



## **A Comparative Analysis of Family Communication Patterns with Academic Achievement in Bandar Abbas City Male and Female Students of Third Grade Guidance School**

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### **ABSTRACT**

The objective of the present research was a comparative analysis of the family communication patterns on academic achievement in Bandar Abbas City male and female students of third grade guidance school. The statistical community of this Ex Pose Facto research method included all of male and female students of third grade guidance school. The sample members were 300, including 150 male and 150 female students chosen by classified random sampling method. The family communication patterns scale was used in this research. To analyze the findings, the two-way variance analysis was used. The research findings showed that the family communication patterns had a meaningful role in the students' academic achievement. The role of different family patterns on the student's Academic Achievement explains that some family communication patterns, cause more Academic Achievement for both male and female students. In general, in communication patterns, agreeing with a total Academic Achievement average of (17.01) and pluralist with a total Academic Achievement average of (1806), a meaningful difference in Academic Achievement was obtained in favor of male students. But there was no meaningful difference in other patterns.

**Keywords:** Family Communication Pattern, Academic Achievement, Student.

### **INTRODUCTION**

One of the ways for looking at a family structure is to pay attention to the communication channels through which family members are interacting with each other. Those groups of communication channels that occur abundantly in a family are called communication patterns (Trenholm and Yensen, 1996). When family uses effective communication patterns, has a clear understanding of the content and intention of each message, and family members can transfer their thoughts, feelings, desires, and needs to each other. Because of the family position and situation, the 1994 was called the global year for the family. The United Nations have also called May 19th (Ordibehesht 25) of each year the global day for the family, because of the family's high position. Some scholars such as Ackerman have recognized a curing nature for the family. Nathan Ackerman says, "The family's curing nature has concurred with human basic laws of action which is probably as old as the family itself." The family curing as natural phenomena includes all processes occurring in the family framework in the direction of healing. It is a sign of revival through fondness and intimacy.

Family is the first grounder of children's character, values, and intellectual standards (Kamijani, 2007). Watzlawick & Beavin & Jackson define family as a legislative system that its members are continuously busy with defining and reconsidering their own communication nature definition according to their communication patterns (Clark & shields, 1997). The primary meaning of family communication is that children learn communication with others, behavior interpretation of others, feeling experience, and communication activities with others (Koerner, 2004). Principally, the family communication pattern concept or family communication semi-designs is a scientific structure of the family superficial world that is defined based on family members' communication with each other, what they tell each other, what they do, and what do they mean by these communications (Koerner and Fitzpatrick 2002, Barel, Fitzpatrick 1990 quoted from Fitzpatrick, Koerner, 2004). Stone and Chaffee are the first ones who used the Socio-orientation and Concept-orientation terms as two family communication patterns. Studying the family communications, Chaffee et al. (Chaffee and McLeod, 1972; Chaffee, McLeod and Etkin, 1971; Chaffee, McLeod and Wackman, 1970; McLeod and Chaffee, 1972; McLeod, Harburg, E.,

**To cite this paper:** Fallahchai R. and Darkhord F. 2012. A Comparative Analysis of Family Communication Patterns with Academic Achievement in Bandar Abbas City Male and Female Students of Third Grade Guidance School. *J. Life Sci. Biomed.* 2(2): 29-33.

**Journal homepage:** <http://jlsb.science-line.com/>

& Price, 1966; Stone and Chaffee, 1970) offered a theory in which the family communication patterns reflect methods through which the family explains and interprets the social reality and share that explanation and interpretation with its members. They (McLeod and Chaffee, 1972; Stone and Chaffee, 1970) argued that there are two imagined way to achieve a common reality and meaning among family members. One of them is that family members discuss beliefs and concepts, which they called "Concept-orientation". Another is that children face parents for guidance asking, which was called "Socio-orientation". Concept-orientation was determined with easy expression of ideas and people's active involvement in discussion and sharing ideas, while the socio-orientation feature was appeared in the form of a triumph for keeping and maintaining the uniform and harmonious relationships with parents (McLeod and Chaffee, 1972).

Chaffee et al. (Chaffee, McLeod and Etkin, 1971; McLeod and Chaffee 1972) introduced 4 types of family communication patterns or 4 family types based on concept-orientation and socio-orientation dimensions: the agreeing family, the pluralist family, the keeping family, and the devolving family. The agreeing family is the one which shows both high concept-orientation and socio-orientation. The pluralist family has high concept-orientation but low socio-orientation, while the keeping family has low concept-orientation but high socio-orientation. Finally, the devolving family shows both low concept-orientation and socio-orientation.

The concept-orientation and socio-orientation dimensions and the known instruments "Chaffee and McLeod's family communication patterns" have influenced family study for a long time in 1970s and 1980s (Fitzpatrick 2004). The concept-orientation and socio-orientation dimensions was later analyzed and criticized by David Ritchie. He noted multiple nonconforming to research findings with the framework expressed by Chaffee and McLeod (1972), and reconsidered and renamed the two sub structural dimensions of these patterns to better obtaining their own behavioral characters. According to him, since concept-orientation emphasizes on the beliefs importance, it must be named speaking and listening orientation in order to reflect the attention to discussion, and open and accepting exchange of ideas between parents and children, and because socio-orientation emphasizes obedience, it must be named unison orientation.

Parent and children interactions are regarded as children's emotional evolution and show itself all over their lifetime. Teenage is among the most important stages (Momen Amiri, 2008) that is a stressful stage for parents and children, and parental influences in passing this stage and the development of its normal changes is very important (Okrodudu, 2010, Driscoll et al., 2008). Teenage is a transition stage from childhood to adolescence (Pierre, 2000). In most of the researches, the most shares in determining the factors of a behavior, and also academic achievement, is allocated to the family, maybe because the family is the first school that the individual experiences it, and his learning richness and content has a direct relationship with the function and content of family environment. After family, the educational environment plays a deserving role in the teenager's actions, behaviors, and emotional transformation. The cooperation and sympathy feeling, rules of conduct, competition, adaptability, observing clarity, self-devotion, correct thinking, respecting others rights, and solving issues and problems that the principles and foundations of social life has been based on it. Different research findings have shown that academic achievement is both influenced by information processing knowledge structure processes and family factors (Buttler and Winne, 1995). The influencing factors on academic achievement are includes Individual factors ( includes: having an aim, self-esteem, motivation, anxiety, study method, intelligence, attention, programming, physical factors, emotional and mental conditions, and absence from school); School factors ( includes: learning duration at school and at home, content books and educational materials, nonconformity between the program and educational methods, lesson preparation and giving grades, educational calendar and educational hours, classroom environment and school facilities, school expectations of the students, frequent teacher replacements, school distance from home, teacher-student relationships, teachers' skill, educational conditions and desirable education facilities, grade and evaluation, homework, the number of students in a class, lack of appropriateness between aim and program contents, lack of appropriateness between educational methods and facilities with program contents, and lack of appropriateness between school regulations and environment with students' needs and social and mental conditions); and Family and social factor (Beiabangard, 2004), that recognizing students' issues and problems in school environments, from physical and psychological demensions. Can be very effective (Beckert, Wilkinson and Sainsbury, 2003), recognition, examining, and comparison of family communication patterns on the student's academic achievement, makes doing a research acceptable in this area.

Anderson (1987) showed that, gender, position, father educations, parents education involvement, feeling a tension for progress and self-concept, are proper previews for student's academic achievement. Jegdi et al., (1997) continuing the previous research, emphasized the progress motivation and study habits on Nigerian high school students' academic achievement, again. Yusefi and Khayer (2003) in a research analyzed the relationship between formal argue and emotional awareness with their academic achievement. An analysis of the findings clarified that there is a meaningful relationship between the two constituents of emotional awareness and all students' academic achievement.

## MATERIALS AND METHODS

Research method was expose facto and data is collected in a survey. Statistical society of the research includes all male and female students of third grade guidance school Bandar-Abbas in 2010-2011. The subjects were selected and tested through multistage randomized cluster sampling. Based on this method 300 students (150 male, 150 female) were selected.

**Family Communication Patterns:** Ritchie and Fitzpatrick's (1990) Revised Family Communication Pattern (RFCP) Instrument was used in this study. This instrument was designed to measure the degree to which families promote the expression of ideas or place importance on reinforcing rules within the family unit. The RCFP contained alphas ranging from .76 to .84. Items were measured based on their degree of conversation or conformity. The purpose of this study, however, was to assess family patterns (protective, pluralistic, consensual, and laissez-faire). Therefore, family patterns were determined based on the calculated split median scores for each of the family orientations. For the entire sample, the conformity For the reliability of this tool, in the performed analysis, the average amount of Cranach's Alpha of 89% (the 84% to 92% domain) for speaking and listening, 79% (the 73% to 84% domain) for uni: 12 used, the reliability index was reported 99% for speaking and listening, 73% to 93% for unison condition, through reexamining method. For determining construction validity and confirming the factorial structure of the mentioned scale, the factor analysis method in basic constituent's method with erect rotation was used for application in Iran. For measuring the amount of students' academic achievement, also, the average academic achievement of students in third grade was considered in final exams that related data was collected from sample schools. For assessing data we used F test, and statistical T test was used to .All of the statistical calculations were done by the use of SPSS statistical software version 16.

## RESULTS

Two -way analysis of variance was used in order to examine the signification of difference between communication patterns and gender in academic achievement in male and female students.

**Table 1.** The two-way variance analysis in examining the difference between communication patterns and gender in academic achievement

Changes Resource	sum of Squares	df	Mean of Squares	F
Family Communication Pattern	912.961	3	304	5.013*
Gender	6.073	1	6.073	1.017
Interaction	26.806	3	8.93	2.096
Error	1244.973	293	4.24	
Total	2438.01	300		

\* P < .05

As the above table shows, the variance analysis test in examining the difference between communication patterns and gender in academic achievement showed that the main effect of communication patterns is meaningful ( $F_{3, 293} = 5.01$  in the meaningful level of ( $p=0.038$ ), that is, the family communication patterns had a meaningful role in the students' academic achievement. Regarding the average for the sample group in family communication patterns, in general, in communication patterns, agreeing with a total academic achievement average of (17.01) and pluralist with a total academic achievement average of (18.06), a meaningful difference in academic achievement was obtained in favor of male students. With regard to male and female students' academic achievement, as shown in the above table, the main effect of gender isn't meaningful ( $F_{1, 293} = 1.01$ , in the meaningful level of ( $p=0.196$ ). Also, according to the above table, the role of interaction between communication patterns and gender isn't meaningful on the academic achievement ( $F_{3, 293} = 2.09$ , in the meaningful level of ( $p=0.101$ ). That is, the family communication patterns role is equal in male and female academic achievement.

**Table 2.** Comparison subtypes of family communication patterns and academic achievement between male and female students

Communication Pattern	Gender	n	Mean	SD	Mean	df	T test
Pluralist	Male	47	18.72	2.183	18.72	1	3.11*
	Female	35	17.40	1.785	17.40		
Agreeing	Male	50	17.42	1.976	17.42	1	2.27*
	Female	28	16.71	2.034	16.71		
Boundless	Male	16	14.10	1.966	14.10	1	-1.25
	Female	36	15.24	2.140	15.24		
Supportive	Male	37	16.43	2.158	16.43	1	1.08
	Female	51	15.68	3.135	15.68		

\* P < .05

As the above table shows the calculated amount of t ( $t = 3.11$ ) is meaningful at a level of (0.05); therefore, the first subtype research hypothesis is confirmed and we can conclude with a 95% certainty that there is a meaningful difference in favor of males between the average grades of academic achievement of male and female students with parents having pluralist communication patterns.

Also, the calculated amount of  $t$  ( $t = 2.27$ ) is meaningful at a level of (0.05); therefore, the second subtype of research hypothesis is confirmed and we can conclude with a 95% certainty that there is a meaningful difference in favor of males between the average grades of academic achievement of male and female students with parents having agreeing communication patterns.

According to the inserted results in the above table, the calculated amount of  $t$  ( $t = -1.25$ ) isn't meaningful at a level of (0.05); therefore, the third subtype of research hypothesis isn't confirmed and the null Hypothesis is confirmed. We can conclude with a 95% certainty that there isn't a meaningful difference between the average grades of academic achievement of male and female students with parents having boundless communication patterns.

Also, the calculated amount of  $t$  ( $t = -1.08$ ) isn't meaningful at a level of (0.05); therefore, the fourth subtype of research hypothesis isn't confirmed and the null Hypothesis is confirmed. We can conclude with a 95% certainty that there isn't a meaningful difference between the average grades of academic achievement of male and female students with parents having supportive communication patterns.

## DISCUSSION AND CONCLUSION

The results of this study illustrate that the meaningfulness relationships of family communication patterns in male and female students' academic achievement. The obtained results from the two-way variance analysis test in examining the difference between communication patterns and gender in the amount of male and female students' academic achievement showed that family communication patterns have a meaningful role in student's academic achievement. The different role of family communication patterns on the students' academic achievement, expresses that some family communication patterns cause more academic achievement. Regarding the average for the sample group in family communication patterns, in general, in communication patterns, agreeing with a total academic achievement average of (17.01) and pluralist with a total academic achievement average of (1806), a meaningful difference in academic achievement was obtained in favor of male students. But the difference was not meaningful in other patterns. San Trock (1997) believes that the major factor that determines the effect of family life and school environment is the emotional-mental atmosphere present at this environment and the continuous strengthening of the behaviors from family and school in the most critical and vital years of an individual's lifetime, i.e. the teenage and youth periods. Numerous research findings have shown that academic achievement is both influenced by information processing knowledge structure processes and family factors (Buttler and Winne, 1995).

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