

The relationship between family cohesion and aggression rate of high school students of Pakdasht City in Tehran province

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Abstract: The first interactive started every baby in the family environment and interactions and attachment is formed on the environment and social development of children through the process gradually. Psychologists, early childhood years he was very important in shaping the character and future of their children know more schemas and cognitions, people and environment is created in this period. Physical and mental health of children depending on the communication with his family and he provided what extent emotional needs and safety. The families have more integrity in his dealings misdemeanors and felonies in the future of our children and the future of adult mental health will be better. Empowering children to practices and appropriate strategies to cope with stress and stressful situations can contribute to teen to maintain consistency and maturity mental health crises and problems in everyday life and manage them well. The role of the community, peers, school, teachers will be decisive in determining their character. There are obviously false beliefs, attitudes and the rule of algebra on pathological psychology, will lead to aggressive behavior features aggressive behavior should be negatively perceived by the other person, with intent to cause harm and intentionally causing physical or mental harm others. This study aimed to determine the relationship between family cohesion and aggression in Pakdasht City in Tehran province.

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1. Introduction

Adolescence is a period of important and highlighted the social and psychological development (Shoarinejad). Some psychologists believe that adolescence is a period of storm and stress, while others suggest that adolescence is not necessarily a period of storm and stress. The interpretation of these two views largely depends on the demand and expectations are changing and how to communicate with others, especially family and school environment is a teen (Shoarinejad). Which provides an important source of family maintains the well-being of all its members. There is family cohesion is the basic need of every family structures One of the powerful family cohesion, solidarity, linking, emotional commitment that family members have to one another (Elson, 1999). Integrity and stability of the family and the family is the foundation of effective communication. Incoherence negative consequences such as substance abuse, delinquency and aggression are the children of these families. Life skills and self-defense capabilities and interests of children in difficult life situations are less subject to instability, will have a better quality of life and the formation of identity and happiness and self-esteem (Rajai, 2010) will be better. Life skills training can lead to aggression in adolescents.

Research Methodology:

In this study (correlation) 408 high school students in the first and second region of Tehran Province were studied. 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 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.

Is a passive aggressive anger (Spielberger, 1979).

Bass (1983): the hostility and the attitude that often cynicism, distrust and another one negative evaluation of the events described.

Brikovitz (1993): The main reason for aggressive behavior uncomfortable situations such as heat, air pollution, verbal insults and frustration.

Operational Definition of Aggression: The total scores of the questionnaire and a minimum of 0 and a maximum of 90 AGQ sure that people who score lower than the average will be low aggression and the top 45 signs of aggression.

How scoring and interpretation of the results of the questionnaire:

50 percent of high-scores (score above 96) as high cohesion and 50% of low scores (lower than 96) have been proposed as a low consistency maximum score of 140 and is at least 28. Research study Razavi & Samani (2000) in relation to the scale based on eight factors (cohesion with father, mother, for engagement, location, decision making, communication, emotional, marital and relationship of parents with children) indicates the adequacy of this scale to investigate the relationship of the individual with his parents.

Aggression Questionnaire as Saatchi Professor source book contains 30 questions used by self-reporting and is Likert scale (always, sometimes, rarely-never) respectively and the headache is 0, 1, 2 and 3 and Except for Article 18, which has a negative emotional burden and to assess the reverse.

The questionnaire consists of 30 questions that Article 14 of the rage Article 8 of the aggression and malice of measures and clinical situations and research applications. The overall score scale from 0 to 90 and the sum of the scores obtained and people who score lower than the average will be low, and the top 45 signs of aggression is aggression.

The validity and reliability:

Cronbach's alpha for the total scale reliability of 0.90 and 0.79 is reported Cronbach alpha coefficient of internal consistency and scale vary from 0.79 and retest reliability coefficient using 0.80 is reported. In this study, Cronbach's alpha coefficient for the total scale canvas for two operating 0.90 and solidarity with the mother and father of solidarity with the 86/0 was and retest reliability coefficient method with an interval of one week on 0.84 (significance level of P

less than 0.01 for the entire scale with a significance level of P less than for coherence with the Father, respectively.

Two questionnaires family cohesion and aggression in the classroom were the subjects of response using SPSS software and Pearson correlation coefficient statistical tests at a significance level $P \leq 0.05$ were analyzed.

Findings: Statistical analysis has been done in this chapter, including "descriptive analysis" and "analytical" in relation to data obtained by investigating the impact on students' aggression is family cohesion.

Review demographic data:

The mean age of subjects was 14.31 and the minimum 12 and maximum 17 years old. The most frequent age of 13 years with 138 frequency and frequency of 33.8 and the lowest for 12 years with 31 percent 7.6 to be allocated. Father highest level of education was primary school, 140 frequencies and the percentage of 34.3 and the mother's education after primary school was the 145 most frequent injection molded again. And the highest education degree and frequency of the father of was 0.2 and the mother of 2 license with 0.5. The show has been widely percent of students are low education level of parents. Most father's free jobs with 217 frequencies (53.2) and the lowest acting parents and frequency of cultural 0.5.

Family size is the minimum family of 3 persons and a maximum of 13 persons, most of (140 frequencies -34.3 percent). Number of people who divorced was 2.7 percent is allocated frequencies.

Descriptive analysis of data

Table 1: Statistical analysis variables family cohesion and aggression

Descriptive Statistics	number of samples	Lowest amount	maximum amount	Average	Standard deviation
Family cohesion	408	12	132	90.83	17.424
aggression	408	2	114	44.15	17.149

Table 2: Statistical calculations age of students

Descriptive Statistics	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	85.8
17	59	14.5	100
Total	408	100	

Table 4: Distribution of students by school

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

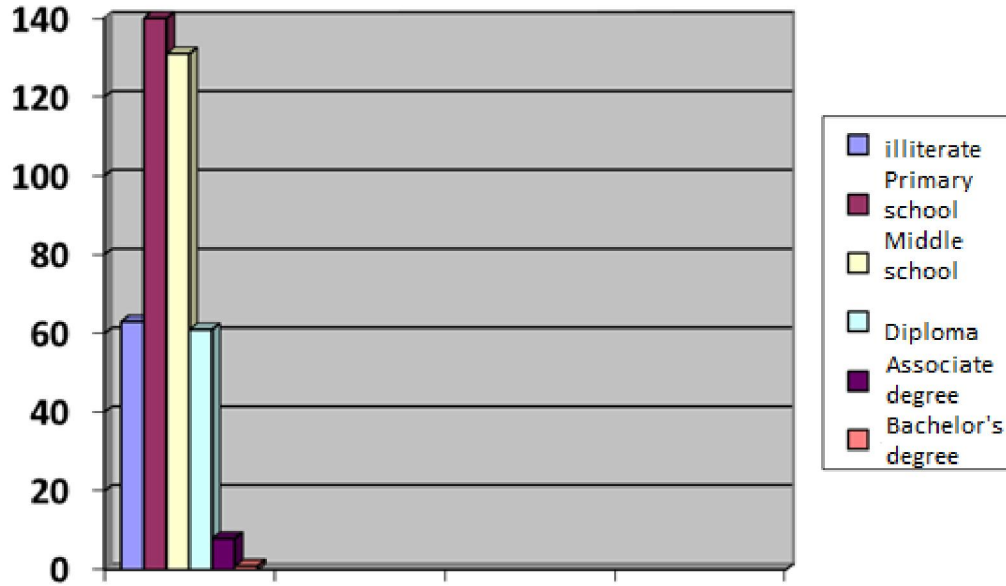


Figure 1. Distribution of students in terms of education, parents

Table 5: Distribution of students in terms of aggression

	Frequency	Frequency (%)
The least aggression	231	56.6
Most of aggression	177	43.4
Total	408	100

Table 6: Distribution of students according to family cohesion

	Frequency	Frequency (%)
The least family cohesion	240	58.8
The most family cohesion	166	40.7
Total	406	99.5
Missing data	2	0.5
Total	408	100

Inferential analysis of data

To check whether family cohesion aggression by the students or the parents' education level of the child's aggression a significant relationship or not they have used Pearson correlation coefficient.

Hypothesis 1:

Students have significant family cohesion and aggression.

Hypothesis H_0 : family cohesion and aggression students have a meaningful relationship.

Hypothesis H_1 : Students have significant family cohesion and aggression.

Table 7: Pearson correlation coefficient

First variable	Second Variable	Correlation	significance level	Test result
Family cohesion	Aggressive students	-0.294	0.000	Accepted

As you can see in the table from SPSS, p- value of the Pearson test is zero and is less than 0.05, Thus, we conclude that in the $\alpha= 0.05$ for h_0 assumption is rejected. And accept the default h_1 between family cohesion there is a significant relationship with students' aggression, the correlation coefficient (R) equal to -0.294, after a relatively strong relationship between the two variables is negative and inversely related to the amount of the two variables, So the other one goes down, and by reducing will represent another relatively strong inverse relationship between the two variables. This means that family cohesion

impact on students' aggression and the cohesion of the family is more aggressive children will be less and vice versa. (Table 7)

Hypothesis 2:

Family Cohesion significant relationship with parents' education level.

Hypothesis H_0 : family cohesion with no meaningful relationship between parents' education level.

Hypothesis H_1 : There is a significant relationship between family cohesion and parental education level.

Table 8: Pearson correlation coefficient

First variable	Second Variable	Correlation	significance level	Test result
Family cohesion	Parental education level	0.011	0.822	Rejected

Hypothesis 3:

Aggression students with significant educational level of parents.

Hypothesis H_0 : aggression students with parental education level is not meaningful relationship.

Hypothesis H_1 : aggression students with significant educational level of parents.

Table 9: Pearson correlation coefficient

First variable	Second Variable	Correlation	significance level	Test result
Aggression students	Parental education level	-0.084	0.092	Rejected

Discussion: It must be understood that many factors affect the attitude of the children themselves and their family members, among them are social and economic factors and culture of a noted family level of education is directly related to the family. Economic health facilities and more decisions are literate person and such a person has more insight than he thought and culture. Educated, economically, towards the development and growth of endogenous and creative people and community harmony and guiding the country and from a scholarly perspective, successful society makes, adults as a basic factor of production, even with a so-called special economic active population or labor force is the same, characterized. According to available statistics, the spread of literacy, reduce population growth and economic and social development as well as facilitating the advancement of knowledge. Only

communities have their problems in the areas of nutrition, housing, clothing, health and education have to eliminate the high level of literacy. Illiteracy, not only is regrettable phenomenon, but a sign on the side of the other symptoms that are indicative of alienation, leading to the backwardness. This backwardness in education, the disproportionate effect of economic and social infrastructure and direct relationship with poverty and lack of adequate facilities, in particular the lack of teachers and schools. Literacy and family education is an important factor in human development in the world today. Advances in technology, industry, health and science owe this important factor. Illiteracy in all aspects of human life can have a significant impact, especially in the health, economic growth, cultural development, growth and education of children, irregularities and abnormalities in children, growth, employment, etc.

Studies have shown that the psychological trauma more the lower a person's social status and factors such as poverty, unemployment, number of children, addiction, divorce who is the person incurs a social and cultural status and creates confusion or mental injury. Usually people who have a low level of economic, social, cultural, live, lower educational level than those of their peers and education in these families can drop sharply.

In fact, in some of these families, literacy is an alien concept. Profound impact that social, cultural, economic down on the family and the community leaves, causing disorder and mental confusion is, of course, this mental confusion in the society can be seen. Deviant practices create psychiatric symptoms of patients hospitalized suicide disconnection with reality, in the lower classes, is more common. One of the variables that we conducted this study to assess the effect of parents' education was much of global aggression students Contrary to the impression that we found a significant relationship between the two. On the other hand, most teens with a deep understanding and knowledge of the issues and specific characteristics of each group, we are able to distinguish them from other children and then offer solutions to solve or improve the problems they strive since the education level of parents and other previously mentioned factors affecting the mental health impact and mental health in children and adolescents in their academic progress should be a deeper understanding Else level of education and social classes and other factors influencing mental health of adolescents obtain and to the anxiety, stress and family problems and to solve them realized the child and try to serve children.

Parents more informed and discerning more and childrearing brilliant to attempt, in a hostile environment and inconsistent much success would be just like having improved seeds and good on earth, salt and uncultivable plant that is certainly fertile will not be (Sharyani, 1996). The results of this study, there is no significant correlation between family cohesion and aggression level students showed that by the results of research Mansour Haghigatian et al the impact of family relationships on children's mental health in Isfahan were consistent and the results have been similar in this regard. These findings are consistent with results of Peirovi et al. It started with considering that adolescence is a period of tense and serious, has become much more important. If taken into account the impact of youth participation in family decision making, monitoring and control over their behavior is less effective than variables such as trust, solidarity and emotional support to families, it is obvious importance of quality relationships within the family, in the sense that for young people the

confidence and assurance of economic and emotional family support is very important.

On the other hand, these studies also showed that overprotection of parents of preschool children increased their levels of aggression in other words, spoiled and meet all reasonable demands and unreasonable child healthy character for him not once, your health, family, parents and principled character balance that can make families healthier is very important. In a similar study that examines the processes of families including family cohesion and mutual respect, communication skills, coping strategies, make decisions and solve problems as predictors of behavior problems was in the second grade high school Yasouj results showed that linear combination of family variables can predict student behavior problems.

Suggestions:

Check all components of the subscales aggression and factors detailed information and complete questionnaire can be put at the disposal of researchers. It is recommended that male aggression and moderating factors are further analyzed. In textbooks deal with anger control skills and factors considered in the consolidation and cohesion of the family and to take a more practical aspect. Of course, now subjects such as lifestyle and thinking and teaching skills, but in practice not achieved its original position more exercise opportunities for the practical skills and theoretical courses the students do not live in.

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