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### The representation of a model for determining effective family factors on students happiness in Shiraz Guidance school

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#### ABSTRACT

The concept and understanding of family and the value of this social organization has been considered as the basic and fundamental attitude for both government and society and every society is based on the family in approaching to the related targets and appropriate values in this regard. Because family can play a key role in citizens' prosperity in terms of their purposes as well. Thus, the family not only is effective in the next generation's nurture but also it can have other functions in this case. For example, it can be very effective in children's happiness and their educational success as well. Researchers have proposed many topics and subjects in relation to the effect of happiness on learning but the happiness cannot be brought by itself in this regard and this is one of the most common issues by the name of family factors that has been evaluated in this study, here. However, how-to-effect and its difference are the topics that the related research is going to discover the issues in this regard. The main aim of representing an understanding-based model is to indicate the family relationship and students' happiness in this case. The community of the related research is consisted of the whole guidance school of Shiraz City who were sampled as cluster based method in the study. The applied tool in this study is subjected to "the effective family factors questionnaire on adolescents happiness", that has been designed by researchers and to determine the validity of the questionnaire, a nominal validity method based on students' theory (in experimental completion) was used and the experts comments as well as content based validity with 0.91 and reliability based on cronbach alpha 0.823 were obtained in this study. The oxford standard happiness test was also applied as the criteria of the study. The extracted factors from the theoretical fundamentals and obtained data from the questionnaire were summarized by factorial analysis method and its conditions were also evaluated by KMO method and Bartlet analysis method in this research. The related data was obtained by the help of AMOS Software and multi variable relationship model from the system output analysis. The way of understanding the effective family factors on students' happiness by the help of an understanding model and the difference of this effect in girls and boys are considered as the research results in this regard.

**Key words:** happy school, family factors, understanding model, guidance school students

#### INTRODUCTION

Many different factors influence on the happiness. It seems that one of these factors is subjected to the family and family factors in this case. Families having health performances can survive in an oriented based framework causing

to the blossoming of potential family members; that is, they are let discover confidently their self in this regard. Every family in regardless to their shape (for example, expanded family, God-family and single parent family) or the ultimate success that they get it, should struggle in the direction of upgrading their positive relations among the family members paying attention to personal requirements and get ready for being get along with others [4]. One of the most essential factors in making someone's behavior is related to the family. The house setting is the first durable and stable factor that impacts on people's personality growth. So, it can be stated that parents are the strongest peers in children's life; having an ideal and favorable family in a society is a necessary foundation because it makes people treat in a suitable manner in this regard. The necessity of an ideal family is subjected to the accurate education and nurturing children and making them ready for the society to treat in a correct way of a community; again, this makes children to get ready for choosing their options in a correct and oriented way of life that this roughly pays attention to mental, humanistic, social and personality dimensions. This correct and basic treatment can be promising for a person's future and prosperity. Therefore, it is observed that the family plays a key role in a society. In a happy family, members are not seeking to be alike each other but they try to recognize the differences evaluating the path of growth by the help of these differences. In this kind of family people learn to activate their internal control and never waiting to be like their parents. In this research, the how-to-effect of family factors on students' happiness has been evaluated in this regard. The theoretical basics related to the study has been assessed and extracted along with the factors and elements in factorial analysis matrix. In this case what seems to be important is subjected to the happiness of adolescents on learning in the country. Hence, it is necessary to conduct the related researches towards the happiness. The education system is one of the most essential social foundations assisting people's ability and personal aptitudes growth in this regard. In the other hand, the next generation of these adolescents can be guaranteed changing the whole social norms in this case [4]. A glance at the issue of happiness by studying the related evaluations indicate that the status of the happiness is in expected level at schools and this is the most worrying issue by educational officials' perspective. Since, the schools are strongly responsible for nurturing the next generation of the community, they should apply and struggle their bests in relation to the growth of happy educational setting in this regard [6].

#### **Effective family factors on happiness**

Family is the first organization where the man is growing into it and making various direct impacts on the attitudes and behaviors. Some families consider the world as trustable, regular, predictable and controllable setting. They think of their merit but considering their surrounding families as dangerous, unstable and unpredictable making potential risky atmosphere in this regard [2]. Therefore, the perspective and behavior of the families influence on children more. When children get under their family's education coverage, the parent gets formed into their mind. Of course, the values, prejudices, beliefs, culture, tradition and nationality generally influence on children as well in this regard. Elson's multi dimensional pattern of family (2000) categorizes the family into three dimensions as followings: solidarity, adaptation and relationship.

The solidarity and adaptation have close relationship with the health and comfort of the families (Ker 2004). Generally, some researches show that there have been two factors influencing or degrading on the happiness:

- 1-external factors such as family conditions, living place, occupational circumstances, income level, how to spend leisure time,
- 2-internal factors such as physical, mental social and spiritual health.

The happiness is the basic foundation of many societies active force; for the reason, the whole countries try to provide the necessary elements of the happiness conducting the whole family members towards the happiness and living happy times. Rose (2000) believes that the social investment is effective than humanistic investment (education level, income, social position). The real and close friends are the main source of the happiness. One of the other inspirational factors of the happiness is subjected to social factors. Our life is full of relations and the relations are the same our actions in this case. In fact, what we attracts towards ourselves represent the same behaviors or features that we believe them in this case [5]. Ratriing (2002) in a research titled "why some students are success than others?" concluded that the main agent of the success is related to the happiness. Golmann and Sudo (2006) in their research showed that students with high happiness have suitable behavior in class setting along with better scores and class grades making favorable school relations with their surroundings. However, those students with lower happiness cannot overcome their mental problems and making weak relations with their parents as well as other dangerous behaviors in this regard. For example they may get into these dangerous behaviors such as drinking alcohol, taking drugs, and dangerous sexual patterns and commit suicide. In addition, Mahoon et al

(2010) in a research named "the happiness from the perspective of sexual relations and the health in early growth", concluded that there is no difference between the boys and girls in terms of happiness while there is a positive significant difference between the happiness and the health variables for the whole people. Rocreegle (2012) in response to the question: what are the happiness resources, states that the research on the happiness is based on a series of stable factors that these are as followings: social and satisfactory family relations, (for example, family, friends, neighbors and coworkers and so on), spiritual and physical health, satisfactory occupational responsibility, personal freedom, attitudes towards life (based on targets, appreciation, positive thinking, social equality, sensation management) and the life philosophy (spirituals in relation to the life meaning and religious beliefs) and finally, enough money for providing the basic and fundamental requirements in this regard.

## MATERIALS AND METHODS

This research is a theme-seeking research of discovery. The main aim of the research is as followings:

The analysis of family effective factors on students' happiness in Shiraz Guidance School

Representing an understanding model indicating the family factors and student's happiness relations together

### **The community, sample and sampling methodology**

The present research community is including the whole students of Shiraz Guidance School studying in 2011-2012. The sampling method is a cluster-accidental way from for districts (Shiraz) as accidental and from each district 10 schools were (five girl-schools and five boys-schools) selected in this study. For each school three happiness questionnaires were given to the students. The related reliable questionnaire was carried out on the sample. Thus, the sample volume finally due to the number of schools and classes was 15% for the lack of the return reached to 600 people that it reached to 579 ones after eliminating the unused data. The age range was 11-17 year old in this study. About 320 girls (55.3%) and 259 boys (44.7%) were consisted in the study.

### **Data collecting tool**

In this research the data was obtained by fulfilling two questionnaires. Also, the interview and making centralized groups were used in the study.

#### **A) Oxford standard happiness questionnaire**

About for decades passed from the early carried out studies in relation to providing tests for the assessment of living better psychologically including the happiness. For the reason, there have been various tools gathered that one of them is OHI, oxford happiness index. The early version of this questionnaire was designed firstly by Argyle, Martine, and Crosland as measuring tool for personal happiness. The framework of the questionnaire is based Beck Depression questionnaire including 29 four-option items (Hills and Argyle 2002). In 2002, Argyle and Hills made and gave a new version of this questionnaire titled " oxford happiness questionnaire consisting of 29 items that 20 items were from the last one and 9 ones were referred to amended version of the questionnaire that they were responded based on Likert five degree scale. Also in Iran, this questionnaire was obtained by Noorbala 0.87, Hadinezhad 0.78, Sabet, Lotfi and Kashani 0.88 for girls and 0.91 for boys, respectively.

#### **B) The reliable made questionnaire and its reliability and validity**

In this research firstly Delphi Method and centralized groups and also the observed students at school were used and the interview with parents and school officials about the effective factors on happiness were also extracted and then the related elements were specified in this regard. Based on the obtained elements, the questionnaire was gathered; its reliability and validity were also calculated. The experts were evolved to give their comments about the reliability of the questionnaire. After gathering the questionnaire, in order to determine the validity of the questionnaire about 30 experts and 30 students were evolved in responding to the questions to judge about the effective factors on happiness. To determine the validity of the questionnaire, the reexamination test was achieved during two weeks. The correlation coefficient between two times achievements was 0.87. Also, to determine the internal congruent, Cronbach alpha method was applied, 0.815.

## RESULTS

In this study, some parts of the data are qualitative that were obtained by interview and observation methods and this is used for making the questionnaire and determining the validity of the questionnaire in this case. Because of transforming the questionnaire into digit codes, the descriptive statistics methods were applied to determine the mean, variance, percent-making histogram. Also, the inferential statistics such as factorial analysis to determine the factors, clusters and its naming and path analysis to design and represent a model and regression for specifying the effective predicting factors on happiness were used efficiently. At first, the application conditions of the factorial analysis using KMO and Bartlett were assessed and then confirmed.

### The factorial analysis results were as followings

Based on the extracted elements in terms of research theoretical view, these factors were specified influencing on the happiness. These factors have been considered as the raw factors entered into data analysis by factorial analysis method to determine one of them as the highest factorial load. For the reason, 15 elements were represented into the questionnaire and three of them were specified as the cluster. These clusters were named as the cluster of "relation with adaptation" and "house and school relations" and "making justice in behavior 'in this regard".

### Research questions:

#### 1. What are the most effective family factors on happiness?

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Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.863
Bartlett's Test of Sphericity	Approx. Chi-Square	1920.521
	Df	91
	Sig.	.000

### The factorial analysis results were as followings:

As shown in above table, this questionnaire including 15 variables measures three factors. The first factor with eight questions is subjected to the questions of 12, 4, 11, 2, 10 and 14 titled the relation with adaptation. The highest factorial load is related to question 12 (my family hear my comments and thoughts paying attention to them), 0.81. The second factor including four questions is related to questions 15, 8, 3, 5 titled the house and school relations. The highest factorial load is related to question 15 (my family applies their comments about assisting my school), 0.736. The third factor with three questions of 6, 13, 9 titled the establishment of justice in behavior; the highest factorial load is related to question 6 (my parents never prejudices between me and my brothers and sisters), 0.795.

	Component		
	1	2	3
q12	.810		
q4	.776		
q7	.652		
q11	.636		
q2	.616		
q1	.616		
q10	.582		
q14	.408		
q15		.736	
q8		.635	
q3		.451	
q5		.414	
q6			.795
q13			.737
q9			.702

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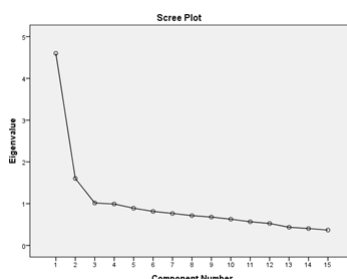


Figure 1: Scree diagram

**2. How is the status of effective family factors on happiness in relation to boys and girls students?**

As shown in table 3, there is no significant difference between the mean score of boys and girls statistically. In relation to the question what the family factors situation about the girls and boys is, the questionnaire again is separately carried out on boys and girls and the followings were obtained:

	sex	N	Mean	Std. Deviation	Std. Error Mean
Home situation	female	320	46.2875	6.84892	.38287
	male	259	46.9189	6.52464	.40542

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Home situation	Equal variances assumed	.852	.356	1.127	577	.260	-.63142	.56049	-1.73227	.46943	
	Equal variances not assumed			1.132	561.920	.258	-.63142	.55763	-1.72672	.46388	

**A) Factorial analysis about girls:**

KMO and Bartlett's Test <sup>a</sup>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.867	
Bartlett's Test of Sphericity	Approx. Chi-Square	1183.285
	df	105
	Sig.	.000

As mentioned, the family factor with three clusters 48.2% happiness variance has been represented as followings: Relation with adaptation, house and school relationships, establishment of justice in behavior

**Table 6. Percent of Total Variance Explained<sup>a</sup>**

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.597	30.644	30.644	3.431	22.875	22.875
2	1.544	10.296	40.940	2.074	13.829	36.704
3	1.089	7.262	48.203	1.725	11.499	48.203

**Table 7: factors after turning varimax**

Rotated Component Matrix <sup>a,b</sup>			
	Component		
	1	2	3
q12	.681		
q4	.655		
q2	.654		
q3	.602		
q1	.590		
q5	.586		
q7	.569		
q11	.527		
q14	.436		
q8		.741	
q15		.539	
q10		.508	
q13			.744
q6			.729
q9			.644

*Extraction Method: Principal Component Analysis.*  
*Rotation Method: Varimax with Kaiser Normalization.*  
*a. Rotation converged in 5 iterations.*  
*b. Only cases for which sex = female are used in the analysis phase.*

**B) Factorial analysis about boys:****Table 8: conditions of factorial analysis**

KMO and Bartlett's Test <sup>a</sup>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.832
Bartlett's Test of Sphericity	Approx. Chi-Square	914.895
	Df	105
	Sig.	.000

As mentioned, the family factor in girls with three clusters 47.7% variance represents the happiness as followings: relation with adaptation, establishment of justice in behavior and house and school relationships.

**Table 9: percent of represented variances**

Total Variance Explained <sup>a</sup>						
Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.155	27.697	27.697	3.337	22.247	22.247
2	1.858	12.388	40.084	2.051	13.676	35.923
3	1.142	7.616	47.701	1.767	11.777	47.701

*Extraction Method: Principal Component Analysis.*  
*a. Only cases for which sex = male are used in the analysis phase*

**Table 10: factors after variamax Rotated Components Matrix<sup>a,b</sup>**

	Components		
	1	2	3
q <sub>1</sub> <sup>4</sup>	0.780		
q <sub>1</sub> <sup>12</sup>	0.772		
q <sub>2</sub> <sup>7</sup>	0.738		
q <sub>2</sub> <sup>1</sup>	0.629		
q <sub>1</sub> <sup>11</sup>	0.616		
q <sub>1</sub> <sup>1</sup>	0.527		
q <sub>1</sub> <sup>10</sup>	0.483		
q <sub>1</sub> <sup>14</sup>			
q <sub>6</sub> <sup>6</sup>		0.813	
q <sub>1</sub> <sup>3</sup>		0.767	
q <sub>9</sub> <sup>9</sup>		0.760	
q <sub>8</sub> <sup>8</sup>			0.718
q <sub>5</sub> <sup>5</sup>			0.686
q <sub>3</sub> <sup>3</sup>			0.438
q <sub>1</sub> <sup>15</sup>			0.420

<sup>a</sup>Rotation Converged in 4 interaction  
<sup>b</sup>Only cases for which sex = male are used

**3. What are the predictable factors as significant ones from the other variables?**

**Table 11: correlation coefficients between research variables dimensions**

Variables	1	2	3	4	5
1. Happiness	-				
2. Family factors	0. 588 <sup>**</sup>	-			
3. Mean	0. 271 <sup>**</sup>	0. 097	-		
4. Grade of Education	-0. 064	-0. 106 <sup>**</sup>	0. 076	-	
1. Sex	-0. 039	0. 032	0. 033	0. 049	-

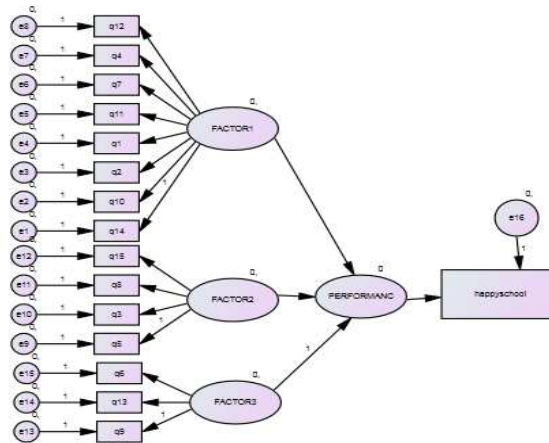
**Table 12: effective factors regression on happiness**

	F	P	R	R <sup>2</sup>	β	T	P
Family factor					0/017	17/40	0/001
Sex					0/219	2/01	0/04
Grade of	94/06	0.01	0.629	0.396	0/017	0/521	N.S.
Mean					0/219	6/7	0/001

As shown in table 12, the family factors with beta coefficient 0.570 and sig level 0.001 and also the mean with beta coefficient 0.219 in sig level 0.001 are the most suitable variables for predicting the students' happiness. The gender also with beta coefficient 0.066 and sig level 0.04 has lower power to anticipate the happiness. But as shown in the table, the educational foundation is a suitable variable for predicting the happiness. It has the powerful prediction level among other family factors in this regard. Then, the mean and gender have been devoted to the next variables for predicting the happiness in this regard.



**4. What is a suitable model or representing the relationship between family factors and students' happiness? How much it can be reliable?**



**4.How is the status of effective family factors on happiness in relation to boys and girls students?**

The model gives the complexities of an understanding as simple for readers or researchers to apply it in their own basic conditions.

**The degree of suitable model**

In order to estimate the reliability of the model, necessary tests were carried out according to the mentioned table as the most confirming reliability in this regard. The degree of K-2 represents the model congruent with the expected data 1.812(CMIN) and the correct possibility or the degree of acceptable alpha is 0.163 in this regard.

**Table 13. The category of Indexes**

Category indexes	The name of index	Abbreviations	The modified index	acceptable model fit
Comparative fit index	normalized fit index	NFI	0.912	NFI>%90
	Comparative fit index	CFI	0.938	CFI>%90
	Incremental fit index	IFI	0.942	IFI>%90
	The normalized thrifty indexes	PNFI	0.640	Higher than 50%
	Root mean square error of the estimated RMSEA	RMSEA	0.058	RMSEA<%10
	Square norm of Df	CMIN/df	1.812	Between 1 & 3

**DISCUSSION AND CONCLUSION**

In relation to the first question based on what factors are effective on the happiness, the results represent which different factors can impact on the happiness. The effect on family on happiness is based on the theoretical basics is summarized in three agents that include the ‘relation with adaptation’ and house and school relations and the establishment of justice in behavior. These results are coincident with the results of Bagheri (2003), Kesh and Rokrighel (2012), Liomberski (2006), Rojaz (2005), Elson (2000). In relation to the second question, there was no observed significant difference between boys and girls family factors. This result is coincident with Mahoon et al (2010), Ker (2004), and Diner et al (1999). In relation to the third question, it should be state that the family factors can represent 48.38% of the happiness variance. This information was assessed by the use of Amos program and finally it was led to the design of the model. This model has been normed by K-square to the degree of freedom 1.812 and the mean root of squares was estimated 0.058. The rest indices were also reported. In this research, the family factors on happiness were evaluated. The theoretical basic study is led to the extraction of 15 family elements n happiness. These 15 effective family factors were decreased t three clusters by the use of factorial analysis that each cluster represents the three effective factors on happiness by a comprehensive name. of course, the used pre-requisites of factorial analysis were confirmed by the use of KMO test and Bartlet. The family factor in girls with 48.2% variance and 47.7% in boys were represented.



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