

The Relationship between Family Performance and Risk Behaviors of Male and Female High School Students in Bandar-e Anzali

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ABSTRACT: The present research was conducted to investigate the relationship between family performance and risk behaviors of male and female high school students in Bandar-e Anzali. This research of the study was descriptive - correlational. The study population consisted of all secondary school students in 2015-2016 in Bandar-e Anzali. 246 people were as the statistical sample of the research. Instruments used in this research are: Iranian Adolescent Risk scale of Zadeh Mohammadi and Ahmadabadi (2009) and the performance assessment of the family of Natan et al (1983). Data analysis was performed using Pearson correlation and regression analysis. The results showed that the relationship between family performance and risk behaviors of the students was significant ($P < 0.01$). According to the results of the study, family education sessions can be effective to reduce high-risk behaviors in the students.

Keywords: Family Performance, Risky Behaviors, Students.

INTRODUCTION

The adolescent period, which is widespread with physical, psychological and social changes, is considered an important step for the beginning of risky behaviors because of the selfishness and lack of understanding adolescent behavior. Psychosocial, cognitive and biological changes in adolescence period provide countless opportunities for adolescent development so that they are involved in the behaviors which they are implicitly important in adopting a mobile lifestyle with health or endangering the health (Harris et al., 2002). On the other hand, teens tend to detect hazardous situations and this has increased the capacity for not having a long life and even death (Stoiber & Good, 1995). Krcmar and Greene (2000) consider risk as a tendency to engage in behaviors which are minatory or damage mental and physical health Carr Gregg and Grover (2003) consider risk to the behaviors which increase the possibility of the negative physical, psychological, social results and individual.

Frequently, the most important risk behaviors are alcohol consumption, smoking, drug use, unsafe sex and violence, respectively (Kloep et al., 2009). Involving with these risky behaviors in teens creates many problems because they result in many future negative consequences such as substance abuse, alcohol dependence and early pregnancy (Sher & Zalsman, 2005). Teens with increasing age participate in several venture activities and their tendency continuously increase to do these kinds of behaviors so that the partnership and tendency to a variety of risk behaviors have become one of the main sources of major concerns (Michael & Ben-Zur, 2007). In the research

of Esmailzadeh et al (2014) that the purpose was to study the prevalence of risk behaviors among high school students in Qazvin showed that the use of water pipe smoking among students had the most prevalence (59.2%) in comparison to the experience of the use of cigar (32.7%), illicit drug abuse (7.3 %) and alcohol consumption (16.7%). The prevalence of physical violence in school and out of school during the year; carrying cold weapon to school in a month, smoking in school during a month, and consumption of tobacco, alcohol and drugs during a month were more in the boys than the girls. The use of a seat belt when riding as a passenger car among girls than boys is prevalent and in general, the prevalence of the use of seat belts when riding as passenger cars was 23.7 percent.

According to the above cases, it is necessary that this is emphasized more and factors involved in the formation and continuation of such identification and planning of prevention and reduce high-risk behavior in adolescents and young adults are used. In connection with high-risk behaviors, the important factors are involved in the environment of the teen and individual (Hessler & Katz, 2010). One of the important factors is family and performance. The family performance is one of the most important indicators for ensuring the mental health of the family and the members and inefficiency is one of the most important factors of mental, and emotional and preservatives disorders. In several studies, the role of the family and the performance are shown in high-risk behavior (Khosravi et al., 2007; Seddiq Sarvstani, 2003; Farrelly et al., 2013; Ashbywill et al., 2003).

International studies have shown that risky behaviors often begin before the age of 18 years and include behaviors including smoking, alcohol, and drugs (Thomas, 2009; Theresa, 2011). Research conducted in Iran also indicate the prevalence of risk behaviors such as smoking, tobacco, alcohol, illegal drugs among adolescents of 14-18 years (Bakhshani et al., 2007; Taravati Alast, 2014; Esmailzadeh et al., 2014).

Given that teenage period is one of the important periods in the construction and foundations of individual personality and some behavioral problems at this juncture shows itself for sustainable features in the next periods of life (Ahadi & Mohseni, 2007), it is necessary that risky and harmful behaviors at this age are considered further so that the health of this dynamic and future generation of the society can be improved. Therefore, an assessment of the youth risk behavior is essential to develop prevention programs. On the other hand, the studies confirm high prevalence of this behavior in schoolchildren (Bakhshani et al., 2007; Taravati Alast, 2014; Esmailzadeh et al., 2014). These things are necessary that more studies are considered in this regard and effective factors are identified in these behaviors and are used in prevention and treatment programs of these behaviors. In this regard, the present research was conducted to investigate the relationship between family performance and risk behaviors of male and female high school students in Bandar-e Anzali.

MATERIALS AND METHODS

The present research was conducted to investigate the relationship between family performance and risk behaviors of male and female high school students in Bandar-e Anzali. This research of the study was descriptive - correlational. The study population consisted of all secondary school students in 2015-2016 in Bandar-e Anzali. 246 people were as the statistical sample of the research. Instruments used in this research are:

Iranian Adolescent Risk scale (IARS): Iranian Adolescent Risk scale is made by Zadeh Mohammadi and Ahmadabadi (2009). The scale includes 39 items to assess the vulnerability of the adolescents against seven categories in high-risk behaviors. According to the social and cultural conditions of Iranian society, subscale of the use of Shisha was added with 7 items by Kor (2013) to the main scale. Thus, the total number of scale items was increased to 46 items. Cronbach's alpha values for the questionnaire of dangerous driving scale is 0.71, violence is 0.74, smoking is 0.92, drug use is 0.88, alcohol consumption is 0.90, tendency to the opposite sex is 0.84, sexual relations are 0.84 and total scale is 0.95.

Assessment of family performance: this instrument is prepared by Natan et al (1984). The alpha domain of the subscale is between 0.72 and 0.92 that this indicates relatively good internal consistency. In the research of Amini (2000), alpha coefficients of the total scales and subscales of problem solving, communication, roles, emotional accompanying, affective involvement, controlling behavior and overall performance are reported 0.61, 0.38, 0.72, 0.64, 0.65 and 0.81, respectively.

RESULTS

Table 1. Mean and standard deviation of family performance and risky behaviors of the students.

Variable	Mean	SD
Risky behavior	83.70	27.41
problem solving	14.30	2.44
communication	14.22	2.74
roles	19.98	3.35
emotional accompanying	15.90	3.22
affective involvement	18.24	3.56
controlling behavior	23.28	4.79
overall performance of family	27.18	7.27

As it is seen in the above Table, average high risk behavior of the students participating in this study is 83.7 and standard deviation is 27.41. Among the components of the family performance, the highest average is belonged to the overall performance (27.18) and standard deviation (3.19).

Kolmogorov - Smirnov test was used to study normal distribution of research data.

Table 2. Results of Kolmogorov - Smirnov test related to criterion variables.

Variable	Ks-z	Sig.
High-risky behaviors	1.14	0.09

As it is clear from the above Table, the test value of Kolmogorov - Smirnov is not statistically significant for criterion variable; therefore, parametric tests in the test of assumptions can be used.

Then, regression assumptions were investigated and they were allowed to use the regression. The results are shown in Table 3.

Table 3. Correlation between family performance and high-risky behaviors of the students.

Variable	Correlation coefficient (r)	Sig.
Risky behavior	-0.15	0.001
problem solving	-0.11	0.05
communication	-0.20	0.001
roles	-0.12	0.03
emotional accompanying	-0.30	0.001
affective involvement	-0.24	0.001
controlling behavior	-0.36	0.001

As it can be seen in Table 3, there is a negative relationship between problem solving and high-risky behaviors of the students ($r = -0.15$), a negative relationship between communication and high-risky behaviors of the students ($r = -0.11$), a negative relationship between role playing and high-risky behaviors of the students ($r = -0.20$), a negative relationship between emotional accompanying and high-risky behaviors of the students ($r = -0.12$), a negative relationship between affective involvement and high-risky behaviors of the students ($r = -0.30$), a negative relationship between controlling behavior and high-risky behaviors of the students ($r = -0.15$), a negative relationship between problem solving and high-risky behaviors of the students ($r = -0.24$), the overall performance and high-risky behaviors of the students ($r = -0.36$) that they are statistically significant ($P < 0.05$). Therefore, it can be concluded that high-risky behaviors of the students reduce by increasing the family performance.

DISCUSSION AND CONCLUSION

The results showed that there was a negative relationship between problem solving and high-risky behaviors of the students ($r = -0.15$), a negative relationship between communication and high-risky behaviors of the students ($r = -0.11$), a negative relationship between role playing and high-risky behaviors of the students ($r = -0.20$), a negative relationship between emotional accompanying and high-risky behaviors of the students ($r = -0.12$), a negative relationship between affective involvement and high-risky behaviors of the students ($r = -0.30$), a negative relationship between controlling behavior and high-risky behaviors of the students ($r = -0.15$), a negative relationship between problem solving and high-risky behaviors of the students ($r = -0.24$), the overall performance and high-risky behaviors of the students ($r = -0.36$) that they are statistically significant ($P < 0.05$). Therefore, it can be concluded that high-risky behaviors of the students reduce by increasing the family performance. The results are consistent with the results of the studies of Hajkhodadadi and Rezaee (2013), Farrelly et al (2013).

In the development of children's behavior and social attitudes, emotional aspects of relations between parents and children are important. In families in which parents are loving behaviors, children usually grow up with positive ethical behaviors and respect for others and achievement motivation. Family influence is countless on various aspects of social development of children. The self-concept and self-esteem are strongly affected shaping children's attitudes toward the family members, especially parents. Also, the social acceptance of children is originated by the peers and the ability intimate relationships with the family environment. If the parents truly love their children and trust them, he will also learn loving others and being of interest to others (Mohebbi Noraddinvand et al., 2011). Children who have not learned necessary skills for effective and interpersonal functions are more aggressive, hostile and isolated and incompatible and they are disliked by others and they do not have the ability to cooperate with others and they are strongly vulnerable to physical, mental, expulsion risks from school, and so on.

Methods of parental discipline of children are associated with drug abuse. Addicted adolescents' parents use most of authoritarian parenting style and the immune rejection. The reduction of punishment in the family, parents and improvement of family communication skills may reduce the risk of addiction. The role of the father in families with addicted children psychologically and emotionally is very weak. Weak family control, weak emotional ties of family, the priority of the mother in the family, poor performance of the father in the family and addicted parents to alcohol and cocaine are associated with the risk of addiction of the children (Raisi et al., 2008). Hajkhodadadi and Rezaee (2013) showed in a research that the family performance could explain an aggression in adolescents. Farrelly et al (2013) showed that the family performance could have an important role in the prevention of high-risky behavior.

Conflict of interest

The authors declare no conflict of interest

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