



Research Article

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## ***The investigation of relationship between social functioning, sensation seeking and mental hardiness and risky behaviors***

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### **ABSTRACT**

*The objective of this study was to investigate the relationship between social functioning, sensation seeking and mental tenacity and risky behaviors. The statistical population includes second-grade high school students studying in District 1 in Urmia (7408 participants), which 365 participants were selected as sample of study through cluster sampling based on Cochran formula. To collect required data, four standard questionnaires were used (Social functioning, sensation-seeking, psychological hardiness and risky behaviors). Before the application of instrument in the study, the content validity and reliability were estimated and approved and reliability indices were obtained 0.88, 0.78, 0.88, and 0.81. Data were analyzed through descriptive statistics (Frequency, Percentage, Mean, and Standard Deviation) and inferential statistics (Correlation, Regression). The results showed that there is a negative relationship between the variables of social functioning and mental hardiness and the variable of risky behaviors, but there is a positive relationship between sensation seeking and risky behaviors at the level of 1%. In addition, all three variables of social functioning, sensation seeking, and psychological hardiness of the risky behaviors are predictive variances. However, among desired components, the component of "personal and social relations" with beta coefficient of 0.398, adventure with beta coefficient of 0.534, and challenge with beta coefficient of 0.455 had the most significant role in predicting and explaining risky behaviors ( $P < 0.01$ ).*

**Key words:** *Social functioning, sensation-seeking, psychological hardiness, risky behaviors*

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### **INTRODUCTION**

Due to the presence of teenagers and young people in peer groups and exposure to more diverse social situations, and the individual, social, and economic responsibility expected of them, they are prone to commit high-risk behaviors, particularly during high school. In fact, tendency towards these behaviors is a kind of getaway from dealing with stressful situations effectively. High-risk behaviors include the whole range of harmful behaviors such as smoking, violence and clashes with others, relationships with the opposite sex, drug addiction, etc. (Mohammad Alipour, Rostami & Ghaem Maghami, 2010). High-risk behaviors are the most important factor jeopardizing public health. Today, the prevalence of these behaviors, especially among adolescents and young people, has become one of the most important and most extensive concerns of human society. Despite the activities of the authorities and those who are involved, these behaviors are growing exponentially (Behzadpour, Motahari and Goudarzi, 2013).

One of the personality variables affecting risk-taking is sensation-seeking, which has significant correlation with risky behaviors in individuals. Based on the results of the conducted studies, adolescents with high levels of sensation-seeking are exposed to risk-taking behaviors far higher than teens with low level of sensation seeking. According to Zuckerman (1996), sensation-seeking is one of the personality traits, which is based on the need of different, complex, unprecedented and innovative feelings and experiences as well as physical, social and financial risk-seeking tendency (Legrand, Freixanet, Kaltenbach, & Joly, 2007). Those seeking sensation will do every activity that help them reach the optimum level of excitement. In addition, those who have high levels of sensation-seeking are looking for

environments that provide those opportunities for innovation, illegal stimulation and joining deviant peer groups (Caspi, Roberts, & Shiner, 2005).

Another variable affecting risk-taking behavior of adolescence and youth is psychological hardiness. Kobasa, Maddi, and Zola (1983) defined psychological hardiness as the combination of beliefs about the self and the world, which has been consisted of three components of challenge, control, and commitment. Belief in change, transformation and the dynamics of life and the attitude that every event is not necessarily a threat to security and human health result in cognitive flexibility and patience in the face of hard stressful events and ambiguous situations (Maddi, Wadha & Haier, 1996). Kobasa and Puccetti (1983) believe that psychological characteristics of psychological hardiness such as considerable curiosity feeling, tendency to have interesting and meaningful experiences, being assertive, being full of energy, and change in life are natural and can compromise a person with life events' stressors. Studies have shown that psychological hardiness is positively correlated with physical and psychological health, and as a source of inner strength, it reduces the negative effects of stress and prevents the incidence of physical and mental disorders (Kobasa, 1979; Florian, Mikulincer, Yaubman, 1995; Brooks, 2003).

Social performance is one of the variables that its relationship with high-risk behaviors has not been studied. Performance refers to the capacity of working, living or studying and maintains important personal relationships. Despite recent and widespread use of social functioning, there is very little agreement about its definition (Burns & Patrick, 2007). The concept of social performance includes the capacity of a person to act in different roles such as social worker, teacher, student, spouse, family member, or friend. In addition, it includes satisfaction with their ability to deal with these roles, their ability to care for themselves and their leisure and recreational activities (Brissos et al., 2011).

Risky behaviors have adverse consequences, especially among adolescents. Identifying factors that can be effective in preventing and reducing risky behaviors is an inevitable necessity. Therefore, the present study is an attempt to answer this question, is there any significant relationship between social performances, sensation-seeking and psychological hardiness, and risky behaviors of high school female students in district 1 of Urmia in the academic year 2015-2016.

## 1. Research hypothesis

### 1.2. The main hypothesis

There is a significant relationship between social performances, sensation-seeking and psychological hardiness, and risky behaviors of secondary high school female students.

### 2.2. Special hypotheses

1. There is a significant relationship between sensation-seeking and risky behaviors of secondary high school female students.
2. There is a significant relationship between social performance and risky behaviors of secondary high school female students.
3. There is a significant relationship between psychological hardiness and risky behaviors of secondary high school female students.
4. "Social performance," "sensation-seeking" and "psychological hardiness" can predict "risky behaviors" of secondary high school female students.

## 2. Research methodology

This study is applied in terms of objective, and descriptive – correlational in terms of data collection method. The population of the study included all 7408 secondary high school female students taking theoretical and vocational courses in the Urmia public school, District 1. Based on the Cochran formula and the multi-stage cluster sampling method, 365 people were selected as sample of study. In this study, four standard questionnaires were used to collect the necessary data: measuring high-risk behaviors developed and validated by Zadeh Mohammadi (2010), including 7 subscales (tendency to drugs, tendency to alcohol, tendency to smoking, tendency to violence, tendency to relationships and sexual behavior, tendency to relationships with the opposite sex, and tendency to dangerous driving) and 38 items; Zuckerman sensation-seeking scale validated by Mahvi Shirazi (2008), and consists of four subscales (experience-seeking, adventure-seeking, prevent inhibition and diversity-seeking) and 40 items. Adolescent mental hardiness questionnaire prepared by Sharifi (2004) consists of three subscales (commitment, control and challenge) which is a pencil-paper self-reporting scale with 45 items. Finally, social functioning questionnaire developed by

Ferrell et al (2002) and consisted of 25 items and four subscales (personal and social relationships, socially useful activities, self-care and risky behaviors). As standard questionnaire was used in this study, its validity is confirmed. However, to assess its reliability, after implementing it on a limited number of students (about 30), the internal consistency was used and Cronbach's alpha coefficient was estimated. Thus, the reliability of high-risk behavior, sensation-seeking, psychological hardiness, and social performance were respectively 0.81, 0.78, 0.88, and 0.88. To analyze the data, descriptive (measure of central tendency and dispersion) and inferential (parametric tests, t-test, Pearson correlation and multivariate regression analysis) statistical techniques were used.

**3. Results**

**1.4. The descriptive findings related to variables**

**1.1.4. Risky behaviors**

The data in Table 1 show the calculated results of statistical indicators in the variable "risky behavior" and its components.

Table 1: Statistics related to risky behaviors and its components

Indicator Variable	No.	Mean	SD	The minimum score	The maximum score
Tendency to drug	365	1.23	0.58	1	4
Tendency to alcohol	365	2.07	0.85	1	5
Tendency to smoking	365	2.96	0.60	2	5
Tendency to violence	365	3.32	0.66	2	5
Tendency to relationships and sexual behavior	365	3.64	0.50	3	5
Tendency to relationships with the opposite sex	365	3.88	0.80	2	5
Tendency to dangerous driving	365	2.53	0.84	1	5
Risky behavior	365	2.57	0.36	1	4

As can be seen, the highest calculated mean sex," the lowest one (1.23), belongs to "tendency to drug." Finally, the mean for the main variable, namely "high-risk behaviors", in the five-point Likert range was determined 2.57 with the hypothetical mean of society. To clarify the issue, the range of changes was determined in 5-point Likert scale ( $\bar{X} = 3$ ).

Based on this range, the obtained scores can be placed in three domains and be used for comparison.

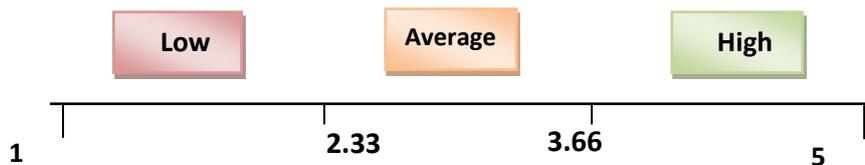


Table 2: Classification of students' grades

Category	Variation range	Utility
1	1 ≤ mean < 2.33	Low
2	2.34 ≤ mean < 3.66	Average
3	3.67 ≤ mean ≤ 5	High

According to the range of scores, it is observed that only the mean scores of the component of tendency to relationships with the opposite sex is in the range of  $5 \geq \text{mean} \geq 3.67$ , while the mean scores of the four factors, including tendency to smoking, tendency to violence, tendency to relationships and sexual behavior, and tendency to dangerous driving

were are in the range of  $3.66 > \bar{X} \geq 2.34$  and the mean scores of the two components of tendency towards drug and alcohol fall in the range of  $1.33 > \bar{X} \geq 1$ . Finally, the main variable with mean of 2.57 is in the range of  $5 \geq \bar{X} \geq 3.67$ . Thus, female students in terms of component (tendency to relationships with the opposite sex) are at a higher level than mean, but regarding these factors (tendency to smoking, tendency to violence, tendency to relationship and sexual behavior and tendency to dangerous driving) are at an intermediate level. In addition, only the component of tendency to alcohol and drug is at moderate to low level, and in general, the tendency towards risky behavior is at an intermediate level.

**2.1.4. Psychological hardiness**

The data in Table 3 show the results and status of the variable "psychological hardiness" and its components among the statistical sample of students.

Table 3: The results of examining the status of the psychological hardiness variable and its components

Variable	No.	Average	SD	The minimum score	The maximum score
Commitment	365	2.62	0.62	1	3
Control	365	2.41	0.55	1	3
Challenging	365	2.00	0.52	1	3
Psychological hardiness	365	1.84	0.39	1	3

It is observed that the mean values of all variables and the main variable (psychological hardiness) are higher than the mean hypothetical society, that is  $\bar{X} = 1.5$  that have been determined in the range of zero to 3 degrees. Therefore, it can be concluded that the female students' participating in the study was at the higher level than mean, regarding the "psychological hardiness" and its three components.

**3.1.4. Social performance**

Another predictor variable in this study was the students' social performance. Thus, Table 4 shows the results of examining this variable and its three components.

Table 4: The results of examining the social performance variable and its components

Variable	Indicator	No.	Mean	SD	The minimum score	The maximum score
Personal and social relations		365	1.66	1.11	0	3
Socially useful activities		365	1.35	1.02	0	3
Self-care		365	1.74	1.23	0	3
Aggressive behavior		365	0.77	0.89	0	3
Social performance		365	1.54	0.74	0	3

According to Table 4, mean scores of the two components of "personal and social relations" and "self-care" are determined higher than the mean hypothetical society  $\bar{X} = 1.5$ , and the components of "socially useful activities" and "aggressive behavior" are determined less than the mean hypothetical society in the four-point range of zero to 3. In general, the mean of the variable "social performance" is estimated to be 1.54. Accordingly, it can be stated that the female students' participating in the study is almost in the middle level considering "social performance."

**4.3.4. Sensation-seeking**

Table 5 shows the results of examining the sensation-seeking variable and its four components in the female students of the statistical population. It can be seen that different values have been determined for the means of the components and the main variable (sensation-seeking), but there is no significant difference between them.

Table 5: The results of examining the sensation-seeking variable and its components

Variable	Indicator	No.	Average	SD	The minimum score	The maximum score
Experience-seeking		365	0.57	0.21	0	1
Adventure-seeking		365	0.52	0.25	0	1
Preventing inhibition		365	0.53	0.25	0	1
Diversity-seeking		365	0.56	0.20	0	1
Sensation-seeking		365	0.54	0.19	0	1

Based on the data of Table 5, the mean scores for all four components (experience-seeking, diversity-seeking, preventing inhibition and adventure-seeking) are slightly higher than the mean hypothetical society ( $\bar{X}=0.5$ ), and finally for the main variable (sensation-seeking), they are more than the mean hypothetical society in a range of zero to two degrees. However, the highest mean belongs to the component of "experience-seeking." Accordingly, it can be stated that female students are slightly at higher levels than the mean regarding sensation-seeking.

**2.4. Inferential analysis of research hypotheses**

**First hypotheses:** There is a significant relationship between sensation-seeking and risky behaviors of secondary high school female students.

In order to test the hypothesis of the study, the Pearson correlation coefficient was used. However, the condition of using parametric tests confirms that the distribution is normal. As the number of statistical sample is 365 ( $n \geq 30$ ), according to the central limit theorem, it can be said that the distribution of data is almost normal or natural. Accordingly, Table 6 shows the results of Pearson correlation coefficient for examining the relationship between "social performance" and "risky behavior" variables.

Table 6: The results of examining the relationship between "Social performance" and "risky behavior"

Variable	risky behavior	
	correlation coefficient	Sig.
Personal and social relationships	-0.253	0.004
Socially useful activities	-0.177	0.001
Self-care	-0.222	0.00
Aggressive behaviors	0.122	0.001
Social performance	-0.201	0.003

**p < 0.01**

It is observed that the correlation coefficient for the three components of the existing four components and the main variable of the study, namely social performance, is negative and it is positive only for the component of "aggressive behavior", all of which are significant at the error level of 1% ( $p < 0.01$ ). Therefore, the null hypothesis is rejected and the opposed hypothesis is confirmed, and it can be concluded that there is a negative, significant, but weak relationship between "social performance" and "risky behavior" with the certainty of 99% ( $p < 0.01$ ,  $r = -0.201$ ). On the other hand, among the four components of social performance, component of "personal and social relations" with the highest coefficient ( $r = -0.253$ ) has the strongest negative correlation with the variable "risky behavior." Therefore, it can be concluded that students with more favorable social and personal relations will have lower tendency to "risky behaviors".

**Second hypotheses:** There is a significant relationship between social performance and risky behaviors of secondary high school female students

The data of Table 7 show the correlation between the two above-mentioned variables. According to the results, it is observed that the correlation coefficient for the two main variables is positive ( $n \geq 30$ ), which is significant at the error level of 1%.

Table 7: The results of examining the relationship between "sensation-seeking" and "risky behavior"

Variable	risky behavior	
	correlation coefficient	Sig.
<b>Experience-seeking</b>	-0.322	0.001
<b>Adventure-seeking</b>	0.401	0.00
<b>Preventing inhibition</b>	0.287	0.003
<b>Diversity-seeking</b>	0.389	0.001
<b>Sensation-seeking</b>	0.384	0.001

**p < 0.01**

On the other hand, the correlation coefficients for the four components of sensation-seeking are positive, which all of them are significant at the error level of 1%. However, the highest and lowest correlation is related to the two components of "adventure-seeking" and "preventing inhibition", that is, these two variables have the highest and lowest significant positive correlation respectively with the variable of "risky behaviors." Thus, the null hypothesis is rejected and the research hypothesis has been confirmed and it is concluded that there is a significant positive relationship between the "sensation-seeking" and "risky behaviors" on the one hand, and its four components on the other hand with a certainty of 99% ( $p < 0.01$ ,  $r = 0.364$ ).

**Third hypotheses:** There is a significant relationship between psychological hardiness and risky behaviors of secondary high school female students.

Another psychological variable that could possibly be associated with risky behaviors is psychological hardiness. To assess the relationship between these two variables, the Pearson correlation test was used, the results of which are presented in the table (8).

Table 8: The results of examining the relationship between hardiness and risky behaviors

Variable	risky behavior	
	correlation coefficient	Sig.
Commitment	-0.222	0.001
Control	-0.191	0.001
Challenging	0.287	0.00
Psychological hardiness	-0.311	0.001

According to the data of Table (8), a negative number has been obtained for the correlation coefficient of the two main variables ( $r = 0.311$ ), which is significant at the error level of 1% ( $p < 0.01$ ). On the other hand, the correlation coefficient for the two components of "commitment" and "control" was negative, that is significant at the error level of 1%. The only correlation coefficient for the component of "challenging" is positive (0.287), which is significant at the error level of 1%. In general, it can be said that there is a significant negative but weak correlation between the two variables of "psychological hardiness" and "risky behaviors". Therefore, as the psychological hardiness of the individuals is higher, their tendency to risky behavior will be lower. Thus, the null hypothesis is rejected and the research hypothesis is confirmed, and it can be concluded that there are positive and significant relationships between "sensation-seeking" and "risky behaviors" with a certainty of 99% on the one hand and its four components on the other hand ( $p < 0.01$ ,  $r = 0.364$ ).

**Fourth hypothesis:** "Social performance," "sensation-seeking" and "psychological hardiness" can predict "risky behaviors" of secondary high school female students.

According to previous studies and the results of Pearson correlation coefficient, it was found that there was a significant negative correlation between social performance and risky behaviors in general. In addition, among the four components, the component of "personal and social relationships" has the highest correlation ( $r = -0.253$ ) with "risky behaviors." In order to test the fourth hypothesis, stepwise regression was used. The following table shows the results. Based on the results of Table 9, the predictor variables entered in the regression equation have correlation with "risky behavior" with a total amount of 0.449 and these variables simultaneously explain 21.1% of the variance of the criterion variable. Additionally, according to F-statistic, there is a significant difference between the regression and remaining variance, that is, the regression model of the study is a good model, and it can be used to specify the criterion variable changes based on predictor variables. The first step (Model 1) indicates that the variable of "individual and social relationships" is the most effective variable on high-risk behaviors because it explains 15.9 % of the variability of criterion variables alone.

Table 9: The results of predicting risky behaviors based on components of social performance

Model	R	R <sup>2</sup>	F	Sig.	Beta	t	Sig.
1	0.398	0.159	8.581	0.00	0.398	-2.929	0.004
2	0.449	0.211	5.991	0.001	0.179	-0.096	0.026

In the next step (model 2), the "self-care" variable enters into the regression model, and the correlation coefficient, with the increase of 0.051 unit, reaches from 0.398 to 0.449. The coefficient of determination R<sup>2</sup> shows that 21.1% of the variance of the criterion variable is explained by two variables of "personal and social relationships" and "self-care." Similarly, in the third and fourth steps, variables of "socially useful activities" and "aggressive behavior" have been entered into the regression equation. However, due to slight variations, coefficient correlation and determination coefficient of R<sup>2</sup> remained unchanged. Thus, it can be concluded that the four components of social performance explain a total of 21.1% of the variance of the criterion variable (risky behaviors). Furthermore, according to the results of Table 9, it is observed that among the four variables, only two of them "personal and social relationships" and "self-care" has significant negative correlation with the criterion variable; the two other components are not significant here which is due to the correlation interference. However, it can be concluded that among the social performance components, component of "personal and social relationships" plays the most important role in predicting risky behaviors with beta coefficient of 0.398.

The results of the correlation test showed that there is a significant positive relationship between sensation-seeking and risky behaviors among female students. However, among the four components, the adventure-seeking component has the highest positive correlation ( $r = 0.401$ ) with "risky behaviors." When examining the share of the predictor variables of high-risk behavior through the components of sensation-seeking, the results of Table 10 show that in the first step, the component of "adventure-seeking" has the greatest predicting power. The coefficient of determination (R<sup>2</sup>=0.285) between the predictor and criterion variables also indicates that 28.5 percent of the variance in "risky behavior" is explained by the element of "adventure-seeking." In addition, the amount of the determined F is significant at the error level of 1%, which shows that the regression model is fit.

Table 10: The results of predicting risky behaviors based on the components of sensation seeking

Model	R	R <sup>2</sup>	F	Sig.	Beta	t	Sig.
1	0.534	0.285	16.548	0.00	0.534	1.929	0.00
2	0.562	0.316	10.322	0.00	0.261	0.949	0.00

In the second step, the component of "diversity-seeking" entered to prediction model, in which the correlation coefficient, with the increase of 0.028 units, has changed from 0.534 to 0.562. The determination coefficient of R<sup>2</sup> shows that 31.6% of the variance of the criterion variable is explained by the two variables of "adventure-seeking" and "diversity-seeking." Similarly, in the third and fourth steps, other components entered to regression equation, but

the correlation coefficient and determination coefficient of  $R^2$  have not changed and remained constant. Thus, it can be concluded that the four components of sensation-seeking explain a total of 31.6% of the variance of the criterion variable (risky behaviors). Finally, the component of "adventure-seeking", with the beta coefficient of 0.534, has the most capability to predict high-risk behaviors.

Based on the results of the correlation test, it was previously determined that there is a significant negative relationship between psychological hardiness and risky behaviors of female students. At the same time, among the three components of psychological hardiness, the "challenge" component has the highest correlation ( $r = -0.287$ ) with "risky behavior." In regression analysis, the results of Table 11 show the examination of the share of predictor variables through the psychological hardiness. In the first step, the component of "challenge" has the greatest predicting power. The determination coefficient ( $R^2 = 0.207$ ) between the two predictor and criterion variables indicated that 20.7% of variance of "risky behaviors" is explained by the component of "challenge." In addition, the amount of the determined F is significant at the error level of 1%, which shows that the regression model is fit.

Table 11: The results of predicting risky behaviors based on the components of psychological hardiness

Model	R	$R^2$	F	Sig.	Beta	t	Sig.
1	0.455	0.207	15.742	0.00	0.455	1.821	0.00
2	0.511	0.261	9.222	0.00	0.235	0.811	0.00

In the second step, the component of "commitment" entered to the prediction model, in which the correlation coefficient, with the increase of 0.056 units, has changed from 0.455 to 0.511. The determination coefficient of  $R^2$  shows that 26.1% of the variance of the criterion variable is explained by the two variables of "challenge" and "control." Similarly, in the third and fourth steps, other components entered to regression equation, but the correlation coefficient and determination coefficient of  $R^2$  have not changed and remained constant. Therefore, it can be concluded that the four components of psychological hardiness explain 26.1% of the variance of the criterion variable (risky behaviors). Finally, the component of "challenge", with the beta coefficient of 0.455, has the most capability to predict high-risk behaviors.

#### 4. Discussion and Conclusion

Adolescence is a very important period of life and it is in fact a transition from childhood to adulthood. This intermediate stage is associated with important physical, mental, and social changes, which significantly affect the personal and social functioning in adult life. According to most experts, adolescent stage is very critical. The results of several studies suggest that problematic and high-risk behaviors are increasing among young people and the condition has become critical. Behaviors such as smoking, tendency to different types of drugs and alcohol, relations with the opposite sex, illicit sexual behavior, incidents and accidents, as well as the inappropriate use of communications such as mobile, the Internet and social networking and audio and video devices, etc. have threatened the health and wellbeing of adolescents and youth and other community members. It addition, it can have destructive and irreparable effects on future generations. Based on the results of investigations, incidence and prevalence of high-risk behaviors among individuals is subject to various factors. Among the different variables affecting the tendency of people to risky behaviors, this study has considered sensation-seeking, psychological hardiness and social performance. In order to test the hypothesis of the study, after confirming the normality of the distribution of the data, the "Pearson correlation coefficient" test was used. The results of the correlation test to explore the relationship between the two variables of "social performance" and "risky behaviors" revealed that the correlation coefficient for social performance and for three components of its four components was negative, and it was positive only for the component of "aggressive behavior", which all were significant at the error level of 1% ( $p < 0.01$ ). Thus, there is a significant negative but weak relationship between the two variables ( $p < 0.01$ ,  $r = -0.201$ ). On the other hand, among the four components of social performance, the component of "personal and social relations" with the coefficient ( $r = -0.253$ ) had the strongest negative correlation with the variable of "risky behavior". Therefore, it can be concluded that students having more favorable social and personal relations will have lower tendency to "risky behaviors". This finding is in line with the findings of similar studies such as Ostovari (2013), as he showed that the relationship between social performance and some high-risk behaviors is significant among high school students. In addition, a significant difference in social performance of teens and risky behavior can be seen which is evident in dimensions of academic performance, peer relations, and communication with family members. In this regard, Ahmadi and Moeeni (2014) also concluded that there is a significant relationship between attachment to family and friends, commitment

to the norms, participation, and belief in ethics, social skills, and risky behaviors. In addition, Secer et al. (2009) explored the relationship between social skills and problematic behaviors of students with different cognitive styles and concluded that children with impulsive cognitive style have been less effective in terms of participation and social interaction in comparison with children with reflexive cognitive style, while they showed more hyperactive, antisocial, and aggressive behaviors. Similarly, Barkin et al. (2002) showed that the multivariate linear regression model of social behavior currently explains 51% of the variance in drug use. Furthermore, drug consumption in present and positive attitude to drug consumption in the future have significant relationships with social behavior, and the corresponding regression model explains nearly 74% of changes in drug consumption in the future.

As Ostovari (2013) indicated, in order to explain the findings of the study, it can be stated that being equipped with socially desirable performance characteristics provides the conditions for active participation in the community and helps the individual react efficiently in dealing with critical and difficult situations. In fact, desirable social behaviors change the potential abilities of the individual into actual abilities and are essential to create, maintain, and organize a human relationship. When a person feels that his behavior corresponds to the needs of the society and the culture to which he belongs, and his needs are satisfied or will be satisfied. These needs include effective and constructive relationship with peers, useful family relationships, good academic performance, self-care, etc. He tries to turn to self-care behaviors that have been identified as a health promoting behaviors and to focus his mind on preserving his health status in the physical, psychological, and social domains. Therefore, self-care promotes the quality of life and improves social performance. Its constant follow-up can help prevent the acute and chronic complications of behavioral disorders and various diseases or their risk. An important principle of self-care is participating and taking responsibility on behalf of the person to prevent different types of risky behaviors by proper health-centered behaviors (Abbas Zadeh, et al., 2012). On the other hand, having healthy relationships with others is a particular characteristic of a healthy personality. In terms of interpersonal relationships, the person's attitude towards himself and his evaluation of himself play a key role. For example, in interpersonal relationships, a person who sees himself very incompetent and weak may avoid communicating with others and become an introverted person. However, a person who sees himself competent, charming, lovely, and valuable welcomes communicating with others and establishes an intimate relationship with them. Social self-esteem is one of the important components of social communication that such a person enjoys from it. On the other hand, failure in challenges and interpersonal stresses negatively affect the evaluation and attitude of the person about himself in social relationships. In contrast, dealing effectively with challenges and interpersonal stresses positively affects social self-esteem and makes the person ready to deal with more strict situations. Accordingly, the significant negative correlation between social performance and the amount of tendency to or emergence of risky and traumatic behaviors in individuals, including female students, seems logical. Moreover, the results of the correlation test showed that there is a significant positive correlation between sensation-seeking and its four components with the "risky behavior" variable at the error level of 1%, ( $p < 0.01$ ). On the other hand, it was found that the highest correlation coefficient belongs to the component of "adventure-seeking"; that is, this component has the most significant positive correlation with the variable of "risky behavior." This finding is in line with the findings of Mokhtari and MirMehdi (2014), Mahmoodi (2011), and Hosseini (2010). These researchers concluded that there was a positive relationship between sensation-seeking and a variety of risky behaviors, and high levels of sensation-seeking could be explained by more risky behavior in teens. In this regard, Reid et al (2009) investigated the role of sensation-seeking in tendency to substance abuse and violence in male and female students and found that both drug use and tendency to physical and sexual violence are related to sensation-seeking, especially in the area of sensitivity to uniformity and risk-taking. Investigating the role of personality temperaments in risky behaviors among students, Secer et al (2010) found that sensation-seeking not only increases tendency to alcohol and drug use, but also increases consumption consequences (e.g., engaging in dangerous sexual intercourse and committing violence). However, according to the new studies, this finding can be explained by the fact that both innate and learned factors are involved in the emergence of emotions. Emotions are part of our daily lives. Emotions color our lives. Emotions can be a response to a situation and a source of motivation. Life without emotion is dismal. They are the spice of life that gives enjoyment and arousal to our life. Emotions are the general, intense, and short reactions of organisms to an unexpected situation, which is associated with a pleasant or unpleasant emotional state. Emotions are physiological and psychological responses that affect our perception, learning, and performance. However, adolescence is a period of psychological, physical, and cognitive transformation as well as changes in social requirements that may lead to conflict and abnormal behaviors. In this course of life, individuals have risky and adventure-seeking behaviors, and they usually do not have the power to control their behavior and violate customs and ethics of the society in which they live. As a result, their activities and movements harass others. Moreover, according to the results of various studies, people who have high adventurous behavior show risky behaviors such as drug and alcohol use, violence and conflict, etc., without thinking about the consequences of their actions. Accordingly, it can be concluded that if the emotions of adolescence and youth are not controlled, harassed, and managed, they can strive catastrophic consequences for the individual and society. One of the psychological variables that may be associated with risky behaviors is psychological hardiness. In order to explore the relationship between these two variables, the Pearson correlation test was used. The results indicated that there is a significant negative, but

weak, relationship between "psychological hardiness" and "tendency to risky behaviors". Therefore, when people have higher psychological hardiness, their tendency to risky behavior will be less. This finding is consistent with the findings of Molazadeh, Kafi, and Salehi (2011), in which they concluded that hardiness of addicts is less than that in the ordinary people. In addition, Inzlicht et al., (2006) showed that the components of hardiness could enhance mental health by applying more adaptive strategies such as problem-oriented strategies and increasing perception of one's ability to face the source of stress. Delahaij, Gaillard, and Vandam (2001) concluded that the coping style of people with high hardiness in stressful situations is more efficient. People who have a strong psychological hardiness are less likely to suffer from physical or mental harm in response to stress, compared to those with poor psychological hardiness (Brannon & Fest, 1997, quoted in Sharifi, Arizi, & Namdari, 2005). The findings of Maddi et al., (1996) indicated a significant negative relationship between hardiness and drug and alcohol use among students (Molazadeh, Kafi, & Salehi, 2011). Mahmoudi (2011) concluded that there is a significant and negative relationship between psychological hardiness and tendency to addiction in men with 95 % certainty, but it is not seen in women. Thus, these findings are not consistent with the findings of the present study. Kobasa (1994, quoted in Jamhari, 2001) also found that male managers with a high degree of hardiness are less likely to develop disease and are healthier despite the fact that they are faced with stressful events throughout life. Additionally, the findings showed that people with low hardiness are more affected by the negative effects of stress. Kobasa and Puccetti (1983) believe that psychological hardiness traits such as remarkable curiosity, tendency to have interesting and meaningful experiences, being assertive, being energetic, and the fact that change in life is natural, can compromise a person with stressors life events. Thus, it appears that significant negative relationship between hardiness and high-risk behaviors is self-evident and logical among female students.

In order to test the fourth hypothesis, stepwise regression was used. The results showed that the four components of social performance explain 21.1% of the variance of the criterion variable (risky behaviors). However, among the social performance components, the component of "personal and social relations" is the most effective variable on high-risk behaviors, because it explains 15.9% of the variability of criterion variables, with the beta coefficient of 0/398. Moreover, according to the results of the regression analysis, it was seen that the component of "adventure-seeking" has the highest share of predicting among the components of sensation-seeking. The coefficient of determination ( $R^2=0.285$ ) between the predictor and the criterion variables also indicates that 28.5 percent of the variance in "risky behavior" is explained by the element of "adventure-seeking". On the other hand, the four components of sensation-seeking explain 31.6% of the variance of the criterion variable (risky behaviors). However, the component of "adventure-seeking," with the beta coefficient of 0.534, has the greatest power to predict high-risk behaviors. In regression analysis, the shares of the predictor variables of high-risk behavior were identified through the components of psychological hardiness and the "challenge" component had the most predicting ability. The coefficient of determination ( $R^2=0.207$ ) between the predictor and the criterion variables also indicates that 20.7 percent of the variance in "risky behavior" is explained by the element of "challenge". On the other hand, the determination coefficient of  $R^2$  showed that 26.1% of variance of criterion variable is explained by the two variables of "challenge" and "control". However, the four components of psychological hardiness explain 26/1% of variance of the criterion variance (risky behaviors). Finally, the component of "challenge," with the beta coefficient of 0.455, has greatest power to predict high-risk behaviors. This finding is also consistent with the findings of Barkin et al (2002) and Secer et al., (2010).

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