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THE PREDICTIVE ROLE OF PERFECTIONISM AND SELF EFFICACY AND FAMILY COMMUNICATION PATTERNS IN RELATED TO TEST ANXIETY IN HIGH SCHOOL STUDENTS

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ABSTRACT

The aim of this study was to investigate the predictive role of Perfectionism, Self-Efficacy and Family Communication Patterns in related toTest Anxietyin high schoolgirl students. For this purpose the 200 member girl'shigh school students from Neyrizin academic year 2014-2015 selected through multistagecluster sampling and were assessed by Multidimensional Perfectionism Scale **(Hewitt and Flett, 1991)**, General self-efficacy scale (Adams and Scherer, 1983), Revised Family Communication Patterns instrument **(Fitzpatrick and Ritchie, 1990)** and test anxiety scale **(Asadi Moghaddamand *et al*., 1996)**. The data were examined by using univariate andmultipleregression analysis enters method. Results showed that: the first Variable for predictions test anxiety is egocentric perfectionism and then community- oriented perfectionism. Also Betweenself-efficacyandtest anxiety instudentsthatthere isa significant relationship and Efficacycan be part oftest anxietystudentsto predict. On the other hand the conformity of perspectivesfamily communication patterns willhavea significant relationship with Studenttest anxiety and can predict it.

Keywords: Perfectionism, Self-efficacy, Family Communication Patterns, Test anxiety

INTRODUCTION

Test anxiety is a global phenomenon. This is an important educational problem that affects millions of students around the world puts **(Hill, 1984)**. A plethora of writings and research done in the last 50 years in different countries indicate the importance and special attention to this phenomenon. Test anxiety is an unpleasant emotional response to the evaluation, the excitement with subjective feelings of tension, anxiety and arousal of the autonomic nervous system characterized **(Guida and Lodlow, 1989)**. Test anxiety is a subjective self is the minimization of doubts about his ability to assess specific cognitive and often negative, lack of concentration reactions of the physiological poor led, and a drop in, academic performance, destructive role of preventive mental health and school plays **(Sarason, 1975)**. Test anxiety is an unpleasant experience at different levels, areas of concern and excitement of the influence of the information, Accurate processing of information, development and creativity and talents, thus preventing the growth and academic achievement (**Showartrz, 1984, quoted Abdkhodayy, 2010)**. Test anxiety is a form of school anxiety is a common problem and is flame retardant. According to researchers in several studies, the prevalence of test anxiety in students from 10 to 30 percent by 1983, according to the, **MehrabiZadeh Honarmand *et al*., 2000). Mahdavi Gharavi *et al*., 2012)**. Much research on the causes, the antecedents and correlates of test anxiety is conducted. Among the characteristics that have been associated with test anxiety research Perfectionism can be referred to Kerd. kmal minded people with ideas are solid and, therefore, hard and rigid ideas about perfectionism One of the features that were introduced **(Egan, 2005 quoted Abdkhodayy *et al*., 2011)**. In other words perfectionism as a stable tendency to lay completely unattainable standards and strive to achieve them bycritically evaluate their own personal performance is defined **(Frost *et al*., 1990)**. Perfectionism tends to be perfect and extreme perfectionism are people who want to be perfect in all aspects of their lives **Flett and Hewitt, 2002)**. The results showed that the dimensions of perfectionism and test anxiety is a significant positive relation. (**AbdKhodai *et al*, 2011; Ahghar *et al*., 2010)**. The **Beshart *et al*., (2012)** among students and students with high test anxiety are common in all three dimensions of perfectionism were no significant differences were reported. Other variables, the relationship between test anxiety has been considered in empirical research, is self. Albert Bandura's social cognitive theory of self efficacy beliefs and judgments derived from the individual's ability to perform the duties and

responsibilities of the team. Humans have used some kind of self-control and regulatory power Other variables, the relationship between test anxiety has been considered in empirical research, is self. Albert Bandura's social cognitive theory of self efficacy beliefs and judgments derived from the individual's ability to perform the duties and responsibilities of the team. Humans have used some kind of self-control and regulatory power and by a system of thoughts, feelings and behavior and control over their destiny to play a decisive role. By its structure is self-cognitive skills, emotional, social, and human behavior to achieve various objectives such as effective regulation **(Bandura, 1995)**. Research conducted Meaning negative relationship between self-reported and test anxiety **(Good Manners *et al*., 2011; Myrsamiy *et al*., 2008)**. In addition to the individual variables, such as interpersonal variables influence of family factors on test anxiety. Military first child in a family that opens its eyes and it influenced and trained. Family study not only provides a better understanding of the system but our understanding of the people who have grown it provides. Because all members of their families are also affected even in adulthood **(Koener and Fitzpatrick, 2002)**. Relationships and family communication and family education practices and behaviors affect people's ability **(Koerner, 2004)**. Communication among family members as one of the most important aspects of interpersonal and family relationships is key to understanding the mechanisms of influence are considered. Research has shown that family-oriented dialogue, significant predictors of anxiety and depression in children **(Korosh Nia *et al*., 2007)**. Due to the importance of a comprehensive range of test anxiety, influencing factors have been investigated. The role of the family and how its members connected together in a very basic form of this anxiety seems With regard to the review of the research that has been clearly associated with the family closer look at the components of test anxiety students Place it in the educational success of their lives brighter and returns. Research conducted in recent years indicates the importance of different countries and special attention to the phenomenon of test anxiety. Due to high levels of test anxiety, its importance in the educational environment and its devastating effect on the mental health of students this study seems to be necessary and important. Hence it is necessary to numerous studies on the factors influencing test anxiety and its effects are done. In this study, Predictive role of perfectionism, self and family communication patterns associated with test

anxiety student's high school student's home town girl Neyriz paid.

Literature:

Perfectionism and test anxiety

Mazakv (2007) quoted Bakhtiar Poor (2010) examine the relationship between perfectionism and anxiety reported significant negative. Felt research findings and Identity (2004) found that individuals involved perfectionism and interpersonal aspects of the structure of perfectionism are associated with anxiety. **Felt research findings and Identity (1991)** reported a significant relationship between perfectionism and anxiety and the feedback also showed that there is a significant positive correlation between perfectionism and anxiety.

in their study on high school students found that perfectionism can affect the test anxiety. **Faraji, (2009)** in their study on the Kermanshah University students that self-oriented perfectionism **Assadi Majreh *et al* (2011)** and other community-based circuit is positively and significantly strongest variables are used to predict test anxiety. **Sudanese *et al*., (2008)** in their study on 293 students in Ahwaz relationship between perfectionism and social anxiety were significant and negative.

Efficacy and test anxiety

Nidau *et al* (2011) quotes Aghajani significant negative correlation between self-reported anxiety and math. **Hiso, Wong and Chiu (2009)** in their study showed a negative relationship exists between self-efficacy and test anxiety. Self-efficacy is an important factor in predicting academic performance in specific areas was identified. **Kacari (2004)** found that students with higher self-efficacy tend to be more effort and perseverance in carrying out a lesson to be they are confident in their abilities and this leads to higher self-efficacy and test anxiety is lower.

Family communication patterns and anxiety

Research results **Korosh Nia *et al*., (2007)** suggest that family-oriented dialogue predictors of anxiety and depression, and anxiety and depression in their children negatively predicted.

METHODOLOGY

Descriptive correlational study is to investigate the predictive role of perfectionism; self-efficacy and Family communication patterns have been associated with test anxiety in students.

The population

The population of the study consisted of all high school students in the city is Neyriz Thsyly93-92 city Neyriz were enrolled in school. The sample population consisted of 200 patients in a multi-stage cluster sampling, were selected. It should be

noted.Clusters in high school, 200 students from four high schools.

Measurements

1. Measure of multidimensional Hovitand Felt identity
2. The scale of the identity and Felt (1991) and is composed of three subscales and 45 items egocentric perfectionism, other-oriented perfectionism, and perfectionism is the size of the circuit.

General self-efficacy (Scherer)

The questionnaire consists of 17 questions that desire to boot behavior in three dimensions, the desire to extend the treatment to complete the task and measures resistance in the face of obstacles.

3. The revised instrument family communication patterns

   Scale patterns of family communication (Richie and Fitzpatrick, 1994) is a self-report scale this scale participants 26 items related to communication in the family way Read and determine the extent to which each of them is true.

4. **Test Anxiety Inventory TAI**

   Test Anxiety Inventory TAI using factor analysis to assess symptoms of test anxiety by **Asadi Moghaddam, Najjarian, ShokrKon (1996)** was made.

Statistical analysis of data

According to the hypothesis of the present study, the statistical analysis, the descriptive statistics of frequency, percentage, mean and standard deviation and inferential statistics using the Pearson correlation coefficient, linear regression analysis using simultaneous SPSS18 by statistical software was used.

RESULTS

Hypothesis 1: perfectionism, test anxiety in female high school students to predict. To evaluate the predictive ability of test anxiety by changing perfectionism (egocentric and community oriented) in female high school students, after calculating the correlation coefficient, the results of which were presented simultaneously by multiple linear regression analysis (inter) is used, which results in **Table 3**.

Hypothesis 2: efficacy, test anxiety in female high school students to predict.

To evaluate the predictive ability of test anxiety by variable efficacy in female high school students, after calculating the correlation coefficient, the results of which were presented,, Linear regression was used to test the results are presented in the following **Table 4**.

Hypothesis 3: Family communication patterns, test anxiety in female high school students to predict.

To evaluate the predictive ability of test anxiety by changing patterns of family communication (dialogue, conformity) of female high school students, the results of which were presented after calculating the correlation coefficient, linear regression analysis was used the results are presented in **Table 5**.

Hypothesis 4: perfectionism, self and family communication patterns, the predictive power of female high school students has test anxiety.

To evaluate the predictive ability of test anxiety by perfectionism variables (self-centered and community-based), self and family communication patterns (the dialogue, conformity) of female high school students, after calculating the correlation coefficient the results were presented,Simultaneous multiple linear regression analysis (inter) is used, which results are presented in **Table 6**.

Table 1: The values of the total scores, mean, standard deviation, minimum and maximum variable perfectionism, self-efficacy, family communication patterns, and test anxiety subscales related to the subject

Count	maximum	At least	Standard deviation	Average	Total	Variable name	Row
200	116	24	9/82	54/43	10886	**Perfectionism - the circuit**	1
200	68	18	7/22	45/48	9091	**Perfectionism - The Circuit**	2
200	74	22	8/93	49/65	9929	**Their efficiency**	3
200	75	19	11/04	51/6	10319	**Family communication patterns-Dialogue**	4
200	55	12	9/02	35/06	7012	**Family communication patterns of conformity**	5
200	117	32	17/92	76/4	15281	**Test Anxiety**	6

Table 2: Pearson correlation matrix to examine the relationship between variables

6	5	4	3	2	1	Variable name	Row
					1	**Self-oriented perfectionism**	1
				1	0/133	**Community-oriented perfectionism**	2
			1	0/ 254*	-0/ 204**	**Efficacy**	3
		1	-0/117	-0/ 141*	0/126	**Dialogue**	4
	1	0/ 154*	0/ 152*	0/ 155*	-0/022	**Conformance**	5
1	0/ 176*	-0/064	-0/ 216**	0/ 226**	0/ 246**	**Test Anxiety**	6

< 0/01**P** ** : ‘ < 0/05**P** * :

Table 3: Multiple linear regression simultaneous (inter)

dF	F	R^2	P (Sig)	t	B	Predictor variables	Criterion variables
2	10/74	0/098	0/0001	3/63	32/41	**Constant**	**Test Anxiety**
			0/001	3/22	0/401	**Perfectionism - the circuit**	
			0/004	2/88	0/487	**Perfectionism - The Circuit**	

Table 4: Univariate linear regression

dF	F	R^2	P (Sig)	t	B	Predictor variables	Criterion variables
1	9/65	0/046	0/0001	7/82	54/94	**Constant**	**Test Anxiety**
			0/002	3/1	-0/432	**Efficacy**	

Table 5: Univariate linear regression

dF	F	R^2	P (Sig)	t	B	Predictor variables	Criterion variables
1	4/06	0/04	0/0001	9/86	70/98	**Constant**	**Test Anxiety**
			0/008	2/69	0/379	**Conformance**	

Table 6: Simultaneous multiple linear regression analysis (inter)

dF	F	R^2	P (Sig)	T	B	Predictor variables	Criterion variables
4	9/66	0/165	0/69	0/39	4/57	**Constant**	**Test Anxiety**
			0/001	4/11	0/511	**Perfectionism - the circuit**	
			0/111	1/6	0/276	**Perfectionism - The Circuit**	
			0/002	3/2	-0/450	**Efficacy**	
			0/049	1/97	0/260	**Conformance**	

CONCLUSION

The first research hypothesis stated that "perfectionism dimensions to predict students' test anxiety is a high school girl."

To investigate this hypothesis, data using linear regression to model the (Inter), were analyzed. According to the analysis of data obtained in the dimensions of perfectionism, Perfectionism egocentric (P = 0.001) and the circuit (P = 0.004) with a significant model for test anxiety are.Self-oriented perfectionism is primarily based on the results of the forecast is for test anxiety

Which is statistically significant (P = 0.001), followed by the secondary circuit of perfectionism the forecast is for test anxiety, which is statistically significant (P = 0.004).

The results of the research findings **Bkhtyarpvr S. *et al* (2010), Mehrabi Zadeh Honarmand, *et al* (2007), F. Kazemi *et al* (2012), Besharat (2004), Abdkhodayy *et al* (2011), Faramarzi and colleagues (2013), Farahati *et al* (2013), Assadi Mejreh *et al* (2011)**, which autonomous and community-oriented perfectionism is associated with test anxiety they are aligned.Given the above, we can say that people with high levels tend to be egocentric perfectionism with High academic standards compare, because their errors are strongly negative and tend to have a lot of criticism. They are extremely afraid of failure and it's very difficult to measure and quantify top and the discrepancy between performance and expectations of their own feelings, **Estober and Rambo (2007)**. These people have very high standards for performance tends to rule all or nothing, and expect to achieve perfect results and complete it is expected that the acquisition cycle and cause anxiety. If these individuals to reach their ideals and their difficult feelings of anxiety and guilt and self-blame If they are grown under difficult circumstances, feel that these factors should not prevent the fulfillment of its purposes, Because they think they should be strong enough to be able to endure all hardships, without feelings of Fear and submission and rebellion of their own appearance (Schultz

and Schultz, 2002).Students will develop their own criteria for perfectionists, regardless of their ability level. This makes it possible to achieve those objectives, many difficulties and stress to tolerate.Because of the high and the irrationality of these goals, they may reach they fail. This failure makes them prone to anxiety and depression.The difference between the standards and criteria to consider a pre-order status and current behavior and the gap between these two causes anxiety in a person.Students who have a high level of perfectionism are egocentric and unrealistic standards such as the score to complete the test, so they consider themselves to students who actually standards objective of Such as passing exams and getting a perfect score would not necessarily consider themselves to the gap between the ideal and the situation is more likely to feel the experience more anxiety make **(Bakhtiar Pour *et al*., 1389)**.

The second hypothesis suggests that self-efficacy is able to predict students' test anxiety.To investigate this hypothesis using data regression model simultaneously (Inter) were analyzed. According to data obtained In general, self-test anxiety is a significant negative correlation (P = 0.002). According to the results, the second hypothesis is confirmed and it can be stated that the efficacy of test anxiety can predict.The research that has been done in this area can be **Bakhtyar Por research S. *et al* (2010), Mohammad Akbari Borang *et al* (2009)** noted, the results are consistent with research.The results of this study, individuals with lower test anxiety and self-efficacy are structures that have an impact on test anxiety.A person with test anxiety, helplessness and powerlessness, and also try to control events is not. These people believe that any attempt to succeed in exams futile and doomed to fail.If initial attempts to overcome the obstacles of ineffective trial is likely to be quickly surrendered. It is clear that the repeated failure of the test, the lower the efficiency of the individual creates the feeling. Like to see the people who are doing it successfully test-efficacy makes them stronger. Self-efficacy generally experience increases students' skills available.People with high self-efficacy, unlike those with low self-efficacy are better able to deal with the obstacles in the exam situation.. They are more likely to try to overcome the obstacles in the exam. Higher levels of self-efficacy in people leads to lower test anxiety and this will lead to greater confidence in their abilities. This is the result of an ongoing effort to overcome the barriers students with low test anxiety, which leads to better academic performance in examinations is Especially to students with high test anxiety, low self-efficacy.

Worm research findings, **Karami, Zaki Yi, Rahman Zadeh, and Ali Khani (2011)** did not have a significant relationship between self-efficacy and test anxiety with the results of the present study is Countercurrent.

The third research hypothesis stated that family communication patterns, students are able to predict test anxiety.

To investigate this hypothesis using data regression model simultaneously (Inter) were analyzed. Based on the results of the compliance test anxiety is a significant correlation (P = 0.008),But the dialogue does not show a significant relationship with test anxiety. The results of the study confirmed the third hypothesis can be stated and conformity orientation Can be part of the students' test anxiety predict.Families with high conformity to the same values, beliefs, attitudes, and stress while families with low to conformity orientation attitudes Heterogeneous beliefs and individuality reward. Thus, the self-concept of their members mainly by their own expectations which are to be determined. Consequently, the concept of threats to its members, there will be discrepancies between actual and ideal self is created.In these families, due to the deviation drag and broken children respect parents prevented from expressing opinions that could underlie the fundamental problems in the future **(Sepehri *et al*., 2009)**.

The fourth research hypothesis stated that perfectionism, self and family communication patterns to predict students' test anxiety is a high school girl. To investigate this hypothesis, data using statistical regression models simultaneously (Inter) were analyzed. The results obtained showed that perfectionism autonomous variables (P = 0.0001) Community-oriented perfectionism (P = 0.111) efficacy variable (P = 0.002) and variable conformity (049/0 = P) can therefore anticipate anxiety variable according to last comments and analytics for this hypothesis is confirmed Perfectionism can be autonomous is the strongest predictor of test anxiety (511/0 = B). After the self (450 / 0- = B) and in the variable conformity (260/0 = B) can predict test anxiety.

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