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## PERCEPTION ON FAMILY FUNCTIONING AND ACADEMIC PERFORMANCE OF CSU ANDREWS STUDENTS

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**Abstract:** *The purpose of this study is to examine the relationship between the perception on family functioning and academic performance in CSU Andrews College Students, as well as to evaluate their extent as related to their profile variables. The sample consisted of second year and third year college students of Cagayan State University, Andrews Campus coming from the four departments. Namely; the College of Business, Entrepreneurship and Accountancy (CBEA), College of Allied Health and Sciences (CAHS), College, College of Teacher Education (CTED) and College of Hospitality, Industry and Management (CHIM). There are four thousand two hundred thirty eight students (4,238) second year and third year students coming from these departments. The researcher used Slovin's Formula, to come out with 365 out of 4,238 respondents to be given a questionnaire. Stratified random sampling was used to compute the number of samples to be given to each department. In the department of CHIM, the respondents were 100 while CAHS were 46. And in the department of CBEA, the number of respondents was 106 and for the department of CTED were 113. As to sum up, there were 365 respondents identified as male and female came from four departments. Thru this number of respondents, the researcher may be able to determine the perception of family functioning and academic performance of the college students. Data was collected using the Self-report Family Inventory (Beavers & Hampson, 1990). Descriptive statistical method, were used for data processing. The results obtained in this research indicate that the level of family functioning within the family is significant predictors of school success in college students. Concerning the respondents' profile variables, there was no significant difference in the respondents' perception on family functioning, (i.e. health, conflict, cohesion, leadership, expressiveness), as well as in the academic performance of CSU Andrews Students. That the respondents' perceptions on family functioning do not in any way affect their academic performance. Hence, academic performance is not influenced by the respondents' perception on their family functioning.*



*And the profile variables of the respondents are not influential factors in their academic performance.*

**Keywords:** *perception, family functioning, academic performance, family cohesion, family conflict, family competence, family flexibility, family adaptation*

## **INTRODUCTION**

Every individual has his own participation in molding one's journey through life. In sharing our resources, potentials, our very selves with others, we are contributing to build a life more significant and meaningful. We strengthen, where others are weak; we support when others falter and thus help build a society- unified, strong and organized. Thus, the family occupies a key position in any society that is properly organized, and its wellbeing is essential if the common good of the community is to be served. That the family plays such fundamental role in God's will- it was he who endowed man with a social nature and according to His plan, it is first of all within the hearth of the home that man's most basic needs are to be met. When a man and a woman come together to form a home, they are responding to a need of nature; soon afterwards, from their union comes the offspring, and together they constitute a family, the basic cell of the human community. Within the family, an individual learns his first lessons of government, of law, of order, of discipline and of cooperation. It is in the family and the relationships there where a person learns the life lesson of giving and taking.

The Filipino society draws its strength and unity from families that make it up. What is in the family must be strengthen if we want to have a strong family foundation. But the question is, how can we maintain the strong family foundation? Nowadays, even though we have a strong family ties, stories of families will tell to us that there was still separation of couples. Because of this scenario, problems arises that will lead to a broken homes and the immediate victims are the children. At this point, the children are suffering from different anxieties. The attitude of the children would be affected, the way they perceive life after the separation, how they communicate with others and how they relate themselves to a community where they live in.

Family as the foundation of a great nation, thus, the Philippine government provides utmost protection to the Filipino families through the act of legislation under Article XV of the 1987 Philippine Constitution which affirmed that "The State recognizes the Filipino family as the



foundation of the nation. Accordingly, it shall strengthen its solidarity and actively promote its total development". This is empowering the Filipino family as the principal instrument of the country for its continuous progress and development. Indeed, the Philippines is one of the countries that have a strong family ties. It is thus fitting that the nation should take some time to reflect on the family and seek to strengthen family unity and relationships by promoting Filipino family values, national Family Week. It is the family that prepares a child for a meaningful life in the world of reality. Here, the child first experiences the love, care and attention that help launch him into a bigger, more complex environment. The parents are the primary influence in molding children's values, norms, attitudes and standards of doing what is right or wrong. Children who spend most of their growing years in an intact family structure generally receive more and better guidance and attention that protect them from engaging in socially unwanted and negative behaviors such as smoking, drug use, drinking or engaging in commercial or premarital sex. The role of the family is still indispensable and cannot be delegated to other groups like the school, because the home still plays the major role in bringing up children who will become responsible citizens of society. The socialization process which a child undergoes in the home and in the society is made up of cultural traditions which will be transmitted to the next generation. It is through the family that this customs and traditions are preserved and handed down to the next generation.

Families can be a fountain of strength. At the same time, all families are fragile. Internal factors like a parent with issues or a couple with communication problems can result in separations. Likewise, external factors like job loss or economic stresses can split a family apart (Heitler,2013).

Formations of family are not an ideal perfect intimate group sometimes there seems to be a problem inside the family which greatly affects the children behavior, performances and attitudes. There are families which are considered as dysfunctional family for certain reasons. In dysfunctional families the root cause of the dysfunction stems from a strain of abuse or a number of abusing traits. This is sometimes passed on from generation to generation. It can consist of alcohol abuse, other substance abuse as well as sexual, verbal, physical and psychological abuse. This in the long term affects who we become and what we become in our future lives. Dysfunctional traits are memorized and tainted to our



subconscious mind after being subjected to this on an ongoing basis and normally starts in childhood. Feelings of guilt, inferiority complexes, low self esteems, false sense of security and confidence are all spin-offs and after effects of dysfunctional behavior and exposure.

According to Frazer (2004), psychological home conditions arise mainly from illegitimacy of children, the label of adopted child, broken homes, divorce and parental deprivation. Such abnormal conditions of the home, are likely to have a detrimental effect on school performance of the child he asserts. Life, in a single parent family or broken home can be stressful for both the child and the parent. Such families are faced with challenges of inadequate financial resources (children defense fund 2004). Schults (2006) noted that if adolescents from unstable homes are to be compared with those from stable homes, it would be seen that the former have more social, academic and emotional problems.

Having a dysfunctional family sometimes leads to a social problem which greatly affect the society's balance state because children turned disturb, depressed, frustrated, losing focus, no direction and a problem child. As adult we have the duty to redirect their attention to a worthy youth life standards. In this regard, the researcher embarked in this study to identify children family background as a basis of understanding their behavior, attitudes, relationships and interest with regards to their academic performances.

Unlike westerners who value individualism, Filipinos are usually collectivists. They identify with their families, regional affiliations, and peer groups. Among these groupings, the family is the pillar of strength for Filipinos who need rehabilitation services. Filipinos' self-concept and identities are strongly tied to their families. From birth to death, they see themselves in the context of their families. For many, everything they do – or fail to do – will ultimately affect their family's reputation. This is because from childhood they have been admonished to accomplish and be the pride of the family. They are told that to do otherwise would shame the family. Although this may no longer be true to modern city-based individuals, many Filipinos in the Philippines and abroad are still family-centric. Family is a complex network of relatives by blood and affinity. Affinity may come through marriage or religious rituals such as being a god-parent of newly baptized children. Parents and their children form the core family. Extended families are common in a single household composed of the core family, plus aunts, uncles, grandparents, cousins, or other relatives from the mother's or father's side of the family. Sometimes, the *inaanak* – or child – of a godparent, also lives



in the household as a transient. Adult Filipino singles usually stay with their parents until they marry. Also, married children may stay with their parents when they cannot afford to live on their own.

Important decisions and problems are only discussed within the immediate family – not among all the other relatives. Filipinos may be generous and hospitable to their extended family, but it is the welfare and wishes of their immediate family that drives them to work, sacrifice, and achieve. After the parents, the elder brother (*kuya*) and the elder sister (*ate*) are responsible for their younger siblings. The youngest daughter usually takes care of her aging parents. If the youngest daughter is married, the elderly mother or father stays with her family.

Intact families are not perfect; they may have yelling, bickering, misunderstanding, tension, hurt, and anger - but not all the time. In healthy families emotional expression is allowed and accepted. Family members can freely ask for and give attention. Rules tend to be made explicit and remain consistent, but with some flexibility to adapt to individual needs and particular situations. Intact families allow for individuality; each member is encouraged to pursue his or her own interests, and boundaries between individuals are honored. Children are consistently treated with respect, and do not fear emotional, verbal, physical, or sexual abuse. Parents can be counted on to provide care for their children. Children are given responsibilities appropriate to their age and are not expected to take on parental responsibilities. Finally, in intact families everyone makes mistakes; mistakes are allowed. Perfection is unattainable, unrealistic, and potentially dull and sterile.

There are many types of dysfunction in families. Some parents under-function, leaving their children to fend for themselves. Other parents over-function, never allowing their children to grow up and be on their own. Others are inconsistent or violate basic boundaries of appropriate behavior. Below is a brief description of some types of parental dysfunction along with some common problems associated with each. Role - is a way of behavior, inherent to children from dysfunctional families. This behavior is easy to recognize and see. These roles are shaped when unsafe to life or health situations happen. For example, when a drunken father came and the story repeats: everyone is trying to please him to calm him down so that he would not be nervous and abusive. Children



often play a major role in this case. They take responsibility for peace in the family, while their mother could stop it all, but, not knowing that, she allows children to do it again and again..

Some of the characteristics of dysfunctional family systems are as follows:

- Blaming; failure to take responsibility for personal actions and feelings; and invalidation of other family members' feelings.
- Boundaries between family members that are either too loose or too rigid. For example, the parent may depend excessively on the child for emotional support
- (Loose boundaries) or prevent the child from developing autonomy by making all the decisions for the child (rigid boundaries).
- Boundaries between the family as a whole and the outside world may also be too loose or too rigid.
- A tendency for family members to enact set roles—caregiver, hero, scapegoat, saint, bad girl or boy, little prince or princess—that serve to restrict feelings, experience, and self-expression.
- A tendency to have an "identified patient"—one family member who is recognized as mentally unhealthy, who may or may not be in treatment, but whose symptoms are a sign of the inner family conflict. Often, the identified patient's problems function to disguise the larger family issues. For example, a child may be regarded as a bully and a troublemaker in school and labeled a "problem child," when he may in fact be expressing conflicts and problems, such as abuse from home, by acting out and being "bad."

There are four basic roles that children adopt in order to survive growing up in emotionally dishonest, shame-based, controlling, dysfunctional family systems. Some children maintain one role into adulthood while others switch from one role to another as the family dynamic changes (i.e. when the oldest leaves home, etc.) An only child may play all of the roles at one time or another. With time Hero and Scapegoat can switch their roles. You can have two Heroes if the family has a significant age gap between two children. It can also happen when the first two children are a boy hero and a girl hero. The healthier the family, the less these roles are attached. The more dysfunctional, the more complicated it is to get out of



these roles. One needs to analyze one's own behavior, thoughts and feelings as part of the role; hence it will be the first step to changes.

The family is one of the oldest and most important social institutions on earth. Anthropologist Margaret Mead, based on her research, affirmed the centrality of the nuclear family in human society. She said: "As far back as our knowledge takes us, human beings have lived in families. We know of no period when this was not so. We know of no people who have succeeded for long in dissolving the family or displacing it... Again and again, in spite of proposals for change and actual experiments, human societies have reaffirmed their dependence on the family as the basic unit of human living—the family of father, mother and children."

In the book of Catechism for Filipino Catholics 1019, it states that the family is also the "**first and vital cell of society**" (CCC 2207). Through its service to life by birth and the education of its youths in social virtues, the family grounds and continually nourishes the existence and development of society itself (cf. FCn42). The experience of communion and sharing which is characteristic of the family's daily life represents its first and fundamental contribution to society (cf. FC 43). At a time when even Philippine society is becoming more depersonalized, the family constitutes an **irreplaceable school** in developing, guarding and transmitting the social virtues and values of respect, dialogue, generous service, justice and love. (p285). We Filipinos are **family oriented**. The *anak-magulang* relationship is of primary importance to us Filipinos. *Ama, ina, and anak* are culturally and emotionally significant to us Filipinos who cherish our filial attachment not only to our immediate family, but also to our extended family (*ninongs, ninangs, etc.*). This family-centeredness supplies a basic sense of belonging, stability, and security. It is from our families that we Filipinos naturally draw our sense of self of self-identity. *Jesus* as both the *Son of God (Anak ng Amang Diyos)* and the *Son of Man (Anak ng Tao)* endears Himself naturally to us family-oriented Filipinos. As Son of Man, *Jesus* leads us to His Mother *Mary (Ina ng Diyos)* whom He shares with us (cf. *Jn 19:26-27*). He thus welcomes us into His own household, offers Himself as our brother (*kapatid*), and draws us through the Sacrament of Baptism to a new identity and into the family life of His heavenly Father (cf. *Jn 3:5-7*). (p13). Research in the Fatherhood shows that where fathers are highly involved with their children, the children develop better friendships, higher levels of educational achievement and self esteem, and are less likely to become involved with



crime or substance misuse. However, while more and more fathers want to be actively involved in their children's lives, many feel they do not get the support they need to do this effectively.

Even from birth, children who have an involved father are more likely to be emotionally secure, be confident to explore their surroundings, and, as they grow older, have better social connections with peers. These children also are less likely to get in trouble at home, school, or in the neighborhood. Infants who receive high levels of affection from their fathers (e.g., babies whose fathers respond quickly to their cries and who play together) are more securely attached; that is, they can explore their environment comfortably when a parent is nearby and can readily accept comfort from their parent after a brief separation. A number of studies suggest they also are more sociable and popular with other children throughout early childhood. The way fathers play with their children also has an important impact on a child's emotional and social development. Fathers spend a much higher percentage of their one-on-one interaction with infants and preschoolers in stimulating, playful activity than do mothers. From these interactions, children learn how to regulate their feelings and behavior. Rough-housing with dad, for example, can teach children how to deal with aggressive impulses and physical contact without losing control of their emotions. Generally speaking, fathers also tend to promote independence and an orientation to the outside world. Fathers often push achievement while mothers stress nurturing, both of which are important to healthy development. As a result, children who grow up with involved fathers are more comfortable exploring the world around them and more likely to exhibit self-control and pro-social behavior. One study of school-aged children found that children with good relationships with their fathers were less likely to experience depression, to exhibit disruptive behavior, or to lie and were more likely to exhibit pro-social behavior. This same study found that boys with involved fathers had fewer school behavior problems and that girls had stronger self-esteem. In addition, numerous studies have found that children who live with their fathers are more likely to have good physical and emotional health, to achieve academically, and to avoid drugs, violence, and delinquent behavior.

In short, fathers have a powerful and positive impact upon the development and health of children. A caseworker who understands the important contributions fathers make to their children's development and how to effectively involve fathers in the case planning process



will find additional and valuable allies in the mission to create a permanent and safe environment for children. (Fatherhood, 2006). "The Filipino woman's primary obligation is to hold her family together, to manage the affairs of her household, to care for the needs of her husband, and to bear the greater responsibility in raising her children. Hence emotionally and psychologically, her life is intimately intertwined with the lives of her children and husband. "Typically, the father is frequently out of the house, enjoying the company of his barkada. His frequently absences do not give his sons ample opportunity to identify themselves with him."

"The Filipina develops a moral backbone stemming from the sense of responsibility and awareness of restrains. She develops the capability for more disciplined, task-persistent activity, together with a higher level of frustration tolerance. She is aware that boys are not brought up with expectation that men are morally weaker than women"... "The son will not know how to deal with responsibilities since decisions are made for him. His capacity for self-direction and self regulation remain under-develop. So as to keep his self-concept for crumbling, he may continually attempt to prove his manliness in the direction of sexual activities and conquests". The mother, whether working or not, is the primary caretaker of the children. "The mother usually performs tasks like taking the child to the doctor, feeding the child, dressing the child, supervising learning and escorting the child to school. The mother does most of the decisions in child's daily routine, schooling and health."

The father is only secondary caretaker of the children to non-working mothers. For working mothers, fathers rank only second to the grandmothers. "The fathers do most of the decision-making in the disciplining aspect. The husband's involvement is highest in the discipline of the child (UP-CHE 1985)

"As for the men, quite a number of them have refined their roles in terms of social expectations. This process is difficult because our culture still emphasizes the traditional male roles such as the role of the husband and father, holding authority over his wife and children as family head and shouldering gull responsibility for the material welfare of his family. Gradually, though, many men are finding that while marriage roles nowadays may mean a diminution of traditional male authority, the traditional male burden of providing for the family can now be shared". "In most homes, husbands and fathers automatically or



willingly cook, launder, and /or clean the house when circumstances allow them. In church, they carry their babies unashamedly, unembarrassed and willingly that.”

The changing role of women both at home and in the workplace shows that most women now hold jobs outside the home either to supplement the husband’s earnings or to be the main and, sometimes, the only breadwinner in the family. This has led to the phenomenon of househusbands. How are the men taking on this role, which challenges their male identity and triggers issues of self-esteem and power? A lot of adjustment needs to be done, not just in the roles they both play, the task and functions within these roles, but also in their feelings and sense of self. When the adjustment does not go well, women become overloaded and fatigued in trying to fulfill their duties as breadwinners working outside the homes and as housewives still taking care of the household. How can adjustment in the parental roles be done so that women do not become overburdened and burnt out? What social systems can be of help? (Carandang, 2008)

According to (Bulatao, 2013) Today’s moms are faced with tough decisions especially in cases where their children are concerned. Recent studies reveal that there is divisiveness among moms when asked whether they would let their kids indulge in experiential learning or restrict their activities in favor of easing household chores.

Research in child development states that children remember 10 per cent of what they read, 20 per cent of what they hear, 30 per cent of what they see, and a staggering 90 per cent of what they do. This study could not have been more accurate as 8 out of 10 moms agree that the skills learned through play are irreplaceable by books, TVs and computers. In fact, 91 per cent of these moms played outdoors when they were young and 96 per cent of them say getting dirty was part of their childhood.

While mothers value these learning activities, they also cannot avoid worrying about dirt and stains. 7 out of 10 moms admit being annoyed when their kids go home with stains on their clothes. This is due to the fact that doing the laundry is their least liked task. About 89 per cent of mothers consider laundry as one of the two most disliked chores, and dealing with stained clothes doesn’t help change the statistics.

Two steps forward, one step back. A study conducted by the Ateneo de Manila University Fr. Jaime C. Bulatao, S.J. Center for Psychological Services reveals two main attitudes of mothers when it comes to child’s experiential learning – the “sige” moms and the “pigil”



moms. “Sige” moms are those who are practically open to all possibilities and means in which their kids can learn as much as they can about the world around them. They are hands-on moms who encourage their kids to engage in less structured activities even if it means getting dirty at the end of the day, which allows kids to explore freely and learn new things in the process. “Pigil” moms, on the other hand, are more cautious and restrictive with the kind of activities their kids engage in. They constantly worry about the consequences of the children’s actions to the point of inhibiting their kids’ potentials that could otherwise be gained from playing. Even though “pigil” moms are often viewed on a bad light, they also have valid reasons for setting parameters on what their children can do. Safety and health issues are among the factors that trigger this attitude towards play, not to mention the amount of dirt and stains that kids bring with them after letting them live out their little fancies.

Johnson (2005) asserts that children of unmarried parents /separated families often fail and are at risk emotionally. However, this may not be completely applicable in all cases of broken homes. Some children irrespective of home background or structure may work hard and become successful in life. Moreover, Ayodele (2007) stated that the environment where a child finds himself/herself goes a long way in determining his learning ability and ultimately his academic performance in school. The influence of sex (gender) on academic performance has also been an issue of concern to most researchers. This is because ‘gender’ appears to have some powerful effect on learning. According to Friedman(2005) suggest no significant difference in cognitive ability between males and females. Although research results vary widely the following conclusions have been drawn. Males are more abstract learners, females have more anxiety about study success, males are more instructive, and females are more analytical and organized (Bielinskia & Davison 2003). Okoye(2008) postulated that sex differences may have little or no effect on academic performance, rather, he submits that eventual achievement by learners is predicted more on personal effort than sex variable. However, the overall picture suggests that males and females may learn differently. In the same vein, socio-economic background is another factor that may affect academic performance of students. This background refers to the parent’s educational attainment, occupation, level of income and social class placement. When a child’s needs are not properly addressed, his learning ability could be affected due to lack of



motivation. Generally, the home has been identified as an overwhelming factor affecting students' performance academically. It would appear, then, that broken homes may present a very serious danger to the emotional, personality, and mental adjustment of the young adolescent. This impinges on students' academic achievement.

Cummings (2002) discussed in his areas of advancement include (a) greater articulation of the effects of specific context/stimulus characteristics of marital conflict, (b) progress in identifying the psychological response processes in children (e.g., cognitive, emotional, social, physiological) that are affected and their possible role in accounting for relations between marital conflict and child outcomes, (c) greater understanding of the role of child characteristics, family history, and other contextual factors, including effects on children due to interrelations between marital conflict and parenting, and (d) advances in the conceptualization of children's outcomes, including that effects may be more productively viewed as dynamic processes of functioning rather than simply clinical diagnoses.

It is further concluded that understanding of the impact of marital conflict on children as a function of time-related processes remains a gap in a process-oriented conceptualization of effects. Based on this review, a revised model for a process-oriented approach on the effects of marital discord on children is proposed and suggestions are made for future research directions.

## **CONCEPTUAL FRAMEWORK**

Family therapies are governed by a systems orientation; this is the idea that certain processes are in place in families. Family functioning "is conceptualized according to organizational principles governing interaction. Such processes involve the integration and maintenance of the family unit and its ability to carry out essential tasks for the growth and well-being of its members, such as the nurturance and protection of offspring. This broad definition is supported by clinical theories of family therapy as well as empirical theories of family functioning (i.e. Beavers & Hampson, 1990). The different theories, however, vary in their selections and definitions of various aspects of family functioning. A review of the aforementioned clinical and empirical family functioning theories revealed some commonalities among the various theories. An attempt to delineate completely all the processes mentioned by every family therapist and researcher would be beyond the scope of this study. Therefore, five major aspects of family functioning that appeared in multiple



theories and as previously stated have empirical evidence to support their connection with adolescent behavior problems were included in this study.

This implies that the family and its structure contribute to a student's academic performance; hence the researcher will try to find out the relationship of family functioning to their academic performance.

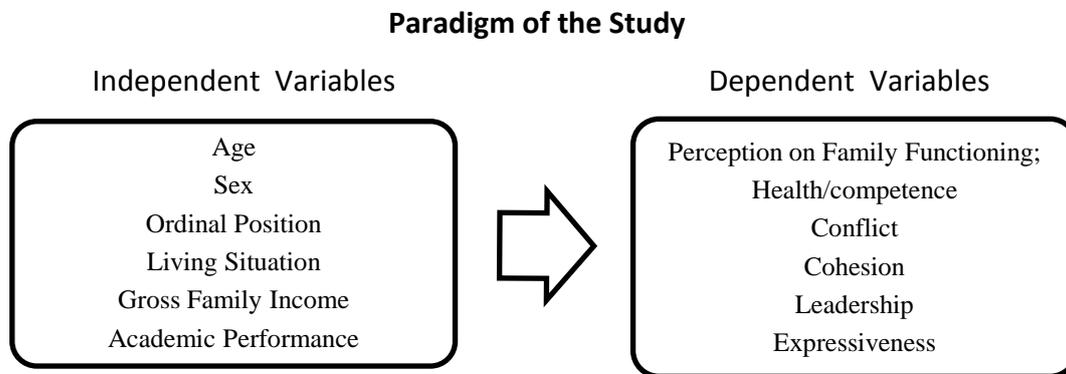


Figure 1. The schematic paradigm of the research illustrates the Independent Variables-Dependent Variables model used in the study. The Independent Variables consists of the profile of the respondents and academic performance, while the Dependent Variables consists of the Perception on Family Functioning

### STATEMENT OF THE PROBLEM

This study will seek to determine the respondents' perception on family functioning and academic performance of CSU Andrews College Students. It specifically sought answers to the following questions:

1. What is the profile of the students in terms of:
  - 1.1 Age
  - 1.2 Sex
  - 1.3 Ordinal Position
  - 1.4 Living Situation
  - 1.5 Gross Monthly Income
2. What is the general profile of the respondents in terms of their academic performance?
3. How do respondents perceive their family functioning in terms of the following areas?
  - 3.1. Health and Competence



- 3.2. Conflict
- 3.3. Cohesion
- 3.4. Leadership
- 3.5. Expressiveness
4. How do respondents perceive the overall family functioning areas?
5. Is there a significant difference in the way respondents perceive their family functioning when grouped according to their profile variables?
6. Is there a significant relationship between the respondents' perception of their family functioning and their academic performance?

## **HYPOTHESIS**

1. There is no significant difference in the way the respondents perceive their family functioning when grouped according to their profile variables?
2. There is no significant relationship between respondents' perception on family functioning and academic performance.

## **RESEARCH INSTRUMENTS**

In order to know the family functioning of the students, the Self-report Family Inventory shall be used. The Self-report Family Inventory (Beavers, Harnpson 1990) is an index of family members' perceptions of their family functioning (Hadley, Holloway & Mallinckrodt, 1993). The questionnaire consists 36 items that are rated on a 5-point scale that ranges from 1("fits our family very well") to 5 ("does not fit our family very well"). The items form five scales: family health, conflict, cohesion, leadership and expressiveness. Scores from these subscales are combined into an overall mean score to know the respondents' perception on family functioning and academic performance. Psychometric data on this questionnaire indicate acceptable internal consistency, ranging from .84 to .88 for the SFI subscale. Test-retest correlation for the subscales across 30 and 90- day period ranged from .44 (Leadership) to .85 (Health). Evidence of concurrent validity has been provided by significant correlations (.62) of SFI scores with observational ratings of families (Beavers et al., 1990).

The level of family functioning measured through the Family Functioning Scale. The scale authors reported test-retest correlation ranges for 1- to 3-month periods as follows: Family Health/Competence, .84-.87; Conflict, .50-.59; Cohesion, .50-.70; Leadership, .41-.49; and



Expressiveness, .79-.89. Validity is demonstrated through correlations of SFI scores with scores from other assessments of family functioning, including the Family Environment Scale, the Family Assessment Device, FACES II, and FACES III.

With regards to the items in the questionnaire, it emphasizes that the lower the score represents greater family competence.

1. Health/Competence Mean of 19 items: 2, 3, 4, 6, 12, 15, 16, 17, -18, -19, 20, 21, -24, -25, -27, 28, 33, 35, 36. A lower score reflects greater global family competence.
2. Conflict Mean of 12 items: -5, 6, 7, -8, -10, -14, -18, -24, -25, -30, -31, 34. A lower score reflects less overt unresolved family conflict, fighting, blaming, and arguing, and more negotiation and acceptance of personal responsibility in resolving conflicts.
3. Cohesion Mean of 5 items: 2, 15, -19, -27, 36. A lower score reflects greater family closeness.
4. Leadership Mean of 3 items: -8, 16, 32. A lower score reflects strong and consistent patterns of adult leadership in the family.
5. Expressiveness Mean of 5 items: 1, 9, -13, 20, 22. A lower score reflects greater feelings of closeness and more expression of positive feelings, warmth, and caring.

## **DATA GATHERING PROCEDURE**

The researcher prepared a letter of request from the office of the Vice President of the academic affairs, and to the Dean of each department to conduct his study. As soon as the permission letter was approved, the researcher floated the questionnaire to the respondents. After that, the questionnaire was retrieved and will be organized, analyzed, grouped, statistically treated and interpret.

In order to elicit answers to the questions being posted in the statement of the problem, the following statistical tools were used:

Frequency count and weighted mean- These statistical measures were used in clustering the respondents with regards to their profile variables and academic performance.

MANOVA- this tool was used in determining the significant difference in the way respondents perceive their family functioning when grouped according to profile variables.

Pearson r- this tool was used in determining the relationship of family functioning and academic performance.



## RESULTS AND DISCUSSIONS

**Table 1. Frequency and Percentage Distribution of Respondents According to Age**

| Age             | Frequency | Percentage |
|-----------------|-----------|------------|
| 16-18 years old | 205       | 56.2       |
| 19-30 years old | 160       | 43.8       |
| Total           | 365       | 100.0      |

Mean age= 18.85 Std. Dev. 1.94

Table 1 shows the frequency and percentage distribution of respondents according to age. It can be observed that out of 365 respondents, 205 or 56.2% of the respondents are aged 16-18 and 160 or 43.8% of the respondents are aged 19-30. This explains that most of the respondents are 16-18 years old. This is because the respondents of the study came from second and third year college students and the average age is 18.85.

**Table 2. Frequency and Percentage Distribution of Respondents to Sex**

| Sex    | Frequency | Percentage |
|--------|-----------|------------|
| Male   | 90        | 24.7       |
| Female | 275       | 75.3       |
| Total  | 365       | 100.0      |

Table 2 discloses the frequency and percentage distribution of respondents according to sex. It could be gleaned from the table that 90 or 24.7% are male while 275 or 75.3% are female. The results shows therefore that female are dominated.

**Table 3. Frequency and Percentage Distribution of Respondents According to Ordinal Position**

| Ordinal position | Frequency | Percentage |
|------------------|-----------|------------|
| Eldest           | 108       | 29.6       |
| Middle           | 152       | 41.6       |
| Youngest         | 105       | 28.8       |
| Total            | 365       | 100.0      |

Table 3 shows the frequency and percentage distribution of respondents according to ordinal position. It can be seen in the table that 108 or 29.6% of the respondents are eldest in the family while 152 or 41.6% of them are in the middle siblings. Furthermore, 105 or 28.8% of them are youngest. This implies that among the respondents, middle as an ordinal position is dominant.



**Table 4. Frequency and Percentage Distribution of Respondents According to Living Situation**

| Living Situation            | Frequency | Percentage |
|-----------------------------|-----------|------------|
| Live alone                  | 9         | 2.5        |
| Live with family            | 289       | 79.2       |
| Live with significant other | 18        | 4.9        |
| Friends/roommates           | 49        | 13.4       |
| Total                       | 365       | 100.0      |

Table 4 illustrates that majority of the respondents live with their parents with a frequency of 289 or 79.2% percent of the population. On the other hand, 18 or 4.9% stay with significant others and 49 or 13.4% stays with friends/roommates. Furthermore, 9 or 2.5% of the respondents live alone

**Table 5. Frequency and Percentage Distribution of Respondents according to Gross Monthly Family Income**

| GMFI             | Frequency | Percentage |
|------------------|-----------|------------|
| 5,000 and below  | 200       | 54.8       |
| 5,001- 10,000    | 98        | 26.8       |
| 10,001- 15,000   | 23        | 6.3        |
| 15,001 and above | 44        | 12.1       |
| Total            | 365       | 100.0      |

Table 5 shows the frequency and percentage distribution of respondents according to gross monthly family income. It can be seen in the table that 200 or 54.8% majority of the respondents earned only 5000 and below as their GMFI. 98 or 26.8% of them have an income 5001-10,000 and 23 or 6.3 are 10,001- 15,000. Lastly, those respondents have 15,001 and above income are 44 and have 12.1% in the total number of the respondents. The average GMFI is 8,780.822.

### 1. Profile of Respondents' in terms of their Academic Performance

It can be gleaned on table 6 that in general, the respondents' academic performance is described as "good" which is evidenced by their general weighted average of 85.82, out of 365 respondents, 131 or 38.1%. This implies that respondents on this level may be thinking that they need to make changes with regards to their academic performance. But with regard to overall results, out of the respondents, there are only 8 or 2.2% are in the fair level of academic performance. Moreover, 1 or .3% of the respondents has very outstanding academic performance level. This implies that most of the respondents are within the description "good".



**Table 6. Frequency and Percentage Distribution of Respondents' in terms of their Academic Performance**

| Description   | Frequency | Percentage |
|---|-----------|------------|
| Fair (76-78)  | 8         | 2.2        |
| Satisfactory(79-81)   | 29        | 7.9        |
| Very satisfactory(82-84)  | 81        | 22.2       |
| Good(85-87)   | 131       | 38.1       |
| Very good(88-90)  | 77        | 21.1       |
| Outstanding(91-93)  | 30        | 8.2        |
| Very outstanding(94-96)   | 1         | .3         |
| <b>General Weighted Mean:85.82    Std. Deviation:3.400    Description: Good</b> |           |            |

**2. Perceived Family Functioning of Respondents**

A lower score reflects greater global family competence. Themes addressed in this scale include happiness, optimism, problem-solving and negotiation skills, family love, and strength of parental coalitions, emphasis on autonomy and individuality, and responsibility (Beavers & Hampsom, 1990). Perusing at the different statements under the said area, it is notable that the statement "*Our happiest times are at home*" obtained the lowest mean (1.75) which means Exactly Descriptive. This goes to show that the respondents acknowledge finding happiness in their respective homes which may imply that they understand each other and have a good relationship. Moreover, it is notable also that in this area, the statement "*When things go wrong we blame each other*" obtained the highest mean (3.96) which means Somewhat Descriptive. It follows therefore that in the area of health/competence, the respondents felt well-loved.

**Table 7. Perception on Family Functioning in terms of Health/Competence**

| Area Statements   | Mean | Descriptive Interpretation |
|---|------|----------------------------|
| Our family would rather do things together with other people                            | 2.78 | D                          |
| We all have a say in family plan  | 2.33 | VD                         |
| The grownups in this family understands and agree on family decisions                   | 1.93 | VD                         |
| There is closeness in my family but each person is allowed to be special and different. | 2.68 | D                          |
| In our home we feel loved.  | 1.86 | VD                         |
| Our happiest times are at home.   | 1.75 | ED                         |
| The grownups in this family are strong leaders.   | 1.84 | VD                         |
| We usually blame person in our family when things aren't going right.                   | 3.70 | SD                         |



|  |      |    |
|--|------|----|
| Family members go their own way most of the time.  | 3.54 | SD |
| Our family is proud of being close.  | 2.54 | VD |
| Our family is good at solving problems together.   | 2.04 | VD |
| One of the adult in our family has a favorite child.   | 3.71 | SD |
| When things go wrong we blame each other.  | 3.96 | SD |
| Our family members would rather do thing with other people than together.                                | 3.48 | SD |
| Family members pay attention to each other and listen to what is said.                                   | 2.03 | VD |
| My family is happy most of the time.   | 1.96 | VD |
| My family functions very well together.  | 2.68 | D  |
| There are no open arguments. Family members rely on each other for satisfaction rather than on outsider. | 2.88 | D  |

**Statement Legend: 1-1.7 Exactly descriptive (ED), 1.8-2.5 very descriptive (VD), 2.6-3.3 descriptive (D), 3.4-4.1 somewhat descriptive (SD), 4.2-5 not descriptive (ND)**

A lower score reflects less overt unresolved family conflict, fighting, blaming, and arguing, and more negotiation and acceptance of personal responsibility in resolving conflicts (Beavers & Hampson, 1990). Perusing at the different statements under the said area, it is notable that the statement "*We accept each other's friends.*" obtained the lowest mean (1.69) which means Exactly Descriptive and the statement "*Family members put others down*" obtained the highest mean (4.35) which means Not Descriptive. This implies that the respondents have consistency with regards to family functioning as perception on conflict.

**Table 8. Perception on Family Functioning in terms of Conflict**

| Area Statements   | Mean | Descriptive Value |
|---|------|-------------------|
| Grownups in the family complete and fight with each others                              | 3.58 | SD                |
| There is closeness in my family but each person is allowed to be special and different. | 2.68 | D                 |
| We accept each other's friends.   | 1.69 | ED                |
| Family members put others down.   | 4.35 | ND                |
| We argue a lot and never solve problems.  | 4.17 | SD                |
| We usually blame person in our family when things aren't going right.                   | 3.70 | SD                |
| One of the adult in our family has a favorite child.                                    | 3.71 | SD                |
| When thing go wrong we blame each other.  | 3.96 | SD                |
| The mood of our family is usually sad and blue.   | 3.59 | SD                |
| We argue a lot.   | 3.68 | SD                |
| Each person takes responsibility for his/her behavior.                                  | 1.94 | VD                |



**Statement Legend: 1-1.7 Exactly descriptive (ED), 1.8-2.5 very descriptive (VD), 2.6-3.3 descriptive (D), 3.4-4.1 somewhat descriptive (SD), 4.2-5 not descriptive (ND)**

On the statement " *Our happiest times are at home*" obtained the lowest mean (1.75) which mean exactly descriptive and the statement " *Our family members would rather do thing with other people than together*" obtained the highest mean (3.50) which mean Somewhat Descriptive. It signifies that among the family members felt secured and have the sense of belongingness when they are at home. Beavers & Hampsons' researched shows that, the lower score in the cohesion reflects greater perception in their family closeness. Olson (1993) provided perhaps the clearest definition of cohesion. He stated, "family cohesion is defined as the emotional bonding that family members have toward one another" (p. 105). Epstein, Bishop, and Levin's theory (1978) also used the terms "emotional bonding", but they labeled this dimension as affective involvement. Similarly, Moos and Moos (1981) conceptualized cohesion to include the degree of commitment, help, and support family members provide for one another and "empathy for each other's feelings, interest in what each other has to say, and expectation of being understood".

**Table 9. Perception on Family Functioning in terms of Cohesion**

| Area Statements  | Mean | Descriptive Value |
|--|------|-------------------|
| Our family would rather do things together with other people   | 2.78 | D                 |
| Our happiest times are at home.  | 1.75 | ED                |
| Family members go their own way most of the time.  | 3.54 | SD                |
| Our family members would rather do thing with other people than together.                                | 3.50 | SD                |
| There are no open arguments. Family members rely on each other for satisfaction rather than on outsider. | 2.88 | D                 |

**Statement Legend: 1-1.7 Exactly descriptive (ED), 1.8-2.5 very descriptive (VD), 2.6-3.3 descriptive (D), 3.4-4.1 somewhat descriptive (SD), 4.2-5 not descriptive (ND)**

It can be gleaned in table 10 as shows in the statement, " *The grownups in this family are strong leaders*" obtained the lowest mean (1.84) which means Very Descriptive. It is notable also that in statement " *There is confusion in our family because no one stands as a leader*" obtained the highest mean (3.79) which means Somewhat Descriptive. The results imply that the respondents' perception towards leadership in family functioning is strongly consistent.



**Table 10. Perception on family functioning in terms of Leadership**

| Area Statements   | Mean | Descriptive Value |
|---|------|-------------------|
| There is confusion in our family because no one stands as a leader. | 3.79 | SD                |
| The grownups in this family are strong leaders.                     | 1.84 | VD                |
| One person controls and leads our family.                           | 2.55 | VD                |

**Statement Legend: 1-1.7 Exactly descriptive (ED), 1.8-2.5 very descriptive (VD), 2.6-3.3 descriptive (D), 3.4-4.1 somewhat descriptive (SD), 4.2-5 not descriptive (ND)**

It can be gleaned in table 11 as shows in the statement, "Family members pay attention to each other's feelings " obtained the lowest mean (1.79) which means Exactly Descriptive. It is notable also that in statement "Even when we feel close, our family is embarrassed to admit it "obtained the highest mean (3.50) which means Somewhat Descriptive. In family function, a lower score reflects greater feelings of closeness and more expression of positive feelings, warmth, and caring. It shows that among family members can openly convey affection toward one another. Statement assessed that family members pay attention to each other's feelings, hug and touch each other, and they express warmth and caring toward one another. Moos and Moos (1994) defined this concept as "the extent to which family members are encouraged to express their feelings directly" (p. 1).

**Table 11. Perception on Family Functioning in terms of Expressiveness**

| Area Statements   | Mean | Descriptive Value |
|---|------|-------------------|
| Family members pay attention to each other's feelings               | 1.79 | ED                |
| Our family members hug and touch each other.                        | 2.51 | VD                |
| Even when we feel close, our family is embarrassed to admit it.     | 3.50 | SD                |
| Our family is proud of being close.                                 | 2.54 | VD                |
| Family members easily express warmth and caring towards each other. | 2.07 | D                 |

**Statement Legend: 1-1.7 Exactly descriptive (ED), 1.8-2.5 very descriptive (VD), 2.6-3.3 descriptive (D), 3.4-4.1 somewhat descriptive (SD), 4.2-5 not descriptive (ND)**

### 3. Perception on Overall Family Functioning Areas

Table 12 presents the overall summary result of the perception on family functioning. It could be observed from the table that areas of family functioning are interpreted (2.30) which means significant strength. Meaning, the family have an overall greater competence with regard to area of their health, conflict, cohesion, leadership, and expressiveness as



their perception towards family functioning. It implies that families of these respondents are identified as strong families because of their ability to maintain a family equilibrium, drawing upon individual and joint strengths to cope effectively. Respondent families are dynamic and responsive to changing needs, developmental tasks, and challenges. They also celebrate their successes and learn from their failures. These families have clearly defined roles, especially with regard to their perception on family functioning.

**Table 12. Overall perception on family functioning areas**

| Areas                      | Mean | Std. Dev. | Interpretation       |
|----------------------------|------|-----------|----------------------|
| Health/competence          | 2.27 | .50       | Significant Strength |
| Conflict                   | 2.16 | .59       | Significant Strength |
| Cohesion                   | 2.54 | .62       | Significant Strength |
| Leadership                 | 2.20 | .80       | Significant Strength |
| Expressiveness             | 2.32 | .76       | Significant Strength |
| Overall family functioning | 2.30 | .48       | Significant Strength |

**Legend: 1-1.7 exemplary, 1.8-2.5 significant strength, 2.6-3.3 fully competent, 3.4-4.1 development needed, 4.2-5 weakness**

#### **4. Difference between respondents' Perception on Family Functioning and Profile Variables**

Table 13 presents the result of multivariate test on significant difference between respondents' perception on family functioning when grouped according to profile variables. It could be observed that of the five profile variables, only sex effected disparities on the respondents' perception while age, ordinal position, gross family income and living situation did not. This is evidenced by their F-ratios and probability values.

Having a P value of .003 which is less than .05 level of significance, sex was found to create distinction on how the respondents perceive their family functioning in terms of its five areas which are health/competence, cohesion, conflict, expressiveness, leadership. It is noteworthy that in all five areas, the females have statistically significant lower means than the males as seen in (Table 13.a) though means of both groups bear a description of "Significant Strength" in all means. Statistically, significant difference implies that females see of family functioning as more competent than how males perceive the said areas. This may be attributed to the inclination of women towards expressivity than males. Moreover, females in general tend to be more family oriented than the males. Regarding the respondents' gender, statistically significant differences in this research have been recorded



for both dimensions of family functioning, where girls' assessment of emotional connection among family members and flexibility of the members for the developmental and non-developmental requirements of the environment is higher than the boys' assessment. Since it has been repeatedly determined that parents, especially mothers, generally prefer to talk about emotions with their daughters (Fivush, 1989), and that mothers provide emotional support to their children in their everyday interactions more often than fathers (Dunn et al., 1987; Fivush, 1989), it is assumed that the model of a mother's care and behaviour within the family is definitely significant for girls who acquire patterns of behaviour similar to that of their mothers. Girls also pay more attention to emotional exchange among family members than boys, estimating it thus as higher.

**Table 13. Test of Significant Difference on Respondents' Perceived Family Functioning when Grouped According to Profile Variables**

| Variables        | Wilks' Lambda Value | F Value             | Df | Error df | Probability Value |
|------------------|---------------------|---------------------|----|----------|-------------------|
| Sex              | .951                | 3.738*              | 5  | 359      | .003              |
| Age              | .970                | 2.210 <sup>ns</sup> | 5  | 359      | .053              |
| Ordinal position | .964                | 1.320 <sup>ns</sup> | 10 | 716      | .215              |
| GMFI             | .957                | 1.045 <sup>ns</sup> | 15 | 986      | .405              |
| Living Station   | .959                | 1.525 <sup>ns</sup> | 10 | 716      | .126              |

not significant \* - significant at .05

**Table 13a. Mean distribution of Family Functioning Areas according to Sex**

| Family Functioning Areas | Sex  |        |
|--------------------------|------|--------|
|                          | Male | Female |
| Health/competence        | 2.28 | 2.27   |
| Conflict                 | 2.29 | 2.12   |
| Cohesion                 | 2.58 | 2.52   |
| Leadership               | 2.41 | 2.13   |
| Expressiveness           | 2.34 | 2.31   |

## 5. Relationship between Respondents' Perception on Family Functioning and Academic Performance

Table 14 shows that there is no significant relationship between the respondents' perception on their family functioning and their academic performance. This illustrates that either the respondents have obtained the lowest or the highest mean in the perception of family functioning it does not affect the academic performance of the respondents. Based



on the results of the present study, family functioning did not affect the students' academic performance. This result is incongruent with the study of Fuglini and Pedersen (2002) on 745 American ethnically diverse individuals, who began to move from secondary school to young adulthood. The researchers found that family obligation was more important if the adolescents had lower and moderate GPA. Tam Cai Lian294Pertanika J. Soc. Sci. & Hum. Vol. 16 (2) 2008.

Although there is a number of researches which disagree with the present findings, the results of this study is in accordance with Walker and Satterwhite (2002), whose sample comprised of college students. It is assumed that college and university level is similar, and thus this study agrees on their suggestion that family was important, but it had a less effect on the academic performance at this stage. This is perhaps due to the fact that these university students were independent and not staying with their family. Moreover, a lifetime of parental supports already allowed the students to acquire the necessary coping skills and self-confidence so as to adapt to the new environment. At the university level, they are able to cope effectively with the challenges imposed developing adaptive attitudes, which is essential for excellent academic performance. Thus, the level of family functioning does not affect their academic performance, as they are not at home and not that attached to the family.

**Table 14. Test of Significant Difference on the Perception of Family Functioning and their Academic Performance**

| Variables                                | R     | Probability Value | Statistical Decision |
|--|-------|-------------------|----------------------|
| Academic Performance & Health/competence | -.020 | .697              | Do not reject Ho     |
| Academic Performance & Conflict          | .009  | .868              | Do not reject Ho     |
| Academic Performance & Cohesion          | .012  | .819              | Do not reject Ho     |
| Academic Performance & Leadership        | -.010 | .854              | Do not reject Ho     |
| Academic Performance & Expressiveness    | .024  | .674              | Do not reject Ho     |

## SUMMARY OF FINDINGS

Based on the data gathered, the following are the findings:



1. Respondents Profile
  - 1.1 Most of the respondents are aged 16-18 years old.
  - 1.2 There are more female than male respondents.
  - 1.3 Most of the respondents are in the middle siblings.
  - 1.4 Most of the respondents have a family gross monthly income of 5000 and below.
  - 1.5 Most of the respondents live with their families.
2. The respondents academic performance is described as "generally good", which is evidenced by their general weighted average of 85.82, out of 365 respondents, 131 or 38.1%.
3. The respondents' perception on their family functioning are the following;
  - 3.1 Health/competence. The respondents' perception on this area of family functioning obtained the lowest mean (1.75) which means exactly descriptive. It shows that the respondents' understand and have a good relationship to each other.
  - 3.2 Conflict. The respondents' perception on this area of family functioning obtained the lowest mean (1.69) which means exactly descriptive. It implies that the respondents have consistency with regards to family functioning. Meaning they have the ability to resolve problems.
  - 3.3 Cohesion. The respondents' perception on this area of family functioning obtained the lowest mean (1.75) which means exactly descriptive. It signifies that family members felt secured and have a sense of belongingness.
  - 3.4 Leadership. The respondents' perception on this area of family functioning obtained the lowest mean (1.84) which means exactly descriptive. Perception towards leadership is strongly consistent.
  - 3.5 Expressiveness. The respondents' perception on this area of family functioning obtained the lowest mean (1.84) which means exactly descriptive. Family members convey affection to one another.
4. The overall Family Functioning areas are significant strength. Meaning, the respondents have a good and healthy family.
5. There is no significant difference in the respondents' perception of their family functioning when grouped according to their profile variables.



6. There is no significant relationship between the respondents' perception on their family functioning and their academic performance.

## **CONCLUSIONS**

Based to the results of the study, the following conclusions were drawn:

The respondents' perceptions on family functioning do not in any way affect their academic performance. Hence, academic performance is not influenced by the respondents' perception on their family functioning. With regards to their profile variables of the respondents, it was not an influential factor in their academic performance. In addition, the overall respondents' perception in terms of family functioning is exactly descriptive, meaning, their family perception are strongly good and healthy.

## **RECOMMENDATIONS**

The following recommendations are hereby presented as a result of the study;

1. There must be a strong collaboration between the parents and school about the status of their students especially to their academic performance.
2. The faculty must engage themselves how to reach out their students most especially in resolving issues both with the family and school.
3. Students with low academic performance should be given extra attention so that they may properly guided when faced with trouble.

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