

# Family Climate Patterns and Its Relationship with Self-Concept among Students at the University of Islamic Sciences in light of the Variables of Gender and Age

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## Abstract

The aim of this study is to clarify the relationship between self-concept and patterns of family climate among students at the University of Islamic Sciences, and also aimed to investigate the effect of gender and age on this relationship.

The sample of the study consisted of a group of students were selected randomly, totaling (139) students; (58) male and (81) female students.

Two questionnaires were distributed on 139 students. The first questionnaire was on the impact of patterns of family climate on self-concept and the second one about self-concept. Then the researcher analyzed the results of each item in the questionnaire using appropriated statistical methods, calculated the correlation between self-concept and patterns of family climate using the Pearson correlation coefficient, and G-test to find the difference between correlation coefficients.

The results showed a positive statistical significance relationship between family climate patterns on one hand and between self-concept in all its dimensions on the other hand.

**Keywords:** self-concept, family climate Patterns, children's behavior

## 1. Introduction

Psychoanalysts emphasized on the importance of the first family experiences in children's behavior, attitudes which have a significant impact on the psychological and social development, and the formation of their personalities functionally and dynamically.

The happy family is considered a healthy psychological environment for proper growth and lead to happier children and mental health, but the troubled family is considered a bad psychological environment for growth; they serve as a breeding ground for psychological, behavioral deviations and social unrest. The nature of the relationships the child experience within the confines of his family determine to a large extent whether he will grow psychologically healthy or not (Rashid, 1995: a).

The fact that family climate which involves warmth and stability may be a factor of support to the individual while facing the pressures of life. In contrast to this, the troubled family climate may turn into an induced indirectly to pay individual breach of standards and lack of abide (Hassan, 2001). when the family fails to provide a family atmosphere that helps to teach its members how to achieve a balance between needs of contact with others and independence needs leaves the door open to different images of wrong contact which ends to disorder of family climate and convert it to source of generating disorder and affecting some of its members with clear explicit disorder (Kafafi, 1999).

The family is the first cell of society, which teaches the child the principles of social life and personal structure of the human for both directly and indirectly. Directly through Landing Education based on the children's education and social behavior, values, trends composition, religion, and morality. Moreover, the family identify compatibility methods with different positions as well as work on the development of self-discipline and external discipline to individuals through reward and punishment which enable children to exercise opportunities for self-expression, take responsibility, and teach children within the family of different social processes such as cooperation and competition. Whereas the indirect form in which the influence on the behavior of the family of the children is through the family atmosphere that dominated types of interaction and behavior in which a young child trying to emulate and imitate (Khalil, 2000).

Physiological health and the evolution of the self-concept is consistent between mental configuration factors and emotional configuration of the individual as this organization contributes to determine the function of the individual responses to emotional poise, personal, and social compatibility and achieve his self. The link between the mental sides and with what it includes of factors such as intelligence and the ability to creative thinking is cognitive achievement on one side. While the emotional side of the individual himself and what this side provides of the social, emotional factors, tendencies and trends, enjoy personal and social values, is on the other hand, which calls for emergence of response indicate sought of the individual to achieve the same degree and raises the personal and social compatibility. An individual who has these characteristics described as psychologically healthy through what inferred from his behavior (Al Khalidi, 2000).

Undergraduate education is one of the important stages in the life of human growth and which formed the student's personality dimensions, which reflect the student's personality dimensions reflecting to a large extent, can be the life of the individual in the future.

The family upbringing is responsible for the formation of social behavior and teaching the individual the social roles, attitudes, social norms, and the philosophy of life (Zahran, 1977).

Recent research and studies have shown that the behavior of the individual affected by the family climate where they are men and leaders of the future must take care of them. Also, to prepare them for the future of civilization inevitable imposed by the contemporary scientific and technological development.

Undergraduate education as it is targeted psychological disorder and unbalance, the stage where it is easy to modify the behavior and return its poise in the direction of the correct path for the growth of psychological sense.

Where the family is the first social institution responsible for satisfying the needs of the child, the acquisition of the child needs to a range of behavior patterns, trends and, desired values are the basic building block in determining the behavior and the formation of his character.

Psychologists agree that the right early experiences and relationships, which provide for everyone in the family in the early years of his life play an important role in the formation of character building and the formation of his behavior to achieve compatibility psychological and mental health in general.

### **Self-concept**

The term self-concept is due to the work of (Carver et al, 1998) and work of (Bandura, 1998) in dealing with the subject of re-cognitive representation of goals and self-evaluation of the behavior. The term self-regulation refers to pleasure and internal satisfaction, and refers to those efforts by individuals to modify their behavior and desires in light of the objectives and future goals. What distinguishes the self-organization is being self-supervision and monitoring of ongoing behavior within the principle of stimulates human activity (Kahneman, Diener et Schwartz, 1999). (Diener et Lucas, 1999) defines self-regulation: "Search for emotional memories live happy for a long time and live for a little time for unpleasant emotional memories and a sense of self-satisfaction on his pension".

#### *1.1 Problem of the Study*

Undergraduate education is considered a sensitive stage that affects a person's life because of which the stems into the future and disorder suffered by the student influence his character later. So it is a must to provide a family atmosphere prevails calm and psychological stability so as to ensure the growth continues safely.

Low self-concept of the turmoil that you see clearly among university students, thus affect their future as a result of the behaviors that cause them incompatibility psychological and social that lead to chaos, tension, provocation, aggression and continuing irregularities, and reflected on how to deal with them putting them to punishment, ostracism and constant

rejection thus affect their education. The problem of the study is concentrated in the following question:

Can the family climate contribute to the emergence of self-concept among students at the Islamic Science University in Jordan?

### *1.2 The Purpose of the Study*

The purpose of this study is to identify whether the family climate has a role in the emergence and growth of the self-concept.

### *1.3 Importance of the Study*

1. The importance of this stage.
2. Results of this study will help to develop guidance programs and suitable therapeutic techniques.

### *1.4 Questions of the Study*

The study seeks to answer the following questions

1. What is the relationship between self-concept and patterns of family climate among students at the University of International Islamic sciences?
2. Does the relationship between self-concept and patterns of family climate vary due to difference in gender among students at the University of International Islamic Sciences?
3. Does the relationship between the self- concept and family climate vary due to difference in age among students at the University of International Islamic Sciences?

### *1.5 Procedural Definition of Terms*

#### *1.5.1 Family Climate:*

Is a network of relationships within the family and the interaction within the family environment and the roles and levels of relationships within the family and the forms of control exercised and satisfy the needs of individuals, humanitarian trends, and methods of treatment pursued by the parents in the upbringing and cohesion among members in more than partial relations (Ibrahim, 2002).

#### *1.5.2 Self-concept:*

it is a hypothetical psychological concept that is useful in the process of interpretation of human behavior, and is divided into two parts: academic self-concept and non-academic (Jacob, 1985) and known as procedural as the grade the examiner gets in Pierce-Harris scale (Piers-Harris) that consists of (80) paragraphs and answered by yes or no.

#### *1.5.3 Undergraduate education:*

University higher education until getting bachelor's degree.

## 2. Previous Studies

Many studies had been conducted related to family climate of individuals and arranged according to time made from the oldest to the newest represented as follows:

Tseng (2004) conducted a study entitled “family cohesion and academic adaptability at the university for students born to immigrant and America families. “The study aimed to choose family cohesion and its effects on academic adjustment in a subsequent period for university students’ adolescents and adults. The sample of the study consisted of (998) US students aged (18-25 years), with Asian, Latin, African and European origins. Data and records of the same university were used as reference to the sample of the study. The results of multiple analyses of variance showed that Asian Americans pay greater importance to family cohesion more than American with European origins, and in all ethnic groups young people who have immigrant parent pay greater importance to family cohesion more than young people with parents born in the United States. The results also showed that the family status has an impact on the academic adjustment.

Malka & Tali (2006) conducted a study entitled “Family climate and the level of anxiety”, the study was aimed to investigate the family climate and its relationship to the level of anxiety, the population of the study was a group of participants from the parents and the children, but it has relying on a sample of (20) parents and (20) of the children. The study relied on the descriptive and analytical approach for achieving the goals and purposes of the study. The study concluded that a set of results most notably that the differences between couples affect the anxiety level among parents and children and that conflicts between fathers and mothers have negative effects on the level of anxiety among children. In the end of the study, the researcher developed some recommendations and the most important is to adhere to healthy life between members of the family because of its positive effects on physical health.

Lawrance & Mark (2006) had a study entitled “Family climate and the behavior of parents and its impact on the behavior of children. “ The study was aimed to investigate the impact of the family climate dimensions (supervision, warmth and tenderness, conflict and regulation) on the behavior of children. The study population consisted of participants of young teenagers with average age (9-11 years), but it has been relying on a sample of (681) young teenagers. The study relied on the descriptive and analytical approach for achieving the goals and purposes of the study. The study concluded a group of results, most notably that parenting authoritarianism have an impact on the behaviors of children and especially have a negative effect on the formation of relationships among their children. In the end of the study, the researcher developed some recommendations and the most important that the relationship between parents and children must be improved and should be based on trust and intimacy, and parents must provide advice for their children.

Deselle (1994) conducted a study entitled “The self-esteem for the deaf and the relationship of communication patterns and family climate in relation to this.” The study was aimed to investigate the self-esteem of a sample of deaf children. The population of the consisted of a group of young people with average age (13-19 years), but it has been relying on a sample of 155 young deaf. The study relied on the descriptive and analytical approach for achieving the

goals and purposes of the study. The study concluded a set of results, most notably that parents who use the good and diverse approved contact language (words, signals with hands and signs) have children, respectful of themselves, compared with children whom their parents communicated with them by mouth only. In addition, there is a positive relationship for the children, their self-confidence and the level of reading. If you have been relying on the multi-communicating factors to communicate with their deaf children, the study recommended that there should be a different means of communication by parents for their children.

Azzam (2010) study aimed to detect the relationship of family climate with motivation achievement and academic adjustment among expatriates students at Yarmouk University. The sample of the study consisted of 425 expatriate students from Yarmouk University, they were chosen randomly. The results showed the presence of differences in the strength of the relationship between family climate and motivation achievement attributed to gender and in favor of females. Also, there were differences in the strength of the relationship is due to the different nationalities of students and for the benefit of students with Arab nationality. Moreover, there were no differences in the strength of the relationship between family climate and motivation achievement depending on the type of accommodation and length of stay.

Robert et al, (2013) conducted a study entitled “legacy and positive personality for the family and its impact on adolescents.” The study aimed to know the positive family climate and its impact on adolescents, population of the study consisted of a group of young people with average age (20 years), but it has been relying on a sample of 288 young teenagers. The study used the descriptive and analytical approach for achieving the goals purposes of the study, and the study concluded a set of results, most notably that there is a positive family climate for young adolescents with parents who have one partner, and that there is a positive relationship for the couple themselves. While there is one partner; however, if there is more than one partner of a couple is affecting of course the children as well as parents themselves. The study recommended that there should be a single partner for parents, as it has a positive relationship on a good family climate.

RA Ackerman et al (2013) conducted a study entitled “ the positive family climate and its association with the behavior on adolescents.” The study aimed to investigate the long-term effects of divorce and separation between the couple on the psychological state of the children. The population of the study consisted of a group of participants in the seventh grade, but was relying on a sample of 55 students. The study used the descriptive and analytical approach for achieving the goals and purposes of the study. The study concluded a set of results, most notably that a separation among couples lead to hostilities increase among children and families who enjoy good relations between parents the sons will be comfortable and rarely suffer from negative psychological effects. In the end of the study, the researcher developed some recommendations the most important was that parents should improve relations with each other because of their impact on the psychological state of the children.

### 3. Methodology and Procedures

#### 3.1 Population of the Study

The population of this study is a group of students at the University of International Islamic Sciences in Jordan totaling (5237) male and female students, (2684) males (2553) female students for the semester 2013/2014.

#### 3.2 Sample of the Study

The sample of the study consisted of a group of students were chosen randomly, the sample consisted of (139) male and female students (58) male (81) female students, table no. (1) Shows the distribution of members of the sample according to gender and age.

**Table 1.** The Frequencies and Percentages According to the Study Variables

|        | Categories   | Repetition rate | Percentage |
|--------|--------------|-----------------|------------|
| Gender | Male         | 58              | 41.7       |
|        | Female       | 81              | 58.3       |
| Age    | 21 less      | 74              | 53.2       |
|        | More than 21 | 65              | 46.8       |
|        | Total        | 139             | 100.0      |

#### 3.3 Tools of the Study

Two questionnaires designed by the researcher and were distributed one is related to self-concept and the other related to family climate among students at the University of International Islamic Sciences. The tool of the study concluded several variables such as gender and age of the student.

#### 3.4 The Reliability of the Questionnaire

To ensure the stability of the questionnaire, the researcher applied it on an exploratory sample consisted of (20) students at the University of International Islamic Sciences and were excluded from the sample of the study at the same University for the period of at least two weeks between the first and the second time in which the questionnaires were distributed in order to reduce the transmission of the impact of training. The stability of each questionnaire was calculate separately using the link Cronbach's alpha coefficient calculation and found (0.89) and this is considered appropriate to conduct such studies.

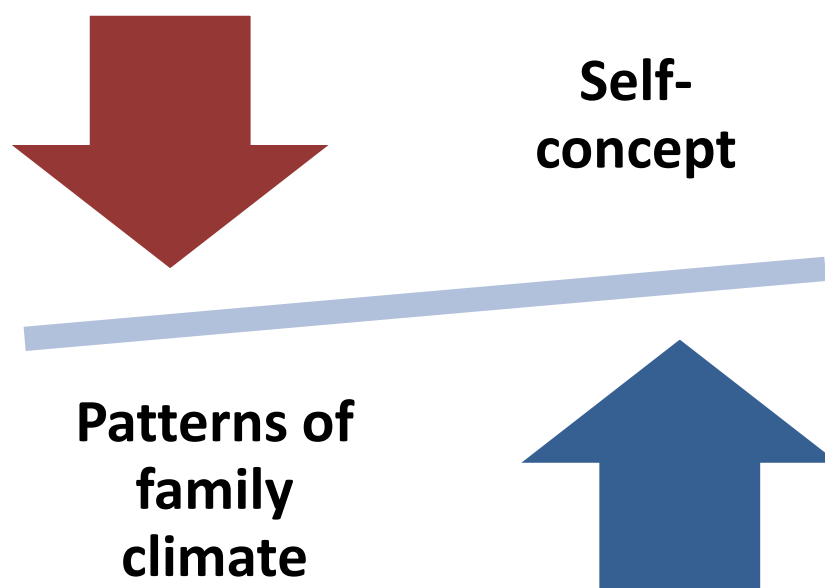
#### 3.5 Variables of the Study

##### 3.5.1 Independent variables:

Gender (male, female), age (21 or less, more than 21 years old)

##### 3.5.2 Dependent variable:

Self-concept, family climate patterns



### *3.6 Procedures of the Study*

Two questionnaires one related to the impact of family climate patterns on the self-concept and the other one related to self-concept were distributed among 139 male and female students at the University of International Islamic Sciences (58) male and (81) female students. The researcher then retrieves the questionnaires and data collection and then analyzed the data statistically.

### *3.7 Statistical Analysis*

The results of each paragraph had been analyzed through using appropriate statistical methods and found the correlation between self-concept and family climate patterns using the Pearson correlation coefficient also used g-test to find difference between the correlation coefficients.

## **4. Results of the study**

This study aimed to clarify the relationship between self-concept and patterns of family climate among students of the University of Islamic Sciences. Also it aimed to investigate the effect of gender and age on this relationship. Questionnaires were distributed to 139 students 58 males and 81 females at the University of Islamic Sciences. To analyze the results Pearson correlation coefficient and g-test were used.

### *4.1 Results Related to the First Question*

**The first question:** what is the relationship between self-concept and family climate patterns according to students at the University of International Islamic Sciences?

To answer this question Pearson correlation coefficient was extracted between self-concept



and family climate patterns among students at the University of International Islamic Sciences; table (2) illustrates this.

**Table 2.** Pearson correlation coefficient of the relationship between self-concept and family climate patterns among students at the University of International Islamic Sciences

|                                |                          | Democratic | Authoritarian | Extra protection | Neglect  |
|--------------------------------|--------------------------|------------|---------------|------------------|----------|
| Behavior                       | Correlation coefficient  | ** .239    | ** -.285      | * -.191          | ** -.379 |
|                                | Statistical significance | .005       | .001          | .025             | .000     |
|                                | Number                   | 139        | 139           | 139              | 139      |
| Intellectual & school status   | Correlation coefficient  | ** .257    | -.161         | .034             | ** -.222 |
|                                | Statistical significance | .002       | .059          | .694             | .009     |
|                                | Number                   | 139        | 139           | 139              | 139      |
| Physical & external appearance | Correlation coefficient  | .120       | -.133         | -.126            | * -.175  |
|                                | Statistical significance | .159       | .119          | .139             | .040     |
|                                | Number                   | 139        | 139           | 139              | 139      |
| Anxiety                        | Correlation coefficient  | .091       | * -.190       | -.158            | * -.217  |
|                                | Statistical significance | .288       | .025          | .063             | .010     |
|                                | Number                   | 139        | 139           | 139              | 139      |
| Fame & popularity              | Correlation coefficient  | ** .274    | * -.220       | -.097            | ** -.355 |
|                                | Statistical significance | .001       | .009          | .256             | .000     |
|                                | Number                   | 139        | 139           | 139              | 139      |
| Satisfaction and happiness     | Correlation coefficient  | ** .257    | * -.205       | -.027            | ** -.357 |
|                                | Statistical significance | .002       | .015          | .751             | .000     |
|                                | Number                   | 139        | 139           | 139              | 139      |
| Self-concept                   | Correlation coefficient  | ** .285    | ** -.280      | -.134            | ** -.392 |
|                                | Statistical significance | .001       | .001          | .115             | .000     |
|                                | Number                   | 139        | 139           | 139              | 139      |

\* Statistically significant at the level (0.05).

\*\*Statistically significant at the level (0.01)

Table (2) clarifies the following:

- A Presence of positive statistical significance between democratic pattern on one hand and self-concept with all its dimensions on the other hand, except for the relationship with the external and physical appearance and anxiety.

- A Presence of negative statistical significance between authoritarian pattern on one hand and self-concept in all its dimensions on the other hand, except for the relationship with the intellectual and school status, external and physical appearance.
- A Presence of negative statistical significant between extra protection pattern and behavior thus, no statistical significance with other dimensions appeared.
- The existence of negative statistical significant between neglect pattern and self-concept in all its dimensions.

#### 4.2 Results Related to the Second Question

**The second question:** Does the relationship between self-concept and family climate patterns vary according to gender among students of the University of International Islamic Sciences?

To answer this question the correlation self-concept and family climate patterns had to be found among students at the University of International Islamic Sciences according the variable gender (male, female), as the value of g was calculated to show differences in the strength of correlation between gender categories, as shown in the table below.

**Table 3.** Using Pearson correlation coefficients between self-concept and family climate patterns according to students at the University of International Islamic Sciences due to gender categories and g test to show *differences in the correlation coefficients*

|                                | Democratic |        |        | authoritarian |        |         | Extra protection |        |         | Neglect |        |        |
|--------------------------------|------------|--------|--------|---------------|--------|---------|------------------|--------|---------|---------|--------|--------|
|                                | Male       | Female | G-test | Male          | Female | G- test | Male             | Female | G- test | Male    | Female | G-test |
| Behavior                       | .279       | .228   | 0.290  | -.372         | -.230  | 0.806   | -.325            | -.074  | 1.426   | -.576   | -.279  | 1.687  |
| Intellectual & school status   | .088       | .399   | 1.766  | -.011         | -.310  | 1.698   | .087             | .030   | 0.324   | -.189   | -.297  | 0.613  |
| External & physical appearance | -.023      | .230   | 1.437  | -.083         | -.188  | 0.596   | -.142            | -.105  | 0.210   | -.205   | -.178  | 0.153  |
| Anxiety                        | .027       | .229   | 1.147  | -.191         | -.314  | 0.699   | -.140            | -.088  | 0.295   | -.302   | -.321  | 0.108  |
| Fame & pop-ularity             | .195       | .401   | 1.170  | -.318         | -.179  | 0.789   | -.224            | .074   | 1.692   | -.443   | -.372  | 0.403  |
| Satisfaction & happiness       | .184       | .292   | 0.613  | -.110         | -.261  | 0.858   | -.112            | .017   | 0.733   | -.358   | -.350  | 0.045  |
| Self-concept                   | .175       | .419   | 1.386  | -.251         | -.362  | 0.630   | -.194            | -.042  | 0.863   | -.469   | -.422  | 0.267  |

Table (3) shows the lack of statistically significant difference ( $\alpha=0.05$ ) in the strength of correlation due to the impact of gender between all variables.

In the democratic pattern, for example, the correlation between democracy and self-concept (0.175) for males and (0.415) for females and this indicates that there is no differences between males and females. For authoritarian pattern the percentage was (-0.251, 0.362-), respectively, showing no differences between the genders. Thus, for the rest of the patterns (extra protection, negligence) where the ratios (-0.194,-0.042) and (-0.469,-0.422)

respectively.

### 4.3 Results of the Third Question

**The third question:** Does the relationship between self-concept and the family climate patterns vary due the variable age according to students in the University of International Islamic Sciences?

To answer this question the correlation between self-concept and the family climate patterns was found due to the variable age (21 or less, more than 21), as the value of g was calculated to indicate differences in the strength of correlation between the age groups, as shown in the table below.

**Table 4.** Using Pearson correlation between self-concept and the family climate patterns due the variable age and g test of the differences between the correlation coefficients

|                                | Democracy  |              |        | Authoritarian |              |        | Extra protection |              |        | Neglect    |              |        |
|--------------------------------|------------|--------------|--------|---------------|--------------|--------|------------------|--------------|--------|------------|--------------|--------|
|                                | 21 or less | More Than 21 | G-test | 21 or less    | More Than 21 | G-test | 21 or less       | More Than 21 | G-test | 21 or less | More Than 21 | G-test |
| behavior                       | .131       | .340         | 1.202  | -.115         | -.412        | 1.709  | -.116            | -.246        | 0.748  | -.270      | -.473        | 1.168  |
| Intellectual & school status   | .238       | .274         | -.207  | -.063         | -.237        | 1.001  | .073             | .033         | 0.230  | -.124      | -.327        | 1.168  |
| External & physical appearance | .020       | .226         | 1.185  | -.109         | -.149        | 0.230  | -.163            | -.081        | -0.472 | -.055      | -.292        | 1.363  |
| anxiety                        | .103       | .061         | 0.242  | -.200         | -.153        | 0.270  | -.207            | -.074        | 0.765  | -.082      | -.341        | 1.490  |
| Fame & popularity              | .212       | .340         | -.736  | -.069         | -.348        | 1.605  | -.075            | -.093        | 0.104  | -.190      | -.527        | 1.939  |
| Satisfaction & happiness       | .251       | .259         | 0.046  | -.179         | -.221        | 0.242  | .043             | -.088        | 0.754  | -.304      | -.415        | 0.639  |
| Self-concept                   | .227       | .343         | 0.667  | -.170         | -.359        | 1.087  | -.102            | -.136        | 0.196  | -.240      | -.539        | 1.720  |

Table (4) shows lack of statistically significant difference ( $\alpha=0.05$ ) in the strength of correlation due to the impact of age between all the variables.

### 3.4 Conclusion

Methods of social education in the family is gaining great importance to the education of their children in accordance with the system of social values, as it contains standards, laws and regulations define the relations between the members of the society, which must be translated by the family in front of their children in the internal and external relations, first as a social institution in which the child is born, and live a long pending stage until he can rely on himself. Self- concept grows with students through different age stages, and the family as we mentioned earlier has a significant role in the refinement self-concept of the students.

#### 4.5 Recommendations

1. Conducting Arab studies in which Arab research teams involved, especially in light of available material resources.
2. Conduct global studies on the topic of self-concept and to determine the basic factors and sectarianism of the subject.
3. Conduct a study based on the longitudinal training strategies to develop the self-concept.
4. Conduct studies of the effectiveness of counseling programs through training to develop the skills of self-concept.
5. Employ visual media for the allocation of educational programs and meeting, with specialists in order to provide guidance for parents on how to deal with children and prepare them for the proper social life, inside and outside the family.
6. Provide a teaching material (family education) at the secondary level of university curricula, including the concept of family and its components and functions, and healthy marital relations, and how to deal with children.
7. Holding educational seminars in cultural centers and schools to educate parents about the use of balanced educational methods in dealing with children to enhance the educational role of the family in light of modern changes.

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