



# New Trends and Issues Proceedings on Humanities and Social Sciences



Issue 3 (2017) 302-307

ISSN 2421-8030

[www.prosoc.eu](http://www.prosoc.eu)

Selected paper of 5th Cyprus International Conference On Educational Research (Cyicer-2016) 31 March-02 April 2016,  
University Of Kyrenia, Kyrenia North Cyprus

## Surveying the Role of Family Function and Curricular Self-Regulation in Curricular Burning out among Bushehr Students

**Mohammad Behroozi<sup>a\*</sup>**, Department of Educational Management, Islamic Azad University, Bushehr  
7514966911, Iran

**Ali Karimi Molkabadi<sup>b</sup>**, Islamic Azad University, Bushehr Branch, Iran

**Bahram Fadaiyan<sup>c</sup>**, Department of Education, Islamic Azad University, Iran

### Suggested Citation:

Behroozi, M., Molkabadi & Fadaiyan, B. (2017). Surveying the Role of Family Function and Curricular Self-Regulation in Curricular Burning out among Bushehr Students. *New Trends and Issues Proceedings on Humanities and Social Sciences* [Online]. 03, pp 302-307. Available from: [www.prosoc.eu](http://www.prosoc.eu)

Selection and peer review under responsibility of Assist. Prof. Dr. Cigdem Hursen, Near East University

©2017 SciencePark Research, Organization & Counseling. All rights reserved.

### Abstract

The main purpose of this paper is to Survey the role of family function (FF) and curricular self-regulation(CS) in curricular burning out(CB) among Bushehr students. This is a descriptive-surveying research whose study population was 1958 students among which 362 persons were randomly selected as the sample based on multi-clustering sampling method. Data was gathered via two standard questionnaires including Berso' curricular burning out (1997), Kanel's self-regulation (1989), and Opstien's family function (1983). Some descriptive and inferential indices were applied to analyse the collected data using Amos-21. Findings, according to SEM, showed that the acquired model had an acceptable goodness fitness representing 72% of the curricular burning out variance by family function and curricular self-regulation while 18% of curricular self-regulation could be predicted by family function.

Keywords: family function; curricular self-regulation; curricular burning out, Bushehr

---

\* ADDRESS FOR CORRESPONDENCE: **Mohammad Behroozi** , Bushehr Branch, Islamic Azad University, Bushehr , Iran  
E-mail address: [dr\\_m\\_behroozi@yahoo.com](mailto:dr_m_behroozi@yahoo.com) / Tel.: +987733534463

## 1. Introduction

Today, the decrease of individuals' interest towards studies, specifically boys, refers to the lack of appropriate and merit job market for graduates and therefore, it is one of the most serious factors in decreasing interest about studies. It seems that students' interest about studies is getting low since there are no appropriate conditions for the graduates. Damages done by curricular burning out has brought up too much cost for government including waste of current expenditures of educational institutes, waste of constant investment, and also adequate harms for students including the expenditure of lost opportunity, being oppressed, feeling of being scorned, inadequacy, negative paradigm, and finally depression. There are some ways to face with job burning out syndrome including decrease and removing of existing stresses in workplace, spiritual and emotional support by family, friends, and colleagues, getting consulting services for making negative attitudes and getting newly self-esteem aspiration, self-evaluation, changing bad and unacceptable working status to good and acceptable one.

Recognition the effective variables on curricular burning out is one of the most essential matters and therefore, this paper is to survey the role of family function and curricular self-regulation on Bushehr students' curricular burning out using SEM approach.

## 2. Review of literature

Newman (1990) believes that the matter of curricular burning out is one of the most significant discussions raised in most of educational centres. He states that there would be various reasons for curricular burning out among which the most ones could be curricular burning out which makes students' connections with university and faculties low; curricular burning out could affect the level of students' interest about studies continuity; curricular burning out could be used an important tool for identifying students' actions such as curricular performance during his/her studies. Those learners who would not like educational opportunities, they might possibly experience internal and external behaviour problems, psycho-physical issues, and lower life quality (Soltani & Ruhani, 1998).

Those who suffered from curriculum burning out, usually have some symptoms like unwillingness about studies, inability to be present continuously in classes, not taking part into classes actively, having no feeling and significance about lesson activities, inability about thinking and learning matters, and ultimately, they experience curricular drop (Neuman, 1990).

Family institute is one of the most effective factors affecting on burning out. Family as a system is an institute whose parts are being changed coincidentally. Behaviour of members is a function of the others' behaviour and the family is also willing to make a balance as any other system; therefore, members' behaviour is to keep the balance totally (Minochin, 1993).

Ports(2005) believes that family ability to make coordination with created change, solving any conflicts and differences, coordination among whole members and achievement in disciplinary patterns, keeping limitation between individuals and ability to perform ruling laws and regulations are totally done to keep and protect family system and it is known as family function.

Family is as a social institute being founded in society and regarding sociologists, family has a vital role to train any society active force, develop abilities and psychological health of individuals [4]. The foundation of any early disagreement is based in family. In fact, any shortage in family function will bring up unacceptable impacts on individual's behaviour (Saroukhani, 1999).

Seperstien, Anc, and Vidmann(1997) studies showed that increasing curricular pressure and weak protection done by family has a relationship with psychological pressure and weak curricular paradigm. Students stress might have a positive relationship with socio-economical conditions, family status, teachers' teaching methods, school or faculty atmosphere, involvement and participation of parents, and personal traits (Runckin, Eisemann, Kuposov, & Haggel 2000).

Curricular self-regulation is another main factor affecting curricular burning out. Researches and theories show that self-regulatory learning is a dominant strategy in training psychology. Accordingly, some theories claim that contexts, relations and social conditions have important role in making or empowering self-ruling or self-regulation.

Ruling conditions and ties over some social contexts causes to create some internal control feeling, choice perception, and willingness. In such a time, choosing the aim, planning, supervision, self-evaluation, and resource management are emerged or they are possibly likely to be emerged [7].

Ways of self-regulation improves students' ability significantly and it causes the increase of achievement and self-control (Reeve, 1998); thus, organizing and regulating the main processes of learning and related activities are performed through curricular self-regulation. Strong indices of curricular self-regulation learning consist of self-evaluation, organizing, aim orientation; help research, contextual structures, and memory strategies which have positive relationship with curricular achievement (Bandura, 1986).

According to Smiley and Yavul (1999) self-regulation is not increased unless social context is concerned. Also, Hoy's study (2009) shows that there is a relationship between self-regulated learning process and motivational beliefs with students' curricular performance (Duckworth, Grant, Loew, Oettingen & Gollwitzer, 2011).

### 3. Methodology

This is a descriptive-surveying research in which an SEM was applied to test the model. Study population was 1958 students among which 362 persons were randomly selected as the sample based on multi-clustering sampling method using Cochran's formula. Data was gathered via three standard questionnaires including Berso' curricular burning out (1997) consisting of 15 items asking about curricular tiresome, curricular unwillingness, and curricular inefficacy, Kanel's self-regulation (1989) consisting of 32 items asking about internal self-regulation, external self-regulation, cognitive self-regulation, and internal motivation, and Opstien's family function (1983) consisting of 60 items asking about problem solving, relations, roles, effective accountability, effective involvement, behaviour control, general function.

### 4. Findings and discussion

Based on the model of research concept, the model of the impact of family function and curricular self-regulation on curricular burning out was analysed through using Amos-21. This model has one latent external variable and two latent internal variables which were family function and curricular self-regulation and curricular burning out.

Findings showed that the model had acceptable goodness fitness though Chi Square index did not support the given model; however, the two other indices meaning CFI and RMSEA supported the model (See table 1).

**Table 1. Fitness indices of causative model of FF and SR on CB**

Value	Range	Fitness indices
3.78	≤ 3	( $\chi^2 / df$ )
0.93	≥ 0.9	CFI
0.087	≤ 0.9	RMSEA

**Table 2. Constants of causative structural model of CB**

P-Value	C.R.	$\beta$	Structural Paths		
0.001	-5.72	-0.71	CB	←	FF
0.001	6.17	0.42	CR	←	FF
0.001	3.93	-.25	CB	←	CR

The path of family function towards curricular burning out, towards curricular self-regulation, and the path of curricular self-regulation towards curricular burning out were significant ( $P < 0.001$ ) (See table 2).

SEM has been shown to explain the curricular burning out along with path constant and factor loads for any variable (See Fig.1).

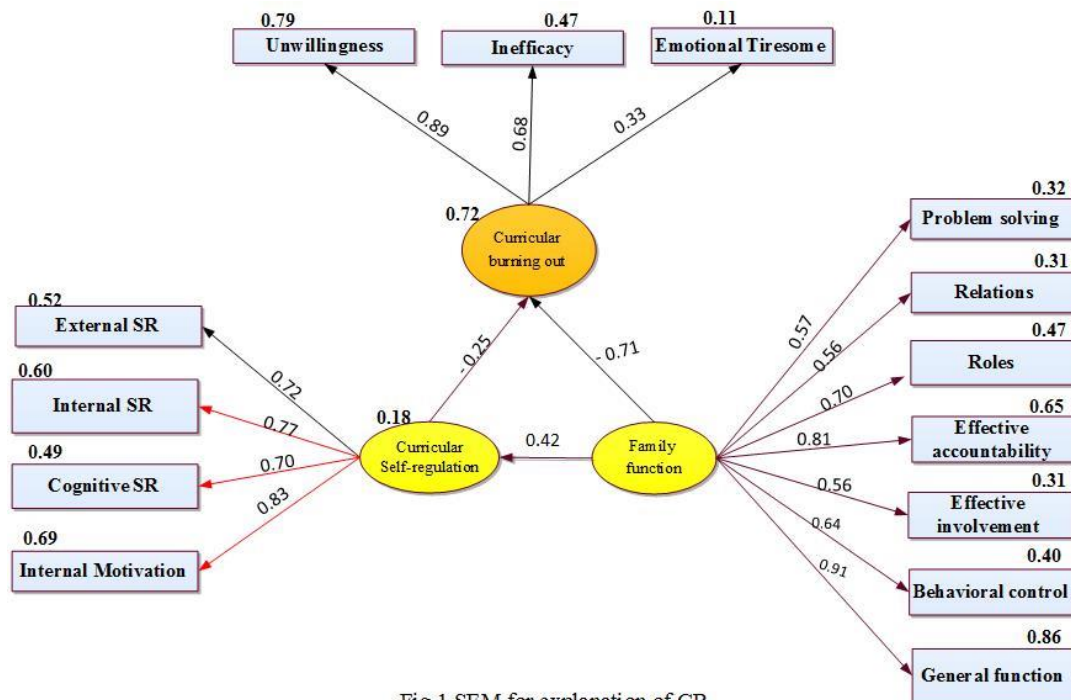


Fig.1.SEM for explanation of CB

Table 3. calculations of direct and indirect impacts of model on each other

CSR			CB			
Total	Indirect	Direct	Total	Indirect	Direct	
0.42	-	0.42	-0.82	-0.11	-0.71	FF
-	-	-	-0.25	-	-0.25	CSR
	0.18			0.72		Explained Variance

To explain this finding it must be said that although the modernization of life has affected family and it has brought up changes and transformations, family should not be seen as an inactive or passive unit accepting any changes merely rather than family can interchange actively.

Healthy function of family and protection of this significant social institute about children in studies can make students get needed motivation for studies and leave any tiresome feeling or pessimistic view about schooling or learning (Magno, 2010).

Warm relations and emotions and good emotional joint and commitment of any family can bring up kids, children, and offspring good feelings to believe that they are accepted by their parents and their parents, in turn, are responsible and sensible towards their willing and requests. This acceptance makes a calmness, comfortable conditions for children; consequently, these children are

to try to get good traits such as agreeable and compatible behaviours, curricular efficacy, effective communications based on society norms, self-esteem increasing, stress decreasing, and having hopeful status.

On the other hand, those families having negative relations among themselves and continual conflicts and differences, automatically get tendency towards conflict about anything and anybody even children and their behaviours and surely it makes children aggressive ones who make problems for themselves and their contexts.

So many of behavioural disorders are seen in families which are ruled by aggressive manners and communications become threaten for children. Some theorists believe that emerging or continuity of aggressive signs are based on using repeated useless solutions while facing various issues; therefore, increasing the skill of problem solving and family decision-making will lessen the emerge of behavioural problems among family members and thus, children feel safe.

Accordingly, weak communicative skill of family can affect or create children behavioural problems, so the more stronger skill; the less conflict will be created. The healthy function of family can make students' curricular burning out completely ( Kitsantas, Steen & Huie 2009).

## 5. Suggestions

Concerning the family function can make happiness and enjoyment for children, so the role of family for making any decision should be concluded and the workshops for promotion of family's view about life and behaviours must be included continually.

## Acknowledgement

The authors would like to thank those teachers and trainers who have tried hard to make family's attitude promote.

## References

- Bandura, A. (1986). *Social foundation of and action*. Englewood Cliffs, NJ: Precentic Hall. *Reproduction Service*, 4.
- Duckworth, A. L., Grant, H., Loew, B., Oettingen, G. & Gollwitzer, P. M. (2011). Self-regulation strategies improve self-discipline in adolescents: Benefits of mental contrasting and implementation intentions. *Educational Psychology*, 31 (1).
- Kitsantas, A., Steen, S. & Huie, F. (2009). The role of self-regulated strategies and goal orientation in predicting achievement of elementary school children. *International Electronic Journal of Elementary Education*, 2 (1).
- Magno, C. (2010). Assessing academic self-regulated learning among Filipino college students: The factor structure and item fit. *The international Journal of Educational and psychological assessment*, 5.
- Minochin, S. (1993). *Family and family therapy*. Tehran: Amir Kabir Publications.
- Neami, A. Z. (2009). The relationship between the quality of self-regulation with students' curricular burning out. Ahvaz: University, *Psychology Studies Magazine*, 5 (3).
- Neumann, Y. & Neumann, E. F. (1993). Quality of learning experience and students' college outcomes. *International Journal of Educational Management*, 7 (1).
- Reeve. J. M. (1998). Autonomy support as an interpersonal motivating style: is it teachable? *Contemporary Educational Psychology*, 23.
- Runkin, V., Eisemann, R., Kuposov, S. & Haggie, H. (2000). Family functioning, parental rearing and behavioral problems in delinquents. *Clinical Psychology and Psychotherapy*, 7 (4).

Behroozi, M., Molkabadi & Fadaiyan, B. (2017). Surveying the Role of Family Function and Curricular Self-Regulation in Curricular Burning out among Bushehr Students. *New Trends and Issues Proceedings on Humanities and Social Sciences* [Online]. 03, pp 302-307. Available from: [www.prosoc.eu](http://www.prosoc.eu)

Salmela-Aro, K. & Naatanen, P. (2005). BBI-10: Nuorten koulu-uupumusmenetelma [BBI-10: Adolescents' school burnout method]. *Helsinki, Finland: Edita*, 54.

Saroukhani, B. (1999). Reviwing Family Sociology. *Tehran: Soroush publications*.

Soltani, I. & Ruhani, A. (1998). Job burning out in producing and industrial institutes. *Tadbir Magazine*, 9 (3) .