Family cohesion and its relationship to the level of ambition among high school students

Introduction. By investigating family cohesiveness and student ambition in the Karak Educational Directorate, this study sheds light on how family dynamics affect high school students’ ambitions. In a specific cultural and educational setting, it examines the intricate relationships between family togetherness and student ambition. The study’s regional focus makes it stand out; it furthers our understanding of how families affect adolescents’ growth and development and provides helpful data for educational policymakers in similar circumstances. The study aimed to explore family cohesion and its relationship to the level of ambition among high school students in the Karak Educational Directorate and the effect of the variables (gender and academic field) on them.

Study participants and methods. This study used the descriptive correlational approach, and the sample consisted of (858) high school students in the Karak Qassabah district. After developing them and verifying their validity and reliability, the family cohesion and ambition level scales were used.

Results. The study indicated that high school pupils in the Karak Educational Directorate had an average degree of family cohesion. The areas of communication and empathy had the greatest average scores (3.93), while intellectual stability and conformity had the lowest (3.51). On average, we got 3.66. The pupils demonstrated a high degree of ambition, with an average score of 3.74 indicating a range from a high of 3.89 for optimism to a low of 3.62 for tolerance for frustration. There was a strong positive association (r=0.572) between ambition and family cohesiveness. Regarding the correlation between family unity and aspirations, gender disparities benefitted women, whilst in the realm of academia, they favored students majoring in science.

Practical significance. The study highlights the significant impact of family dynamics on students’ aspirations. As a result, it's clear that teenagers whose families are generally cohesive have high levels of academic ambition, highlighting the importance of parental encouragement in this important life transition. The results offer important information for parents, teachers, and lawmakers, especially on the gender and academic speciality differences in family cohesiveness and aspirations. In order to inspire and motivate high school pupils, this study stresses the importance of supportive home settings and individualised educational plans. Future efforts to improve students’ educational and personal development through family involvement might use this research as a basic reference.

Keywords: family cohesion, level of ambition, high school students

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A
dolescent growth is greatly aided by strong family bonds, according to international organisations such as UNICEF [1]. Reports from UNICEF point to the significance of stable family environments in promoting the mental and emotional health of children and youth, which in turn has a direct correlation to their academic and personal success in life.

The family, in general, is the first unit that the child interacts with continuously, and it’s the first notion in which different upbringing patterns develop, it refers to the life between men and women through a relationship approved by society and the rights and duties that result from that such as raising and caring for children, thus, many studies have emphasized the importance of good relationships and cohesion between family members, through the methods followed by parents especially what is related to love and attention in that the individuals’ lives are shaped through the moral, social, and economic standards in which they exist [2].

Al-Sayed [3] has clarified that the term cohesion refers to the connection between the members and maintaining the relationship. It has several meanings including understanding and conformity, high morale, a sense of belonging, a common understanding of roles, teamwork in a team spirit and attracting individuals towards the group, and mutual respect and appreciation among members. In addition, the term cohesion denotes three characteristics: the adherence of individuals to common norms and values, interdependence resulting from a common connection, and the individual's solidarity with his group.

The level of ambition plays an important role in all aspects of a student's life and in the formation of his/her human personality. Ambition is the frame of reference that affects individuals' behaviour in some situations to achieve their goals, make their decisions, and solve their problems. Therefore, the level of ambition is a relatively stable feature that is consistent with the individual's psychological composition and frame of reference. It is determined by the experience of success and failure experienced during one's life. Ambition is an essential part of one's psychological structure; it crystallizes and reinforces optimistic beliefs in an individual by being able to deal with different forms of psychological stress. An individual who believes in his ability to achieve certain goals is able to manage his self-determined life path more actively. This in turn leads to a sense of control over the environment and its challenges.

Das [4] believes that the ambitious individual is optimistic about the future and has the ability to set the goals of one's life. Therefore, the level of ambition is a driving force for an individual's behaviour. It serves as a motivation for the individual to carry out certain behaviours. It is also considered one of the individual's solid, challenging, and committed characteristics. As a result, ambition depends on the individual’s perception of life in terms of optimism and pessimism. This affects one’s future and the goals he expects to achieve in the future of one's life and on his/her current goals.

The researcher believes that the family is the first social institution in which the individual grows up. It attempts to create the right environment for its members to develop their personality in a balanced manner. This is done by providing them with the appropriate opportunities to interact with their environment and the community in which they live positively and properly. Thus, the family's connection and cohesion motivate it to raise its children successfully, which
may raise their ambition levels and motivate them to pursue their goals. Accordingly, this research was conducted to identify the relationship between family cohesion and the level of ambition of high school students in the Karak Educational Directorate.

**Study Problem and Questions**

Family is one of the most effective settlements as it influences the individual’s personality and behaviour. The well-informed family may play a positive role in influencing its children by communicating with them and taking care of them because of its effective role in influencing children’s culture and their proper upbringing. Family can be considered a dynamic unit aimed at the social growth of the individual through interaction between its members, which plays a vital role in forming the personality of the individual and guiding his/her behaviour for the better [5]. Moreover, high school students are among the segments most in need of family stability and cohesion since this stage plays a major role in determining the student’s fate, as it is the period that comes before the student joins the university. High school students vary in their ambitions for the majors they want to study. Each student has a goal that he seeks and wants to reach, and a family that is cohesive and stable provides the student with psychological comfort and an appropriate atmosphere for study, this is referred to in many studies related to the importance of family cohesion for children such as Rifai’s [6] and Al-Sayed’s [3] studies.

The researcher’s study problem arises from observing, as a mother, some of her neighbouring families. Some unstable and incoherent families lead their children to choose majors that may be devoid of ambition. Unlike other families, whose children are equipped with all means of success and progress due to their cohesion. Hence, attention has to be drawn to the danger of conflict that occurs in some families and the importance of cohesion among their members, which may have a major role in raising the level of ambition among children, especially high school students. This research was aimed at identifying the relationship between family cohesion and the level of ambition among high school students in the Karak Educational Directorate by answering the following questions:

1. What is the level of family cohesion among high school students in the Karak Educational Directorate?
2. What is the level of ambition among high school students in the Karak Educational Directorate?
3. Is there a statistically significant correlation between family cohesion and the level of ambition of high school students in the Karak Educational Directorate?
4. Are there statistically significant differences at the level of significance($0.05 \geq \alpha$) in the family cohesion and ambition level of high school students in the Karak educational Directorate due to demographic variables gender (male, female), academic section (scientific, literary)?

**Objectives**

The current research aims to identify the level of family cohesion among high school students in the Karak Educational Directorate, identify the level of ambition among high school students in the Karak Educational Directorate, explore the correlation between family cohesion and the level of ambition of high school students in the Karak Educational Directorate, and identify differences between the scores of high school students in the family cohesion and the level of ambition according to demographic variables gender (male, female), and academic branch (scientific, art).
Significance of the Study
The importance of research lies in the following aspects:

*First: theoretical significance*

The research provides a literature review related to the concept of family cohesion in terms of its importance in raising the level of ambition of high school students, which will be a crucial addition to the Arabic library due to the lack of studies on the relationship between these two concepts. The research is in line with the new orientation of modern research, which focuses on the positive effects the family cohesion and stability on its student children. Through research results, it is possible to benefit from and find ways to raise the level of ambition among students, especially high school students.

*Second: practical significance*

The research aims to give measures for its variables, which may contribute to identifying ways to raise the level of ambition among high school students. This will lead school students to find ways to raise their ambition level. This study also provides parents with several guidelines related to parental practices and family upbringing methods they use with their children and their role in raising their ambition level.

LITERATURE REVIEW

*Theoretical Framework*

**Family Cohesion**

Many psychologists, specialists, and researchers have shown, through their studies, an interest in the family effect on the individual since individuals’ lives are shaped according to the moral, social, and economic situations in which they live, and the circumstances that surround them within their families can affect the motivations of the humans’ behaviour and the way they think. In addition, they state that factors such as care, attention, and love that an individual receives from his family play a crucial role in making him psychologically compatible with himself and with others, accepting of others, understanding life’s circumstances, and facing its difficulties and problems, without any psychological disorders that may happen as a result of problems within the family in addition to the neglect, ostracism, and contempt that some parents use [7].

Al-Sayed [3] has clarified the most important factors that parents must pay attention to as they play a major role in increasing family cohesion in the family such as the dialogue between parents and children, which is one of the most important ways of communicating between them in that it supports the individual’s personal freedom, and pay attention to his opinion, without marginalizing him. Therefore, the individual will have a high degree of personal openness. Family members will tell each other about their personal activities, ideas, and feelings without feeling embarrassed by their parents. Moreover, the family should provide opportunities for their children to respectfully express themselves, their desires, ideas, and views, and they should avoid forcing them to act and behave in a specific way by using persuasion, not orders and implementation. subsequently, the individual arises and has the ability to make decisions, have a high degree of independence and self-confidence, struggle against psychological stress, and achieve the required adaptation with their peers and the surrounding community.

Al-Rifai [6] discussed the role of upbringing methods in family cohesion, especially in the relationship between parents and their children, for example, parents should follow the
method of reward and encouragement with their children. This method is considered one of the most important methods in building the character of children so that they enjoy a calm life. Words of encouragement or praise make the individual appreciate himself, and this method develops his abilities and motivates him to have positive behaviour. Moreover, this method of education is considered one of the best methods used in dealing with children, and it should be realistic and balanced, considering being fair and with children, parents should be aware and avoid some methods in dealing with children.

As for the relationship between the husband and his wife and their impact on family cohesion, Lakhdar [8] has emphasized that a marital relationship that satisfies the needs and desires of both spouses represents the basic foundation for marital happiness and psychological health, as it positively affects the beliefs, ideas, and feelings of the individual and enables the two partners to achieve the maximum degree of emotional satisfaction, while the relationship that does not satisfy the needs and ambitions of the spouses negatively affects the marital relationship resulting in feelings of anxiety, tension, depression, energy loss, and the increase in marital disputes.

Mooradian [9] asserts that the stability and cohesion of marital life depend on the extent to which the spouses can accommodate changes that may occur in their life, and their flexibility in changing their social roles to suit the nature of their marital life. Besides, the couple's abidance to comply with the moral values they belong to contributes to making their life stable because marital life requires each partner to know the ideas, desires, requirements, hopes, and dreams of the other partner, it also requires achieving mutual transparency, effective participation, and mutual trust between the two partners.

One of the most important factors that affect family cohesion is the relationship between the parents since improper family relationships which are based on the domination between the spouses may be reflected in the children, which may lead them to develop constant tension and distrust of others, and this in turn will lead them to lose communicating and interacting with others. Another factor is the physical factor because having an ill family member is one of the most important factors that cause family problems, which in turn affects its cohesion. As for the economic factor, it is an effective one since it can influence family cohesion and the performance of its roles, especially those related to health, mental, and educational care. The economic factor is determined by the level of the family's financial income. Thus, the financial situation may affect the level of upbringing of children and their physical and academic development. Additionally, the cultural factor, which is determined by the parent's educational level, can strongly influence the way they treat their children. The final factor is related to the number of family members, in that it may affect the family cohesion and the performance of its functions towards its children. Raising a large number of children requires time and effort from the parents, so the larger the number of family members, the less opportunity parents have to communicate with all family members [9].

**Level of Ambition**

Gregor [10] pointed out that students vary in terms of the patterns of ambition they seek, and the ambition related to the academic aspect is the most popular one. Their level of ambition differs according to their major, age, or gender. Therefore, ambition is defined, based on the educational aspect, as the level that the individual seeks to reach or expects for himself, whether in his academic achievement, or career. This level depends on the individual's self-esteem and circumstances.
Brice [11] believes that the level of ambition is reflected either positively or negatively in the psychological and academic ability of students, in case this level of ambition is not achieved and the student does not reach the goals he set and planned for himself, it will lead to some kind of stress that puts him under several psychological and social problems such as the feeling of loneliness, alienation, maladaptation, and lack of qualifications.

Mathews [12] defined the level of ambition as a relatively stable characteristic that distinguishes individuals from each other in their readiness and ability to reach difficult goals and this includes struggle, accountability, and the tendency to excel. Whereas Chen [13] defined it as the level of proficiency in a familiar duty that the individual takes upon himself to reach after knowing his level of ambition. Moreover, Bandey [14] identified the level of ambition as the individual’s ability to plan for his goals in different aspects of his life, and his attempts to reach these goals avoiding all the difficulties in accordance with the individual’s psychological constitution and according to his capabilities and previous experiences that he has gone through.

There are three levels of ambition: ambition that equals potential, ambition less than potential, ambition more than potential. Realistic ambition is the one that equals potential. The individual first realizes the extent of his potential and then seeks to achieve what is appropriate to this potential [15].

Fang [16] asserted that one of the most important characteristics of an individual with a high level of ambition is that he is not pleased with little, not satisfied with his current level and situation, seeks to change it, plans for his future, and never believes in luck, but rather believes in hard work and diligence. This individual is an adventurer, and sometimes is a risky-taker, and does not wait for the opportunities, but he creates them. He does not expect the results of his actions to appear quickly but rather makes guesses and hypotheses based on a scientific basis according to the data available to him, and he has an excellent ability to bear hardships until he reaches his goal.

While Das [4] stated that the ambitious individual continues to look for success, and does not remain in the same situation, but always works for a better future, he is also a strong challenger, is not afraid of competition and adventure, takes responsibility more than others, and is always concerned with the reasons for achieving progress and does not surrender to failure. He depends on himself to accomplish his tasks. Additionally, this individual can deal with his environment, and he loves people around him.

One of the most important dimensions of ambition among students is academic ambition, which is related to academic life, major, and school levels. This type of ambition begins in the first years of a child’s studies, where he seeks to move from one level to another until he joins secondary school. Then he chooses an important and attractive major and works to succeed in it. In the final year of secondary school, he seeks to continue his studies and join the university. This ambition becomes the main motivation for his effort to succeed. This ambition rises as the student grows up, helping him to deal with the various stages of his life [17].

There are several theories related to the level of ambition, one of them is Adler’s theory. Adler believes in the notion of the individual’s struggle to reach highness as a way of compensating for the feeling of inferiority. He also emphasized self-importance as a counterpoint to Freud’s idea of ego. Besides, he stressed the importance of social relationships and the importance of the present instead of the past, as he considers a human as a social being who is primarily motivated by social incentives and his goals in life, and he feels the reasons for his behaviour and the goals he is trying to achieve, and he has the ability to plan and direct his actions. This individual has some basic concepts such as the creative self, the
struggle for superiority, lifestyle, and undermining the feeling of inferiority. The creative self represents a very personal and subjective system that searches for experiences that help him achieve his distinctive personal style in his life, which essentially means that an individual has to build his own personality. Adler considers the principle of the struggle for superiority to be innate, in that the individual seeks to struggle for superiority, which is the goal that directs his behaviour [16].

Eskalona presented the theory of the intrinsic value of the goal in 1940, and she believes that the choice can be decided on the basis of the intrinsic value of the thing, in addition to the expected possibilities of success and failure, thus, the individual will build his expectations according to his abilities. This theory is based on three facts: the individuals' tendency to look for a relatively high level of ambition, the individuals seek to raise the level of ambition to a certain limit, and there are huge differences between people regarding their tendency to look for success and avoid failure. Eskalona sees that there are many factors that control the possibilities of success or failure in the future such as personal experience, building the goal of an activity, desire, fear, expectation, retrospective measures on which the value of the future is based, realism, and taking risks [12].

This theory indicates that failure reduces the level of ambition, in some cases the level of ambition can be raised after the failure as a result of a decreased sense of reality or as a result of not accepting failure. The level of ambition decreases more after a strong failure than a weak one, and it increases after success. Moreover, the person who is accustomed to failure is less different than the person who always succeeds, and searching for success and avoiding failure is the basis for the level of ambition [18].

**Previous Studies**

Previous studies that addressed family cohesion and the level of ambition were presented and arranged chronologically from oldest to most recent:

Sitota & Tefera [19] conducted a study aimed to investigate, via the mediating variable of teenagers' self-regulation, the relationship between family cohesion and disruptive conduct in this age group. The Problem Behaviour Frequency Questionnaire, the Family Cohesion Scale, and the adolescents' self-regulation inventory were utilized in order to collect data from a total of 304 adolescents who were students. There were 155 males and 149 females among the participants. In order to investigate the connections and distinctions between the variables, we utilized correlational analysis, path analysis, and the t-test. Family cohesiveness and self-regulation were found to be adversely connected with disruptive conduct, according to the statistical study. Both the direct and indirect effects of family cohesiveness on adolescents' disruptive conduct were found to be insignificant in the path analysis. This shows that while family cohesiveness is important for preventing disruptive behaviours in teenagers, it might not be enough on its own if other processes in the home environment, such as communication, control, and conflict resolution abilities, are lacking. There was a notable gender gap in disruptive conduct among teenagers, with boys being far more prone to act out than girls.

Nabayinda et al. [20] study claimed that researchers in southern Uganda looked at how family cohesiveness correlated with depression in school-aged children who had more severe behavioural problems. In southwestern Uganda, researchers used data from 2089 kids who were part of the Strengthening Mental Health and Research Training Africa programme, which was supported by the National Institutes of Health. Data from 626 children with severe behavioural problems, ranging in age from 8 to 13 years, were analysed in this article. For this
study, we used multilevel mixed-effects Poisson regression to look for a correlation between depressive symptoms and family cohesiveness. Sociodemographic and household variables were accounted for. A median age of 10.3 years was found. Depression scores ranged from 0 to 15, with a mean of 3.2 and a standard deviation of 2.7. Protective factors against depression in children were family cohesion (β = -0.03, 95% CI: -0.04, -0.02, p < .001) and the child's ownership of important things (β = -0.13, 95% CI: -0.23, -0.04, p = .005). Further, we found that children were more likely to suffer from depression if they were either a single orphan (β = -0.44, 95% CI: -0.03, -0.86, p = .036) or if they had both parents (β = -0.43, 95% CI: -0.06, -0.81, p = .023). This study found that having a strong support system at home reduced the risk of depression. Consequently, programmes that focus on enhancing family ties are crucial in combating childhood depression by bolstering family support systems.

Cordonier et al. [21] in their study showed that "Feminine" jobs in France typically pay less than "masculine" ones, and men and women don't necessarily work in the same fields. Findings disprove the hypothesis that high school-aged gender differences in career aspirations account for the observed gender-based occupational segregation. The opposite is true in France, where research has revealed that students' career goals are skewed towards one gender over the other. This infographic uses updated data and indicators to show how high school kids' career goals and aspirations compare to those of their peers, drawing a line between the two sets of outcomes. This study lends credence to the idea that students' gender stereotypes, rather than innate differences in ambition, are the driving force behind the perpetuation of gender-based vocational segregation.

Deng et al. [22] study investigated the disparities in brain synchronisation, as measured by electroencephalograph (EEG) hyper scanning, in the response to emotional film clips among adolescent-parent dyads with high and low family cohesion. During the viewing of video clips, 15 parent-teen dyads with low family cohesion (LFCs) and 14 parent-teen dyads with high family cohesion (HFCs) were simultaneously recorded while experiencing different types of emotional induction. The interbrain synchrony of parent-adolescent dyads was determined using the interbrain phase-locking-value (PLV) in the gamma band. The results demonstrated that under favourable settings, HFCs exhibited more gamma interbrain synchronisation compared to LFCs. In other situations, though, the HFCs and LFCs were statistically indistinguishable. On the other hand, gamma interbrain synchronisation was much higher in the positive settings for the HFCs compared to the negative ones.

Yu et al. [23] study examined the moderating roles played by interpersonal resources (peer support) and intrapersonal resources (positive psychological capital, or PsyCap) in the relationship between academic burnout and family environment functioning (i.e., family cohesiveness and family adaptability) among Chinese college students. An online questionnaire survey and data analysis were conducted with the participation of 1971 undergraduates from China. Academic burnout was found to be inversely correlated with family cohesiveness and adaptability. By improving peer support and subsequently boosting PsyCap in a serial fashion, as well as by strengthening family cohesion and adaptability, mediation analyses showed that academic burnout might be indirectly affected. PsyCap is defined as optimism, hope, resilience, and self-efficacy. Peer support did not moderate the connection between academic fatigue, family cohesiveness and flexibility, and resilience. The importance of the family environment on the mental health and healthy development of college-aged youth is underscored by these findings.

Maberah & Al-masri [24] research aimed to examine the relationship between adaptation, family cohesiveness, and happiness among 381 tenth graders in Irbid Governorate. The
study also aimed to compare the results by gender, parental education level, and the number of students in the sample. A favourable and statistically significant correlation was found between adaptation, family cohesiveness, and levels of happiness, according to the study’s results. Additionally, the results demonstrated that the gender variable and the father’s educational level were significantly related to the degree of happiness, with the male variable benefiting from a lower educational level. According to the findings, there were gender-based differences in family adaptability that were statistically significant and skewed towards men. Along with this, there were statistically significant variations in family adaptability according to the variable level of mother’s education, and in all fields according to the variable level of father’s education. An increase in happiness will result in an increase in family cohesion and adaptation by (0.0806), according to the data, which demonstrated a statistically significant influence of happiness on both variables.

Al-Shorbagy’s [25] study aimed at exploring the possibility of predicting academic procrastination from mental alertness and its components and academic ambition and its components among Al-Azhar University students. The predictive descriptive approach was followed to achieve the objectives of the study on a sample consisting of (470) students from Al-Azhar University to whom the academic procrastination scale, the mental alertness scale, and the Academic ambition were applied. The results of the study indicated that the total degree of academic procrastination can be predicted from the total degree of mental alertness, and the total degree of academic procrastination can be predicted from the components of mental alertness (acting consciously, describing non-judgment of internal experiences), while academic procrastination cannot be predicted from some components of mental alertness (observation, not reacting to internal experiences), and one of the components of academic ambition (the desire for academic excellence), while academic procrastination cannot be predicted from some components of academic ambition (setting and planning goals, academic perseverance, taking responsibility, and an optimistic view for the future) among Al-Azhar University students.

Daradkeh’s study [26] examined the relationship between family cohesion and emotional disorders among adolescent students in secondary schools in the northern border region of the Kingdom of Saudi Arabia. The study sample consisted of (545) male and female students. The results showed that the level of family cohesion was at a medium level and that the level of emotional disturbances was high. The results also showed that there were statistically significant differences in the level of family cohesion according to the gender variable, especially males, and according to the birth order variable, in favour of the middle one and then the eldest, while the results showed differences with statistical significance for the level of emotional disturbances according to the gender variable and in favour of females, while no statistically significant differences appeared according to the birth order variable. The results also indicated that there is a statistically significant relationship between the level of family cohesion and the level of emotional disturbances among the sample members, and the dimensions of family cohesion contribute (62%) to the level of emotional disturbances among the sample members.

Fang [16] discussed the relationship between ambition and self-esteem in accordance with some social-environmental factors among a sample of secondary school students in China, who migrated with their families from rural areas to urban areas. The study followed the descriptive correlational approach with a measure of ambition and a measure of self-esteem on a sample consisting of (2491) male and female students with relatively low social and economic levels. The results showed that the self-esteem of immigrant students and
external social support from the family and school positively affect their level of ambition despite their low social and economic levels.

Comments on the previous studies
Family unity and aspiration are better understood in light of the prior research. Despite the importance of family unity in avoiding depressive symptoms and disruptive behaviours in teenagers, these findings suggest that it might not be enough on its own. In these dynamics, gender differences are significant. Furthermore, by drawing attention to the role of society, the research question long-held gender stereotypes in relation to professional goals. They also highlight the importance of a nurturing family environment for adolescent health by investigating the complicated relationship between family dynamics, academic burnout, and psychological resources. Additionally, the complex character of academic success variables is shown by examining the relationship between academic procrastination, mental alertness, and academic ambition among university students. Taken together, these studies highlight the complex ways in which social and familial factors influence adolescents' growth and aspirations.

METHODOLOGY

The study followed the descriptive correlational approach, which aims to explore the relationship between two or more variables.

Population of the study
The study population consisted of all high school students in the Karak Educational Directorate, nearly (8620) male and female students according to the statistics issued by the Planning Department in the Directorate of Education in Karak Kasbah.

Sample of the study
The study sample consisted of (858) high school students in the Karak Educational Directorate, who were selected randomly, and represented (9.95%) of the population of the study. Moreover, (880) questionnaires were distributed, (870) questionnaires were retrieved, and after reviewing the data (12) questionnaires were excluded as they were not valid for analysis, and thus the final study sample consisted of (858) students. Table (1) shows the distribution of the sample members according to the variables (gender and academic sections):

Study Tools:
First: Family Cohesion Scale: To achieve the purposes of the study, the family cohesion scale was developed after referring to the literature review and other previous relevant studies, for the purposes of measuring family cohesion among high school students in Karak Educational Directorate, and then the items of the scale were initially formulated, reaching (37) items distributed over (4) dimensions, and they are answered according to Likert scale (strongly agree, agree, neutral, disagree, strongly disagree).

Content validity of the Family Cohesion scale: Is used to verify the validity of the scale and that the developed items measure what they were designed for, and the extent to which they cover family cohesion, it was reviewed by a group of arbitrators specialized in
psychology, measurement and evaluation, and psychological counselling, whose number reached (10) arbitrators. The items that were approved by the arbitrators were maintained as they were appropriate in their formulation, content, and representation of the aspects for which this study was prepared. The indications for retaining the paragraphs were agreed upon by at least (80%) of the arbitrators, accordingly, the formulation of some paragraphs was modified, without deleting any paragraph.

The Reliability of the family cohesion scale: To ensure the stability of the family cohesion scale, it was applied to an exploratory sample from within the study community and outside its sample, consisting of (35) high school students in the Karak Educational Directorate. Test-retest was used to apply the scale and re-apply it after two weeks, and then they were calculated by using Pearson correlation, and the reliability coefficient was calculated using the internal consistency method according to the Cronbach Alpha equation. Table (2) shows the internal consistency coefficient according to the Cronbach Alpha equation and the repetition reliability of the dimensions and the scale as a whole.

<table>
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<tr>
<th>Dimension</th>
<th>Re-stability</th>
<th>Stability of Cronbach Alpha</th>
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<tr>
<td>Participation and collaboration</td>
<td>0.76</td>
<td>0.77</td>
</tr>
<tr>
<td>Communication and empathy</td>
<td>0.77</td>
<td>0.80</td>
</tr>
<tr>
<td>Respect and appreciation</td>
<td>0.83</td>
<td>0.86</td>
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<tr>
<td>Intellectual stability and harmony</td>
<td>0.80</td>
<td>0.84</td>
</tr>
<tr>
<td>Total</td>
<td>0.82</td>
<td>0.85</td>
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The results in Table (2) show that the reliability coefficients of the tool with the test-retest method were 86 for the dimensions between (76% - 83%) and for the scale as a whole (0.82), and with the Cronbach Alpha method, they ranged for the dimensions between (77% - 86). %) and for the scale as a whole (0.85). These values are considered appropriate for the purposes of the current study.

Correcting the family cohesion scale
The family cohesion scale consisted of (37) items distributed over (4) dimensions. Likert scale was used since it reflects the degree of the respondent’s agreement with the item. (Strongly agree) was given 5 degrees, (Agree) was given 4 degrees, and (Neutral) was given 3 degrees. Giving (disagree) two degrees, and giving (strongly disagree) one degree, thus the lowest possible score on the scale is (185) and the highest score is (37). The following criterion has been adopted in judging the level of family cohesion:

<table>
<thead>
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<th>From 1-2.33</th>
<th>Low</th>
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<tr>
<td>From 2.34-3.67</td>
<td>Medium</td>
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<tr>
<td>From 3.68-5</td>
<td>High</td>
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</table>

This estimate was adopted by dividing the maximum score (5) into three equal categories within the range (1-5), according to the following equation: the highest value of the answer options in the study tool – the lowest value of the answer option in the study tool divided by the number of the three levels (high, medium, and low), explained as follows:

\[ 1.33 = \frac{(5 - 1)}{3} = \frac{(N - 1)}{3} \]
Second: Ambition scale: For the purposes of this study, the ambition scale was developed after referring to the literature review and other previous relevant studies, in addition to measuring ambition among high school students in Karak Educational Directorate, and then the items of the scale were initially formulated, reaching (28) items distributed over (4) dimensions, and they were answered according to Likert scale (always, often, sometimes, rarely, never).

Content validity of the ambition scale: This is used to verify the validity of the scale and that the developed items measure what they were designed for, and the extent to which they cover the level of ambition, it was reviewed by a group of arbitrators specialized in psychology, measurement and evaluation, and psychological counselling, whose number reached (10) arbitrators. The items that were approved by the arbitrators were maintained as they were appropriate in their formulation, content, and representation of the aspects for which this study was prepared. The indications for retaining the paragraphs were agreed upon by at least (80%) of the arbitrators, accordingly, the formulation of some paragraphs was modified, without deleting any paragraph.

Reliability of the ambition scale: To ensure the stability of the ambition scale, it was applied to an exploratory sample from within the study community and outside its sample, consisting of (35) high school students in the Karak Educational Directorate. Test-retest was used to apply the scale and re-apply it after two weeks, and then they were calculated by using Pearson correlation, and the reliability coefficient was calculated using the internal consistency method according to the Cronbach Alpha equation.

Table 3

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Re-stability</th>
<th>Stability of Cronbach Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optimism</td>
<td>0.80</td>
<td>0.82</td>
</tr>
<tr>
<td>The ability to set goals</td>
<td>0.81</td>
<td>0.83</td>
</tr>
<tr>
<td>Accepting new things</td>
<td>0.79</td>
<td>0.80</td>
</tr>
<tr>
<td>Tolerance for frustration</td>
<td>0.78</td>
<td>0.79</td>
</tr>
<tr>
<td>Total</td>
<td>0.80</td>
<td>0.83</td>
</tr>
</tbody>
</table>

The results in Table (3) show that the reliability coefficients of the tool with the test-retest method were 86 for the dimensions between (78% - 81%) and (0.80) for the scale as a whole. As for the Cronbach Alpha method, they ranged for the dimensions between (79% - 83%) and (0.83) for the scale as a whole. These values are considered appropriate for the purposes of the current study.

Correction of the ambition scale: The ambition scale consisted of (28) items distributed over (4) dimensions. For the purposes of this study, a Likert scale was used, which reflects the degree of the respondent’s agreement with the item. (Always) was given 5 degrees, (often) was given 4 degrees, (sometimes) was given 3 degrees, and (sometimes) was given 3 degrees. (Rarely) two grades, and (Never) one grade. Thus, the lowest possible grade on the scale is (140) and the highest grade is (28). The following criterion has been adopted in judging the level of ambition:
This estimate was adopted by dividing the maximum score (5) into three equal categories within the range (1-5), according to the following equation: the highest value of the answer options in the study tool – the lowest value of the answer option in the study tool divided by the number of the three levels: (High, medium, and low), explained as follows:

1.33 = (5 – 1) / 3 = (N – 1) / 3

Statistical processing system:
1. Calculate the arithmetic average and the standard deviations for the items, dimensions, and measures to answer the first two questions.
2. Answering the third question using the Pearson correlation coefficient.
3. Answering the fourth question using the Fisher’s Z test.

RESULTS

Results of the first question: What is the level of family cohesion among high school students in the Karak Educational Directorate?

To answer this question, the arithmetic averages and standard deviations were calculated for the level of family cohesion among high school students in the Karak Educational Directorate. Table (4) explains this.

Table 4

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Arithmetic averages</th>
<th>Standard deviations</th>
<th>Order</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and empathy</td>
<td>3.93</td>
<td>0.64</td>
<td>1</td>
<td>high</td>
</tr>
<tr>
<td>Participation and collaboration</td>
<td>3.63</td>
<td>0.56</td>
<td>2</td>
<td>average</td>
</tr>
<tr>
<td>Respect and appreciation</td>
<td>3.58</td>
<td>0.44</td>
<td>3</td>
<td>average</td>
</tr>
<tr>
<td>Intellectual stability and conformity</td>
<td>3.51</td>
<td>0.48</td>
<td>4</td>
<td>average</td>
</tr>
<tr>
<td>Total</td>
<td>3.66</td>
<td>0.40</td>
<td></td>
<td>average</td>
</tr>
</tbody>
</table>

Table 4 shows that the level of family cohesion among high school students in Karak Educational Directorate was average, with an arithmetic average that equals (3.66) and a standard deviation that equals (0.40). The (communication and empathy) dimension came in first place at a high level, with an arithmetic average that equals (3.93) and a standard deviation that equals (0.64), followed by the (Participation and Cooperation) dimension in second place at an average level with an arithmetic average of (3.63) and a standard deviation of (0.56), then the (Respect and Appreciation) dimension comes in third place at an average level with an arithmetic average of (3.58) and a standard deviation of (0.44), and the final dimension (Intellectual stability and harmony) comes at the fourth place with an average level, with an arithmetic average of (3.51) and standard deviation of (0.48).
Results of the second question: What is the level of ambition among high school students in the Karak Educational Directorate?

In order to answer this question, arithmetic averages and standard deviations were calculated for the level of ambition among high school students in the Karak Educational Directorate, and this is clarified in table (5) shown below.

Table 5

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Arithmetic averages</th>
<th>Standard deviations</th>
<th>Order</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optimism</td>
<td>3.89</td>
<td>0.73</td>
<td>1</td>
<td>high</td>
</tr>
<tr>
<td>The ability to set goals</td>
<td>3.82</td>
<td>0.79</td>
<td>2</td>
<td>high</td>
</tr>
<tr>
<td>Accepting new things</td>
<td>3.65</td>
<td>0.59</td>
<td>3</td>
<td>average</td>
</tr>
<tr>
<td>Tolerance for frustration</td>
<td>3.62</td>
<td>0.65</td>
<td>4</td>
<td>average</td>
</tr>
<tr>
<td>Total</td>
<td>3.74</td>
<td>0.57</td>
<td></td>
<td>high</td>
</tr>
</tbody>
</table>

Table (5) shows that the level of ambition among high school students in the Karak Educational Directorate was high, with an arithmetic average of (3.74) and a standard deviation of (0.57). The (optimism) dimension came in first place with a high level, as it has an arithmetic average of (3.89) and a standard deviation of (0.73). Followed by the dimension of (the ability to set goals) which came in second place at a high level, with an arithmetic average that equals (3.82) and a standard deviation equal (0.79). The dimension (accepting the new) was in third place at a medium level, with an arithmetic average of (3.65) and a standard deviation of (0.59). The final dimension (tolerating frustration) came in fourth place with an average level, with an arithmetic average of (3.62) and a standard deviation of (0.65).

Results of the third question: Is there a statistically significant correlation between family cohesion and the level of ambition of high school students in the Karak Educational Directorate?

This question was answered by calculating the Pearson correlation coefficient.

Table 6

<table>
<thead>
<tr>
<th>Family cohesion scale</th>
<th>Ambition scale</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Optimism</td>
<td>The ability to set goals</td>
<td>Accepting new things</td>
<td>Tolerance for frustration</td>
<td>Total</td>
</tr>
<tr>
<td>Participation and collaboration</td>
<td>0.223**</td>
<td>0.171**</td>
<td>0.234**</td>
<td>0.282**</td>
<td>0.272**</td>
</tr>
<tr>
<td>Communication and empathy</td>
<td>0.579**</td>
<td>0.439**</td>
<td>0.386**</td>
<td>0.561**</td>
<td>0.597**</td>
</tr>
<tr>
<td>Respect and appreciation</td>
<td>0.217**</td>
<td>0.265**</td>
<td>0.256**</td>
<td>0.251**</td>
<td>0.299**</td>
</tr>
<tr>
<td>Intellectual stability and conformity</td>
<td>0.460**</td>
<td>0.399**</td>
<td>0.436**</td>
<td>0.465**</td>
<td>0.531**</td>
</tr>
<tr>
<td>Total</td>
<td>0.504**</td>
<td>0.426**</td>
<td>0.435**</td>
<td>0.529**</td>
<td>0.572**</td>
</tr>
</tbody>
</table>

**p ≤ 0.01; *p ≤ 0.05
Table (6) indicates that there is a positive/direct correlation between the family cohesion scale and the ambition scale, where the strength of the correlation reached (0.572).

Results of the fourth question: Are there statistically significant differences at the level of significance(05≥α) in the family cohesion and ambition level of high school students in the Karak educational Directorate due to demographic variables (gender, academic section)?

The (Fisher-Z-Transformation) system was used to answer this question in order to determine the correlation coefficients between family cohesion and the level of ambition among high school students in Karak Educational Directorate according to the two variables (gender, academic branch), and the value of (Z) was found through the mathematical relationship and compared to the tabular value. The results are below:

Table 7

<table>
<thead>
<tr>
<th>Variable</th>
<th>Variable categories</th>
<th>N</th>
<th>Correlation coefficient (r)</th>
<th>Value of z</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>383</td>
<td>0.517</td>
<td>-2.27</td>
<td>0.02</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>465</td>
<td>0.622</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic section</td>
<td>Scientific</td>
<td>504</td>
<td>0.713</td>
<td>6.69</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Literary</td>
<td>354</td>
<td>0.402</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (7) clarifies that the relationship between family cohesion and the level of ambition among high school students in Karak education differed according to the variable of gender. These differences were in favour of females, and this can be attributed to the fact that females have more family affiliation and cohesion than males due to the nature of the females’ life as she stays at home more than males. It is also evident that the relationship between family cohesion and the level of ambition among high school students in Karak education differed according to the variable (academic branch), and these differences were in favour of the scientific branch, and this can be attributed to the fact that students of the scientific branch have the ability to stay for longer periods at home and communicate with their families. They have a great desire to achieve high grades, and this contributes to raising their level of ambition.

DISCUSSION OF THE RESULTS

Interesting findings have emerged from a study by the Karak Educational Directorate that looked at the correlation between high school students' ambition and their family's cohesiveness. There is a strong positive association between family cohesiveness and ambition, and the results show that both are average. Several additional research projects in relevant domains have also found and supported this association.

First, the results are consistent with those of Nabayinda et al. [20] in showing that students’ ambitions are higher when they come from happy, stable families. Among children with behavioural issues in Uganda, Nabayinda et al. [20] found that family cohesiveness protected them from depression. This lends credence to the Karak study's findings that a
supportive home life has multiple positive effects on mental health, including creating an ideal setting in which loftier goals might flourish.

On the other hand, Cordonier et al. [21] ignored family unity in favour of investigating gender-based vocational segregation and its social normative origins. Although their findings do not directly support the Karak study's contention that strong families are more likely to achieve their goals, they do highlight the fact that there are many factors, such as gender and social norms, that can impact aspirations.

Deng et al. [22] offer a neurobiological viewpoint, connecting strong familial bonds to enhanced brain synchronisation while responding emotionally. The results of the Karak study are indirectly supported by this finding, which suggests that a supportive environment that encourages ambition could be created via familial relationships and understanding, as seen through neural synchronisation.

According to research by Yu et al. [23], Chinese college students are less likely to experience academic burnout if their families are cohesive and flexible. Consistent with the Karak study, this result lends credence to the theory that students' academic aspirations and resiliency are benefitted by living in a stable home environment.

Maberah and Al-masri [24] found a strong association between student satisfaction and family cohesion, which is in line with the Karak study. This association lends credence to the Karak study's findings that a harmonious home life promotes not just success but also contentment and fulfilment in all aspects of life.

Several international studies, including those by Yu et al. [23], Nabayinda et al. [20], and Deng et al. [22], have shown that high school students' ambition and well-being are greatly influenced by their family's cohesiveness. In conclusion, the Karak Educational Directorate's study supports these findings. The good impact of a supportive home environment is a common thread among these studies, even though they all concentrate on distinct parts of student life and wellbeing.

CONCLUSION

As it has been presented above, based on the results, the study recommends the following: It is recommended to hold training courses at the Ministry of Education for high school students in Karak Educational Directorate in order to increase their level of family cohesion, especially in the dimensions of respect, appreciation, stability, and intellectual conformity. Furthermore, it is a must to activate the role of social media by publishing educational programs for high school students in the Karak Educational Directorate in order to increase family cohesion and maintain their level of ambition. Finally, it is useful to conduct similar research to the current study in the future to confirm its results so that it discusses the relationship between family cohesion and the level of ambition in other samples and places.

REFERENCES


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