First Correlation Study between Family Organizational/Administrative Functionality and School Productivity of the Young Human Capital at Elementary and Middle School of the South/Center of the US, Territory of Puerto Rico

This quantitative study presents the first correlation between Family Organizational and Administrative Functionality and School Productivity. To evaluate Family Organizational and Administrative Functionality is using the FOAF Scale (Vélez-Candelario, S., 2018) and the overall percent of it. The intern consistency and the Factor Analysis are, .89 (Cronbach's Alpha) and the Factor Analysis shows a .8 KMO (Kaiser-Mayer-Olkin), recognizing each measured area as an independent factor. To analyze the school productivity, we are using the General Point Average (GPA) at the school of each one of the participant. The study includes a socio-demographic document and parent consent. The sample is two-hundred-sixty-five (265) children between six (6) to seventeen (17) years old from public and private schools. It was from the south and center zone of Puerto Rico, with an education system based on the American model (Classbase, 2018). The sample was selected by availability from volunteer families and from Puerto Rico's Department of Education. The hypothesis investigation (Hi) is: Exist a positive correlation between Family Organizational/Administrative Functionality and productivity at school. For the statistical analysis, the sample is submitted in the SPSS 26 version and applies a Pearson's correlation formula. The findings show a positive correlation with a significance level of 0.01. The Pearson correlation degree between, FOAF and GPA, is medium, $\rho = .341^{**}$, (Cohen, 1988; in. Wuensh, K., 2015). The small correlation effect size is one in which there is a real effect, but one which can only be see-through careful study. A large effect size is an effect which is big enough such that it may be visible to the naked eye (Cohen 1988; in Walker I., 2007-08). The statistics analysis allowed the acceptance of the Hi confirming the existence of a correlation between FOAF and Productivity at School.

Keywords: Correlation, Family, Organizational, Administrative, Functionality, GPA

Introduction

In some ways, the management of the home has never been more challenging. The cost of living and the standard of comfort are going up by leaps and bounds. It is essential today to know something about food values and arrangement of meals that avoid monotony and provides the required variety in nourishment on which the excellent health (and, ultimately, the good temper of the household) depend (Schiff, C. and Ravenhill, A. 1911). How can family leaders fulfill these duties as needed if they are utterly ignorant of the laws of health and child-life? How are they affected by their surrounding environment and all of the other grave and fundamental truths which lie at the root of the successful upbringing and
development of the child? Scientific training in Household Administration can alone save the sorely taxed housewife of today from becoming more than a slave to her domestic responsibilities (Schiff, C. and Ravenhill, A. 1911). Progressive social, commercial, industrial, and, last but not least, educational changes now require that this trained intelligence being foster by organized instruction. Such instruction, whether in the fundamental sciences or the applied arts, must be associated with individual practice in laboratory, studio, workroom, and kitchen; the details to be varied as circumstances dictate (Ravenhill, A. and Schiff, C., 1911).

Organizational procedures require intelligent activity, which in turn demands self-control. The human being requires emotional intelligence to acquire self-control. Creative activity during a human being's household organizational and administrative process cannot take place without emotional intelligence. The family organizational and administration style determines how all family members deal with this, and with the consequences of it. This study recognizes the scientific intra-familiar organizational and administrative areas openly. It measures four specific areas that are analyzing in any other form of organization created by human beings like businesses, schools, churches, etcetera. These four areas are organizational culture, communication, leadership, and the environment. This study recognizes those as part of the management protocol of the intra-familiar setting (Vélez, S., Rosario, I, Méndez, V. and Vargas, L., 2016). The study used a mathematics tool named Family Organizational/Administrative Functionality Scale (Vélez-Candelario, S., 2018) to measure the performance of these four areas inside the household setting using the percent formula, from 0% to 100%. The overall percentage of the FOAF Scale is correlated with the school's General Point Average (GPA) percent of the each one of the participants at elementary and middle school grades of the South/Center of the US, the territory of Puerto Rico. For the correlation analysis of Family Organizational/Administrative Functionality and the productivity at school, the study used the Statistical Package of Social Science (SPSS 26 version) computer program to introduce the collected data of the General FOAF Percent and the General Point Average at school of each one of the participants to apply a correlation formula.

Correlation Analysis

The correlation analysis estimates a sample correlation coefficient, more specifically the Pearson product moment correlation coefficient. The sample correlation coefficient, denoted r, ranges between -1 and +1 and quantifies the direction and strength of the linear association between the two variables. The correlation between two variables can be positive (i.e., higher levels of one variable are associated with higher levels of the other) or negative (i.e., higher levels of one variable are associated with lower levels of the other). The sign of the correlation coefficient indicates the direction of the association. The magnitude of the correlation coefficient indicates the strength of the association. For example, a correlation of $r = 0.9$ suggests a strong positive association between two variables,
whereas a correlation of r = -0.2 suggest a weak, negative association. A correlation close to zero suggests no direct association between two continuous variables (Introduction to Correlation and Regression Analysis, 2019).

The psychosocial phenomenon analysis in this study and how it emerges, Pearson's correlation formula gives us a specific metric that can be mathematically measured. To control and manage the human daily needs and behavior is pertinent to analyze it correctly and useful to received a piece of certain information that anyone can review and used as an effective instrument. This correlation analysis is the result of the Vélez, S., Rosario, I., Méndez, V. and Vargas, L., (2016) findings of the essential organizational and administrative areas inside the family as an organized community. The Family as a socioeconomic organization has too many things to do and manage every single day as their young human capital school productivity, school psycho-social development, family leader’s governmental relations with the school administrative personnel, the household environment, neighborhoods and community influences, and many others. The family's leaders have to administrate efficiently to reach one of the harder goals, increase their young human capital productivity at school. Productivity is not an instantaneous activity in human life; it has an external or internal stimulation named motivation (Velez-Candelario, 2011).

According to the Merriam-Webster dictionary (2019), motivation is a motivating force, stimulus, or influence. For Psychology Today (2019), motivation is the desire to act and move toward a goal. It is the difference between waking up before dawn to pound the pavement and lazing around the house all day. It is the crucial element in setting and attaining one's objectives—and research shows that any person can influence the motivation levels and self-control of others. Motivation might be extrinsic, whereby a person is inspiring by outside forces—other people or things that transpire. Motivation might be intrinsic, whereby the inspiration comes from within a person. Otherwise, Robbins, S, P. and Coulter M. (2012), defined motivation as the process by which a person's efforts to energized, directed, and sustained toward attaining a goal, this definition has three key elements: energy, direction, and persistence. So become productive at school or in any other activity that has goals to achieve has to be stimulated from inside and outside.

**Purpose/ Objectives of the Study**

This study was aimed to see the correlation between two variables: Family Organizational and Administrative Functionality and the GPA at school of their Young Human Capital in the USA territory of Puerto Rico. In specific terms this study tries to:

- Understand more precisely what is affecting the productivity levels at the school of the young human capital under the supervision of their family leaders.
- Review the quality of the FOAF Scale (Velez-Candelario, 2018) to collect mathematic data.
- Inquire in this topic of the family administrative and organizational quality management that can affect psychological and socioeconomically the members of this group at school and the rest of their socioeconomic community.
- Understand with a new perspective the productive and unproductive behavior of the young human capital at school.

**Significance of the Study**

The results of this study reveal the first correlated results between Family Organizational/Administrative Functionality and the productivity at school using the General Point Average of their youngest human capital (children at school). With this first study, the dilemma of increase the productivity levels at the school of the young human capital can have a new perspective and a new explanation. The family creator or leader has the responsibility to stimulate their active human resources at school; the need to evaluate the way how they are doing it is imperative. This study also allows us to see the practical use of the mathematic instrument to measure the quality or performance of the management process at home.

**Research Questions**

The following research question gave direction to the study:

1. Is the Family Organizational/Administrative Functionality influencing productivity at school?
2. Is the family Organizational and Administrative functionality the Key for better academic performance at home and at school?
3. Is the correlation analysis the first step to understand how much influence the family daily household's environment the productivity at school?

**Research Hypotheses**

- Hi- Organizational and Administrative functionality at home is positively correlated with the Productivity at School of the family young human capital.
- Ho- Organizational and Administrative functionality at home has none correlation with the productivity at school of their young human capital.

**The Study Scope**
This study was delimited to a sample of two-hundred-sixty-five (265) children between six (6) to seventeen (17) years old from public and private schools. The participants are from the south and center zone of the US, Territory of Puerto Rico, which has an education system based on the American model (Classbase, 2018). The sample was selected by availability from volunteer families and directly from Puerto Rico's Department of Education. They have applied the FOAF Scale as a data collection and a Socio-demographic document that include the General Point Average (GPA) at school. The Family Organizational/Administrative Scale (Velez-Candelario, S., 2018), has a 90% of overall value. The intern consistency and the Factor Analysis of it are, .89 (Cronbach's Alpha) and the Factor Analysis shows a .8 KMO (Kaiser-Mayer-Olkin). Using the SPSS (26 version) computer program is submitted a Pearson's Correlation formula with a correlation significance of .05.

**Research design**

This study is a quantitative research with a co-relational study to analyze the relationships that exist between two specifics variables: Family Organizational and Administrative Functionality and the School Productivity using the General Point Average in the group of a young human capital active at elemental and middle school. The population is select from Puerto Rico's educational system; US model system (Hernández, R., Fernández, C. and Baptista, P., 2006).

**The Study Area**

This study analyzes the performance and quality of the organizational management and the administrative style in the intra-familiar setting that has young human capital active at school and how this influences their school productivity. For the data collection, the study is using the Family Organizational and Administrative Scale (Velez-Candelario, S., 2018) that measures the quality of the four essential organizational areas: Leadership, Communication, Organizational Culture, and Environment. This scale used the percent as the formula to see the quality of each area individually and the commute of each one as a whole performance. The study makes a correlation analysis to see if their intra-familiar organizational and administrative performance are influencing in their youngest and active human resources productivity at elementary and middle school grades.

**Organizational Behavior and Organizational Theory**

The actions of people at work are called organizational behavior (OB) (Robbins, S.P. and Coulter M., 2012). The Organizational Behavior (OB) is focusing on three major areas; individual behavior, group behavior, and
organizational aspects. Individual behavior includes topics as attitudes, personality, perception, learning, and motivation. The organizational behavior is concerned with group behavior, which includes: norms, roles, team building, leadership, and conflict. The organizational aspects include structure, culture, and human resources policies and practices. This type of behavior is the focus of the study of psychology as a science (Robbins, S.P. and Coulter M., 2012). According to Dictionary.com (2019), organizational psychology is the study of the structure of an organization and of how the people in it interact, usually undertaken in order to improve the organization. Hellriegel, D. and Slocum J.W. (2009) defined the organizational behavior as the study of the individuals and their groups inside an organizational context and the study of the process and internal practices that influence in the individual's affectivity, their team works, and the organizations. The Collins Dictionary (2019) defines it as the study of the structure of an organization and of how the people in it interact, usually undertaken in order to improve the organization.

Organizational psychology has basics organizational theories to analyze and explain organizational behavior. According to Jeffrey Pfeiffer summarized in New Directions for Organization Theory, organizational theory studies provide an interdisciplinary focus in different areas. Within them, the effects of individual characteristics and action on organization, the performance, success, and survival of organizations, the mutual effects of environments, including resource and task, political, and cultural environments on organizations and vice-versa, and concerns with both the epistemology and methodology that undergird research on each of these topics (Inc. 5000, 2019). Another definition exposed that Organizational theory draws from various bodies of knowledge and disciplines. Some types of organizational theories include classical, neoclassical, contingency, systems and organizational structure. The classical perspective of management originated during the Industrial Revolution. It focuses primarily on efficiency and productivity and does not take into account the behavioral attributes of employees; it combines aspects of scientific management, bureaucratic theory, and organizational theory. (Bach Pham, L. 2018).

The Neoclassical Organizational Theory is a reaction to the authoritarian structure of the classical theory. It emphasizes the human needs of employees to be happy in the workplace. This theory also allows creativity, individual growth, and motivation, which increases productivity and profits. Managers utilizing the neoclassical approach manipulate the work environment to produce positive results. The Contingency Theory accepts that there is no universally ideal leadership style because each organization faces unique circumstances internally and externally. In Contingency Theory, productivity is a function of a manager’s ability to adapt to environmental changes. This theory allows managers the freedom to make decisions based on current situations. The Systems Theorists believe all organizational components are interrelated. Changes in one component may affect all other components. Systems theory views organizations as open systems in a state of dynamic equilibrium, which are continually changing and adapting to environment and circumstance. Nonlinear relationships between
organizational components create a sophisticated understanding of organizations (Bach Pham, L. 2018).

The Administration Theories and Management

Administration or management is a daily human activity (Velez-Candelario, S., 2018). The General Administration Theory is the rational conduct of the activities of an organization, with or without profit. It involves planning, organization (structure), the direction and control of all activities differences by the division of labor, running on an organization. Administration Theory is the field of human knowledge that works with the general study of administration, regardless of whether this applies to organizations for-profit or not. The TGA (for its acronym in English), studying the administration of organizations (Chiavenato, 2000). The Merriam Webster dictionary (2019) defined administration as the act or process of administering something; to manage or supervise the execution. Administrative management is concerned with the design and management of an organization. The Administrative management theory attempts to find a rational way to design an organization as a whole. The theory generally calls for a formalized administrative structure, a clear division of labor, and delegation of power and authority to administrators relevant to their areas of responsibilities (Grimsley, S, 2019). According to Grimsley, S, (2019) some of the pioneers of the Scientific Management are:

- Henri Fayol (1841-1925): Fayol was born in France, where he worked for a coal-mining business. He developed 14 administrative principles for organizational structure and management.
- James D. Mooney (1884-1957): Mooney studied mechanical engineering and eventually became a key member of General Motors’ top management team. In 1931, he wrote Onward Industry! The book is considered by many scholars to be a significant contribution to organizational management theory.
- Luther H. Gulick (1892-1993): Gulick is often considered the ‘Dean of Public Administration.’ He applied administrative management theory principles to government.

Otherwise, according to Meriam-Webster Dictionary (2019), management is the act or art of managing: the conduction or supervision of something. To Business Dictionary (2019), management is the organization and coordination of the activities of a business in order to achieve defined objectives. Management involves coordinating and overseeing the work activities of others so that their activities completed efficiently and effectively.

We already know that coordination and overseeing the work of others is what distinguishes a managerial position from a non-managerial one. However, this does not mean that managers can do what they want anytime, any ware, or in any way. Instead, management involves ensuring that work activities are completed
efficiently and effectively by people responsible for doing them, or at least that is what managers aspire to do (Robbins, S.P. and Coulter, M. (2012). Robbins, S.P., Decenzo, D.A. and Wolter R, (2013), also defined management as the process of getting things done, effectively and efficiently, through and with other people. Several terms of this definition warrant some discussion; process, efficiently, and effectively. The terms process in the definition of management represents the primary activities that supervisors perform. We call these the management functions. According to Henri Fayol, all managers perform five management functions: plan, organized, command, coordination, and control (Dunod 1916; cited in Robbins, S.P., Decenzo, D.A. and Wolter R, 2013). He explained that because organizations exist to achieve some purposes, some has to define that purpose and the means for its achievement. A manager is someone. The planning functions encompass defining an organization’s goals, establish an overall strategy for achieving these goals, and developing a comprehensive hierarchy of plans to integrate and coordinate activities. Managers also have to divide work into manageable components and coordinate results to achieve objectives, this is the organizing focus. Finally, when managers motivate their human capital, direct the activities of others, select the most effective communication channel, or resolve conflicts among members, they are engaging in leading.

Supervision and Leadership

The Business Dictionary (2019) defined supervisor as the person in the first-line management who monitors and regulates human capital in their performance of assigned or delegated tasks. Supervisors are usually authorized to recommend and effect hiring, disciplining, promoting, punishing, rewarding, and other associated activities regarding the human capital in their departments. To Robbins, S.P., Decenzo, D.A. and Wolter R, (2013) the supervisor is the key person, a person in the middle, just other human resources, and a behavioral specialist. They explained that the supervisor as a critical person serves as the critical communication link in the organization chain authority. As a person in the middle, supervisors must interact and reconcile the opposing forces and competing expectations from higher management and the rest of human capital below management. Some people see supervisors as another human resource rather than as management. The behavioral specialist role is one of the essential abilities needed by supervisors. Robbins, S.P., Decenzo, D.A. and Wolter R, (2013), explained that the supervisor needs strong abilities in interpersonal skills and that they are looking at as a behavioral specialist.

According to Katz R. (1974; cited in Robbins, S.P., Decenzo, D.A. and Wolter R, 2013), the supervisors need necessary competencies; technical, interpersonal, conceptual, and political competencies. The technical competencies include; strategic planning, developing the organization's overall structure and culture, maintaining relations with major's customers or other organizations. The interpersonal competency is the ability to: work with people, understand their needs, communicate well, and motivate others. The conceptual competency is the
mental ability to analyze and diagnose complex situations. These situations include seeing that the organization is a complex system of many interrelated parts and that the organization itself is part of an extensive social system that involves the community and the nation's economy. The political competency is the ability to enhance his or her power, build a power base and establish the "right" connections in the organization.

The leadership subject has so many visions to define it. Krus, K. (2013) exposed that leadership has nothing to do with seniority or one’s position in the hierarchy of a company. Leadership has nothing to do with titles, with personal attributes and is not management (Druker, P.; cited at Krus, K. 2013). He said that the only definition of a leader is someone who has followers. Bennis, W. (cited at Krus, K. 2013) exposed that leadership is the capacity to translate vision into reality. Otherwise, Gates, B. (cited at Krus, K. 2013) explained that as we look ahead into the next century, leaders will be those who empower others. Maxwell, J. (cited at Kruse, K. 2013) defined leadership as an influence - nothing more, nothing less. Leadership is a process of social influence which maximizes efforts of others towards the achievement of a goal (Krus, K. 2013). Leadership is the ability to demonstrate when somebody influences others to act in a particular way. Thought direction, encouragement, sensitivity, consideration, and support, someone inspires their followers to accept challenges and achieve goals that may be view as difficult to achieve. As a leader, the person is also someone who sees and can get the best out of others - helping them develop a sense of personal and professional accomplishment. Being a leader means building a commitment to goal attainment among those being leading, as well as a strong desire for them to continue following (Robbins, S.P., Decenzo, D.A. and Wolter R, 2013).

*Household Scientific administration and management*

According to Encyclopaedia Brittanica.com (2019), household management refers to the various tasks and chores associated with the organization, financial management, and day-to-day operations of a home. Isabella Mary Mayson (March 12, 1836 – January 1865), universally known as Mrs. Beeton, was the author of Mrs. Beeton’s Book of Household Management. In London, she is introducing to Samuel Orchard Beeton, a publisher of books and popular magazines, whom she married on 10 July 1856. Mrs. Beeton began to write articles on cooking and household management for her husband’s publications. In 1859–1861, she wrote a monthly supplement to The Englishwoman’s Domestic Magazine. In October 1861, the supplements published as a single volume. The Book of Household Management Comprising information for the Mistress, Housekeeper, Cook, Kitchen-Maid, Butler, Footman, Coachman, Valet, Upper and Under House-Maids, Lady’s-Maid, Maid-of-all-Work, Laundry-Maid, Nurse and Nurse-Maid, Monthly Wet and Sick Nurses, etc. etc.—also Sanitary, Medical, & Legal Memoranda: with a History of the Origin, Properties, and Uses of all Things Connected with Home Life and Comfort (Mrs beeton.com, 2012).
By the middle of the 19 century, as part of the modern history in America, the scientific administration was everywhere, and women who have the opportunity of the formal education as Marion Talbot held firm convictions about education and the role of women on it. One of only a handful of women in American university administration, she advised female students at the University of Chicago to take full advantage of their academic opportunities. In assuming a new role in society, women needed both personal self-confidence and the best professional education. Talbot, M., expected the University of Chicago to provide these in an environment in which they could be enhancing and developing. Although Talbot advocated a continuing role for women in the home, her views were not traditional. Borrowing from progressive models of efficiency and scientific management and exploiting the new technology appearing at the time, modern women had the domestic tools to escape the drudgery of the past. Marion Talbot taught that a home could be "administered" in an effective way without compromising its vital role as a cultural hearth. Talbot M. argued that equality should mean simply that and nothing else. She expected no more and no less than anyone else received. Her courses in household administration were explicitly open to both men and women, and she criticized decisions that she felt patronized any specific group (The University of Chicago Centennial Catalog, 2019).

Shaw, W.N., (1911: in Ravenhill, A., and Schiff, C., 1911) exposed that the scientific method seeks to establish relations between isolated facts or phenomena, and the relation generally takes the form of cause and effect. He explained that the persons with scientific training are accustomed to examining the grounds for considering this relation of cause and effect in circumstances which are selected to exhibit the reality of the relation. From that training it becomes possible for them when confronted with circumstances presenting some difficulty, to form a better opinion as to what is the cause of the difficulty that they could if they are confronting with the same difficulty without the previous training. The fact that every person is accustomed to refer every event to some cause; if it is an illness, the occasion for contracting the illness is defining; if it is an unforeseen event in the domestic economy or if a reason is nearly always forthcoming strikes any attentive observer of human nature. Plenty of reasons offered for domestic incidents have no better ground of fact.

Shaw, W.N., (1911: cited at Schiff, C. and Ravenhill, A. 1911) talked about a good deal of the comfort of a modern house turns upon a right judgment as regards cause and effect, and therefore some preparation which will fit the household leaders to appreciate the rights and wrongs of domestic reasoning is an indispensable qualification for success. The ability for this is mostly a question of the habit of mind or training; and for our purpose, the training must include those departments of knowledge, the laws of which find daily expression in the diverse experiences of domestic life. The ultimate foundation for these laws is to being found in the study of Physics, which deals with those changes in the state of matter which stop short of the alteration of its composition of Chemistry. This deals with changes involving alteration of the composition of the substances under consideration; and of Physiology, which is the identification of the processes
which take place in living animals and plants and their relation to the laws of physics and chemistry. Without knowledge of the fundamental principles of these sciences and of the methods by which those principles are establishing, it is not to be expecting that any person can deal adequately with the collective experiences of life.

In 2018 Vélez-Candelario, S. exposed that the full recognition of the scientific method as a tool to develop the family organizational needs is a necessary action. She also explained that scientific administration theories and organizational psychology theories are capable instruments to apply in the household scenery to increase the efficiency in the daily life activity at the household, preventing divorce and many other psychosocial issues. According to Vélez-Candelario, S. et al. (2015), if the intra-familiar setting is not able to administrate and develop their young human capital to work at school, stimulating them to be productive, the micro and macro economy will receive the consequences of unproductive and dysfunctional future human resources. Vélez-Candelario, S. in her dissertation published on April 2016, as Family, Human Capital and Industrial/Organizational Psychology, examined if the family as a social organization has the same areas to administrate and organize than the any other organize human social group. She found that the family has the same administrative and the organizational areas to administrate and organize than any other human organization, like the workplace or business. Vélez-Candelario, S. et al. (2016) found that families have the four vital areas as any other organize human group; leadership, communication, organizational culture, and the environment as areas that need an adequate functionality and quality performance. She also found that a family delineates their mission, their vision, and their goals, even when they do not create a formal organizational policies handbook.

Administration and development of the Human Capital at Home

The administration and development of the human capital do not start at the workplace; it starts at home from their first day of life and continues at school below their family leader's supervision and household psychosocial, cultural and physical influences (Velez-Candelario, 2011). According to Encyclopaedia Britannica (2019), Gary S. Becker (1957) is an American economist that applied the methods of economics to aspects of human behavior. Previously he considered more or less the exclusive domain of sociology, criminology, anthropology, and demography. Becker’s central premise is that rational economic choices, based on self-interest, govern most aspects of human behavior—not just the purchasing and investment decisions traditionally thought to influence economic behavior. In his dissertation, published in 1957 as The Economics of Discrimination, Becker examined racial discrimination in labor markets, concluding that discrimination has costs for both the victim and the perpetrator. In Human Capital (1964), he argued that an individual’s investment in education and training is analogous to a company’s investment in new machinery or equipment. In studies such as A Treatise on the Family (1981), Becker analyzed the household as a sort of factory,
producing goods and services such as meals, shelter, and childcare. Applying theories of production to household behavior, he was able to make predictions about family size, divorce, and the role of women in the workplace. Subsequent work focused on such subjects as criminal behavior and addiction.

Human Capital and Economic Global Working Group (2012) present: The Family Economics and Human Capital in Family research. They exposed that changes in cohort size alone appear to explain a significant fraction of the variation in marriage rates over time. That poverty may be starkly higher at the individual level than it is when measured at the household level only. Parents may under-invest in children not only because they are time constrained, but also because they underestimate the value of such investments. They expressed that a primary function of the family unit is the production of children, with the parental investment of both time and resources being one of the most important inputs. How much investment parents put into children has lasting consequences for the child’s human capital development and future earning capacity.

Study population and sample selection

The population selection process was by availability within private and public system schools collaboration and a single family's student's participation. A collaboration contract with three School Principals of Puerto Rico’s Department of Education was completed. A parent's consent document is submitted. The school's principals open the access of their authorized participants at school after receiving their student's adult family leader's signed consent document.

The data collection and Pearson's Correlation analysis method

The data collection was complete with a sociodemographic document; it includes the General Point Average at school of each participant. The Family Organizational and Administrative Functionality Scale (Vélez-Candelario, 2018) is applying too. This scale has a 90% of overall scale value. The Intern Consistency and the Factor Analysis of this scale are .89 (Cronbach's Alpha) and the Factor Analysis process shows a .8 KMO (Kaiser- Mayer- Olkin) by each area that the FOAF Scale measure, recognizing each one as an independent factor. For the statistical analysis, the sample is submitted in the SPSS 26 version and applies Pearson's Correlation formula.

Results

The findings show a positive correlation between FOAF and School Productivity (GPA) with a significance level of 0.01. The Pearson correlation degree between these two variables in this study is medium, $r = .341$, (Cohen,
The small correlation effect size is one in which there is a real effect but which can only see through careful study. A significant effect size is an effect which is big enough, and consistent enough, that may be able to see it the naked eye (Cohen 1988; in I.Walker, 2007-08). The statistics analysis allowed the acceptance of the Hi (Hypothesis Investigation) confirming that exist a real and a detectable effect of correlation between FOAF and School Productivity.

**Table:** Completed-265 (N) - GPA and FOAF Scale Correlation: in an elementary and middle school grades, Private and Public Education System in the US, Territory of Puerto Rico

<table>
<thead>
<tr>
<th>GPA</th>
<th>FOAF General %</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
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</tr>
<tr>
<td>GPA</td>
<td>Pearson Correlation</td>
<td>.341**</td>
<td>.000</td>
<td>265</td>
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<tr>
<td>FOAF General %</td>
<td>Pearson Correlation</td>
<td>.341**</td>
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<td>265</td>
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**.** Correlation is significant at the 0.01 level (2-tailed).

**Discussion**

After acquiring a positive correlation result between Family Administrative and Organizational Functionality performance at home and the GPA performance at school is essential concern about the relevance of the family daily administrative basics as one of the medullar activity that stimulates the cognitive capacity in the young human capital at school. These findings allow us to open a new vision of the power of influence of the intra-familiar management activity in their family younger human resources at school. Cohen (1988; in I.Walker, 2007-08) is very clear when explained that the small correlation effect size is one in which there is a real effect but which you can only see through careful study and, that the large effect size is an effect which is big enough or consistent, that you may be able to see with the naked eye (Cohen). It means that in a medium size correlation these two variables are influencing each other affecting the environment of the household setting and their members.

The family is not just an organized human society with the same areas to manage than any other human organization it is the place where the youngest human resources in the actual economic development put their energies and confidence to become trained and motivated to reach their goals (Vélez, S., Rosario, I, Mendez, V. and Vargas, L., 2016). The way and style of the organizational and administrative process have an influence that can make a
positive or a negative impact on our young human capital prosperity (Vélez-Candelario, 2011).

Conclusion

The family leadership style, communication system, physical environment, and organizational culture are medullar areas to manage in the household as in any other human being organization. The management performance of those will define how functional will be the household human capital commitment. The high performance of these areas helps the organizational development of the group giving to the young human capital at school an enjoyable place to rest, work and produce minimizing the stress inside of it and in the school setting. Low stress helps to increase productivity in the workplace and at school. The human beings need a family with healthy and functional family management, where each one of the components feels secure, care, motivated and organize.

Bibliography


