



## Investigate the Relationship between Family Communication Patterns and Resilience with Mediating Role of Identity Schools among Students Andimeshk High School

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**ABSTRACT:** The aim of the present study was to examine the relationship between family communication patterns and Resilience according to the mediating role of identity in high school students. Therefore, 364 patients (194 males and 170 females) were selected by multistage random cluster sampling among high school students studying in Andimeshk city. The research tools include: Identity style Questionnaire OMEIS of Adams and Benion, Resilience Scale of Connor - Davidson and Revised Family Communication Patterns Questionnaire that had acceptable reliability and validity. To test the model, Path analysis was used that results indicate that dimension of dialogue with Achievement identity intermediary and dimension of conformity with diffusion identity and Achievement intermediary with Resilience became significant. Early formed and postponed identities don't have intermediary role. The findings of this study are good evidences of direct and indirect impact of parents on children. Therefore, the families who were trying to have a dialogue with children, pay attention to their demands, this resulted in child tolerance.

**Keywords:** Family Communication Patterns, Resiliency, Identity Styles

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### INTRODUCTION

Psychology in the past and in early its evolution as a science, relied more on disease than fear, more on fear than courage, more on aggression and anger than love, psychologists did not emphasize on helping people to be happier, to be evolved, altruist, to be hopeful, to love more and to be more optimistic. With the slogan of prevention is better than cure, in parallel with medical sciences that started to vaccinate people, in psychology field, positive psychology emerged. Positive psychology has short history (less than one decade) and long past (the time of the Greek philosophers and East intellectuals), (Peterson, 2006). The ultimate goal of this approach is to identify ways that follow future welfare and happiness of human beings. Hence, factors that explain more compatibility of human with the needs and life threats, are the most fundamental structures of study (Samaniet al., 2007). Among these structures, resiliency can be referred. Therefore, the increasing researches on children's resiliency and development field and paying attention to preventive interventions seems necessary. However, given that, resiliency has special place in the field of evolutionary psychology, family psychology and mental health, for this reason, the way of creating this characteristic and in other words, people resiliency is one of the main concerns of psychologists working in this field. Because increased resiliency, leads to a healthier society. In line with this, people like Inzlicht et al. have proposed resiliency as the reason for reducing anxiety and depression. According to their opinion, resilient individuals can overcome a variety of adverse

effects and maintain their mental health (Samani et al., 2007). Resiliency is among fundamental structures of personality that contains the individual capabilities in facing, resuming and re-trying and dealing with problems. Ozbay defines resiliency as the ability to resist stress and tend to extinct stress quickly and efficiently after detecting a traumatic incident. We can say that resiliency is the individual empowerment in creating life-mental balance in critical conditions (Connor & Davidson). Studies revealed that those who develop fewer symptoms of psychological anxiety and worry, encountering difficulties and risks, are among resilient people. Resiliency refers to the human ability to adapt in facing disasters or overwhelming stresses, overcome and even strengthened by the experience. On the other hand, this feature is supported and developed with the internal ability of individual and interaction with the environment and family and is manifested as a positive characteristic. Warm and interested parents who create fixed boundaries, enhance resiliency in children (Masten et al., 2001). According to the above definitions, and various studies that have shown personality, family, education practices and ... effect on resiliency it is known that resiliency is explained largely by family. Family as the most important human system has always been considered and has had different effects on the health and resiliency. Also, one of the important structures in family psychology that affects the health and resiliency is dimensions of family communication patterns. Chafee and colleagues based on conceptual orientation

and social orientation have introduced four different orientations of family relationships: consensual family, pluralistic family, protective family and laissez-faire family (Koerner and Fitzpatrick, 2002). Dimensions of conceptual orientation and social orientation were criticized and examined by David Ritchie. According to him, as the conceptual orientation emphasizes the importance of opinions, it must be called the dialogue orientation, so that reflects paying attention to open and receptive discussion regarding ideas between parents and children and as the social orientation focuses on following, it must be called conformity orientation, that in this orientation, social roles and relationships have a large impact on children decision-making (Koerner and Fitzpatrick, 2002). In the case of family communication patterns and tolerance, researches confirm that dialogue dimension is positive prediction and conformity is negative prediction of factors influencing Resilience (Mandel et al., 2006). On the other hand, having developed and successful identity, provides the necessary conditions for psychological growth, integrity, and psychological well-being, adolescence is a period of transition from childhood dependence to independence and responsibility of youth and adults periods. At this period, the adolescent is involved with two fundamentals: Review and restructure the relationship between parents, adults and community and recognition and rebuilding of itself as an independent one. At this stage, coherence of various physical, sexual and imagine themselves as aspects forms as a single entity and responding to the question "Who am I?" gradually is realized at the adolescent mind (Lotf abadi, 2006). By identity, individuals define themselves, and if this definition is at odds with social reality, they experience states such as immaturity, stress and behavioral problems. These behaviors in late adolescence and early adulthood in view of many psychologists, represent normal behavior of people trying to find a definition of self and, in other words, identity. One psychologist who has considered fundamentally the identity issue is Ericsson. According to Ericsson, continuing identity can be seen further in the extent of a person's life. The crisis is seen more in adolescence and early years of university. Obtained identity requires an individual assessment of personal abilities and disabilities, and how to arrange them. Identification process in a teenager, achieves target when a teenager can say "Who am I". And his approach is the future. Teen does not achieve this goal unless he is committed to value system, religion and political opinions and career goals and in the case of his life begin to develop a philosophy on his life (Nasr, 1996). No doubt part of this in our time is dependent on Ericsson writings in this field (1959, 1968). Latest

researches on identity and preparation of a questionnaires in the context of identity to measure the adolescent identity crisis are related to James Marcia, Marcia after countless interviews with teenagers, pointed to two measures of commitment and exploration on identity that each of these two measures, are categories such as job, values, family, friendship and sex, he has identified four identity states in adolescents based on interviews and scales, including, 1- Identity Achievement 2- identity Moratorium 3- Identity foreclosure 4- confused identity (Marcia, 1980).

Kowerner and Maki showed during the investigation that the orientation of the dialogue is positively correlated with self-esteem and social support and is negatively correlated with anxiety and depression. On the other hand, conformity is positively correlated with anxiety and is negatively correlated with self-esteem and social support. Also, Keshtkaran (2009) examined in this study, the relationship between family communication patterns and Resilience and concluded that the dialogue dimension is positive predictor of Resilience but conformity is negative predictor of tolerance. There is significant difference between family communication patterns that is pluralistic and agreed families and easygoing and restrictive families in terms of tolerance. According to Faircloth, identity is shaped in an environment that person is there and the person's identity is a response to constructive environment. Teens who see their parents always present in the scene, feel that they can rely on them, they grow better and have a healthier mental (Lotf abadi, 2006). In this regard, Adams, reached the conclusion that parents can facilitate the positive growth of identity or delay it. Marcia (1980) quoted by Lotfabadi (2006) proposed that young people who have achieved their identity, and who are actively seeking identity, have a higher sense of self-esteem, are more abstract thinking, report more similarities between self-ideal and self-real and are also advanced in the arguments, these people compared to teens who have more backward position in identity, spend more time thinking about themselves and also, are more confident in showing their true identity to others (Pasha, 2001).

The problem is that, whether the identity may play an intermediary role in a relationship between family communication patterns and tolerance?

Statistical Population, sample and sampling method

The statistical population of this study is the first to fourth grade students of Andimeshk high schools. 6549 people are included (3012 girls and 3537 boys). Among all the high schools, 396 students were selected by multistage random cluster sampling. Data of 32

patients were excluded from the analysis due to the incomplete questionnaires. The original sample was reduced to 364 subjects (194 boys and 170 girls). They were studied as constituents of the sample.

## **MATERIALS AND METHODS**

In this study to measure variables, a revised questionnaire of family communication patterns, Connor– Davidson Resilience Scale (2003) and OMEIS scale of Bennion and Adams identity style were used:

Connor– Davidson Resilience Scale: Connor–Davidson Resilience Scale (CD-RISC; Connor– Davidson, 2003); A 25-items five options instrument (never, rarely, sometimes, often and always) that measures the structure of the resiliency in five-point Likert scale from zero to four. Mohammadi (2005) adapted it for use in Iran. Mohammadi using Cronbach's alpha coefficient obtained the scale reliability coefficient as 0.89. Samani et al. (2007). In the present study, reliability coefficient of the instruments was calculated using Cronbach's alpha that is equivalent to 0.87 and has high validity. The reliability coefficient of the instrument is 0.84 by means of the classification method (Samani et al., 2007).

**OMEIS scale of Bennion and Adams:** To assess the identity, OMEIS scale of Bennion and Adams is used. The test includes 64 parts based on Ericsson theory and is prepared by Bennion and Adams. The questionnaire measures identity formation based on ideological and personal aspects. For measurement of individual identity states, individuals are in the age range of 14 to 56 years but the optimal age range for this questionnaire is 15 to 3 years. The implementation of this questionnaire is in group and individual form. Grading the test is based on Likert scale and answer sheet is graded as follows (Samani et al, 2007).

A- Strongly agree B- agree C- somewhat agree D- somewhat disagree H- disagree V- strongly disagree. The cases (A to V), respectively, are given a score from 1 to 6.

The test has four subscales, including: Diffusion identity subscale, advanced identity subscale, early identity subscale, postponed identity subscale Bennion and Adams. In confidence dimension, for obtained identity subscale (advanced) reliability coefficient of 0.62%, deadline identity (postponed) 0.75%, early identity (formed) 0.75% and confusion identity (confused) and reliability coefficient of 0.62% were achieved. Agha Soltani (1999) in his research is used this test to investigate the relationship between identity and creativity. These coefficients have been reported using Cronbach's alpha for confusion identity 0.66, deadlines identity 0.67, early identity 0.66 and gained identity 0.76. In the present study, the reliability coefficients have been obtained using Cronbach's

alpha for confusion identity 0.72, deadlines identity 0.76, early identification 0.85 and gained identity 0.79. Reliability coefficients were obtained using classification methods for confusion identity of 0.62, deadline identity 0.73, early identity of 0.83 and gained identity 0.75.

Revised scales of family communication patterns: To determine the status of the dialogue and conformity, revised questionnaire of family communication patterns is used.

The scale has 26 items, five option (Strongly disagree, somewhat disagree, no opinion, somewhat agree, strongly agree). From strongly agree (score 5) to strongly disagree (score 1), that 15 first items are related to dialogue dimension and 11 item are related to conformity dimension.

To calculate the reliability of this instrument in conducted survey, the average of Cronbach's alpha has been reported 0.89 for the dialogue and 0.79 for conformity. Rahimi and Jokar (2007) calculated reliability coefficient for the instrument using Cronbach's alpha 0.89 for the dialogue dimension and 0.88 for conformity dimension and 0.80 for the total coefficient scale. In the present study, reliability coefficient of the instrument was calculated using

Cronbach's alpha 0.91 for dialogue and 0.85 for conformity coefficient and 0.83 for the total coefficient scale. Reliability coefficient was obtained by classification method 0.85 for dialogue dimension and 0.75 for the conformity dimension and 0.82 for the total coefficient scale. This test has a high reliability.

It should be noted that in the current research, family communication pattern as exogenous variable and Resilience as endogenous variable and as identity as a mediating variable were considered.

## **RESULTS**

In this section, the descriptive findings are firstly considered as study variables and then as the results of analyzes that examine the research questions and hypotheses. Descriptive information include the mean and standard deviation of variables in Table 1.

Correlation between Resilience and other variables is a range of 0.04 to 0.46 and as can be seen, dialogue dimension has positive relationship with Resilience and conformity is not significant with Resilience (Table 2)

The final model of study

To explore the mediate role of identity in relation to family communication patterns and tolerance, path analysis was conducted using Lisrel software that form of the model is provided below. Figure 1 shows improved model of family communication patterns on Resilience with intermediary of Identity Status.

32% of the Resilience variance is explained by model variables that effects of variables are given in Table 3 results as direct, indirect and total (Figure 1)

Examining the direct and indirect effects of exogenous variables on Resilience

In order to clarify and examine the mediating role of identity in the following table, the direct and indirect effects of exogenous variables are given on the Resilience.

Dialogue dimension with beta of 0.39 and conformity dimension with beta of 0.11 has positive direct effect on tolerance. Achievement and diffusion identity has significant effect on tolerance. Also, the

effect of dialogue on Resilience (0.50) is significant at the 0.001 level that its 0.11 is due to the indirect effect of Achievement identity. Conformance has also significant indirect effect that is through Achievement and diffusion identity. It is necessary to note that both the early and foreclosure identities do not have intermediary role in the model. In other words, only diffusion and Achievement identities could play an intermediary role in the present model. Also, explained variance of Resilience is 32% in the model (Table 3).

According to the goodness of fit indices that are reported in Table 4, we can say that the model has fairly good level of fitness.

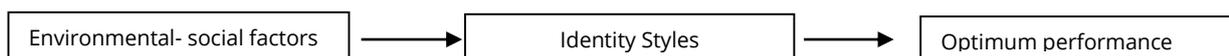


Fig1. The effect of environmental- social factors with identity styles intermediary on the optimal performance of people

Table 1. Shows the mean and standard deviation of students score in tolerance, family communication patterns and identity styles questionnaire

Indices	Resilience	Dialogue	Conformity	Achievement	Diffusion	Foreclosure	Early Identity
Mean	62.6	48.8	35.2	39.2	37.7	46.4	41.44
Standard deviation	15.3	13.7	9.8	11.6	10.3	9.5	8.06

Table2. The correlation matrix among tolerance, family communication patterns and identity styles

Variable	1	2	3	4	5	6
Resilience	1					
Dialogue	0.46*	1				
Conformity	0.14	-0.11*	1			
Diffusion Identity	-0.11	0.01	0.27*	1		
Early Identity	0.04	0.09	0.54*	0.11	1	
Foreclosure Identity	0.13*	0.16*	0.22*	0.44*	0.27*	1
Achievement Identity	0.37 *	0.28*	0.09*	0.18 *	0.27*	0.57 *

P<0.01

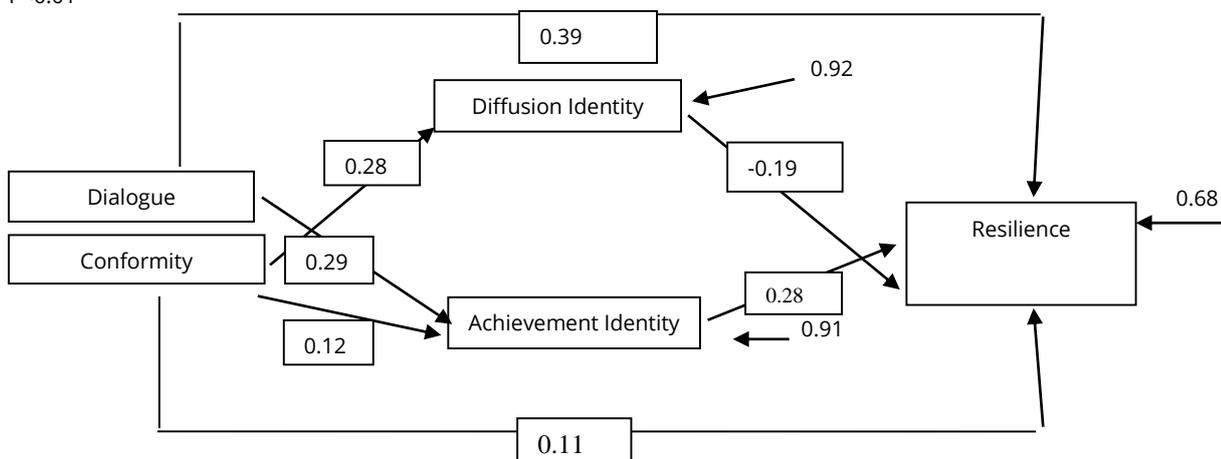


Fig 1. Path diagram and estimating the fitted model parameters

Table 3. Direct, indirect and total effects of other variables

Paths	Direct effect	Indirect effect	Total effect	Explained variance
Dialogue	0.39*	0.11*	0.50*	32
Conformity	0.11*	0.09*	0.20*	
Diffusion Identity	-0.19*	.....	-0.19*	
Achievement Identity	0.28*	.....	0.28*	

**Table 4.** Calculations of model fit goodness

Indices	$\chi^2$	CFI	GFI	RMR	NFI
Rate	150.4	0.77	84	0.17	93

**DISCUSSION**

Data analysis according to the fir model showed that model variables explained 0.32 of the Resilience variance. Examining direct, indirect and total causal effects of final model showed that dimensions of family communication patterns predicted Resilience with intermediary role of Achievement and diffusion identity. Dialogue dimension through enhanced identity, and conformity dimension through diffusion and Achievement identity predicted tolerance. Early and foreclosure identities did not have intermediary role in this model. Thus, according to the results of the regression model, the dialogue dimension is positive predictor of Achievement identity and Achievement identity, in turn, is a positive predictor of tolerance. Compliance is strong predictor of diffusion identity and weak predictor of Achievement identity. Diffusion identity is a negative predictor of tolerance. Dimensions of family communication patterns impact directly or indirectly on tolerance. In total, 32% of the variance was explained by the Resilience model.

The results of this study indicate that the dialogue orientation of family on resiliency has a positive effect either directly or indirectly. The results of this study is in line with the results of Kayd khord (2013) researches. Family-oriented dialogue direct impact on students' resiliency is in line with findings show that children who their family is close to their children and are responsive to their needs have more confidence.

Dimensions of family communications, in addition to direct effects, have indirect effects on resiliency through advanced and confused identities of students' intermediaries. Family oriented dialogue influences indirectly resiliency through advanced identity intermediary. Family oriented dialogue on increasing the resiliency of students through advanced identity is in line. This finding is also consistent with findings that argue families with lots of dialogue, transfer their expectations from their children (Kowerner and Fitz Patrich, 2002). In explaining these findings, we can say that family as the basic social institution is the first effective system for children and youth's growth. Various factors in the family, each in a different manner and amount on affect children's development process as the families' product. The dialogue orientation raises family- cohesion as much as support that family members provide each other. The degree of freedom of opinion, expressing thoughts and opinions freely in family atmosphere, make emotionally dependent family members to each other. That leads to the safety and mental health of family members, especially children, in other words, the

orientation of the dialogue effects on shaping advanced identity. The successful identity style is associated with features such as problem-focused, conscious in decision-making, effective self- exploration, independence of judgment, openness in experience and cognitive complexity that these attributes can be as effective characteristics in increasing resiliency. The repetitive and easy dialogue and far from imposing beliefs among family members, provides discussion correct pattern for children which, in turn, helps to increase their perception of their competency in this area. Perception of this competence causes that children of families with high orientated dialogue and low compliance consider the quality of information and supportive evidences of the argument in discussions (Kowerner and Fitz Patrick, 2002).

In explaining intermediary role of identity styles on resiliency it can be expressed that identity styles as a personality trait that can be considered as affecting factor on resiliency, and besides other features that researchers have mentioned, with the support of the social environments in positive identity orientations as a dynamic process can arguably increase their resiliency. Hesampour (2008) and family- oriented conformity in addition to the direct impact, impact indirectly on the resiliency by intermediation of confused identity highly and advanced identity lowly. It is worth noting that these teens spend an extended period of identity confusion. Perhaps never strong and clear identity does not formed. These are teenagers who cannot find themselves, they keep themselves free from link and remain in the abstraction and in periods before identity formation. Totally, from the results of study path analysis and the intermediary role of advanced and confused identities it can be concluded that teens are ready for mood changes. It is necessary that parents and caregivers to know these features and deal with teenagers appropriately. They should know that teenagers try to be free from power constraint that elders, school and community impose them and they are trying to show their identity. Parents should know that in lives of most adolescents, family always is like an anchorage. If parents trust teenagers, order them less, imposing their opinion less, the crisis of teenagers will be less and mental health, identity obtain, independence and resilience will increases.

The findings of study can be considered from two aspects of theoretical and practical. From a theoretical perspective, this study can help to research on family and family communication patterns by introducing a theoretical model, practical aspects of this study could have important information for Iranian parents of

adolescents. These findings indicate that if family environment provides comfortable conditions for conversation about many topics and spend much time to express thoughts and feelings of family members, the needs of children will be satisfied more likely and will result in children resiliency. Also, help of families to children's independence and personal growth and giving value for their opinions and interests, even if they do not agree with the opinions and interests of family, will prevent the formation of anxiety and will lead to a successful and coherent identity formation in children. The findings could also be useful for schools. Schools are expected to train communication, social, life skills and values. Schools may help students to train needed skills for expressing feelings and emotions in addition to their thoughts and opinions.

The findings of study, provides deeper picture of students' experiences regarding their resiliency and perceptions from communication style of parents and we can provide valuable suggestions enjoying the results. Parents can provide experiencing favorable outcomes including psychological well-being for their children with an emphasis on dialogue and engagement and supportive behaviors, such as listening, avoiding language control, providing information feedback, reducing psychological and behavioral stress, creating internal documents on success, not forcing children to accept their demands, encourage independent thinking, confirming competence in children, allowing to participate in decisions.

Finally, in associated with research proposals and constraints it can be said that, given the limited scope of the study participants in terms of age and geography, it is necessary to be care in generalizing the results to other regions and age groups. Also, as the study is correlational, causal inference is not possible from the results. Finally, it is suggested that the relationship between family communication patterns and Resilience and intermediary to be examined in a form of causal model.

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