

Interpersonal and Functional Components of Familial Environment in Relation to Abilities

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Abstract

This study is an attempt to study interpersonal and functional components of participants' family environments during childhood and adolescence in relation of different triarchic abilities as analytical, practical, and creative. Interpersonal interactions enable the attainment of social skills and emotion regulation plans, which are acquired through the reflection of the behaviors of adults and peers and through the straight interactions with them. Sterenberg Triarchic Ability Test (STAT) (objective and essay type, both) was used to test; analytical, practical, creative abilities and Family Environmental Scale (FES) (form R) was used to test interpersonal and functional components of family environment. It made out of ten subscales that action the fundamental elements of family relationship personal growth and system maintenance. Both tests were administered on a sample of 100 undergraduate students. Product moment correlation was analyzed. The results are presenting that some of the interpersonal and functional components of family environment are playing role in the growth of diverse abilities (practical, analytical, creative).

Keywords: Interpersonal and functional Components, family environment and abilities

Introduction

Successful intelligence term is specified by Sternberg (1999) in expressions of "one's ability to succeed according to what one values in life, within one's socio cultural context" (Sternberg, 1997, 1998 & 2003). He also referred it as triarchic abilities. According to the theory, a person's success requires an equilibrium for adaptation to, shaping of, and selection of environments. A person enhances these types of communications with the surroundings by knowing and identifying on one person's assets and by distinguishing, modifying or paying for one's mistakes. According to Sternberg (1997 & 1999), one does so by a combination of practical, analytical and creative abilities. Every types of skills are eventually the outcome of the communications of three categories; information-processing, performance, knowledge- acquisition components and meta-components.

Both heredity and environment influence abilities and there is extensive literature that has dealt with the relative contribution of inherited predispositions and the influence of the family in the origin of

abilities. There are some factors associated with the environment in the expansion of diverse facets of abilities as analytical, creative, and practical. The environmental factors start from family, which can be of two categories of family environment – *physical and psychological*. SES, single parent family and birth order etc. are related to physical family environment. Psychological family environment includes family's teaching styles, family's beliefs/values, family's educational attainment etc. which also plays a vital role in the advancement of abilities. Psychological family environment includes Analytical ability is mainly measured by traditional tests of intelligence (Sternberg et al., 2006). A number of signs shows that environment of family affects different abilities as practical, analytical and creative. Raw and Marjoribanks (1991) examined that adolescents' creative ability has retiring relations with their awareness of family and environments of school, both. Mellou (1996) has studied that creative ability depends on family background. Mendecka (1995) suggested that amid certain family characteristics of parents were established to be conclusive as, parent's relationship and environment in the home shaped by parents in the development of creative ability. Intellectually gifted young adults observed their family climate very positively. They defined their families as extremely cohesive and said that members of family facilitated and supported one another (Hong & Milgram 2010). Zupancica & Kavcica (2006) made a comparison among children characteristics who entered preschool at early age, when one-year of parental leave was ended, those who continued in parental care and interaction with family for the further two years, and those who joined non-parental care preceding preschool entry at the age of three years. The early age entry group scored lesser on internalizing and greater on externalizing behavior than did the residual late entry groups.

Methodology

Participants

100 (70 males and 30 females) under graduate engineering students were taken for the current study. The age range of the participants is from 18 to 21 years (mean age 19.6 years).

Data Collection Instruments

Participants responded to Sternberg Triarchic Ability Test (STAT) Level H (modified) by Sternberg (1993) which tests triarchic abilities; analytical, practical, and creative. Family Environmental Scale (FES) by Moos & Moos (1986) (form R) also used to assess interpersonal and functional components of family environment. This test includes mainly three familial dimension as relationship, personal growth, and system maintenance. The relationship measurement incorporates cohesion, expressiveness, and conflict. Five subscales allude to personal growth: independence, achievement orientation, intellectual-cultural orientation, active-recreational orientation, and moral-religious emphasis. Another two subscales, organization and control, are for system maintenance. The candidates who participated in the study also responded to demographic information.

Findings

Correlational Analysis: The product moment correlations are analyzed with all the dimensions involved in the study. It was established by the results that few correlations of triarchic abilities; analytical, practical and creative with the familial dimensions are significant. Correlations with significant values are also not showing extraordinary relation. Correlations are presented in Table-A.

Correlations between abilities and interpersonal and functional components of family environment

Correlations between ten variables of STAT; analytical (AN), Practical (PR), creative (CR), Verbal (V), quantitative (Q), figural (F), essay analytical (EANALY), Essay practical (Epractical), Essay creative (Ecreative) and total essay (E4) with family relationship dimension; cohesion (C), expressiveness (EX), conflict (CON), and with personal growth dimension; independence (IND), achievement orientation (AO), intellectual- cultural orientation (ICO), active recreational orientation (ARO), moral- religious emphasis (MRE). It is also finding correlation with family system maintenance; organization (ORG), control (CTD) which are showing moderate correlation. It ranges from .002 to .143. There was examination of hundred correlations in this study out of which seventeen correlations are found significant. Twelve correlations are positive and only five correlations are found as negative. Analytical ability has borne out significant positive correlation with factor expressiveness in family (.094p < .05). Practical ability has yielded significant positive correlations with expressiveness (.137p < .01), independence (.131p > .01) and active recreational orientation of family (.088p < .05) negative correlation with control (-.143p < .01). Creative ability has not borne out significant correlation with any family dimension. Verbal ability has correlated positively with expressiveness (.090p < .05), independence (.114p < .05), and active recreational orientation of family (.094p < .05) and negatively with moral- religious emphasis of family (-.105p < .05). Quantitative ability has borne out positive correlation expressiveness (.143p < .01) independence (.127p < .01) and control (-.119p < .01). Figural ability has yielded significant negative correlation with conflict (-.106p < .05) and positive correlation with independence (.090p < .05). Essay creative ability has correlated negatively with factor conflict (-.110p < .05). Essay practical ability has correlated positively with cohesion (.104p < .05) and expressiveness (.121p < .01).

Table-A

Correlations Matrix of STAT and FES Variables

Variables of STAT	Variables of FES									
	C	EX	CON	IND	AO	ICO	ARO	MRE	ORG	CTD
AN	0.018	.094*	-0.076	0.08	-0.021	-0.009	0.059	-0.025	0.062	0.003
PR	0.008	.137**	-0.003	.131**	-0.062	0.003	.088*	-0.015	0.024	-.143**
CR	0.002	0.077	-0.032	0.08	-0.019	-0.03	0.011	-0.056	-0.013	-0.023
V	0.003	.090*	-0.008	.114*	-0.067	0.028	.094*	-.105*	0.002	-0.056
Q	0.011	.143**	0.015	.127**	0.011	-0.059	0.025	0.041	-0.019	-.119**
F	0	0.072	-.106*	.090*	-0.075	-0.037	0.029	-0.008	0.076	-0.02
EANALY	-0.008	0.046	-0.083	-0.003	0.019	-0.025	-0.021	0.087	-0.072	-0.045
Ecreative	0.03	0.032	-.110*	0.017	0.044	-0.028	-0.052	0.003	-0.021	0.007
Epractical	.104*	.121**	-0.071	0	0.07	-0.044	-0.06	0.025	-0.022	-0.022
E4	0.064	0.055	-0.084	-0.017	0.047	-0.006	-0.023	0.023	-0.037	-0.038

* Significance at .05 level

** Significance at .01 level

Discussion and Conclusion

The development of triarchic abilities; practical, creative and analytical ability is necessary for all facets of our life as some situations demand analysis; some situations demand creativity and on the other side life circumstances can in need of practicability. Analytical, practical and creative ability are related to our expression, independence, and control. They all have been related to our interpersonal and functional components of family environments during childhood, adolescence and throughout our life span. Given the increasing evidence that demonstrates the importance of family interpersonal and functional components of family environments for the development of abilities, researchers have focused on understanding how to develop analytical, practical and creative abilities. Emerging evidence is encouraging and shows that family can develop it through educational, experiential, and training interventions.

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