The Investigation of relationship between Family Factors and Opposite Sex Relations in Students of Tehran University

Zahra Babaeian1, Amir Hooshang Maroufzadeh2, Mehrnoosh Kamalian3 Merhdad Maroufzadeh4, Anahita Mobasser5, Jafar TaimoorPour6

1: Research Expert, Masters Degree of Psychology, Deputy of Research and Technology, Ministry of Health and Medical Education, Tehran, Iran
2: Telecommunication Expert, Master Degree; Telecommunication Company of Iran, Tehran
(Corresponding Author)
3: Deputy of Research and Technology, Ministry of Health and Medical Education, Tehran, Iran
4: Manager of Guidance School, Ministry of Education, Tehran, Iran
zarybabaeian@gmail.com

Abstract: Human is a social creature and establishing relationships with others is an essential part of his/her life. Today, in our society, on one hand, due to academic issues, the lack of financial independence and economic conditions, and the change of marriage criteria, the marriage age is increased and from the other hand, today's young people like their peers in all times have sexual desire. Objective of this study is investigating the effect of individual and family factors on establishing relationship with the opposite sex. For this purpose, questionnaires were prepared and their validity was approved after collecting them. The results indicated that, three components of entertainment and filling leisure time with the opposite sex, self-adornment and type of clothing and weakness of faith and religious beliefs are among the effective factors one stablishing relationships with the opposite sex. In addition, two components of loneliness and being away from family and prejudice and extreme restrictions from family are among the effective familial factors on establishing relationships with the opposite sex.

1. Introduction

One of the relationships is associated with the opposite sex and has great importance, because whatever a person is grown and thrived he/she needs the constructive presence of the opposite sex in his/her life to grow and achieve excellence. Therefore, this growth is partly depends on each person's relationship and healthy life with the opposite sex. Knowing and establishing relationship with the opposite sex is something that happens during the life of every person, but it is more important and effective in adolescence and youth (Kaveh, 2009).

Studies suggest that, people spend an average of 70% of their time to establish relationships with others and the major part of their behavior is called communicative behavior (OmranNasab, 2001). Human is a social creature and establishing relationships with others is an essential part of his/her life.

Therefore, recognizing the nature of this relationship and factors affecting it as well as determining the right limitations in this relationship, particularly in universities, is a major concern of all segments of society. The a person, who puts it well

behind, will have an acceptable growth and excellence in the rest of his or her life, while the people who are not equipped with such skills will not only provide problems for themselves, but also damages, problems, and troubles for the opposite sex had relationship with. Desire to know and interact with the opposite sex, in the context of cultural, and familial norms are among the matters, which finally occur foe for both girls and boys after reaching puberty, adolescence, and youth and it may happen many out of moral and religious norms. On the other hand, the skills to establish with the opposite sex and eventually get through mate choice and completion through intellectual and emotional interactions with the opposite sex have a great importance in each individual's (Kaveh, 2007).

Today, in our society, on one hand, due to academic issues, the lack of financial independence and economic conditions, and the change of marriage criteria, the marriage age is increased and from the other hand, today's young people like their peers in all times have sexual desire, with the difference that, today's youths are more exposed to various sexual stimuli. All these factors have increases the hidden relationships between girls and boys particularly at

lower ages (Lotf Abadi, 2001). The research of Sargolzayi (2005) on 1815 girl and boy student and on 1300girl students living in students' dormitories indicated that, 30 to 70 percent of respondents had intimate relationships with the opposite sex and 50 percent of high school girls had their first date with the opposite sex at age 14 or below it. Attitudes and relationships with the opposite sex is a need for young people and since young people, especially students, are considered as dynamic, important, and vital arteries of the society, this need of them must be considered be controlled in the correct direction.

in recent years, the increased number of adolescents and youth having such relations, lowered age of first date and considering this issue as a social norm among adolescents and youths, despite all the limitations and restrictions, have concerned social analysts, parents and authorities of educational system and universities. The university and particularly its classrooms is a fixed place of contact between boys and girls. This environment increases the chance of contacts between two genders and then, the possibility of establishing friendships between them will be increased (Movahhed et al, 2009). Despite the fact that, from the society, these friendships are consider as violation of the norms and the society, religion, custom and law reject them, but are prevalent among youths and students while parents and authorities of government are unaware of their attitudes, behavior, and goals and have a prejudicial, biased, and unclear approach in this regard. Today, what is dominant idea in this area is the sanction of these relationships, while it is clear to everyone that, it is not possible to separate two genders, especially in the university environments (Hamrahi, 2001).

These contradictory positions in the society have brought uncertain and confusing situation for youth and students, as the largest capital of the country, to cope with this dilemma (Sakaran, 2002).

Since identifying and understanding the problems of student in relation to the opposite sex is the first and most important step to help resolving this problem, therefore, collecting the data and analyzing the factors that influence these relationships is a fundamental step. Recognizing the causes helps parents and authorities of universities to develop programs to improve the quality of education and capabilities of society's future-makers with better understanding and view of the needs of students. The present study attempts to identify the individual and family factors affecting the relationship the opposite sex and investigate the components of each category.

The overall objectives of this research are determining the effect of family factors on establishing relationships with the opposite sex

Results of Buss (1989), including thirty-three cultures in different parts of the world, showed that, in all cases, especially in relationships of two sexes, physical appearance was the most attractive factor for men, while foe women, financial perspective and men's ambitions and hard working was the most attractive factor.

Findings of Albert (1998) suggest that, the adolescents and young adults who are intimate with their parents have fewer sexual partners and sexual relationships. Lesser pregnancy in teenagers is associated with sincere parental monitoring. More than half of parents believe that, they should not have sex-related discussions with their young children while, youths stated that, they ask their parents about various and comprehensive views on relationships with the opposite sex, sexual transmissible diseases, and how to say no to sexual relationships.

Miller and Abraham (1998) on their study on investigating the factors that cause students to stay in the college, stated that, 80% of the students stated that deep and old relationship with the opposite sex is the most important factor stay in the college, especially sexual relations in these relationships brings them peace of mind and spirit to continue their education. Meston and Buss (2007), in a study titled "Why humans have sex" concluded that, eight major factors on establishing sexual relations between men and women are: attracting a person from the opposite sex, experiencing physical pleasure, expressing love, feeling good, establishing profound relationship with the opposite sex, acquiring new experiences, spending leisure time, and uncontrollable instinctive tendencies, respectively.

We benefitted a descriptive methodology with causal- comparative approach. In causal- comparative researches, according to dependent variable, the researcher investigates possible causes of the event and discovers the possible cause from the effect (Sarmad and Bazargan, 2007). The results of Peggy and colleagues (2006) in a study titled "Adolescent romantic relationships and academic achievement" with 572 samples, suggested that, same-sex peers and friends than have greater influence on the academic performance of males than romantic partners, while girls spend most of their time and energy to love the opposite sex and boys often reduce girls ideals and have negative impact on their academic success and long-term goals. Youths with the opposite sex friend with higher academic degree are more likely to continue their education to higher levels. Connolly (2004), in her work titled "Mixed gender groups, dating and romantic relationships" hasconcluded that, mixed-gender groups in schools, especially at the youths, increase the dependency on the opposite sex.

Friends of same sex have most important effect in romantic relationships.

Study of Browning et al. (2005) titled "Sexual initiation in early adolescence" on examining the relationship between parental and neighborhood characteristics on sexual behavior, included that, economic status of family and community play an important role in the development of sexual activity and poverty has a significant relationship with the initiating of sexual intercourse. Collective effects, especially the residents of the neighborhood and community and family, play an important role in relations with the opposite sex. Individuals, who have low parental controls on them, are at risk of early sexual relationships and friendships.

The statistical population of this study includes all unmarried students studying at the Tehran university in the academic year of 2010-2011. Sample size, according to Cochran formula was selected to be 384 students. Random –classified sampling have been used for sampling and the sample size for each class was determined according to gender and discipline proportional to the population size.

In this study, the type and extent of relationship with the opposite sex were determined by questionnaires and then the effective family factors on these relationships have been recognized and compared with control group, who did not have relationship with the opposite sex.

2. Methodology

For data collection, after getting a letter from the university and then with the permission of the authorities, we distributed the questionnaires between students of different faculties (with appropriate allocation for each faculty), simultaneously, via random-classified sampling method and then collected them after being filled by students. The SPSS software was used to analysis the data.

In order to determine the reliability of the questionnaire that contained 72 items, we presented them to 5 professors in the field of psychology and counseling was to apply their recommendations and after collecting the questionnaires, some items were modified. At this stage, the number of questions lowered to 65. After this stage, to assess the reliability, the questionnaires were randomly distributed between 20 male and female students in all disciplines, and then, using SPSS software, the coefficient of Cronbach alpha of the questionnaire was found equal to 0.915. After preliminary test, some items that caused different perceptions or were understandable were corrected. The reliability of the questionnaire, in general, after conducted on 384 samples, using Cronbach alpha was 0.91 and specifically, was 0.708 for family factors and was 0.806 for individual factors.

The validity of questionnaires was obtained via re-test method. Initially, questionnaire distributed among 20 students who were living on campus and were accessible for us. After two weeks, we referred to the same students and after distributing and collecting of questionnaires the validity of questionnaires using Poisson correlation coefficient and Spearman correlation coefficient was 0.97 and 0.93, respectively. Nominal and logical validity of the questionnaire, with recommendations of five professors of University of Tehran, via enumerative sigma methods was found to be 0.91, indicating good reliability and validity of the questionnaires.

3. Results

Comparison of the scores of family factors in students who had relationships with the opposite sex and students without relationship with the opposite sex were obtained through T-test and since, the p - value (significance) of scores of family factors in both groups was 0.000 and lesser than α=0.05, therefore, the null hypothesis is rejected and thus, it can be said that, there is no significant difference between family factor scores of students with and without relationship with the opposite sex. Comparison of mean showed that, the mean family factor scores of students without relationship with the opposite sex is higher than other group.

Assuming that R^2 is the percentage of shared variance between the components of family factors (loneliness and being away from family, lack of adequate attention and affection from family, lack of proper education about relationships with the opposite sex, prejudice and severe restrictions or neglect from family, lack of religious bounds in the family) and relationship with the opposite sex, the following regression is performed:

Table 1: T-test statistics to compare the family factor scores between students with and without relationship with the opposite sex

Relationship	Have			Do not have			Statistic of T	Degrees of freedom	Significance
Family factors	Number	Mean	Standard deviation	Number	Mean	Standard deviation	-5.9147	382	0.000
	138	53.19	9.154	246	59.72	9.007			

Table 2: Regression coefficients of 5 family factors on the variable of relationship with the opposite sex

Variable	B	Standard error	Statistic of t	p -value
Constant	0.154	0.147	1.048	0.199
loneliness and being away from family	0.064	0.011	5.818	0.002
prejudice and severe restrictions or neglect from family	0.024	0.004	6.000	0.001
lack of religious bounds in the family	0.024	0.005	4.800	0.005
lack of proper education about relationships with the opposite sex	0.003	0.001	3.000	0.018
lack of adequate attention and affection from family	0.004	0.001	4.000	0.005

Due to the linearity of the relationship between independent variables (loneliness and being away from family, lack of adequate attention and affection from family, lack of proper education about relationships with the opposite sex, prejudice and severe restrictions or neglect from family, lack of religious bounds in the family), and dependent variable (relationships with the opposite sex), regression coefficients are presented in Table 2. According to the calculated p-values (significance), at 0.05 level of significance, the variables of loneliness and being away from family with 0.000 level of significance and prejudice and severe restrictions or neglect from family with 0.026 level of significance have the highest effect on the relationship with the opposite sex, respectively. In the other hand, lack of adequate attention and affection from family, lack of proper education about relationships with the opposite sex, and lack of religious bounds in the family, respectively, have the lowest contribution in determining the dependent variable.

Comparison of the scores of individual factors in students who had relationships with the opposite sex and students without relationship with the opposite sex were obtained through T-test and since, the p - value (significance) of scores of individual factors in both groups was 0.000 and lesser than α=0.05, therefore, the null hypothesis is rejected and thus, it can be said that, there is significant difference between individual factor scores of students with and without relationship with the opposite sex. Comparison of mean showed that, the mean individual factor scores of students without relationship with the opposite sex is higher than other group.

4. Conclusion
There is a significant difference between family factor scores of students with and without relationship with the opposite sex. Since the mean family factor scores of students without relationship with the opposite sex is higher than other group. In multiple linear regression to examine the relationship between components of family factors and the relationship between the opposite sex, the relationship was significant, and we conclude that, only three components of entertainment and filling leisure with the opposite sex, types of clothing, and weakness of the religious faith of the individual are effective in establishing relationships with the opposite sex. In addition, their results also suggest that, most of the young people who have relationships with the opposite sex, are doing this in order to fill their leisure time and for entertainment and fun. Investigating the results of multiple linear regression indicate that, there is no significant relationship between the components of charming, sexual motivation, lack of self-esteem, and taking advantage of the financial status of the opposite sex from one hand and the relationship with the opposite sex from the other hand.

Therefore, it is recommended for families and parents that trying to enrich the leisure times of youths through planning camps, group travels, field trips and other social activities to provide required opportunities for recreation and development of social skills of students. Attempt to provide appropriate and timely marriage for youth. Inform the youth about the psychological and behavioral consequences of unhealthy relationships between the sexes. Attempt to develop appropriate attitudes and raise awareness about the proper relationship with the opposite sex through s self-examination (self-awareness, manage emotions; deal with stress and loneliness, establishing relationships, self-acceptance, and assertiveness).

Corresponding Author:
Amir Hooshang Maroufzadeh, Telecommunication Expert, Master Degree; Telecommunication Company of Iran, Tehran
a_h_Maroufzadeh@yahoo.com

References
1. Ahmadi, ahmad. (2003), Psychology of teens and youth. Isfahan: Mashaal
2. Ahmadi, khodabakhshet al.(2008), Comparing cultural and social vulnerability of girls and boys, Journal of behavioral sciences no. 3,pp.221-223

3. Ahmadi, Ali Asghar (2007), Research of pathology of puberty period and the relationships of girls and boys and awakening guidelines for correct relationships, Research of secretariat higher council of cultural revolution, [retrieved from: www.iran.culture.org].

4. Ahmadi, Ali Asghar (2001), education analysis on relationships of girl and boys in Iran, Tehran: forum of parents and instructors.

5. Boostani Darioush, and Mohammad pour, Ahmad (2009), semantic reconstruction of boys' sexual direction in relation with girls, Quarterly strategic studies of women-no. 44, pp. 140-153.

6. Hajilari, Abdolreza (2005) recognizing the attitudes of students about the status of boys and girls relationships in universities and their knowledge about the canonical limitations in relationships between two sex. Tehran: Research Deputy publications of Allameh Tabatabai branch of academic National Organization of Youth (2000), investigating the commonness of friendship between girls and boys from the view of parents in Tehran city.

7. Sayyadi, Ali (2002), investigating the function of family on mental disorders at teenagers, unpublished master thesis University of Allameh Tabatabai.

8. Ghaffari, Gholamreza(2007), Relationships and social values of Iranian youths, Quarterly studies of youth no. 8 and9, pp. 7-32

9. Ghasemi, vahid (2011), Structural Equation Modeling in social researches, Isfahan: Jamee Shenasan.

10. Kaveh, Saeed (2007), Communicational psychology of girls and boys, Tehran: Sokhan

11. Kaveh, saeed (2008), mental hygiene of sexual behavior, Tehran: Sokhan.

12. Kaveh, saeed (2009) constructive understanding and relationship between girls and boys, Tehran: Sokhan.

13. kosari, Mohammad Reza(1995), investigating the causes of relationships with opposite sex among junior high school girl students of district 18 of Tehran and offering solutions to the problemat1993-1994 academic year, unpublished master thesis, University of Allameh Tabatabai

14. Golzari, Mahmoud (2005), consultation and educating with teens about relationship with the opposite sex, Quarterly psychology and educational sciences, no. 1,pp.47-59.

15. Gridanos, Donald. A, (2004), Care of adolescents(translated by Pouria Saramiet al.), Tehran: Roshd.

16. Lotf Abadi, Hossein (2001), Psychology of growth 2, Tehran: Samt.

17. Mirzaei, Khaliland Baraghmadi, Hadi (2010), Relationship with opposite sex and related factors, social welfare quarterly, no. 34,pp. 130-150.

18. Moayyedi, Majid (2000), investigating the ways preventing sexual difficulties among the junior high school and high school students of Gilan province, unpublished master thesis, University of Allameh Tabatabai.

19. Movahed, Majid and Abbasi Shavazi, Mohammad Taghi and Hasheminia Zahra (2009), sexual heterogeneity, attitudes of people and the relationships of girls and boys at university, Quarterly strategic studies of women, no. 44,pp. 38-70.

20. Hamrahi, Eshrat (2001) investigating the relationship between four checkpoints of identification with healthy and unhealthy relations of girls with opposite sex in high schools of district 1 of Tehran, unpublished master thesis Islamic Azad University of Rudehen.

21. Albert, Bill. (1998): Parents and teens on love, sex and relationships, National comparing to prevent teen pregnancy, Press conference and public forum.

22. Buss, D.M. (1989): Sex differences in human mate preferences.

23. Browning, Christopher. (2005): Sexual initiation in early adolescence, American sociological review, volume7, number 5.

24. Connolly, Jennifer. (2004): Mixed gender groups, dating and romantic relationships.

25. Desrochers, S. (1995): What types of men are most attractive and most repulsive to woman? Sex Roles, 32 (5-6). 375 - 391.

26. Hassebrauck, M. (1998): A new method to study physical attractiveness, Evolution and human behavior, 19, 2. 111 - 123.

27. Meston, Cindy. Buss, David. (2007): Why humans have sex, Springer science and business media, LLC.

28. Miller, K.U & Abraham, T., (1998): Deceptive behavior in social relationships: consequences of violated expectation, Journal on psychology, No 122.

29. Peggy, Giordano. (2006): Adolescent romantic relationships and academic achievement. Bowlling green state university, working paper service, 6 - 19.

30. Schofield, Michael (1968): The sexual behavior of young people, Published by penguin book.

5/22/2013