

Relationship of Family Flexibility with Forming Identity and Responsibility of Teenagers

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Abstract

The purpose of the present study is exploring the relationship between family flexibility with forming identity and responsibility of teenagers. For this purpose, 500 students of Tehran were selected by surveying method and clustering sampling, they were also asked to answer: 1-family flexibility questionnaire 2-Borzonski identity styles questionnaire 3-responsibility questionnaire (CPI-RE). Results showed that there is significant relationship between family flexibility and its elements with forming identity. The highest correlation coefficient was between emotional companion and forming identity and the least correlation coefficient was between behavior control element and responsibility.

Key words: family flexibility, forming identity, responsibility, teenager

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Introduction

Families are the main transferor of cultural values and the most principal acceptable and non-acceptable behavior patterns. This important social state influences on its members' behavior and dominates on society by its hidden power. Children have attracted to family features, behaviors and dispositions since childhood and their behaviors are reflection all their receptions from their growing space. Family environment hasn't always spreading positive features but sometimes can be unsafe context for family members. Since family is the most important and the first place people start living, it attempts to change this environment to secure place with dynamic sense of development, and consciousness should be the first priority of parents. People obtain their identity and basis of nature in family and are placed in the path made by their thoughts, wills, and identities (Salimi Abolfazl et al., 2014). People may not always select a proper way to achieve their lives goals; here role of family is highlighted more than ever. Adolescence is period passing from childhood to adulthood. Adolescence starts from age 10-12 and ends to 18-21 (Razmi, 2004). In exploring adolescence, an important issue is to make balance between positive and negative aspects and explore issue of finding identity which each teenager is involved. (Zare and samani, 2008). By considering adolescence as rebellion, crisis, harm, and deviation period, it is not so useful and can harm teenager. More precisely, we see adolescence as evaluation, decision making, and commitment period. Finding identity is a sophisticated path which teenager moves toward accepting family and society value not rejecting (Santrak, 20003). What future teenager will have depends on his proper chance for education and growth such as high quality education, social support for progress and access to good jobs. What important in teenager growth is long-term support of compassionate parents. (Larson, Brayin, And Turtime, 2002; quoted by Santrak, 2003). Taking responsibility is an import part of a human characteristic growth. Three-year old child usually feels others existence round and understands his needs to others and should respect to others and their needs, and answer to other expectation from him. (Khodaei et al., 2009). This process makes an ideal image in child mind that leads to his characteristic growth and sense of responsibility (Salimi, Bahrami, Younesi, Hosseinezhad, 2001). Responsibility is a characteristic feature and usually shapes as an attitude in mental and behavioral structure of a person and is considered as a main and principal change in social behaviors. (Khodabakshi and Abadi, 2009). Glasser believes that humans' problems and their abnormalities made by rejecting their responsibilities, because they can't fulfill their main needs by correct and humanistic ways. The essence of responsibility is: increase in person' resistance against conditions to obey internal constraints instead of external pressures that is called responsibility or sense of task (Salimi, Bahrami, Younesi, Hosseinezhad, 2001). Teenager by accepting their responsibilities and effective relationship with others will be able to change into thoughtful, creative, fresh and energetic people. These people in Sier belief are the ones society needs such responsible people who have ability of identifying problem and solving it to be able to plan based on their and society's needs and execute it (Salimi, Bahrami, Younesi, Hosseinezhad, 2001). The importance of responsibility can have effects of sense of qualification in life, sense of happiness and internal stability, spiritual happiness, making and increasing appreciation in life, and readiness to commit huge responsibilities (Salimi, Bahrami, Younesi, Hosseinezhad, 2001). According to sociological point of view that each person in society should take social and family responsibilities (Shookri et al., 2007), he should be ready to get these responsibilities. This readiness is not spontaneous and family participation (and family performance) is not deniable (Salimi, Bahrami, Younesi, Hosseinezhad, 2001). Family performance refers to family systemic features. In other words, family performance means family ability in adaptation with changes in his life, solving contradictions, correlation among family members and success in disciplinary patterns, considering limitations among people, executing regulations and dominant rules on this institutions by purpose of protecting total family system. (Martz E, Livneh H, Priebe M, Wumer LA, Ottonamelli L., 2005) .According to Dickstein idea, to get to favorite performance in family systems, role and responsibilities should be organized systematically and collaboratively among all family members. In addition, balance and collaboration are effective leadership and relationship of optimum performance for all. On

the other hand, DePaul states some features of family with favorite performance in this way: open communicative interaction, mental pressure control effectively, empathy, taking personal responsibilities, expressing love and leadership (Javadi, Hosseinian, Shafiabadi, 2009). Studies showed that in families with interactions and communications based on friendship, companion, and closeness among people, all members are resistant and safe against life pressures. Family performance is related to mental health of members and aspects of correlation, family, and tool are proper to express mental health (Zargar, Ashuri, Asgharipour, and Aghebati, 2007). Parent know their main responsibilities as how to transfer their responsibilities to teenager and how parents should protect their parenting. This responsibility is problematic, because negligible decision makings in this way can threaten life (Salimi, Bahrami, Younesi, Hosseinezhad, 2001). Roy & Berof know the main obstacle against teenagers' responsibility and leadership as insufficient or extreme support to teenagers. The relative deprivation of having parents has significant effect on sense of responsibility. On the other hand, level of taking responsibility of children is directly related to parents' expectations from teenagers. (Seyyedi Moghaddam, 1995). Many studies have been done in this field showing the relationship between family performance and depression and mental disorders (Zargar, Ashuri and Aghebati, 2007), the differences of anxiety tolerance (Momeni, Alikhani, 2013), disciplinary favorite behavior (Saki and Rajaei 2008), teenagers adaptation (Laursen and Mooney, 2008; Yoselyani, Habibi, Sleymani, 2012) and anti-social behavior (Hamidifar, Abbasi, Pakzad, 2011, Larsson H, Viding E, Rijdsdijk FV, Plomin R. 2008). Therefore, as family performance has effective role on forming identity and responsibility of teenagers in one of the most sensitive, pressuring, and vital life period means adolescence, this study explore the relationship of family flexibility with forming identity and responsibility of teenagers.

Methodology

This research is correlative descriptive form. Correlation study includes all researches trying to determine the relationship among various variables using correlation coefficient. Correlation method is used for 2 main purposes: 1- discovering correlation among variables and 2-prediction of a variable from one or more variables. In other words, the purpose of correlation research is perceiving sophisticated patterns of variables by studying correlation among these patterns and assumed variables. This method is useful when the purpose is finding relationship among variables which no studies have done on them (Delavar, 1995). In present research, among statistical population 500 students (238 girls and 271 boys) were selected from Tehran high schools by clustering sampling method.

Measurement Tool

3 questionnaires of 1- family flexibility questionnaire 2- Borzonski identity styles questionnaire 3-responsibility taking questionnaire (CPI-RE) have been used that are referred in the following:

a) Family flexibility questionnaire

b) Family Assessment Device: to measure family performance, FAD is used that is 61-question questionnaire. This questionnaire was made by Epstein et al. in 1983. This patterns declare structural, occupational, and interactive features of family and explores 6 aspects of family performances (Salimi, Bahrami, Younesi, Hossinezhad, 2001) formal and content validity of this test has been confirmed in various and independent studies by Najarian, Mollanaghi, Enayat, Bahari, Amini (Hamidifar, Abbasi, Pakzad, 2011). Shak and Daniel explore validity and reliability of public performance scale (prescription of FAD) that results support its structure validity. In this study, analyzed data from clinical and non-clinical groups show that scores can separate 2 groups from each other. In addition, results support from internal similarity, simultaneous validity and scope structures.

c) Identity styles questionnaires was designed by Borzonski in 1989 to measure cognitive-social processes in facing with related issues to identity. (Hejazi and Barjali, 2009). Borzonski (1994) referred to 3 identity styles. These styles are originated from problem solving strategies or against mechanisms, Borzonski believed that teenagers have ability of one of three styles:

- 1- Informational identity style that is apparently the most adaptable style and is mechanisms of daily successful administration.
- 2- Normative style is made based on following and mitigation of important people lives and include a mental close point of view and constant self-concept and oppressor of discovering.
- 3- A confusing-discovering style is symbol of evasive confrontation with problems. It is a centralized policy on excitement with low level of commitment and self-confidence and inconstancy of self-concept. Borzonski (2003) has reported reliability coefficient of informational identity, normative identity, confusing-discovering identity, and identity commitment as 0.74, 0.79, 0.67, and 0.81, respectively. Alpha Cronbach coefficient in this research showed that validity coefficient in informational identity, normative, confusing-discovering identity, and identity commitment are 0.68, 0.53, 0.73, and 0.55, respectively. Khodaei et al. (2009) evaluated this questionnaire and confirmed stability of functional structure.

C) Responsibility questionnaire

This scope was designed for the first time by 14 other scopes in "California psychological questionnaire" by Gauf (1984). (Marnat, 1990). Responsibility assessment scope with 42 questions has been used to assess features such as deontology, sense of commitment, hard attempt, seriousness, reliability, and behavior based on regulations, logic and sense of responsibility. (Marnat, translated by Nikkhu, 1995). The answers of this questionnaire was scored 0 and 1. Validity coefficient of responsibility by softening and alpha coefficient methods in research of Asgari, Enayati, and Roshani (2011) was obtained 0.7 and 0.81 and in research of Hamidi and Ghiyasi (2010) was obtained 0.5 and 0.55. In another exploration, the validity of this questionnaire in Iran was 0.81 by re-test (Saadati, Shamir, 2004). In research of Jafari, Azadnia, and Soltani (2010), the simultaneous validity of this questionnaire was 0.61 and in research of Rezaei (2000) validity coefficient was obtained 0.56.

Findings

Table 1: Frequency distribution and frequency percentage of selected sample gender

Gender	Frequency	Frequency percentage
Boy	274	54.8
Girl	212	42.4
sum	486	97.2
Unreported	14	2.8
Total sum	500	100

The information of above table shows that boy students' frequency percentage is 54.8% and girl students' frequency percentage is 42.4%. Nonetheless, the frequency of unreported gender students is 2.8%.

Table 2: frequency distribution and frequency percentage of selected sample age

Tests age	Frequency	Frequency percentage
14 years old	16	3.2
15 years old	125	25
16 years old	192	38.4
17 years old	126	25.2
18 years old	19	3.8
19 years old	0.8	4
sum	482	96.4
Unreported	18	3.6
Total sum	100	500

The information of above table shows that frequency percentage of 14-year old students' frequency percentage is 3.2%, 15-year old students' frequency percentage is 25%, 16-year old students' frequency percentage is 38.4%, 17-year old students' frequency percentage is 25.2%, 18-year old students' frequency percentage is 3.8%, 19-year old students' frequency percentage is 0.8% and the unreported students' frequency percentage is 3.6%.

Table 3: Frequency distribution and frequency percentage of educational grade of selected sample

Educational grade	Frequency	Frequency percentage
First grade	158	31.6
Second grade	202	40.4
Third grade	124	24.8
sum	484	96.8
Unreported	16	3.2
Total sum	500	100

The information of above table shows that frequency percentage of first grade is 31.6%, second grade is 40.4%, third grade is 34.8%, and unreported students is 3.2%.

Table 4: frequency distribution and frequency percentage of monthly income of students' family

Monthly income of family	Frequency	Frequency percentage
Less than 100,000	89	17.8
Between 100,000 and 200,000	69	13.8
Between 200,000 and 300,000	78	15.6
Between 300,000 and 400,000	87	17.4
Between 400,000 and 500,000	51	10.2
More than 500,000	77	15.4
sum	451	90.2
Unreported	49	9.8
Total sum	500	100

Frequency distribution and frequency percentage of family monthly income according to above table is 17.8% for less than 100,000 Toman, 13.8% between 100,000 to 200,000 Toman, 15.6% between 20,000 to 300,000 Toman, 17.4% between 300,000 and 400,000 Toman, 10.2% between 400,000 and 500,000 Toman, 15.4% for more than 500,000 Toman. In addition, 9.8% of students didn't tell their family income.

Hypothesis 1: there is significant relationship between family flexibility and its elements with forming identity.

Table 5: there is significant relationship between family flexibility and its elements with forming identity.

Elements	Identity styles
Problem solution	0.35*
Communication	0.40*
Roles	0.13
Emotional companion	0.42*
Emotional involvement	0.23*
Behavior control	0.33*
Total score of family flexibility	0.30*

The results of above table show that there is significant relationship between family flexibility and forming identity. The most significant correlation between emotional involvement and forming identity is 0.42 and the least significant correlation coefficient between emotional involvement and forming identity is 0.23. Moreover, there is no significant relationship between role and forming identity.

Hypothesis 2: there is significant relationship between family flexibility and its elements with responsibility.

Table 6: there is significant relationship between family flexibility and its elements with responsibility.

Elements	Responsibility
Problem solution	0.35*
Communication	0.40*
Roles	0.40
Emotional companion	0.21*
Emotional involvement	0.13*
Behavior control	0.16*
Total score of family flexibility	0.28*

The results of above table show that there is significant relationship between family flexibility and its elements with responsibility. The highest correlation coefficient was between role element and responsibility that is 0.40 and the least correlation coefficient was between behavior control and responsibility that is 0.16. Moreover, there is no significant relationship between communication elements, emotional involvement, and responsibility.

Discussion and Conclusion

The purpose of the present study is exploring the relationship of family flexibility with forming identity and responsibility of teenagers, for this purpose, 500 students in Tehran were selected by clustering sampling method and answered to questionnaires. Results showed that there is significant relationship between family flexibility and its elements with forming identity. The highest correlation coefficient was significant between emotional companion and forming identity and the least correlation coefficient was between emotional involvement and forming identity. Moreover, results showed that there is significant relationship between family flexibility and its elements with responsibility. The highest correlation coefficient was between elements of roles of responsibility and the least correlation coefficient was between behavior control elements and responsibility. Results of this study are in agreements with the ones by Makstrom et al. (1992), Bartel and Hearing (1997), Segelman (1999), Razmi (2004), Bozorgi (2008), and Ebadi (2003). One of the most important family performance is its effect on forming identity of children. In this regard, Makstrom et al. (1992) showed that teenager relationship with his family influences on forming his identity and Bartel and Hearing (1997) proved that family interaction pattern is effective on teenager growth in his identity field. In addition, Segelman (1999) noticed that generally successful forming identity in teenager is made by 4 factors of cognitive growth, relationship with parents, out of family experiences, and more extensive social fields that family role has been emphasized more than other factors in many researches. In addition, results of a research (2004) in Shiraz city showed that "family flexibility" and "integration" significantly influence forming identity of boy and girl teenagers' identities (Razmi, 2004). In social pathology field, identity issue is important that is mainly necessitate human to consider norms about human identity in society or any other existence such as eminent existence of God and acts as preventive factors in his deviations. If social identity sense of people shape their social-cultural values and patterns through healthy socialization, it will act as preventive factors against deviations. In contrast, non-identity sense is also a proper potential to shape all types of social harms. (Bozorgi, 2008). Experiences show that if teenagers and youths are relied and we respect to their identity and characteristics and know their rights legal, they absolutely will make unique chances in society but if unreliability is dispread, social harms condition is provided and these social harms may change into social crisis. (Ebadi, 2003) According to Parsons point of view, among family performances, there are 2 main and unreducible performance including initial socializing of children and stabilizing and discerning his identity in society. Parsons emphasizes on 2 initial fundamental processes in socialization: 1) internalization and institutionalization society culture and shaping characteristics 2) stabilizing characteristics. Without internalization common culture, norms, and values, social life won't be possible. But an important notion here is that culture is not learnt simply and its initial training is done just by family. When total characteristics is shaped, it will be stabilized and this is second non-attributable family performance. Parsons emphasis on this case is most for emotional provision and mental peace based on marriage that each partner brings for another. (Azad Armaki, Zand and Khazaei, 2003). Another positive performance of family is that family environment and conditions can be appraisal or preventive in growth steps. Families which members work and do hobby with each other and make important decisions can raise teenagers with high level of self-confidence. On the other hand, occurrence of social harms are seen less in adolescence who know their parents as their best friends, because teenager in such condition share all their problems with their parents and know them as the most reliable people in sharing their problems. Parents' behaviors and attitude can be facilitating or preventive of all-aspect evolvement stream for teenager. Sensible parents having rich behaving awareness can be resource of mental convenience for their teenagers and companion with their teenagers besides solving their problems. Such families raise their teenagers independent and committed on responsibilities and cause their children to have acceptable social values and criterions (Mohamamdi Saber, 2008). In addition, family teaches its child how to communicate, coordinate, influence, impress, and how transfer social and cultural heritage and values to the next generation. Actually, family is considered as the middle connection between person and society and has main and unique role in connection of

society and person and this type of children treatment and his efficiency is the best service family offer to society. Many studies have performed for positive consequences of family cohesion and warmth and kindness of parents to children with the same results. For example, explorations by Razmi (2004) in a research under the title of "exploring stylistics effect of family cohesion and flexibility on forming identity in teenagers" and Jamshidi (2005) in another research under the title of "comparison of stylistics urban and the nomadic guidance school students in interaction with aspects of parental rearing" showed that positive space of integrated family which is with sense of responsibility make proper conditions to obtain positive features such as purpose-orientation, attempt to be eminent, organizing and regulating children.

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