

RELATIONSHIP BETWEEN EMOTIONAL ATMOSPHERE AND FAMILY SUPPORT WITH STRESS IN MALE STUDENTS

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ABSTRACT

To determine the relationship between family emotional atmosphere and family support and stress in the second grade high school male students in Sangar city.

Material and Methods: Research method was correlational and population of the study included 1542 second grade high school male students of Sangar city in the academic year 2015-2016, which 306 of them were randomly selected and they responded to the questionnaires of family emotional atmosphere, social support, and stress. The resulting data were analyzed using multiple regression analysis with SPSS software.

Results: There is a significant relationship between family emotional atmosphere and family support and stress in second grade high school male students in the Sangar city so that stress was correlated reversely and significantly with family emotional atmosphere and family support with values of 0.576 and 0.411, respectively. There is significant relationship between family emotional atmosphere and stress in students, so that stress is reversely and significantly is correlated with affection, cuddle, verification, shared experiences, giving gift, encouraging, trust, and sense of intimacy with values of 0.504, 0.369, 0.385, 0.437, 0.372, 0.440, 0.293, and 0.464, respectively. There is significant relationship between family support and stress in students, so that family support is reversely and significantly correlated with stress with value of 0.411.

Discussion: Stress is more influenced by the emotional atmosphere of the family. Meanwhile, the emotional variable causes the stress of the second grade high school students in Sangar city to be lower than others.

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Introduction

Population and sample of study

This study descriptive in terms of type and correlational in terms of method, and applied in terms of objective, and it is quantitative in terms of data and field in terms of method of its implementation. The study population consisted of all second grade high school students of Sangar in the academic year 2015-2016. According to the statistics, the number of students was 1542 people. A group of second grade high school male students of Sangar in the academic year 2015-2016 included the sample of the study. According to Morgan table and taking into account the number of population, the study sample was determined to be 306 people. In this study, systematic random sampling method was used to select the students. Accordingly, the population size was divided by sample size and thus the number 5 was determined as interval of the classes. Then, among

the numbers 1 to 5, number 3 was randomly selected. Then, the selection of sample was continued from the person numbered 3, 8, 13, 18,... up to person numbered 306.

Measurement of variables, validity and reliability

To collect the data required in the area of family emotional atmosphere, the scale developed by [7] was used that it includes 16 questions in 8 subscales. Seraj Khorrami and Safarzadeh [7] used Cronbach's alpha to investigate the internal consistency of family emotional atmosphere scale and they obtained the consistency 85%. In this study, to measure family support, family support scale developed by [8] was used. The responses of the scale included "yes", "no" and "no idea". The answer "No" in question 3, 4, 16, 19 and 20 received the score +1, while for the rest of the questions, the score +1 was given for the response "yes". The response "no ides" received the score zero. Developers of the scale calculated its reliability 90% using Cronbach's alpha coefficient. To collect the required data on the stress, the scale developed by [9] was used that it has 14 questions. In the study conducted by [7], Cronbach's alpha coefficient for the problem-oriented style was calculated 70%, and it was obtained 73% for emotion-oriented style and 74% for avoidance style. In this research, to determine the validity of the questionnaire for to determine the internal consistency among the questions, Cronbach's alpha coefficient was used. Accordingly, the questionnaire was implemented firstly in a pilot study in a group consisted of 30 people. Finally, the reliability of the family emotional atmosphere was obtained 71%, and it was obtained 77% for family emotional support questionnaire and 77% for stress as questionnaire. In addition, to content validity with using the views of experts was used in this study to confirm the validity of the questionnaire.

Data analysis

Among the sample of study, 96 students (31.4%) were 15 years of old, 85 students (27.8%) were 16 years of old, 69 students (22.5%) were 17 years of old, and 56 students (18.3%) were 18 years of old. In addition, among the sample of study, first grade included 96 (31.4%) students, second grade included 85 (27.8%) students, third grade included 69 (22.5%) students, and fourth grade included 56 (18.3%) students. Family income of 95 people (31%) was below 10 million Rials, family income of 144 people (47.1%) was between 10 and 20 million Rials, 34 (11.1%) families had income between 20 and 30 million Rials, 15 (4.9 %) families had income above 30 million Rials, and 18 (5.9%) people were unaware of the income level of the family. Among the mother of students, 56 people (18.3%) were illiterate, 68 (22.2%) had secondary level of education, 126 people (41.2%) had high school education level, 16 (5.2%) had associate degree, 32 people (10.5 %) had bachelor degree, and 8(2.6%) people had master and higher level of education. In the data analysis section, SPSS version 16 software was used.

The main hypothesis: there is relationship between family emotional atmosphere and family support and stress in male second grade high school students in the Sangar.

Table 1. Pearson correlation coefficient for the relationship between family emotional atmosphere and family support and stress

Variable	1	2	3
Family emotional atmosphere	1		
family support	0.420***	1	
stress	0.576***-	0.411***-	1

0.05<P * p<0.01 ** p<0.001***

According to the results of table 1, calculated correlation coefficient calculated is significant at the level of P<0.001. This result suggests a significant relationship between stress and family emotional atmosphere and family support, so that stress has reverse relationship with family emotional atmosphere and family support with values of 0.576 and 0.411, respectively.

Table 2. The role of family emotional atmosphere and family support on the stress of students

	Sum of squares	df	Mean square	F	sig	R	R ² corrected
Regression	9159.577	2	4579.788	87.773	0.001	0.606	0.363
Residual	15809.865	303	52.178				
Total	24969.441	305					

Predictor: (constant value); family emotional atmosphere, family support
 Criterion: stress

According to the data in table 2, R=0.606 and corrected R2 square was calculated 0.363. F(303 and 2)=87.773 and P<0.001 indicated significant relationship between family emotional atmosphere and family support and stress in second grade high school male students. In other words, 36.3% of changes in stress in second grade high school male students can be explained using changes in family emotional atmosphere and family support.

Table 3. The share of family emotional atmosphere and family support in predicting the stress of students

	Non-standardized coefficients		standardized coefficients		
	B	standard error	Beta	t	sig
Constant value	51.381	2.477	-	20.746	0.001
family emotional atmosphere	0.427-	0.044	0.490-	9.728-	0.001
family support	0.564-	0.139	0.205-	4.073-	0.001

With regard to what was said above and according to the table 3, the following regression equation can be considered to predict the stress of second grade high school male students:

$$(\text{Family support}) (-0.564) + (\text{family emotional atmosphere}) (-0.427) + (\text{constant value}) 51.381 = \text{Stress}$$

The first sub-hypothesis: there is a relationship between the family emotional atmosphere and stress in students.

Table 4. Pearson correlation coefficient for the relationship between family emotional atmosphere and stress

Variable	Affection	Cuddle	verification	Shared experiences	Giving gift	Encouraging	trust	Senses of intimacy
stress	-0.504 ***	-0.369 ***	-0.385 ***	-0.437 ***	-0.372 ***	-0.440 ***	-0.293 ***	-0.464 ***

05/0<P * 01/0<P ** 001/0<P***

According to the results of table 4, the calculated correlation coefficient is significant at the level of P<0.001. This result shows significant relationship between stress and family emotional atmosphere so that stress is inversely correlated with affection, cuddle, verification, shared experiences, giving gift, encouraging, trust, and sense of intimacy with value of 0.504, 0.369, 0.437, 0.372, 0.440, 0.293, and 0.464, respectively.

Table 5. The role of family emotional atmosphere in the stress of students

	Sum of squares	df	Mean square	F	sig	R	R ² corrected
Regression	12100.693	8	1512.587	34.909	0.001	0.696	0.471
Residual	12868.748	297	43.329				
Total	24969.441	305					

Predictor: (Constant value), affection, cuddle, verification, shared experiences, giving gift, encouraging, trust, sense of intimacy

Criterion: Stress

According to the data in table 5, R=0.696 and corrected R2 square was calculated 0.471. F(8 and 297)=34.909 and P<0.001 indicated significant relationship between family emotional atmosphere components and stress in second grade high school male students. In other words, 47.1% of stress changes in stress in second grade high school male students can be explained using changes in family emotional atmosphere. The data in table 5, the 696/0 = R and X R2 was calculated correction equal to 471/0. 909/34 = (297 and 8) F and 001/0> P showed a consistent relation between emotional family atmosphere with stress in secondary school boys has a significant relationship. In other words, 1/47 percentage change in stress in secondary school boys can be explained by changes in family emotional atmosphere.

Table 6. The share of family emotional atmosphere in predicting the stress of students

	Non-standardized coefficients		Non-standardized coefficients		
	B	standard error	Beta	t	sig
Constant value	51.769	2.146	-	24.124	0.001
affection	0.692-	0.209	0.178-	3.313-	0.001
cuddle	.380-0	0.188	0.098-	2.020-	0.044
verification	0.620-	0.217	0.141-	2.861-	0.005
Shared experience	0.460-	0.179	0.131-	2.577-	0.010
Giving gift	0.442-	0.157	0.134-	2.820-	0.005
encouraging	0.516-	0.208	0.133-	2.479-	0.014
trust	0.418-	0.203	0.096-	2.057-	0.041
sense of intimacy	1.072-	0.214	0.239-	5.010-	0.001

With regard to what was said above and according to the table 6, the following regression equation is considered to predict the stress of second grade high school male students:

$$(\text{Sense of intimacy}) (-1.072) + (\text{trust}) (-0.148) + (\text{encouraging}) (-0.516) + (\text{giving gift}) (-0.442) + (\text{shared experience}) (-0.460) + (\text{verification}) (-0.620) + (\text{cuddle}) (-0.380) + (\text{affection}) (-0.692) + (\text{constant value}) 51.769 = \text{stress}$$

The second sub-hypothesis: there is a relationship between the family support and stress in students.

Table7. Pearson correlation coefficient for the relationship between family support and stress

Variable	1	2
Family support	1	
stress	0.411***-	1

0.05<P * 0.01<P ** 0.001<0P***

According to the results of table 7, calculated correlation coefficient calculated is significant at the level of P<0.001. This result suggests a significant relationship between stress and family support, so that stress has reverse relationship with family support with value of 0.411.

Table8. The role of family support in the stress of students

	Sum of squares	df	Mean square	F	sig	R	R ² Corrected
Regression	4222.196	1	4222.196	61.866	0.001	0.411	0.166
Residual	20747.245	304	68.248				
Total	24969.441	305					

Predictor: (Constant value), family support

Criterion: Stress

According to the data in Table 8, R=0.411 and corrected R2 square was calculated 0.166. F(1 and 304)=61.866 and P<0.001 indicated significant relationship between family support and stress in second grade high school male students. In other words, 16.6% of changes in stress of second grade high school male students can be explained using changes in family support.

Table 9. The share of family support in predicting the stress of students

	Non-standardized coefficients		standardized coefficients		sig
	B	standard error	Beta	t	
Constant value	35.837	2.164	-	16.559	0.001
Family support	1.131-	0.144	0.411-	7.865-	0.001

With regard to what was said above and according to the table 9, the following regression equation is considered to predict the stress of second grade high school male students:

$$(\text{Family support}) (-1.131) + (\text{constant value}) 35.837 = \text{Stress}$$

Conclusion

The results of correlation coefficient show there is a significant relationship between stress and family emotional atmosphere and family support, so that stress has a significant and reverse relationship with family emotional atmosphere and family support with value of 0.576 and 0.411, respectively. In addition, the regression value was calculated $R=0.606$ and R^2 square was calculated 0.363. $F(2, 303)=87.773$ and $P<0.001$ indicated significant relationship between family emotional atmosphere and family support and stress in second grade high school male students. In other words, 36.3% of stress changes in second grade high school students can be explained by changes in family emotional atmosphere and family support. This finding is consistent with previous studies [10, 11]. In line with explanation of this relationship, it should be stated that adolescence is period of time in which people should fulfill their social roles in peer groups and in communicating with opposite sex, learn social roles, and provide the conditions and requirements to attend in educational environments, and make decision for their job. Each of these requirements will require coping ability and adaptability skills. Adaptability with the environment and the power of coping with the problems is the first property of each living creature. As family is at the heart of maintaining the traditions and norms, social values, and the basic element in social and family relationships for the emergence of human emotions, the mental and emotional space in it [12] leads to optimized development and growth of children and its members and stress of people as one dimension of the psychological dimensions of quality of life reduces, since it will bring strong self-concept for children and by increased self-efficacy in adolescents, it will help in improving his self-esteem and the ability to cope with stress. The results of correlation coefficient show that there is a significant relationship between stress family emotional atmosphere, so that stress has reverse significant relationship with affection, cuddle, verification, shared experiences, giving gift, encouraging, trust, and sense of intimacy with value of 0.504, 0.369, 0.437, 0.440, and 0.464, respectively ($P<0.001$). $F(2, 297)=34.909$ and $P<0.001$ indicated that there is significant relationship between family emotional atmosphere components and stress in second grade high school male students. In other words, 47.1% of stress changes in second grade high school students can be explained by changes in family emotional atmosphere and family support. This result is consistent with previous studies [7,13]. In explaining this finding, it should be stated that the type of communication and relationship among the family members, their feelings and interest in each other, and interference or non-interference in their works, and competition and cooperation among them can affect the mind of individuals. Since family is the most important social foundation and gets everyone, especially adolescents, need emotional security, sense of being valuable, and being interested. The highest factors involved in the incidence of psychological states such as stress relate to family life and social activities [14], because deep link and emotional relationship lead to self-confidence in the children [15] and any disorder in it leads to uncertainty and stress in people. With regard to the important role of the family and parents in forming behavioral system of children [16] and creating the opportunity to achieve independence and adaptability, the formation of stress as result of unfavorable emotional atmosphere in the family is natural. The results of correlation coefficient show there is a significant relationship between stress and family support, so that stress has a significant and reverse relationship with family support with value of 0.411. In addition, the regression value was calculated $R=0.411$ and corrected R^2 square was calculated 0.166. $F(1, 304)=61.866$ and $P<0.001$ indicated that there is a significant relationship between family support and stress in second grade high school male students. In other words, 16.6% of stress changes in second grade high school students can be explained by changes in family support. This result is consistent with previous studies [17,18]. In explaining this finding, it can be stated that social support means to gain information, material aids, health advice, and emotional support from others interested in them or valuable for the person, including family, friends and other people [19]. Family is the place to meet the emotional security and creation of self-confidence and relaxation is one of the most important functions of the family. The inability of family to perform its duties causes stress in children and their adaptability and optimized performance facing with risk [20].

Limitations and recommendations

One limitations of the study is that the sample of study is limited to Sangar city, which makes generalizing the results to other cities difficult. In addition, the sample of study included only second grade high school students, so it does not involve students of other grades. Sample of study included only male students, so generalizing the results to female gender can be difficult. It is recommended that a study with similar subject to be conducted on elementary and first grade high school students. It is also recommended that this study to be conducted on both genders so that the results to be compared and generalized to both genders. Finally, it is suggested that a longitudinal study to be conducted to determine the effect and consequences of emotional atmosphere and family support on adult students.

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