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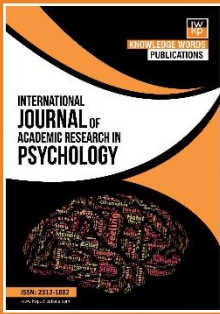
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## Study of Relationship between Family Performance Aspects and Social Consistency of Female Students of High Schools in Bojnourd City in Academic Year 2013-2014

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### Abstract

This study aimed to investigate the relationship between family performance aspects and social consistency of female students of high schools in Bojnourd city. The underlying hypothesis of the study composed of the effect of family performance aspects in social consistency of female teenager students. The statistical population of this study was female students of high schools in Bojnourd city in academic year 2013-2014. From them, a sample of 100 people was selected by cluster sampling method. The used sampling methods were analysis of Pierson's correlation coefficient and step by step regression analysis. The tool of Family performance evaluation and California personality questionnaire were used to measure the study variables. The study findings showed that there is a significant relationship between family performance aspects and social consistency. The current study results indicated that the higher family performance is associated with positive results for social consistency of students, and in contrast, dysfunctionality in family performance and its aspects will lead to undesirable social consistency.

**Keywords:** Family Performance, Social Consistency, Female Students of High Schools.

### Introduction

Family is the first group that has existed naturally and society has been based on it. It is formed by marriage of men and women and is become evaluative by children. Most people are born in families and die in family as well. A family is considered as the basis of social life. Besides the duty of reproduction and child rearing, it has many other duties to survive human beings, including economic production and making people to accept culture (Saroukhani, 1991).

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So, a family is a mediate factor which plays an important role to transfer social norms to an individual before his indirect relationship with groups, organizations and society. The most important factor to become social in every human's life is his childhood experiences in the family environments. The family environment is full of kindness, loyalty, remission, confidence and ebullience and sometimes is associated with jealousy, enmity and implacability, hate and anger. Children experience these kinds of emotions with their parents in the progress of being social. Family members are so dependent to each other that any problems of a member affect on other members' life directly or indirectly (Saroukhani, 1991).

Family performance not only includes some factors such as family facilities and parent education but also includes ethical growth of family, how members communicate, suitability of family rules, role division, how family members deal with problems (solving problems), emotion expression, satisfying emotional needs and etc (Stillborn et al., 2006). Minchin (1974); Zaker (1996) believes the system that affects individual behavior the most is family. In fact, family shapes not only normative and consistent behaviors but also shapes individual abnormal behaviors.

Social consistency has been usually conceptualized in terms as social roles, role performance, dealing with others, and satisfaction with many roles (Kleer & Kardniz, 1978; Biderman et al., 1993). Psychologists have paid attention to individual consistency to the environment and have considered some features of personality as normal ones that help the individual to make himself consistent with the world, that is, he lives with others in peace and have a position for himself (Atkinson & Hilgard, 1991; Beraheni et al). Social consistency is a reflection of individual's interaction with others, satisfaction with his roles and how he performs in roles that probably affected by pervious personality, culture and family expectations (Wizman, 1975).

Sometimes, the words being social, society acceptability, and society-friendly behavior are considered equal to social consistency (Mackoei & Martin, 1983). Being social is a process through which an individual learns forms, values, and behaviors important for his society and culture (Masen et al, translated by Yasaei, 1991). Shafer & Showin (1972); Fard et al (2002) believe that consistency is organism tendency to change its action in direction to consist with the environment which is in fact a response to environment changes. This feature of an individual's consistency and interaction with others and structures of values, is a social skill which makes his links and communications with others and value aspects of the society in which he lives to be interacted.

With a little attention to the existing research, it is found that family performance has an important role in children's mental health. Therefore, researchers would like to investigate the relationship between family performance and various variables such as teenagers' social and individual consistency and such research which has a practical aspect can make the reasons and factors clear which may determine the contexts of deviation in the community. Also, the main problem in the current study is investigating family performance and its relationship with children's social consistency.

## **Methodology**

The main aim of this study is investigation of the relationship between family performance aspects and female students' social consistency in high schools in Bojnourd city in academic year 2013-2014. Statistical population of the study includes all female students studying at high schools of Bojnourd city in academic year 2013-2014, which according to the statistics of Bojnourd Department of

Education is 5577 students. Of this statistical population, 100 students were selected by stage cluster sampling. The study was conducted with correlative-descriptive method. Family performance and its aspects were considered as prediction variable, and social consistency was considered as control variable. Average descriptive statistics, standard deviation, inferential statistics of multi-variable regression and Pierson's correlation coefficient were used in the study. The questionnaire of family performance measurement and California's personality test were used to collect data.

**The questionnaire of family performance measurement:** is a 60-question scale which was proposed according to Mac Master Pattern, by Epstein & Baldwin & Bishop in 1983 to evaluate family performance. The pattern determines structural, interactive and professional characteristics.

**Validity and reliability of the questionnaire of family performance evaluation:** Chen et al obtained a Cronbach's alpha coefficient between 29% and 74% on a sample of 313 kids hospitalized in Chinese hospitals. Beiham Vambolet and Govin obtained reliability coefficients between 48% and 79% by using Cronbach's alpha by performing FAD on a sample of 194 teenagers with asthma. Mohammadzadeh & Khosravi (2006) reported Cronbach's alpha coefficient 94% for total questionnaire, 78% for total performance sub-scales, 78% for problem-solving, 70% for communication, 71% for roles, 73% for emotional association, 66% for behavior controls and 71% for emotional converse.

**California's personality test:** this test measures the profile of an individual's social and individual consistency, which was proposed by Trope, Clarke & Ties in 1939 (Fard et al, 2002) for the first time and was revised in 1953. The test includes 5 age levels of pre-schools, schools, junior high schools, high schools and adults, which the level of high school was used in the study. The test has two main tests of self-consistency and social consistency. Each test has six scales and its level of schools has 15 questions on each scale, and the total number of the questions is 180 by considering the 12 scales. In the study, only social consistency test of California's personality test was used. This part of the test has itself 6 scales which each one is as follow: social forms, social skills, anti-social trends, family relationships, educational relationship and social relationships.

In the test instruction, there is no report of the test validity empirically and it is just cited that the test questions were selected according to the judgments of teachers, managers, student responds and point correlation coefficient. Inter-coordination of the test was reported from  $\alpha=0.87$  to  $\alpha=0.90$  for social consistency sub-tests by splitting the test with Spireman Brown Method, which indicates all the questions of the sub-scale has a proper inter-coordination. In the study, inter-coordination of California's personality test was studied by calculating Cronbach's alpha coefficient, and Cronbach's alpha coefficient was  $\alpha=0.98$  for the entire test which indicates a proper inter-parallelism.

## Findings

In table 1, descriptive components of variables of family performance aspects and social consistency aspects of students were identified.

Table 1: family performance and social consistency aspects of students

Factor	Component	Number	Mean	Standard deviation	
Social consistency	The average	95	17.08	3.42	
	Social forms	95	12.31	2.16	
	Anti-social trends	95	8.97	3.67	
	Family relationships	95	9.32	3.74	
	Social communications	95	8.35	3.04	
	Total score of social structure	95	57.82	10.96	
	Problem-solving	95	11.07	2.80	
	Communications	95	18.56	4.34	
	Family performance	Roles	95	24.08	5.70
		Emotional accountability	95	12.46	3.78
Emotional interest		95	16.11	3.71	
Behavior control		95	18.87	4.57	
Total performance		95	22.65	6.81	

As it can be seen in table 1, the scores of average family performance and standard deviation were 22.65 and 6.81, respectively and the scores of average social consistency and standard deviation were 57.82 and 10.96, respectively.

The study hypothesis: there is a significance relationship between family performance aspects and social consistency. In table 2, the correlation coefficients between family performance aspects and social consistency were identified.

Table 2: the correlation coefficient between family performance aspects and social structure

No.	Variable	Social structure
1	Problem-solving	-29%*
2	Communications	-39%**
3	Roles	-47%**
4	Emotional accountability	-29%*
5	Emotional interest	-32%**
6	Behavior control	-44%**
7	Total performance	-49%**

\*\*correlation in level of 0.01% is significant. \*correlation in level of 0.05% is significance.

Table 2 indicates that the relationship of all family performance aspects and social consistency is significance. Therefore, it is concluded that there is a significant relationship between family performance aspects and social consistency. Because the above score indicates dis-functionality in family performance, so it can be stated that there is a reverse relationship between family performance aspects and social consistency. That is, the higher score of family performance aspects (family dis-functionality), the lower score of social consistency.

### Conclusion

The main aim of the study is a comparative survey of students' family performance and social consistency aspects in Bojnourd city. According to the family importance as a main basis of the society and its important role in members' society accept, it is necessary to study some issues such as family performance which affects it. According to social consistency plays an important role in a better and more effective communication, so it is necessary to evaluate social consistency and family performance to determine how family performance relates to social consistency and what scientific results can be obtained from this relationship. The study findings indicate that there is a positive, significance relationship between social consistency and family performance.

The study results of the relationship between students' family performance and social consistency showed that there is a significant relationship between their social consistency and family performance in all the aspects: problem-solving, communication, playing roles, emotional accountability, emotional converse, behavior control and total performance. The students who has healthier family performance, has higher social consistency. Also, the two aspects of family performance, total performance aspects and behavior control, were among the variables which could predicted the students' social consistency somehow. The obtained results are in agreement with the study findings; (Ports et al, 1995; Sheck, 1998; Laster et al., 2000; Azizi et al., 2009; Baghehani, 2000; Zadeh, 2002; Fallah, 2003; Raeisi, 2007, as well as the findings of some research such as Shoushtari, 1998; Shahsavari, 2003; Bideli, 2003; Sharifi, 2004; Amanollahi, 2006; Tajali & Ardalán, 2010.

Also, Larsen & Mooni (2008) studied teenagers' consistency and their perception of the relationship with parents and friends. The results showed that the teenagers who have qualitatively experienced a good relationship with their parents, show a better consistency compared to those who had a poor relationship, qualitatively. The findings of Gharehbaghi et al (2008) based on the fact that marital conflict has a significant relationship with children's insecurity in families, and Ahmadi's findings (2002) about the family performance role on teenagers' psychological health with other findings show that children mood and their consistency have a relationship with the changes in family lifestyle (Shemberg & Johnson, 1992).

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