



Relationship between Family Communication Patterns and Resilience with Intermediary Role of Satisfying Psychological Needs

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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 satisfying psychological needs in high school students. Therefore, 379 patients (183 males and 196 females) were selected by multistage random cluster sampling among high school students studying in Dezful city. The research tools include: Guardia satisfy need scale, DESIRyan, 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 among dimensions of family communication patterns, the dialogue dimension has a significant positive direct effect on resiliency. The indirect effect of dialogue was significant with resiliency that represents an intermediary role of need variable to communicate, need for competence and autonomy. 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 resilience.

Key words: Family communication patterns, resilience, identity styles

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INTRODUCTION

Over the past century, psychologists and researchers, face focused their research on failure or grief conditions such as anxiety and depression; so they were unaware of the positive aspects of human potential abilities. Gradually in recent years, some psychologists have defined correlated factors and positive predictions of human existence, such as joy, hope and resilience. Movement from the boundary conditions to the positive aspects is called positive psychology perspective (Argyle, 2001; Cheng and Furnhaim, 2003; Snyder and Lopez, 2002; quoted by Moltafet, 2012).

Positive oriented psychology approach, according to the talents and abilities of human, instead of considering disorders and disturbances, knows its ultimate goal identifying structures and practices that is seeking welfare and happiness of people. Among these structures, Resilience can be mentioned. Therefore, the research increase in Resilience and development of child and attention to the need for preventive interventions, seems necessary. The high level of resilience, reduces emotional problems and establishes mental health of individual (Samani et al, 2007). Resilience is the ability to cope with loaded events and a lot of stressful events (including severe injuries, death, disaster, economic damages, political upheaval and cultural changes) and maintain mental health and mental vitality, despite facing unpleasant events (Agaibi, 2005).

The Resilience is generally regarded as a feature associated with character, personality and coping

ability that implies on strength, flexibility, ability to dominate or back to normal status after exposure to severe stress and challenges (Lazarus and Folkman, 1984). Resilience refers to capabilities of human adaptation in the face of disaster or overwhelming stress, overcome and even strengthened by the experiences. This feature is developed with infernal ability and interaction with environment and family support (Diner et al., 2009). According to Cowen et al (1996) Resilience is a dynamic process that is highly influenced by protective factors. Protective factors are specific features that are required for resilience. These capabilities are skills and abilities that a person can achieve them, and there is in individual, family or social environment) (Dyer and Fkgvyys, 1996). In the case of factors associated with resilience, studies have shown that family, community, attitudes, personality, and ... impact on resilience. Warmth and eager parents that make fixed boundaries, promote Resilience in children (Masten et al, 1998).

According to the above definitions and various studies that show personality, family, training practices etc. impact on resilience, it is known that Resilience is explained by family. Dimensions of family communication patterns are one of the important structures in family psychology that impact on the health and resilience. Watslavyk et al. (1967) introduce family as the legislation system whose members are constantly being redefined and being revised in the definition of their relationships nature based on the pattern of relationships (Watslavyk et al., 1967; quoted

by Klark and Shields, 1997). Identifying these patterns can help to identify some aspects of family functioning, in fact, knowing patterns types and family communication styles, in addition to describing, predict and explain the function of the family. Researchers have tried to identify and classify family communication patterns. Studying family communications, Chafi and colleagues proposed a theory in which family patterns reflect the methods whereby family interpret the social realities and shares and interprets its members (Fitner Patrick, 2004; Kowerner and Fitner Patrick, 1997, 2002). In the case of family communication patterns and resilience, researches confirm that dialogue dimension is positive prediction and conformity is negative prediction of factors influencing Resilience (Kowerner and Fitner Patrick, 2004; Hali, 2000; Mandel et al., 2006).

On the other hand, Basic psychological Needs Theory (BPNT) provides the necessary conditions for psychological growth, integrity, and psychological well-being (Brawn and Ryan, 2003). Failure to identify and not attempt to satisfy basic needs creates the conditions that can make impatient person and in danger of falling in dealing with crisis situations. Human needs requires certain conditions for mental health or welfare and their satisfaction depend on the conditions support (Deci and Ryan, 2000).

Self-determination theory states that environmental and context conditions effect on satisfying the needs and improved performance. Basic psychological needs, Deci and Ryan (2000 and 2001) argue that subjects' optimal performance in various

fields depends on the satisfaction of basic psychological needs. These needs include: Need for Autonomy, Need for Competence, and Need for Relatedness with people who are important to him. The need for autonomy, is the need for freedom in doing activities rather than the feeling of being controlled or forced to do something. This requirement is satisfied when one feel that according to understanding of self, acts according to his will. (Deci and Ryan, 2000).

The need for a sense of competence, is the need to feel competent and efficient in dealing with environment. So that a person feels he can control on his environment experiments and cope with the various challenges (White, 1959). Need to communicate meaning the need to the experience of bonding with others, in such a way that the person feels securely bonded and is considered by those who are important to him (Ryan, 2000; Ryan and Deci). Theory of basic psychological needs, with a closer look, adds a new component to the concept of evolved psychological needs and their relation with mental health and happiness. So, contexts that are supportive or destructive of these requirements effect directly on person's mental health. This theory claims that all three of these requirements are necessary and if any of them failed, separate performance fee will be needed.

The figure below shows the conceptual model for this study. In Deci and Ryan conceptual model (2000, 2001), optimal function is function of context factors and needs satisfaction. This theory is summarized in figure 1.

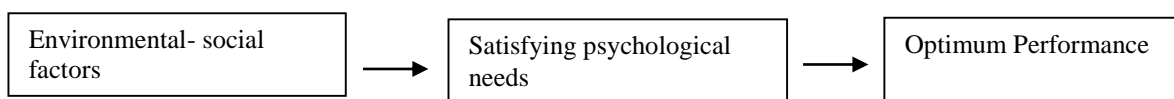


Figure 1. Base needs theory of Ryan and Deci (2000, 2001)

The effect of environmental- social factors with satisfying psychological needs intermediary on the optimal performance of people. Kowerner and Maki (2004) 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 resilience.

There is significant difference between family communication patterns that is pluralistic and agreed

families and easygoing and restrictive families in terms of resilience. In another study, Sheldon, Ryan and Reese (1996) tested daily variations in autonomy and competence experiences. They found that in individual differences level, the degree of autonomy and perceived competence is correlated with psychological well-being. Gagan and Deci (2005) in examining Self-determination theory and its applications at Organizational Behavior and Motivation showed that satisfying basic needs in job satisfaction, mental health and employee productivity is of particular importance. In fact studies showed that needs satisfaction and supporting the independence of employees by managers is in line with better job performance, higher organizational commitment and job satisfaction. (Ilardy et al., 1993).

In a study, Rahimiyan and Asgharnejad (2008), studied the relationship between psychological hardiness and resiliency with youth and adults mental health in earthquake survivors of city Bam. Results, showed the importance of psychological hardiness and resiliency in maintaining and promoting mental health in earthquake survivors.

This study is based on the conceptual model of Deci and Ryan and mentioned studies examined the effect of family environment (as environmental- social factors) on resilience growth of students (as an index of optimal function) through their satisfying psychological needs intermediation. It should be mentioned that this study for the first time has used base needs theory on resilience. The problem is that, whether the satisfying psychological needs may play an intermediary role in a relationship between family communication patterns and resilience?

MATERIALS AND METHODS

The statistical population of this study is the first to fourth grade students of Dezful high schools. 18047 people are included (9037 girls and 9007 boys). Among all the high schools, 396 students were selected by multistage random cluster sampling. Data of 17 patients were excluded from the analysis due to the incomplete questionnaires. The original sample was reduced to 379 subjects (194 boys and 185 girls). They were studied as constituents of the sample.

In this study to measure variables, a revised questionnaire of family communication patterns (Kowerner and Fitz Patrich, 2002), Connor- Davidson Resilience Scale (2003) and Needs Satisfaction scale were used:

Revised scales of family communication patterns: To determine the status of the dialogue and conformity, revised questionnaire of family communication patterns (Kowerner and Fitzpatrick, 2002) is used.

The scale has 26 items, five option. Kuroshnia (2006) has reported the reliability of this instrument 0.89 for the dialogue and 0.81 for conformity using Cronbach's alpha. In the present study, the reliability of instruments was calculated 0.89 for the dialogue dimension and 0.84 for conformity dimension and 0.72 for the total coefficient scale. Reliability coefficient was obtained by classification method 0.83 for dialogue. 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. Mean and standard deviation of satisfying psychological needs, resilience and dimensions of family

dimension and 0.74 for the conformity dimension and 0.89 for the total coefficient scale. Instrument reliability was explained by Factor Analysis.

Connor- Davidson Resilience Scale: Connor- Davidson Resilience Scale (CD-RISC); Connor- Davidson Resilience Scale (2003) was used to test resilience. This scale is instrument with 25-items. The scale for each item is considered in the range of five options. Validity (in factor analysis method and convergent and divergent validity) and reliability (in Cronbach's alpha method) of scale has been confirmed by producers of various test groups in different groups (normal, at risk). The preliminary results of psychometric properties of the scale has confirmed reliability and validity. (Connor- Davidson, 2003) Samani et al. (2007), obtained 0.93 Scale Reliability for the Iranian sample (using Cronbach's alpha) that reliability of the scale was consistent with reliability reported by producers. In the present study, reliability coefficient of the instruments was calculated using Cronbach's alpha that is equivalent to 0.89 and has high validity. The reliability coefficient of the instrument is 0.82 by means of the classification method.

Basic psychological needs scale is a scale that is made by Guardia, Deci and Ryan, that measures support of autonomy, competence, and connection with others for subjects. The scale consists of 9 items and 3 subscales. Each of these items has 7 degrees (from 1 to 7, which includes completely false to very true). Higher scores on each subscale means that subject percept so that he is satisfied more in that subscale requirement. Reliability and validity of the test was evaluated in 2003 by Wilson et al and researchers had presented a valid and reliable test. Reliability coefficients resulting from the implementation of test on mother, father, romantic partner and friend of subjects have been reported, 0.92, 0.92, 0.92, 0.92, respectively (Guardia et al). Reliability of this test was calculated for 9 items by Cronbach's alpha that its reliability is 0.77 and reliability coefficient is 0.62 by bisection method.

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

communication patterns are studied to describe and inform persons' status (Table 2).

The final model of this study

To explore the mediate role of needs satisfaction in relation to family communication patterns and resilience, 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 satisfying psychological needs. 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. Examining the direct and indirect effects of exogenous variables on Resilience. In order to clarify and examine the mediating role of needs satisfaction in the following table, the direct and indirect effects of exogenous variables are given on the Resilience.

As the results of table 3 shows, dialogue dimension with beta of 0.34 and need to competence and independence with 0.12 and 0.11 coefficients have positive direct effect on resilience. The direct effect of conformity is not significant. The total effect of dialogue on resilience (0.47) in 0.01 level is significant that 0.13 is for indirect effect. Also, explained variance of Resilience is 23% in the model. 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.

Table1. The mean and standard deviation of variables.

Indices /Variables	Mean	Standard deviation
Resilience	61.75	14.65
Dialogue dimension	51.56	11.45
Conformity dimension	30.92	9.2
Need to competence	14.27	3.33
The need to independence	14.9	3.5
Need to communication	15.14	4.35

Table 2. The zero-order correlation matrix between variables

Variable	1	2	3	4	5
1- Resilience	1				
2- Dialogue	0.46*	1			
3- Conformity	-0.16*	0.39*	1		
4- Competence	0.33*	0.44*	-0.16*	1	
5- Communication	0.36*	0.66*	0.32*	0.45*	1
6- Independence	0.33*	-0.23*	0.39	0.51*	0.34*

*P<0.001

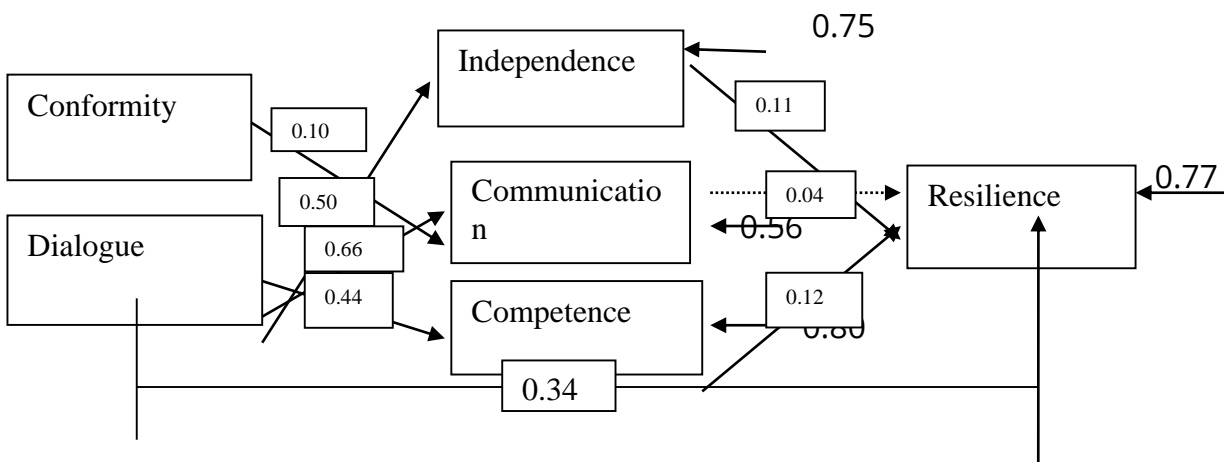


Figure 2. Path diagram and estimating the fitted model parameters

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

Paths	Direct effect	Indirect effect	Total effect	Explained variance
Dialogue	0.34	0.13	0.47	23
Conformity	0.06	0.03	0.09	
Need to independence	0.11	0.11	
Need to competence	0.12	0.12	
Need to communication	0.04	0.04	

*P<0.001

Table 4. Model fit goodness features

Indices	χ^2	CFI	GFI	RMR	NFI
Rate	30.52	0.99	0.96	0.04	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 satisfying psychological needs. Thus, the patterns of family communication are positive predictors of psychological need satisfaction and Psychological need satisfaction, in turn, positively predicted resiliency. Among direct paths, conformity path was not significant resiliency, but resiliency with higher significant coefficient is predicted by dialogue dimension. Among indirect paths, dialogue path was significant on resiliency with intermediation of three need components of autonomy, competence and communication. In total, 23% 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 Cyrus Nia, Maryam and Latifian, Morteza (2011), Kayd khord, Hojjat (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 (Diana Bomrind, 1977, 1991, quoted by Siglman, 1999).

Orientation of family dialogues, in addition to direct effects, have indirect effects on resiliency through satisfying psychological needs of students' intermediaries. This finding is also consistent with findings that argue families with lots of dialogue, transfer their expectations from their children. (Kowerner, Fitz Patrick, 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, on the other hand, 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. Based on research Grolnik and Ryan (1989) parents who are supporting children's autonomy and independent decision making, and are interested to children's programs and activities their children feel more competent and have more adaptive behaviors and more self- regulatory power. Feature raised by these researchers is observable readily from dialogue- oriented families. 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 (Hord, Dampsi and Sandler, 1995). 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. (Fitz Patrick, 2004; Kowerner and Fitz Patrick, 2002).

What is called resiliency is needed. 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.

Family oriented dialogue affects indirectly on the resiliency through intermediation of satisfying the need to student autonomy. This finding is consistent with findings that show parents who provide the opportunity to interact freely, frequently and spontaneously, increase their autonomy (Sheldon Krieger, 2007; Williams and Deci, 1996) and this is while the students self- following increases their implementation of difficult duties (Williams and Deci, 1996). Also transition of expectations children cause that they can implement their tasks and achieve better and faster to feelings of competency related to this assignment. What in turn effect on their confidence in their ability to such assignments. Cowen et al (1996) names features of resilience children as soft temperament, high intelligence, strong bond between parent and child, feel competent parents, parents having mental health, the child's sense of competence, actual control, empathy and social problem-solving ability. However, previous researches suggest that Students' perceptions of autonomy and competence levels are important predictor of preferring challenging assignments (Bugiano, Min and ketz, 1988). Confident person wants to challenge them. This study is consistent with the theory of self-determination that claims human needs requires certain conditions for mental health or welfare and their satisfaction depends on the supportive conditions (Deci, Ryan, 2000).

Family orientated dialogue indirectly affect resiliency through need satisfaction intermediary on students' communication. However, conformity orientation does not affect through need to communication. Indirect and positive impact of family orientated dialogue on students' increased resiliency through need satisfaction is consistent with the findings of previous researches. According to researches, dialogue- oriented family members focus on thoughts, opinions and personal feelings (Kowerner, Fitz Patrich, 2002). This causes that they feel interested each other, what is called need satisfaction to communication (Deci and Ryan, 2000; Ryan and Deci, 2000). Other findings show that safe interests helps cognitive development (tampson, Ister brox, Pdila-Waker, 2003, quoted by Berk, 2007). In general, dialogue- oriented families enjoy living together. These families train their children based on frequent communications, social values and the free choice principle and growth them socially (Kagawa, 2008; Kowerner and Fitz patrich, 2002b). Since in the dialogue- oriented relationship of parent- child, activities, thoughts and personal feelings can be shared, it is clear that, people involved in these interactions, feel that they have favorite relationship and their need to communication has been satisfied. This will increase the resiliency of people.

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. 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 psychological need satisfaction intermediary to be examined in a form of causal model.

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