

A Comparative Analysis of the Relationship between Coupling Satisfaction for the Parents of Talented and Regular Students with the Social Popularity and Mental Health of Their Children

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ABSTRACT

The aim of this study was to determine the relationship between with the social popularity and mental health of their children in nongovernmental and governmental schools in Tehran. For this purpose, 235 students including talented and regular students (120girls and 115 boys) were selected from Tehran schools using multi-stage cluster sampling in order to participate in the research.

Mureno social popularity test and GHQ28 mental health test were completed by the students, and Afrouz couple satisfaction scales were completed by the parents. Statistical analysis of survey data were performed using two independent groups t methods, correlation coefficient, analysis of variance and multiple regression analysis step by step. The results of analysis coupling satisfaction for the parents of talented and regular students indicated that there was a significant difference between coupling satisfaction for the fathers of these students. The results also indicated that the sex and intelligence variables did not have any significant role in explaining popularity and mental health of the children.

KEYWORDS: talentedness, coupling satisfaction, social popularity, mental health, non-governmental and governmental schools

INTRODUCTION

Family is one of the major factors shaping the personality of children and is considered as first seeds of personal growth and is the base of development of the human personality, since children firstly imitate the behavior of their parents. No doubt the family has deep and lasting impression on foundations and individual behavior of the children and evoking the spirit of life and inner peace in them (Navabi-Nejad, 1996, p 16). Family is the most important social institution. This institution, which represents the community's mental health and in turn receives its characteristics from the community, has an important role for the survival of society. Parents by loving love their children, has an undeniable role in the development of a healthy and constructive personality (Farjad, 1997, p 129). Parents and families help children become independent and are prepared to enter adulthood (Nejati, 2005, p 218). According to Newburger(1997), a rich family atmosphere can help build children's mental capacities.

When parents better understand their children's developmental needs, they can increase the learning ability of children in a better way.

Research has shown that parents' marital adjustment and satisfaction have its impact on children's mental health. Results showed that mothers and fathers of girls with conduct disorder have more aggression and hostility compared with mothers and fathers of daughters with no behavioral problems (Johnson and Oleary, 1987). Quality of parent – child relation may affect the assessment of children of marital conflict. Children in households where family ties are less dominant may have more the fear of the disintegration of the family. Thus, marital conflict is considered as threatening the wellbeing (Fincham et al, 1994 quoted in Snyder, 1998). Kontas (1991) in a study examined the impact of family circumstances on cognitive, social and verbal development of children of three to five years which indicated that in families with couples' satisfaction, children's cognitive social and verbal development is significantly higher than children in families with couples' less satisfaction and more conflict. A study of 70 children who had been living with their original parents indicated that children of parents with a happy marriage had high educational level (Westerman et al, 1995, quoted in Ahmadi, 2003).

Family education over many years has started by organizations such as education ministry. However, despite the relative impact of the training in this area, there are several major limitations: Firstly, most of the training focuses on the role of parents as well as coordination with school, and of teachings to couples how to communicate with each other and the children are neglected. Secondly, the teachings do not follow from a coordinate system and may have been influenced by the ideas of designers and educators. Thirdly, most of the training deal with the transfer of knowledge and have been less effective in changing attitudes and behavior. However, there is no research in the form of a special relationship between family factors including satisfaction

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of couples with marriage and how to shape mental health and social popularity. And this explains the need for such research to better define these components in the context of family and education. Basically, this study seeks to answer the question: "whether the marital satisfaction can predict mental health and social acceptability of talented and normal students in governmental and non-governmental schools?"

RESEARCH METHOD

This research type is descriptive-correlational in which the relationships between the variables are measured, and have been surveyed based on measures of self - reporting and through correlation and path analysis. Since the study was retrospective and researcher considering the criterion variables (mental health and social popularity) to investigate the possible causes of their occurrence (effort oriented and result oriented thought and coupling satisfaction and IQ of students); therefore, the research design is *ex post facto* of multiple correlation type. Statistical population of this research includes all girl and boy students studying in various educational institutions in third grade of guidance school (governmental, and non-governmental) at Tehran in 2011-2012 school year. Due to the extent of community members in the study, sampling is done through cluster sampling.

The study sample is 12 schools (NODET, governmental, and non-governmental) including 6 girl schools (3 NODET schools and 3 normal schools) and 6 boys schools (3 (3 Special schools and 3 normal schools of South, North, West, East and center of Tehran which are selected in cluster random and an average of 20 students were selected from each school. The participants were 150 girls with minimum of 13 and maximum of 15 years, and 85 boys with minimum of 13 and maximum of 15 years.

Research Tools

To gather information in this study three scales are used. Afrouz couple satisfaction tests, Morino group test of social popularity and general health test (GHQ).

RESULTS

The first research question: Is there any significant difference between parents of talented and normal students in terms of effort-oriented thought and couples' satisfaction?

Multivariate analysis of variance was performed answer the question above. Before surveying the first question, in order to meet the assumption of equal variance of the study variables (effort orientees, result oriented ness and coupling satisfaction) Levine test is used. The results (Table 1) indicated that there are significant differences in terms of the dependent variables (coupling satisfaction) between parents of talented and normal students in both male and female students. ($F=4.412$ and $p=0.013<0.05$). Also there are significant differences in terms of and coupling satisfaction of fathers of talented and normal students ($F=5.232$ and $p=0.023<0.05$), (Table 2)

Table 1. The results of multi variable variance analysis on coupling satisfaction of parents of talented and normal students (both girls and boys)

variable	Test name	measure	DF hypothesis	DF Error	F	significance (p) level
Coupling satisfaction	Pillae effect test	0/037	2/000	232/000	4/412	0/013
	Lambdai Wilks test	0/963	2/000	232/000	4/412	0/013
	Hoteling effect test	0/038	2/000	232/000	4/412	0/013
	Roy largest root test	0/038	2/000	232/000	4/412	0/013

Table 2. The results of single variable variance analysis on coupling satisfaction of parents of talented and normal students (both girls and boys)

variable	Some of squared	Freedom degree	Mean of Squared	F	significance level
coupling satisfaction of fathers	2231/969	1	2231/969	5/232	0/023
coupling satisfaction of mothers	10/730	1	10/730	0/019	0/890

Second research question: Is there any significant difference between mental health and social popularity of talented and normal students?

To answer the question above T analysis of independent samples were carried out. Results indicated that assuming equal variances ($p=0.229>0.005$), there was no statistically significant difference between mental health of talented and normal students. Results also indicated that assuming unequal variances ($p=0.021>0.005$), there was no statistically significant difference between social popularity of talented and normal students (Table 3).

Table 3: results for statistical analysis of comparison the mean of mental health and social popularity variables between talented and normal students

variable	group	number	mean	Standard variation	t	Freedom degree	significance level	F	Levin test
									significance level
Mental health	talented	94	0/099	0/921	-1/272	233	0/205	1/452	0/299
	normal	141	0/067	1/033					
Social popularity	talented	94	0/134	1/036	1/618	177/718	0/095	5/362	0/021
	normal	141	-0/084	0/886					

Third research question: Is there any significant relationship between couples' satisfaction of parents and mental health and social popularity of their children?

To answer the above question, Pearson correlation coefficient and stepwise regression analysis were used. The results showed that there is no significant relationship between coupling satisfaction of fathers ($r=0.049$, $p=0.457>0.01$), coupling satisfaction of mothers ($r=-0.05$, $p=0.0448>0.01$) and mental health of children (table 4).

Table 4: Results of the correlation between coupling satisfaction of parents with children's mental health

	1	2	3
1-coupling satisfaction of fathers	1		
2-coupling satisfaction of mothers	0/596**	1	
3-mental health	0/049	-0/050	1

Table 5. multiple correlation coefficients of mental health variable and predictive variable of coupling satisfaction of parents (stepwise method)

MR Multiple correlation		RS Determinant coefficient		F ratio probability		Regression coefficients (β)	
Step 1	Step 2	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
0/184	0/242	0/030	0/050	8/134	7/195	β=0/184 2 t=852 P<0/01	β=0/242 t= 3/568 P<0/0001
						-	β= -0/168 t=2/246 P<0/05

Table 6. Multiple correlation coefficients of social popularity variable and predictive variables of effort oriented thoughts, result oriented thoughts, and coupling satisfaction of parents (stepwise method)

	1	2	3
coupling satisfaction of fathers	1		
coupling satisfaction of mothers	0/596**	1	
social popularity	0/026	-0/071	1

The results of correlation show there is no significant relation between coupling satisfaction of fathers ($r=0.026$, $p=0.690>0.05$), and coupling satisfaction of mothers ($r=0.071$, $p=0.0036>0.05$) and popularity.

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