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Review Article

A The Presentation of the causal model of the effect of educational conflict on students' educational self-regulation, considering the mediating role of family communication pattern

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Abstract

The purpose of the present study was to present a causal model of the effect of educational conflict on students' educational self-regulation, taking into account the mediating role of family communication patterns. Therefore, in terms of purpose, this research is applied and in terms of methodology, it is quantitative research of correlation. The statistical population of this research includes all students of Payam Noor University of Isfahan in the academic year 1400-1401. 300 people were selected as the sample of this study using the random sampling method. Rio's Educational Engagement questionnaires (2013), Bouffard et al.'s (1995) Educational Self-regulation, and Koerner and Fitzpatrick's (2004) family communication patterns were used to collect data. To analyze the data at the level of descriptive statistics, mean, standard deviation tests and at the inferential level, T-tests, regression coefficients, and path analysis were used in the SPSS19 software environment. The research findings have shown that there is a positive and significant relationship between all of the research variables the results of path analysis also showed that the variable of family communication patterns was able to establish a mediating role in the effect of educational conflict on educational self-regulation.

Keywords

Family Communication Patterns, Educational Self-Regulation, Educational Conflict.

Introduction

With the increase of rapid changes in the world today, the educational system has also undergone some fundamental changes, and the most important key to survival and sustainability in this era is to pay attention to the quality of the educational system and to cultivate efficient, productive and responsible people such as students [1]. The so called "Explosion of Informaton" era must equip its students with intellectual independence and innovation, and this cannot be achieved unless they are provided with mental and psyhoclogical health. One of the cognitive-motivational variables affecting educational progress, which is one of the educational capabilities and has the greatest impact on educational progress, is academic engagement [2].

Academic engagement indicates academic progress [3] and investment and behavior involved in the processes performed by students [4]. Such a feature can influence the socialization process of students in addition to having an educational aspect [5]. Because this variable contains three emotional, cognitive, and behavioral indicators that include the behavior and character of learners [6]. Emotional involvement refers to all the emotional and affective reactions of students in the classroom and school, and it means a person's enjoyment and interest in challenging academic

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situations in school [7] and is also far from any negative emotions such as despair, stress and aggression in doing homework [8]. Cognitive engagement includes a variety of processes that students use to learn and it includes cognitive and metacognitive techniques [9] and also includes a person's readiness to learn various courses and subjects [10]. Behavioral conflict includes observable behaviors such as attending school, following school rules and trying to deal with academic problems [11], and asking peers for help in learning and understanding course materials [12].

The study results of Sun et al. (2018) showed that there is a positive and statistically significant relationship between student's academic engagement and internal motivation and enhancing their academic performance. Suterland (2010) demonstrated that increased academic engagement is associated with positive outcomes such as increased participation in learning activities, interaction with professors and other classmates, and being interested in doing homework. Torabi & Nikookar (2021) concluded in their studies that as the level of academic engagement increases, students' responsibility increases as well. Eskandari & Sadoughi (2019) stated that by satisfying students' psychological needs, their academic engagement can be increased and their academic performance can be improved. In this study, academic engagement plays the role of an independent variable for students in supporting academic identity through family communication patterns in academic work. An important point in relation to academic engagement is its relationship with many educational outcomes. Student involvement in university is a better predictor of academic success. The research conducted in this field has reported the positive effects of academic engagement regardless of race, gender, and socio-economic status [13].

But one of the factors involved in improving students' learning performance is the use of educational self-regulation strategies in educational environments. This learning strategy refers to a process in which the learner regularly directs his/her thoughts, feelings, and behavior in order to achieve her special goals [14]. This construct was proposed by Bandura in 1967. He believes that in this type of learning, a person tries his best to acquire knowledge and different skills without getting help from a teacher or other people. Educational self-regulation helps a person to design and guide the learning flow and also to find the power to evaluate the entire learning process [15].

Students can make a lot of progress by using the self-regulated learning process. Therefore, familiarity with such skills will have a significant impact on their academic and professional life. But when students suffer from academic dysregulation, they are deprived of any kind of planning and time management, and its effects are defined as a lack of active presence in the classroom and a lack of concentration during learning and teaching. Organization, reviewing and decoding information and not using cognitive and metacognitive strategies are other problems of students not having academic self-regulation. These issues prevent a person from creating a productive educational and work environment and deprive him/her of using social resources [16]. The results of Teimoorzadeh and Bakhshipor's studies (2022) showed that academic self-regulation reduces internet addiction. In 2021, Rahgozar stated that components such as educational self-regulation and hope for education are very important in the development of learners' skills and their academic progress. Matuga (2009) also states in this context that academic self-regulation is a stimulus for learners because of which they can actively guide their cognitions, behaviors, and actions in order to achieve their goals and aspirations. Therefore, learners should have a goal and a motivation to achieve their goals, on the other hand, by using such a strategy, they can curb their cognitive activities and motivate themselves by strengthening and punishing themselves and inhibiting their behaviors. According to Aksan (2009), self-regulation skills among student's increase learning and academic progress and reduce withdrawal and burnout due to the control of conditions. Radmes and Zimmerman (2011) showed that there is a significant relationship between high academic self-regulation and success in doing homework. Therefore, academic conflict and academic self-regulation begin in the initial state of the family system and family

communication patterns, because the family system is the first place where students make decisions about their future. According to what was mentioned, and since family communication patterns and parent-child relationships may be involved in the formation of academic identity in students, and based on the explanations mentioned above, it is clear that academic conflict is also involved in the development of academic self-regulation. Therefore, the aim of the research is to present a causal model of the effect of academic conflict on students' academic self-regulation, taking into account the mediating role of family communication patterns.

Considering that one of the most important decisions for a student is academic decision-making and this type of decision-making is the cornerstone of every person's life, family communication patterns may play an important mediating role in students' academic conflict and self-regulation. Also, considering that among all of the research done so far, there are no studies on the effect of academic engagement on students' academic self-regulation, taking into account the mediating role of family communication patterns among the students of Isfahan city, this research seeks to answer that Can family communication patterns play a role in the relationship between students' academic involvement and their academic self-regulation?

In the following section, we mention some of the research carried out inside and outside the country:

In a research, Shirzadi et al. (2021) investigated the effectiveness of teaching philosophy to children on norm avoidance and academic engagement of sixth-grade male students in Borujen city. The results showed that teaching philosophy to children can be used to reduce deviant behaviors and increase academic engagement in educational environments. Ozaee et al. (2021) investigated the effect of perception of the learning environment and academic engagement on the academic performance of second-year high school male students and the mediating role of academic self-efficacy. The findings showed that the perception of the learning environment, academic engagement, and academic self-efficacy affect academic performance. According to the results of the research, the identification of variables correlated to academic performance can lead to students' participation in the teaching process and increase students' confidence to achieve educational goals. Arami, Manshaee, and Sharifi conducted a study in 2015 on the subject of comparing motivational beliefs, metacognitive skills, and self-regulated learning of gifted and normal students of Isfahan city. The results showed that there is a significant difference between the two groups of gifted and ordinary students in terms of motivational beliefs at the level of metacognitive skills and self-regulated learning. This means that ordinary students have obtained a higher average than gifted students in terms of motivational beliefs, metacognitive skills, and self-regulated learning. Shaker Ardakani (2019) investigated the relationship between children's self-efficacy and family culture capital of the family with the academic engagement of fifth-grade female students in Ardakan city. The findings of the research showed that there is a significant positive relationship between self-efficacy and academic engagement, and there is a significant positive relationship between cultural capital and academic engagement. In (2021), during research, Griddles showed that top students in special learning situations use more self-regulation strategies (cognitive and meta-cognitive) and apply them in their learning process. Using such strategies increases their academic engagement and improves their learning. Bevan et al. (2021) in a study titled Family Communication Patterns, Received Social Support and Perceived Quality of Care stated that family caregivers need more support to optimally help their care recipients. Pan, Yang, Han & Qi (2021) in a study titled Family Communication Patterns and Mental Health Among Students: A Moderated Mediation Model Showed that family functioning has a significant effect on students' mental health and that the relationship is partially mediated by loneliness. Zhang & Wang (2020) in research entitled the effect of family communication patterns and psychological factors on school atmosphere and panicky behaviors stated that panicky behaviors have always been one of the hot topics in the field of adolescent research. The results showed that there is a negative relationship between school atmosphere and fearful behaviors and

the mediating role of psychological issues. In addition, the effect of the school atmosphere on psychological issues was moderated by family functioning. There was an interaction between family and school, and psychological issues played an important role in environmental and adolescent behaviors. This study confirms the combined effect of family systems, school systems, and personal systems on phobic behaviors and has special guiding importance for the prevention and intervention of phobic behaviors among adolescents. Therefore, the main question is whether family communication patterns have an indirect effect on academic engagement and academic self-regulation of students or not.

Methodology

This research is correlational in terms of practical purpose and in terms of the methods of gathering findings. The statistical population of the present study consists of all the students of Payam Noor University of Isfahan, who are studying in the first semester of 2011-2014. The random sampling method is simple and the sample size is 300 people based on Morgan's table. It should be noted that according to Morgan's table, 260 people should have been selected as the research sample, but for more certainty in generalizing the results, 300 questionnaires were used to collect the research findings, which are described below.

• Ryu & Tseng Academic Conflict questionnaire (2011)

This 21-question scale was designed by Ryu & Tseng (2011) and includes four subscales of agency with questions one to five, behavioral dimension with questions six to ten, and emotional dimension with questions fifteen to twenty-two. Ryu & Tseng (2011) evaluated the reliability of this scale with an alpha coefficient between 0.78 and 0.94. In the research of Ramezani & Khamsan (2015), the validity of this tool was confirmed and the reliability of the whole scale was evaluated as 0.92 (Iskandari & Sodooghi, 2019:26). Academic self-regulation by Bouffard et al. (1995)

This 14-question scale was designed by Bouffard et al. (1995) to measure respondents' use of self-regulated learning techniques. This tool includes three components of cognitive strategies (five items including questions 3, 7, 9, 10, 12), motivational strategies (three items including questions 6, 8, 11), and metacognitive strategies (six items including questions 1, 2, 4, 5, 13, 14). For each of the questions, five options are considered according to the Likert spectrum from completely agree to completely disagree and have one to five respectively. It should be noted that questions 5, 13, and 14 are graded in reverse. The total score of each respondent is between 70 and 14 and the higher the score, the higher the academic self-regulation of the person. The results of factor analysis showed that the correlation coefficient of the scale is appropriate and the questionnaire can explain 0.52 of the variance. Attari & Karsheki (2013) reported the reliability of this tool as 0.72 and Kadior (2010) using Cronbach's alpha reported its reliability as 0.80 (Sharifmensh et al., 2015: 4).

• Koerner and Fitzpatrick family communication patterns questionnaire (2004)

The Revised Family Communication Patterns Questionnaire (RFCP) was created in 2004 by Koerner and Fitzpatrick and has 26 five-choice items ranging from strongly agree (score five) to strongly disagree (score one) in the field of family communication. This tool measures the orientation of communication and the orientation of family harmony, which make up the first 15 propositions and the next 11 propositions, respectively. Koerner and Fitzpatrick reported the validity of the scale as 0.89 (range 0.92 to 0.84) for the dialogue dimension and 0.79 (range 0.84 to 0.73) for the conformity dimension. Kooroshnia reported an alpha of 0.87 for the dialogue and listening dimensions and an alpha of 0.81 for the harmony dimension. Also, using the method of factor analysis and internal consistency, Koronshia has reported a favorable validity for this tool. The correlation coefficient of dimensions with the total score was 0.75 and 0.44, respectively.

In order to describe the findings, central and dispersion indicators have been used, and at the level of inferential statistics, in order to examine the presentation of the causal model of the effect

of academic conflict on students' academic self-regulation, considering the mediating role of family communication patterns, path coefficient analysis, and Pearson's correlation test were used in SPSS version 19 software environment.

Findings

Table 1. The results of the Kalmogrov-Smirnov test to check the normality of the distribution

	Scores	
Variable	Kolmogorov-Smirnov	The significance level
Academic Conflict	0/714	0/687
Academic Self-regulation	0/863	0/446
Family Communication Patterns	1/266	0/081

Table 1, shows the results of the Kolmogorov-Smirnov test to check the normality of the distribution of scores.

Table 2. Matrix of correlation coefficients between research variables

Variables	1	2	3
Academic Conflict	1		
Academic Self-regulation	**-0/456	1	
Family Communication Patterns	**0/557	**-0/474	1
*Significance at the 0/05 level		**Significance at the 0/01 level	

Table 2, shows the results of the correlation between academic engagement with academic self-regulation and family communication patterns. Based on the obtained results, all the calculated correlation coefficients are significant at the alpha level of 0/01 ($p<0/01$). The correlation between academic engagement and academic self-regulation with family communication patterns is positive. The positivity of the obtained coefficients shows that there is a direct relationship between academic engagement and academic self-regulation with family communication patterns.

Table 3. Path coeeficient of the indirect effect of academic engagement on academic self-regulation through the vaiable of family communication patterns

Indirect Path	**Standard Coefficient**	**Level of Significance**
Academic Conflict – Family Communication Patterns – Academic Self-regulation	0/167	0/01

Based on the obtained results, the coefficients related to the indirect effect of academic engagement on academic self-regulation patterns are significant at the alpha level of 0/01 ($p<0/01$). Therefore, the research hypothesis based on the indirect effect of academic involvement on academic self-regulation through the variable of family communication patterns is confirmed.

Table 4. Pearson's correlation test statistics of the relationship between academic engagement and academic self-regulation

Variable	Academic Self-regulation				
	Pearson Correlation Coefficient	Significance	Number	Relationship	Relationship Type
Academic Engagement	0/476	0/002	300	Yes	Positive and Significant

Also, the findings in table 4, show that the correlation coefficient of the Pearson test between the two variables of academic engagement and academic self-regulation is equal to 0/476 with a significance of 0/002 and less than the assumed error in the research i.e. a significance level of 0.05. This level of research assumption is confirmed.

Table 5. Path coefficient of direct relationship between academic engagement and academic self-regulation

Path	Standard Coefficient	t	Level of significance
Academic engagement ⟶ Academic self-regulation	0/557	11/585	0/002

Table 5, shows the results related to the path coefficient of the direct effect of academic engagement on

academic identity. Based on the obtained results, the path coefficient related to the relationship between academic engagement and academic identity is positive and significant at the alpha level of 0/01 ($p<0/01$). According to the significance of the obtained coefficient, the hypothesis of the research about the direct and positive effect of academic engagement on academic identity is confirmed.

Table 6. Pearson's correlation test statistics of the relationship between family communication patterns and academic self-regulation

Variable	Academic Identity				
	Pearson Correlation Coefficient	**Significance**	**Number**	**Relationship**	**Relationship Type**
Family Communication Patterns	0/531	0/002	300	Yes	Negative and Significant

On the other hand, based on the data in table 6, the correlation coefficient of the Pearson test between the two variables of family communication patterns with academic self-regulation is equal to 0/531 with a significance level of 0.002 and smaller than the significance level of 0.05 (assumed error in the research). Therefore, at this level, the hypothesis of the research is confirmed.

Table 7. Path coefficient of direct effect between family communication patterns and academic self-regulation

Path	Standard Coefficient	t	P-Value
Family Communication Patterns ⟶ Academic self-regulation	0/224	3/727	0/01

Table 7, shows the results of the path coefficient of the direct relationship between family communication patterns and academic self-regulation. Based on the obtained results, the path coefficient related to the direct effect of family communication patterns with academic self-regulation is positive and significant at the alpha level of 0.01 ($p<0.01$). Considering the significance of the obtained coefficient, the hypothesis of the research about the direct and positive effect of family communication patterns on academic self-regulaton is confirmed.

Table 8. Pearson's correlation test statistics of the relationship between family communication patterns and students' academic involvement

Variable	Academic Engagement		
	r	P-Value	n
Family Communication Patterns	0/536	0/002	300

The findings in table 8, show that the correlation coefficient of the Pearson test between the two variables of family communication patterns and academic engagement is equal to 0/536 with a significance of 0/002 and less than the assumed error in the research i.e a significance level of 0.05. Therefore, the hypothesis of the research is confirmed. As a result, it can be said that there is a significant relationship between family communication patterns and students' academic involvement.

Table 9. Path coefficient of direct relationship between family communication patterns and academic involvement

Path	Standard Coefficient	t	P-Value
Family Communication Patterns ⟶ Academic Engagement	0/557	1/585 1	0/01

Table 9, shows the results related to the coefficient of the direct effect of family communication patterns on academic engagement. Based on the obtained results, the path coefficient related to the relationship between family communication patterns and academic involvement is positive and significant at the alpha level 0f 0.01 ($p<0.01$). Considering the significance of the obtained coefficient, the hypothesis of the research based on the direct and positive effect of family communication patterns on academic engagement is confirmed.

Discussion

The matrix of correlation coefficients between research variables showed that all calculated correlation coefficients were positive and significant at the alpha level of 0.01 ($p<0.01$). The positivity of the obtained coefficients shows that the correlation between the variables of academic engagement and academic self-regulation with family communication patterns is positive.

General hypothesis: Family Communication Patterns have an indirect significant effect on academic engagement and academic self-regulation of students.

Based on the obtained results, the coefficients related to the indirect effect of academic engagement on academic self-regulation through the mediating variable of family communication patterns are significant ($p<0.01$). Therefore, the research hypothesis based on the indirect effect of academic involvement on academic self-regulation through the mediating variable of family communication patterns is confirmed. The results of this research hypothesis show alignment with the studies of Shirzadi et al. (2020) and Bush et al. (2012). In explaining this research hypothesis, it can be said that children are encouraged to think and discuss different issues through the dimension of dialogue and listening. Children enter identity issues through the conversation in the family and are challenged by family problems, which causes high participation and high

academic involvement of students. Therefore, the orientation of conformity, which refers to harmony between family members and avoiding conflicts, and in other words, parents deprive their children of the ability to think and comment on life's problems, and this upbringing style leads to the formation of a chaotic identity in teenagers, and they lack the necessary ability to establish biological balance. They lose mental strength facing destructive conditions. Individuals with disturbed identities lack occupational or ideological commitments in adolescence and may experience a crisis of academic self-regulation. Their chosen lifestyle rejects a sense of commitment and, in extreme cases, leads to pointless wandering. The first sub-hypothesis: academic engagement has a direct and significant effect on the academic self-regulation of students. According to the attitude of the studied sample, the path coefficient related to the direct effect of academic engagement on academic self-regulation is positive and significant at the alpha level of 0/002. In addition, the Pearson correlation coefficient results show that there is a significant relationship between the variables of academic involvement and academic self-regulation in students. The findings of this research hypothesis are in line with the results of the studies of Shirzadi et al. (2021), Ozaee et al. (2021), Mehan et al. (2019), Sadati et al. (2016), John & Lee (2017), Bush et al. (2012). Based on this finding, it can be said that people actively search for information with a conscious identity style and evaluate and then use appropriate information, their educational goals are clear, they achieve high progress, and as a result, it causes the formation of academic engagement in them. The second sub-hypothesis: family communication patterns have a direct and significant effect on students' academic regulation. The results related to this research hypothesis indicated that the effect of family communication patterns on academic self-regulation is positive and significant. In addition, the Pearson correlation coefficient results show that there is a significant relationship between the variables of family communication patterns and academic self-regulation in students. The findings of this research are in line with the research of Shaker Ardakani (2019), Ozaee et al. (2021), Zamani et al. (2019), Sadati et al. (2017), Boon et al. (2021) and Pan et al. (2021).

This finding indicates that if a teenager is accepted by his parents, academic self-regulation will be established in him. In fact, such teenagers are more inclined to receive information and evaluate it, they use this information to shape their self-regulation, and as a result, they are successful. In general, research shows that affection has the greatest effect on the development of successful self-regulation. Because it is the most effective method in helping teenagers to gain confidence in life changes and challenges they face. The third sub-hypothesis: family communication patterns have a direct and significant effect on students' academic engagement.

The results related to this research hypothesis indicated that the effect of family communication patterns on academic engagement is significant. In addition, the Pearson correlation coefficient results show that there is a significant relationship between the variables of family communication patterns and academic involvement in students. From this relationship, it can be inferred that students who are loved by their families will increase their academic participation. The findings of this part of the research are in line with the studies of Shirzadi et al. (2021), Ozaee et al. (2021), Zamani et al. (2020), Sadati et al. (2017), Pan et al. (2021) and Boon et al. (2021). According to the results of the research, emotional relationships in the family are one of the most effective factors in the type of academic engagement of children. This means that the emotional closeness of their parents and the excessive support and control of children by parents leads to the creation of academic self-regulation. On the other hand, children who are rejected by their parents and are emotionally distant from them suffer from a decrease in academic self-regulation. These people have never had the opportunity to identify with their respective parents. In general, from the findings of this research, it can be concluded that the achievement and realization of academic self-regulation is a subject in which not only the family factor is very effective, but also other factors such as identity styles, intrapersonal factors, culture, the tendency to control, etc can also be very effective in the development of personality and academic success

of students.

Among the limitations of the current research, we can mention the use of different self-report methods to measure family communication patterns, academic involvement, and academic self-regulation, which increases the probability of one-sided self-reported responses and may affect the level of variables, and also the bias of the study may affect the internal validity of the research. Also, since the community of this research is limited to the students of Payam Noor the University of Isfahan, as a result, it is not possible to generalize the results of this research to other students of other universities, or it should be done with caution and finally, this research is correlational research, so the obtained relationships cannot be interpreted as a causal relationship.

In the following, some practical and research proposals are discussed:

Practical Suggestions

1. based on the results of this research, it is suggested that parents emphasize cooperative and supportive behaviors such as listening, avoiding controlling language, providing informational feedback, reducing mental and behavioral pressures, creating internal documents to achieve success, and not forcing children to accept their wishes, encouraging independent thinking, affirming competence in children, allowing them to participate in decisions, provide the context for experiencing favorable outcomes in increasing their children's involvement and academic participation of their children.
2. Since the acquisition of academic identity can be generalized and taught, for the progress of educational organizations, training courses on the acquisition of academic self-regulation should be held for students.
3. It is suggested that according to the obtained results, education should hold the necessary pieces of training in the field of supervisory functions for families.

Research Proposals

1. Future researchers are suggested to investigate the relationships of these variables using longitudinal or experimental methods.
2. Future researchers are suggested to examine the current status of the variables of this research and provide solutions to strengthen them.
3. In order to increase the scientific load of the research, it is suggested to the researchers to use tools such as interview, observation and other qualitative tools in relation to the desired variables, in addition to quantitative work.
4. Future researchers are suggested to investigate the same topic in other provinces and other statistical communities and compare the results with this research.

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