

Relationship between family cohesion and level of responsibility of high school students in Pakdasht City in Tehran Province

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Abstract: The pattern of Erikson's eight stages of psychosocial most important task of adolescence is identity formation in the course of the adolescent search for identity, unmatched search and find out who he is? What role should play in society. He is a child or adult? His ability to take on the role of head of household or spouse how much will it be? And the search process that affects adolescent behavior, the path to search for experiences and adolescent identity crisis and must resolve the confusion and try to achieve a stable identity. And the need to meet safety values, jobs, personal interactions, the role of gender, religion, political affiliation and deal with the physical changes of puberty. It also emerged that his new desires with their need to meet new goals outside the framework of the Family search in the course of his relationship to peers oriented and from the age of social relationships he developed after independence from parents faced with, and cohesion social responsibility and strengthen it in person even though you have from an early age, the division of duties and the proper functioning of his family and began to be institutionalized. This study aimed to determine the relationship between family cohesion and the of secondary school students in the city of Tehran in the academic year 2015-2016 in Pakdasht City in Tehran Province.

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1. Introduction

One of the most valuable training that could lead to human progress, education is the responsibility of accountability, a sign of growth and are confident that the person helps to make better decisions. Those who have a sense of responsibility to the growing success and the resulting rewards will achieve that this will lead to increased enthusiasm in communication and learning. Accountability is an acquired attitude from the beginning of life (three years old) will be created gradually. So parents are the first responsible for this case is better in the creation and growth of their children try to feel that way.

In general, we can say that accountability depends heavily on the experiences of their children in the family. Parents as role models and a strong pattern of behavior can indicate with responsibility and by adopting measures appropriate training in the field of education these children a sense of their existence. It would be possible to create a sense of when children received psychological conditions and try to take responsibility for their niches provided and your expectations appropriate to their age and be clear to be precise.

The need to develop a sense of responsibility:

It is clear that having children foremost responsible for creating an atmosphere of peace in the family will be very effective. While parents can enjoy

the relaxed atmosphere of the upbringing of their children. But having a sense of responsibility more than anything to win children, whether in childhood and adolescence and in adulthood, they are.

- Be involved in creating a sense of responsibility and behavior:
 - purposeful, having a plan and make proper decisions in life.
 - Open communication with others.
 - fostering a sense of self-esteem and make peace.
 - Respect yourself and others.
 - personal and social discipline.
 - proper utilization of the failure to achieve success next.
 - Respect for the Law of the desire and reason, not just because of fear of punishment.

Ways to evade responsibility:

- If your deliberately inept and incapable show to someone else's responsibility.
 - duties and repeatedly ask to do Kennedy.
 - Some children or young people looking for things to criticize their parents to shirk their own responsibility to do this.
 - If children themselves to patients is a way of handling it employs to evade responsibility.
 - Sometimes they pretend to forget.

- In some cases, parents may suspect that their expectations have not completely clear. For example: (you had not told me where to put my clothes).

Reasons for the lack of accountability children:

- Low confidence
- Laziness
- expect too much from parents of children
- consecutive defeats with family blame
- Lack of effective models and incentives
- Some parents are committing errors:
- Ability to assess their children's mistakes (sometimes less and sometimes more).
 - When children do not perform their duties or forget their parents are doing things.
 - When children cannot afford to do well in characteristics as inept, irresponsible, clumsy and so on toward the day.
 - In order to maintain friendly relations or sometimes under the pretext of course, take more responsibility for their children.

Recommendations about responsibility.

- Children's participation in family decision-making.
- From the childhood by encouraging their children to learn to accept responsibility for their own feelings. For example: Rather than tell (I was angered him) say: (I was angry).
- In early childhood (before age 5) If their children would sometimes have participated in some greater things and help system. By adopting some of our arrangements allow and encourage that, for example, pack a small way to help their mother and others.
- Sometimes it can be self-regulating methods, especially for children and adolescents forgetful or pernickety used. It is better exposed to the irresponsible behavior of their child's account and the numbers of marks for days on end to be informed of your progress or regress.
- It is appropriate to assume responsibility for their own children leave work. Sometimes it may be better to let them deal with the consequences of taking responsibility for your education.
- It is sometimes shared his secret with small children and put them in charge of it.
- demanding too much failure and failure will result in modest or no expectations and responsibilities reduces.
- The most important thing is that we are raising our responsibility as adults to be role model of a responsible man.

Adolescents fully ready for the debate, the better chance they mentioned that word, such as "I did not

know that you expect to be home so early" to refrain from discussion and debate with you.

According to Mehr News Agency, fathers and mothers and their children at any stage of life need to find ways to show love and affection to their interest and respect their thoughts and feelings find when approaching maturity and adulthood is necessary point of adolescents to focus on the following day.

- In order to make them disciplined, used to describe any point rely on reasoning and logic. Kids have great potential for controversy and debate. For this reason, following the reasoning and logic when discussing their thoughts and maintaining domination and authority to guide very useful and effective. That argument is no need for extensive and deep. Reasons such as "too dangerous" or "not convenient for us" or "lot of tasks that they should be ending" is sufficient. In fact, he spoke no argument "bullying" or "dictatorship" is considered.

- Sure that your child is aware of the rules to them; it does not let her on the pretext of "lack of knowledge about the regulation" does not accept responsibility and it'd brushed the shoulders of others. Since teenagers are ready for the debate, it is better to give them the opportunity to mention a phrase such as "I did not know that you expect to be home so early" to refrain from discussion and debate with you.

- Principles presented in the form of contracts; for example, your child may be out until a certain hour, provided that the locations and phone numbers there to inform you and your permission. He cannot drive car provided that not more than two subjects raised his voice or not. The contract, which contained privileges and responsibilities have to be very clear and likely to deny any excuses and abuse. However, both sides must understand what criteria is expected. your responsibility to show compliance with the contract.

- Arrangements must establish a logical connection close with child abuse. Your goal is to teach him responsibility for the consequences of their actions to be taken. If he does not use resources efficiently, as long as he recommended steps to repair wrong or losses that brought the media could not use it again. However, he must win back your trust.

- The possible use of praise to promote good behavior. Trusting children, is the best reward for them because the benefits and interests will lead them; you can then trust me more freedom granted them. Children trust their parents the emotional support budgets.

- For Teens "took responsibility" for example. Responsibility always hard and Dshvanyst.bh addition to having multiple benefits to children emphasizes that sustainable, reliable and effective. Responsibility should be given to adolescents

gradually and in stages. He must prove that regulates the time and expense controls and you try to get his sincere commitment towards the greater freedom granted them down.

- Explain to him of his responsibilities sponsor his privileges; in other words, the possibility of going out with friends, using the facilities of expensive cars, computers etc. or holding parties at home and invite peers must be carried out within the framework of the contract responsibility. For example, if you're out there behave reasonably and timely returns home is allowed to go out.

- The responsibility about the care of younger children, the youth delegate also be responsible about the waste removal, clean up the yard and gave them water and lawn.

- Therefore, these programs can make them familiar with their responsibilities now and in the future we can make them in a number of decisions family holidays or diet program engaged, "Contractual liability" sense of responsibility, based on the confidence that underpins and strengthens consistency in adolescents.

Research Methodology:

In this study (correlation) 408 high school students in the first and second region of Tehran Province were studied PAKDASHT students to different schools were selected randomly from Iranian schools, Athar, mission, integrity, sample list and society were analyzed. Using questionnaires family cohesion taken from psychological tests doctor Saatchi conducted the questionnaire contains 28 questions and given the scale of such grading would be: strongly agree = 5, agree = 4, idea = 3, disagree = 2, the ratings will strongly disagree = 1.

Operational and theoretical definitions of variables:

Secondary school students: changing the educational system to system with 6: 3: 3 and remove the middle school students after entering the sixth grade next level will be introduced as the first and subsequent years of secondary education is defined as the second-high school.

Operational definition of family cohesion:

Each sample scores from the questionnaire achieves a maximum score of 140 and a minimum of 28 is 50 scores (higher score 96) as high cohesion and 50% of low scores (lower than 96) as the low consistency have been proposed.

Operational definition of responsibility:

Set of grades that students get the answer sheet 1 and 2. The theoretical definition of accountability: one is social health factors and include community

involvement, social responsibility as well. Human resources in order to carry out the duties and functions and activities copper, aside, have assigned highest efficiency (Jamalifar, 2003). Whole-related behaviors that people should show their responsibility (Fathiazar, 2013).

How scoring and interpretation of the results of the questionnaire:

50 Drsdbalay scores (higher score 96) as high cohesion and 50% of low scores (lower than 96) as the low consistency have been proposed maximum score of 140 and a minimum of 28 research Razavi & Samani (2000) in relation to the scale based on eight factors (cohesion with father, mother, interaction time, place, decision making, communication, emotional, marital and parental relationships with children) indicates the adequacy of this scale to investigate the relationship of the individual with his parents.

Tools:

With questionnaires family cohesion taken from psychological tests doctor Saatchi conducted the questionnaire included 28 questions from the book mentioned doctor Saatchi such grading would be: strongly agree = 5, agree = 4, idea = 3, disagree = 2, strongly disagree = 1's ratings.

Interpretation and scoring:

To investigate the responsibility of the questionnaire Life Skills doctor Saatchi in the book of psychological tests have been published have used that contains 144 questions and 19 subscales form the number four questions to show person dedicated to that used to have. To assess the level of responsibility in the home of the questionnaire MA in Counseling in 2010, developed and validated to have used. (daily at home over 9 is the minimum 0, maximum 9 will be:

1. Cleaning house
2. Buy
- 3-washing equipment
- 4-maintenance sister or brother
5. participation in family decisions
- 6-preparing means of travel
7. Open House
8. Cooking
9. tuition to other family members

Findings:

Statistical analyzes have been carried out in this chapter, including "descriptive analysis" and "analytical" work on the impact of family cohesion data on the students' responsibility.

Descriptive analysis of data:

Table 1: Statistical analysis of variables responsibility, family cohesion

	number of samples	Lowest amount	maximum amount	Average	Standard deviation
Responsibility 1	408	0	24	14.47	3.408
Responsibility 2	408	0	10	3.63	2.274

Table 2: Statistical calculations age of students

	number of samples	Lowest amount	maximum amount	Average	Standard deviation
Age	408	12	17	14.31	1.560

Table 3: Distribution of students by age

Age	Frequency	Frequency (%)	Cumulative frequency percent
12	31	7.6	7.6
13	138	33.8	41.4
14	75	18.4	59.8
15	61	15	74.8
16	44	10.8	85.5
17	59	14.5	100
Total	408	100	

Table 4: Distribution of students by school

High Schools	Frequency	Frequency (%)	Cumulative frequency percent
Iran High School	205	50.2	50.2
Resalat High School	62	15.2	65.4
Sherafat High School	38	9.3	74.8
Athar High School	33	8.1	82.8
Shohada High School	70	17.2	100
Total	408	100	

Inferential analysis of data

To check whether integration of family responsibility students, and parents' education level is a significant relationship or not students have used Pearson correlation coefficient.

Family cohesion has a significant relationship with students' responsibility.

Hypothesis H_0 : Students have no meaningful integration of family responsibility.

Hypothesis H_1 : family cohesion with significant responsibility the students.

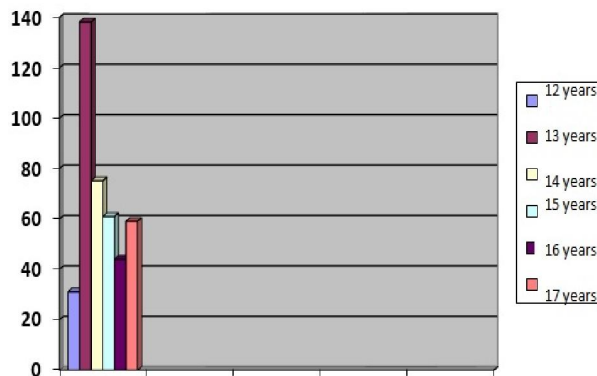


Figure 1 - Distribution of students by age

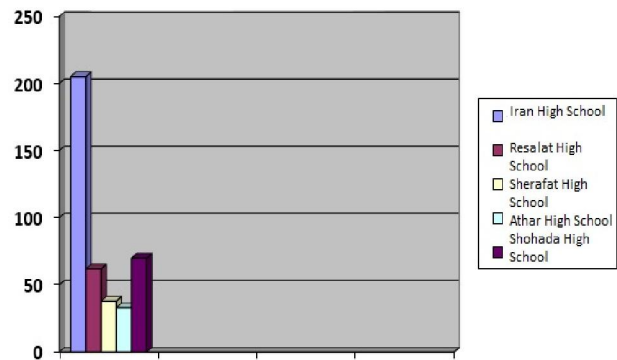


Figure 2 - Distribution of students by school

According to results from SPSS output and results of Pearson correlation we find that p-value is equal to 0.009 and is less than 0.05, Thus, we conclude that in the $\alpha = 0.05$, we suppose the assumption is rejected h_0 and h_1 is accepted that the cohesion of the family with the students there is a significant responsibility, correlation coefficient R is equal to 0.129, We know what a negative correlation coefficient is closer. The number closer to zero or anything stronger relationship between the two variables is less strong and positive relationship between the two variables that's a direct relationship between the two variables, another one that increases

with increasing and with a little time off after another these two variables have a direct relationship. This means that family cohesion has a positive impact on

student responsibility and family cohesion and children will be more accountability, and vice versa.

Table 5: Pearson correlation coefficient

First variable	Second variable	Correlation	significance level	Test result
Family cohesion	Students' responsibility	0.129	0.009	Accepted

Discussion:

Families by providing positive and close relationship have an effective role in the promotion of mental health. According to Haghghatian et al. as the effect of family relations on the mental health of children in the city of Isfahan. The findings suggest that family relationships manufacturer had positive and significant effect on the mental health of individuals ($\alpha=0.63$). The results of this study showed that the basic variables in homogeneous and consistent family of great positive influence children's health. It is therefore important that families attempt to create such a positive relationship in the family, as in other groups also have positive relationship between mental health and homogeneous procedure for students in schools.

It should be noted that their family relationships of six indicators used to assess family cohesion was one of them. Many children and young people during their lives may experiencing emotional and behavioral problems, and these disorders themselves to different species, including academic failure, social rejection, poor self-esteem show or communicate with peers and adults and the authorities are in trouble. According to some empirical studies have found that from 3 to 25 percent of school-aged students from serious mental illnesses such as severe depression, suicidal thoughts, psychosis and obsessive-compulsive disorder, attention or suffer serious problems. Family disputes, lack of sufficient attention to children and parents' negative effects on their mental health. The intimate relationships, integrity, and empathy, cooperation and trust between family members can be a positive and lasting effects on mental health of children.

Akhondi and Haghghatian found that significantly affects young family identification close and supportive family relationships as a reserve asset that helps members achieve their goals. While family ties weakened and isolation often leads to devastating psychological effects on the person. Participation, Coordination and Monitoring component of family social relations. According to Haghghatian that family cohesion, trust and participation as a third factor affecting the mental health and mental health had the highest correlation coefficients.

But it should be emphasized that families with more flexibility could be more consistency in the family and facilitate communication between its members. While the families inflexible as challenges and resistances between the members that this resistance, low and consent of the Member gap between increases. In this study, results showed that family cohesion has a positive impact on student responsibility and family cohesion and children will be more accountability, and vice versa. According to the findings of this study the average student responsibility can be reasonable and plausible. This is consistent with the findings of other researchers in other words, to facilitate relations between families and social health and ability to effectively and efficiently in his social roles and of the flourishing and institutionalization.

Janani in exploring the interaction within the family and mental health of students in grade city of Boroujerd improper relations between parents and children, parents' rejection, lack caress, lack of attention to the activities and progress of the child as an effective resource was scheduled to address the mental health of children. His study showed that variables of social interaction between the family, the sense of attachment and family cohesion, assertiveness and mental health is significant.

The results of the study of Maryam Masoumi Zare et al. that as evaluate the effectiveness of an integrated approach (parenting and behavioral therapy) was conducted showed that significantly improve communication between mother and child is effective in reducing behavioral problems in children. In other words, positive interactions with family members who somehow evokes the coherence, consistency and integrity of our study were consistent with marks Family and the results support the acceptance of responsibility and lack of mental health as one of the problems listed in the spectrum of mental health. The child-centered therapy and observing the principles of psychology among the best approaches to children with behavior problems are known. Positive parenting method that runs on parents to change their children's behavior through behavior modification parents (Kalimon 2008: 12).

The relationship between parenting styles and behaviors of parents with children with behavior problems in research has been approved and its role in the pathology of childhood behavior is proven.

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