

Relationship among Dimensions of Family Communication Patterns and Locus of Control with Self-Efficacy

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Article information	Abstract
<p>Article history: Received: 6 Jan 2012 Accepted: 18 Jan 2012 Available online: 5 Jan 2013 ZJRMS 2014;16 (5):86-88</p> <p>Keywords: Self-efficacy Locus of control Family communication patterns Students</p>	<p>Background: This study was done to examine the relationship of self-efficacy with dimensions of family communication patterns and locus of control.</p> <p>Materials and Methods: The population of this study was all Isfahan University students in the 2010-2011 academic years. Two hundred seventy nine students from various faculties of the university selected by cluster sampling method. In this descriptive study were used from the revised scale of dimensions of family communication patterns, locus of control questionnaire and general self-efficacy scale.</p> <p>Results: Results showed that the dialogue orientation, locus of control and conformity orientation have a significant correlation with self-efficacy ($p < 0.01$). In addition dialogue orientation, locus of control and conformity orientation predicted 13%, 7%, 2% of self-efficacy, respectively.</p> <p>Conclusion: Dialogue orientation in family is the most important predictor of students' self-efficacy.</p>

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Introduction

According to Bandura [1], self-efficacy is influenced by different sources that are associated with family and its communication patterns. Our mean of patterns of family communication is interaction between family members and how to reach decisions by their shared beliefs. To determine the patterns of family communication, Fitzpatrick & Ritchie divided underlying dimensions of family communication patterns to the dialogue orientation and conformity orientation [2]. Rahimi and Jekar found in their research that dialogue orientation in families is caused more happiness in boy students [3]. Rahimi and Khayer found that conformity orientation predicts quality of life in all four dimensions including physical and mental health, social communications and environmental perception [4]. Roddenberry & Renk studied moderating effects of locus of control and self-efficacy on student's level of stress showed that stressful ones have external locus of control and low self-efficacy [5]. Cohen et al. have studied the relationship between locus of control and parenting styles and demonstrated internal locus of control and authoritative style are associated [6]. In addition, the influence of authoritative parenting style on self-efficacy has confirmed by Tozandehjani et al [7]. Since the relationship between locus of control and family communication patterns with self-efficacy is not investigated implementation of this research is needed.

Materials and Methods

This is a descriptive study. In the present study the relationship between locus of control and family

communication patterns with self-efficacy was investigated. Researchers restricted their sample study merely on male students since assessing all students of Isfahan University was required much money and time. Population of this study was all male students of Isfahan University in 2010-2011 studying years. The sample of this study was selected by stratified random sampling method (N=300). But 21 questionnaires omitted ultimately because of incompetence and miss of data and analysis was accomplished on 279 questionnaires. Test of sample size adequacy indicated that test power is 0.97, 0.87 and 0.99 for the dialogue orientation, conformity orientation and locus of control respectively. That means the sample size is adequate statically. Participant was undergraduate, Masters and PhD students with a mean age of 21 years and 3 months that 92% of them were single. For collecting data were used three questionnaires: For measuring the dimensions of family communication patterns (dialogue orientation and conformity orientation) was used from revised family communication patterns scale. This is a self-report survey scale with 26 Propositions that 15 first propositions were related to the dialogue orientation and 11 subsequent propositions are concerned to conformity orientation. Respondents rate their agreement with each statement on a five-degree range score that 4 indicates a "complete agreement" and 0 representing "completely disagree". The validity and reliability of this instrument has been confirmed in many studies. Kooroshnia reported validity of both dialogue orientation and conformity orientation adequate using factors analysis and internal consistency [8]. Jekar and Rahimi have reported reliability of this test for the

dialogue orientation 0.88 and 0.85 for conformity orientation by using cronbach's alpha [3]. In the present study, the reliability coefficient, cronbach's alpha for the dimensions of dialogue and conformity was 0.93 and 0.88 respectively. Schwarzer et al. 17 items general self-efficacy scale was used to evaluate self-efficacy. This scale measures three aspects of behavior including willingness to initiate behavior, this was a descriptive study. In the present study the relationship between locus of control and family communication patterns with self-efficacy was investigated. Researchers restricted their sample study merely on male students since assessing all students of Isfahan University was required much money and time. Population of this study was all male students of Isfahan University in 2010-2011 studying year. The sample of this study was selected by stratified random sampling method (N=300). But 21 questionnaires omitted ultimately because of incompetence and miss of data and analysis was accomplished on 279 questionnaires. Test of sample size adequacy indicated that test power is 0.97, 0.87 and 0.99 for the dialogue orientation, conformity orientation and locus of control respectively. That means the sample size is adequate statically. Participant were undergraduate, Masters and PhD students with a mean age of 21 years and 3 months that 92% of them were single. For collecting data were used three questionnaires: for measuring the dimensions of family communication patterns (dialogue orientation and conformity orientation) was used from revised family communication patterns scale. Desire to expand the effort to complete the assignment and resistance in the face of obstacles. The lowest and highest scores in the scale is 17 and 85, respectively. Concurrent validity approved with measures of self-regulation scale (0.58) and optimistic attributional style scale (0.49) and that reliability reported 0.86 by Barati [9, 10]. Reliability coefficient for this scale was 0.83 in this study. "Locus of Control questionnaire" was used in this study also. This scale is a self-report questionnaire with 29 items. Each material contains two sentences, A and B, which measures the internal and external locus of control and the higher scores indicate the more internal locus of control. The reliability of this scale has been reported optimal and average validity of that reported 0.70 in several studies [11]. In this study, the reliability, Cronbach's alpha, was 0.67. The students were assured of the confidentiality of personal information and overall analysis of the data and their consent to participate in the study was drawn. After collecting the data, and ensure their accuracy, data analysis was began by using SPSS-20 software.

Results

Pearson correlation analysis showed a correlation between locus of control and self-efficacy 0.32 ($r = 0.32$) and this correlation was significant statistically ($p = 0.0002$). Thus, it is concluded that increasing students' tendency towards internal locus of control, increases their self-efficacy. The correlation coefficient for dialogue

orientation and self-efficacy was 0.369 ($r = 0.36$) and is significant ($p = 0.0001$) that shows increasing dialogue increases the amount of self-efficacy. On the other hand, the relationship between conformity orientation and self-efficacy is negative ($r = -0.316$) and significant statistically ($p = 0.006$). The self-efficacy rate will decrease with increasing conformity and increase with reducing self-efficacy. Results showed that mean of self-efficacy scores of students is 62.2, and the mean locus of control scores 14.93, which represents internal locus of control of students (Scores above 12 indicate internal locus of control). The mean of dialogue and conformity orientation was 34.3 and 17.3 respectively. In addition, the maximum standard deviation of the dialogue orientation was 12.77 and the lowest standard deviation of the locus of control scores was 3.83.

Data analysis by using stepwise regression analysis showed that dialogue orientation was entered in equation in the first step and that's multiple correlation was 0.36. This variable predicted alone 13% of the self-efficacy scores ($p = 0.001$). Locus of control was added to the equation in the second step and multiple correlation associated with dialogue orientation was 0.45. These two variables explained 0.20 of the self-efficacy ($p = 0.009$). Locus of control predicted 0.07 of self-efficacy scores. With the addition of the conformity orientation to the equation, the multiple correlation of these three variables reached to 0.48. These variables explained 0.23 of self-efficacy score altogether ($p = 0.0002$). Conformity orientation predicted alone 2% of self-efficacy score. The standard model of predicting self-efficacy based on locus of control, dialogue orientation and conformity orientation is like this: $0.17 \text{ conformity orientation} + 0.62 \text{ locus of control} + 16.0 \text{ Dialogue orientation} = \text{predicted self-efficacy}$

Discussion

Present study was done with the aim of examining the relationship between family communication patterns and locus of control with self-efficacy among Isfahan University male students. Results show that internal locus of control and dialogue orientation are positively related to self-efficacy but relationship between conformity orientation and self-efficacy is negative and significant statically. In addition, each of these three variable scan predict self-efficacy significantly. These variables explained 0.23 of self-efficacy scores together. Our finding is consistent with research by Turner and colleagues that demonstrated family functioning, achievement self-efficacy and performance in academic are related and Lian & Lin that examined relationship between family functioning and family hardiness with self-efficacy and emphasized on the family's role in shaping students' self-efficacy [12, 13]. This is consistent with the finding suggest that family retains still a pivotal role in shaping personality and family communication patterns can be long-term effects on a person's independence and sense of competence. In the other

words, if the family atmosphere is democratic and children can decide on personal matters independently and comment on family matters they form internal locus of control and report high self-efficacy. On the other hand, if the parents decide only in the family and impose their views on other family members, decision-making power and sense of competence does not foster in children and they go through the way others determine for them (external locus of control). Given that on one hand, the relationship between family communication patterns and other variables such as parenting style, emotional intelligence, mental health, happiness and quality of life have been approved in Iran and on the other hand these variables (as well as locus of control, self-efficacy) were associated with higher levels of academic achievement [3, 14, 15], more and more attention to the issue of family communication patterns and training proper parenting styles to parents can prevent outbreak of many academic and personality problems in students. Considering the diversity of ethnic and religious in Iran investigating the relationship between these variables and self-efficacy can provide preparations of providing a native training package for promoting self-efficacy in students. the main short coming of the present study was that it conducted

only on the male students so it is recommended that in future researches the relationship between these three variables on student be investigated. Also, since the study was conducted on a sample of students in generalizing of its findings to non-student communities should be cautious.

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Authors' Contributions

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Conflict of Interest

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