 72% to 83%. To determine the relationship between variables, we used Pearson correlative multivariate Regression analysis.

Result:**Analysis of the relationship between family function and children behavior problem:**

Pearson correlation analysis was conducted for relationship between family function and behaviour problem. As revealed in Table 2, the result of the present study indicates that there was a significant positive relationship ($r = .627$, $p < .001$) between family function and children behaviour problem. This means families with worse function reported children with high behaviour problems.

Table 1: Pearson correlation result

Variable	Behaviour problems			
	Pearson			
Family function	Correlation	p-value	R ²	Relationship
	0.627	0.001	0.393	Positive

Which of family components have more relationship to behavior problems?

Linear regression analyses were conducted to test the main effects of the variables (problem solving, relations, roles, emotional responses, effective involvement, behavioral control and total function) on children behavior problems. Table 2 displays the results of linear regression analyses for. The $R^2_{adj} = .24$ revealed that about a 24% of variance in behavior problem predict by family function.

Table 2: variance analysis results

Model	Sum of Square	Df	Mean Square	R	R ²	F	P-Value
Regression	11349.70	7	1621.39	0.49	0.24	9.36	0.001
Residual	35896.32	207	173.28				
Total	47219.02	214	-				

As shown table 3, strongest predictor of behavior problem is effective involvement ($B = 6.11$, $p < 0.05$), follows by roles ($Beta = 3.92$, $p < 0.05$), total function ($B = 2.61$, $P < 0.05$), behavior control ($B = 2.31$, $P < 0.05$), relations ($B = 1.57$, $P < 0.05$), problem solving ($B = 0.76$, $P < 0.05$), and emotional response ($B = 0.18$, $P < 0.05$).

Table 3: linear regression result between family function and behavior problem

Variables	B	S.E	B standard	t	P-value
(Constant)	-3.06	2.47	-	-1.23	0.218
Problem solving	0.76	0.12	0.14	2.01	0.042
Relations	1.57	0.77	0.19	2.06	0.039
Roles	3.92	0.25	0.25	1.98	0.045
Emotional Response	0.18	0.38	0.12	1.97	0.049
Infective Involvement	6.11	0.46	0.38	2.48	0.014
Behavior Control	2.31	0.18	0.123	2.26	0.029
Total Function	2.61	0.98	0.15	1.98	0.046

Analysis of the relationship between family function and hyperactivity in children:

Pearson correlation analysis was conducted for relationship between family function and hyperactivity in children. As revealed in Table 4, the result of the present study indicates that there was a significant positive relationship ($r = .59$, $p < .001$) between family function and children hyperactivity. This means families with worse function reported children with high hyperactivity.

Table 4: Pearson correlation result

Variable	Behaviour problems			
	Pearson			
Family function	Correlation	p-value	R ²	Relationship
	0.59	0.001	0.357	Positive

Which of family components have more relationship to hyperactivity?:

As shown table 5, strongest predictors of hyperactivity is problem solving ($B=0.76$, $P<0.05$) and relations ($B=1.57$, $P<0.05$).

Table 5: linear regression result between family components and hyperactivity

Variables	B	S.E	B standard	t	P-value
(Constant)	-5.22	0.41	-	-12.62	0.000
Problem solving	1.66	0.46	0.317	3.59	0.000
Relations	0.765	0.339	0.164	2.26	0.015
Roles	0.557	0.355	0.106	1.98	0.047
Emotional Response	0.58	0.399	0.152	2.13	0.034
Infective Involvement	0.725	0.412	0.14	1.97	0.049
Behavior Control	0.86	0.36	0.15	2.36	0.019
Total Function	0.90	0.50	0.16	1.81	0.042

Conclusion and Discussion:

The analysis of data through Pearson Test showed that there is a direct and significant relationship between family function and children's behavioral disorder, aggression, hyperactivity, tension, incompatibility, anti-social behaviors, lack of attention disorder. That means the more children's family function is unsuitable, they have more behavioral problems. Also by multi leaner Regression model and its significant we can say that among a lot of family function and each of behavioral disorders there is a leaner significant relationship (problem solving, relations, roles, emotional responses, effective involvement, behavioral control and total function).

Results also showed that one of the important predictors of all disorders is "relations", as we explained, relation points to effective, broad, clear and direct relationships of data in the family. Relations are divided to two groups: instrumental and emotional. Instrumental relations refer to daily affair like financial management, preparing food, clothes and housing. Emotional relations refer to emotional affair like anger or depression. Studies about depression and tension of children shows that stress in children isn't related to educational level, age or working condition of parents but relates to the way that parents interact with each other. There is a strong correlation between tension, stress with married life and family function. Thus we can say that interactive procedures in family have the most relevance to children's behavioral disorders. Apart from component of "relation", there is another component that has the most solidarity with depression, stress, and anti-social behaviors and that is effective involvement. Effective involvement relates to quality of love, care and investment of family members for each other. Based on McMaster approach, effective involvement means the amount of love and care of family for actions of its members.

Focusing on the amount of love and the way of showing it, is a spectrum of mixed styles that creates a complete lack from one hand and on the other hand creates excessive mixing. Based on definition of social incompatibility in this study which means a stable negative pattern, rebellion, enmity to the authority, it also means incapability for accepting responsibility of mistakes and condemnation of others. We can determine the variables of effective involvement and relation in accordance with social incompatibility and anti-social behaviors of children. Results of this study is consistent with past studies by Moosavi Shoostari (1997), Shahsavari (2003), Bidly (2003), Nouredin Vand, Sharifi Yeylaghi and Sharifi(2004), Amannolahi (2006), Tajali, Ardalan (2010). Two components of family have most relation with lack of attention disorder in children, including emotional responding and relations. Emotional responding means the way that family members respond to each other with pleasant feelings (affection, love, support, happiness, enjoyment) and unpleasant (fear, sadness, anger hopelessness, depression). Results show that the quality of emotional relations and care about emotional responding to each other can have more relationship to lack of attention disorder in children, although all components of family function had related to this disorder.

Apart from "relations" the most predictor regarding regression –hyperactivity is "problem solving". Literature review of studies done regarding family elements relating to hyperactivity and lack of attention and emotional disorder in children show that in families with hyperactive children and emotional disorder in compare to control group, there is a significant difference in amount of stress level, social support and quality of life and family function. Mothers of these children are often opinionated and selfish and have fewer tendencies to solve problems.

Thus special interactive pattern of these parents causes problem solving to be difficult. Comparison of family function in hyperactive children and children haven't this problem shows that in problem solving dimension and emotional response, there is a significant difference. Thus the results are based on findings of Hycavacovan (2008), Lang *et.al*, (2005), Jonston (2001), Barkli (1992), Kajbaf (2008), Zaree' (2000), Dortaj and Mohammadi (2008), Malek khosravi (2008). Based on findings, it is suggested to education department that from the early years and from pre-school level using devices and suitable methods, they should make a psychological case for children, so that their problems and possible disorders can be identified. To increase knowledge of parents about raising children, effect and role of family function on forming children's character

and to make them to be familiar with signs and causes of disorders and behavioral problems by psychologists and counseling, educational workshops should be held.

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