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TÍTULO: El papel predictivo del desempeño familiar en la autoeficiencia de las alumnas de secundaria en Irán.

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RESUMEN: El objetivo del estudio fue predecir la autoeficiencia en el desempeño familiar en niñas de estudiantes de secundaria. El diseño fue un estudio correlacional-descriptivo y la población estadística estuvo compuesta por todas las alumnas de secundaria de Shiraz en el año académico 2016-2017. 150 estudiantes fueron seleccionadas por muestreo de conglomerados. Los instrumentos fueron el cuestionario del dispositivo de evaluación familiar y el de autoeficacia de Scherer. Se utilizó el software SPSS para analizar los datos. Los resultados de la correlación de Pearson indicaron una relación positiva y significativa entre los aspectos de las subescalas de desempeño familiar y la autoeficacia. El análisis de regresión múltiple mostró que las dimensiones de la resolución de problemas, la comunicación, la participación afectiva, el control del comportamiento y el desempeño principal pueden predecir de manera positiva y significativa las autoeficiencias.

PALABRAS CLAVES: desempeño familiar, autoeficiencias, estudiantes de secundaria.

TITLE: The predictive role of family performance in self-efficiency of High School student girls in Iran.

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ABSTRACT: The goal of this study was to predict self-efficiency based on family performance in girls of high school student. The research design was a correlational-descriptive study and the statistical population consisted of all high school girl students of Shiraz during the academic year 2016-2017. 150 students were selected by cluster sampling. Research instruments were Family Assessment Device (FAD) Questionnaire, and, Scherer's self-efficacy questionnaire. SPSS software was used to analyze the data. The results of Pearson correlation indicated a positive and significant relationship between the aspects of family performance subscales and the self-efficacy ($P < 0.01$). Multiple regression analysis showed that dimensions of problem solving, communication, affective involvement, behavioral control, and main performance can positively and significantly predict self-efficiencies.

KEY WORDS: family performance, self-efficiencies, High School students.

INTRODUCTION.

Self-efficacy is one of the important concepts in Bandura's cognitive-social theory. In this theory, cognitive processes play a determining role in individual behaviors) Chu, 2010). Cognitive processes, as part of psychological pathology, lead to inappropriate expectations and perceptions of one's self-efficacy. These expectations cause to anxiety and avoidance of threatening situations (Rohi et al., 2012; Nakhaee & Nasrabadi, 2019).

The results of Santos, Magramo, Ogaan & Paat, study (2015) showed that self-efficacy effectively increased the ability of to predict the problem-solving and strategy to cope with life changes and simultaneously increased the level of mental health in individuals who could organize their activities to achieve the goals. Self-efficacy plays an important role in the education success of students. Researches by Schwartz in 23 countries suggests that self-efficacy in educational systems is vital. It was observed that students with weak self-efficacy beliefs, avoid from obstacles instead of dealing with them. Subsequently take unrealistic measures of high standards and try to achieve extraordinary expectations despite their abilities, resulting in successive failures. Therefore, these failures induce valueless and depression in students and consequently affect their educational performance (Schultz, 2006).

Curtis, Groarke & Sullivan (2014) showed that self-efficacy has a very effective role in the adaptation of individuals, and high self-efficacy has significant correlation with positive well-being, adjustment of stress and more compatibility. Family is one of the main determinants in improving the mental health. Family is one of the pillars of social life. In order to ensure that the performing of main duties of the family in the best way, it must be constructed functionally effective (Darthaj & Mohammadi, 2010; Jabbari et al, E2019; Malathi et al, 2019).

A healthy family unit should be adapted itself to cultural, environmental, psychological, social, and economic stress in different stages of life (Navabinejad, 2000). Mohammadifar, Kazemi and Zarei Motakali (2016) investigated the role of family performance and self-efficacy in social adjustment of students. Results demonstrated that there is a significant relationship between family performance and self-efficacy with students' compatibility, and family performance and self-efficacy well predicted student's compatibility.

It seems that the ability and self-efficacy of students that adjusted stressors agents made difference in their lives. Self-efficacy and affected factors have paid the attention of educational psychologists and other experts in several years (Golmohammadi et al, 2015; Akharaiyi et al, 2018).

People with high self-efficacy are waiting for favorite achievements through good performance, in comparison low- self-efficacy individuals have low performance expectations and, ultimately, they obtained poorly results. In order to guide adolescences to self-efficacy, there are important responsibilities to the parents in relation to parental roles and family performance. Investigations have shown that there is a relationship between the beliefs of parents and adolescent about work, economic, political, and religious issues, as well as gender roles (Jakubowski, 2004; Tereso et al, 2018).

Considering that in the communication period knowledge and ability to overcome the problems is necessary to survival, and in this situation any member of society must be participated. in this regard, understanding the predictive factors of the behavior it facilitates interventions in order to change the behavior, so the self-efficacy achieving is one of the essential needs of life, especially in students (Saeed et al, 2011; Aziz & Abdolghader, 2018). Therefore, family performance can play a significant role, which is evaluated in present study.

DEVELOPMENT.

Methods.

Statistical Population.

The research is a correlational-descriptive study. The population of the study consisted of all high school girl students in Shiraz, who studied at high schools in Shiraz during 2016-2017. The sample was 150 high school students from Shiraz were selected by cluster sampling.

Research instruments.

The Family Assessment Device (FAD)-60: The *FAD* questionnaire which developed by Epstein, Baldwin, & Bishop in 1983 used to assess the family function development. This questionnaire consists of 60 Items and 7 subscales including problem solving, communication, roles, affective responsiveness, affective involvement, behavior control, and main function.

Any question is graded in a 4-point scale (1= strongly agree, and 4= strongly disagree) (Sanei, 2001). The questions 1, 4, 5, 7, 8, 9, 13,14, 15, 17, 19, 21, 22, 23, 25, 28, 31, 33, 34, 35, 37, 39, 41, 42, 44, 45, 47, 48,51, 52, 53, 54, 58 have reverse points. In the next step, to get scores for each of the subscales, we add the scores for the questions for each of them, and then we get the average. The low point in any subscale shows good family performance in that area.

The reliability of this questionnaire was carried out by the by Sadafi. It was found that the reliability of subscales was problem solving; 0.78, communication: 0.56, roles: 0.63, affective responsiveness: 0.69, affective involvement: 0.60, behavior control: 0.74, and main performance: 0.79.

Self-efficacy questionnaire.

This questionnaire was developed by *Scherer's* and colleagues (1982) and contains 17 items. The perceived self-efficacy questionnaire evaluates individual beliefs about his ability to overcome the problems. This questionnaire is based on a five-point Likert scale as (1= strongly disagree, and 5= strongly agree).

High scores represent a high *self-efficacy* in the individual. *Scherer's* et al. (1982) measured Cronbach's questionnaire 0.86. Moreover, their studies also showed that There are positive correlations between the scores of this questionnaire and success in the job and education. In present research the reliability of this questionnaire was calculated using Cronbach's alpha coefficient, which was 0.84.

Procedure.

To collect the data the formal procedures were taken for gaining the consents of participants as well as that of the authorities in the high school girls in Shiraz. Next, the participants were instructed on the purpose of the study and its potential benefits. Also, they were given some instructions on how to fill the questionnaires then, the questionnaires were distributed among the participants by the researcher and they were asked to fill them. Finally, the researcher collected the questionnaires and rated them. Data analysis of the study was done by using SPSS software. At the inferential level, Pearson correlation coefficient tests and multiple regression analysis tests was employed to test the research hypotheses.

Results.

This section provides the descriptive indicators and the results of correlation and regression analysis to predict the self-efficacy based on the subscales of developmental family performance variable as a predictor indicator. In table 1 descriptive variables are shown.

Table 1: Descriptive statistics of variables.

	Mean	SD	Max	Min
problem solving	22.33	4.36	30	10
Relationship	25.34	4.42	35	15
Roles	33.49	5.18	45	21
affective responsiveness	22.17	4.64	34	13
affective involvement	26.61	4.27	35	15
behavioral control	33.45	5.20	46	14
main performance	51.42	7.28	69	31
self-efficacy	51.85	5.68	64	15

The results of the Pearson correlation test between criterion and predictor variables are shown in Table 2. As can be seen, there is a positive and significant relationship between the aspects of family performance and self-efficacy.

Table 2: Pearson correlation between research variables.

	Problem solving	Relationship	Roles	Affective responsiveness	Affective involvement	Behavioral control	Main performance	Self-efficacy
Problem solving	1							
Relationship	0.676**	1						
Roles	0.792**	0.582**	1					
Affective responsiveness	0.726**	0.709**	0.648**	1				
Affective involvement	0.747**	0.641**	0.708**	0.716**	1			
Behavioral control	0.533**	0.732**	0.608**	0.564**	0.638**	1		
Main performance	0.825**	0.775**	0.758**	0.824**	0.816**	0.737**	1	
Self-efficacy	0.521**	0.304**	0.493**	0.436**	0.343**	*0.299	0.467**	1

Also, we used the regression analysis in order to determine the share of any of these dimensions. As shown in Table 3, the R value is 0.6000 and the R^2 is 0.360. In other words, family performance explains 36% of the variance of self-efficacy scores. Also, Aspects of problem solving, communication, emotional blend, behavioral control, and overall performance can predict self-efficacy as positively and significantly.

Table 3: The regression on the on predicting self-efficacy based on family performance components.

Criterion variable: self-efficacy								
Predictor variable	R	R ²	Df	F	P	B	t	P
Problem solving	0.600	0.360	149	13.763	0.001	0.254	2.649	0.009
Releatinship						0.213	2.216	0.030
Roles						0.132	1.165	0.165
Affective responsiveness						0.254	2.649	0.009
affective involvement						0.143	1.868	0.074
behavioral control						0.267	2.985	0.005
main performance						0.315	3.357	0.001

Discussion.

Results of present study revealed that the R value was 0.600 and the R² ratio was 0.360. In is interpreted family performance elucidates 36% of the variance of self-efficacy scores. Additionally, the dimensions of problem solving, communication, affective involvement, behavioral control, and overall performance can predict self-efficacy as positively and significantly. In general, Pearson test results show that there is a positive and significant relationship between self-efficacy and all subscales of family performance. In other words, increase of family performance associated with increasing self-efficacy. The results of this test are in line with the studies of Ghoreishi and samani (2015), Samani and Behbahani (2011), Shamkhi, Shamkhi, Shamkhi, and Samani (1393).

In healthy families, there are open and spontaneous communication. In such families, there are broad discussions about various issues. The whole of wishes, thoughts and feelings of the adolescences are considered. In such families, the adolescences feel that they are accepted by the parents and understood by them. Moreover, parents speak about their emotions and feelings frequently in these environments, and this encourages the adolescences to build massive communication. All of above mentioned can be a reason for increasing the psychological

investments and self-efficacy of such families. The lower mental disorders of these families have been confirmed in numerous studies (Eslami & Ahmadi, 2019; Bakhshandeh et al, 2015; Zare, 2015; Novikova et al, 2018).

Families with high conversation rate tend to train children with social skills, problem-solving ability, and high-level leadership skills. Furthermore, families with high conversation rate usually create open up communication in the family. They encourage disagreement and expressions of appreciation, which is the pleasure of generating open and wide-ranging communication with others followed by engaging in these communications. Other studies have also stated the impact of the quality of family communications on the extent and quality of social communication of children was significant. According to the present results, as well as the results of previous researches, the impact of a well family on social relationships and psychological states of adolescences have been considered strongly and obviously. As a result, it is necessary to establish of open and extensive communication in the family, and respect to adolescences' thoughts and opinions to train children with high social capabilities.

It can also be said, that healthy family members have more information about each other's schedule than other family types, and in contrast non-healthy family members are less informed of other daily family members. In explaining this, it can be said that according to the family process and content model, healthy families have higher communication skills and emotional cohesion than non-healthy families (Samani, 2008). This ability among members of healthy families' causes most information to circulate between family members.

According to Olson (2011), families with well emotional integrity among members have more common information among them. In this regard Sadeghi et al. (2010) showed that parenting style has a significant effect on the formation of its types in children. Maenle & Herringshaw (2007) also emphasize that positive parenting associated with positive relationship, and this is the rule that

promotes mutual understanding between parents and children. This process cause to mutual understanding family members from each another and additionally can increase the various psychological dimensions, especially their self-efficacy.

CONCLUSIONS.

This study revealed that family performance can significantly predict self-efficacy of adolescent girls in Iran. Healthy families with good communication skills and appropriate emotional cohesion transfer information among members and are more aware of schedules and feelings each other's.

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