Effectiveness of Parent - Child Relationship on Self-Efficacy and Self-Esteem of Girl Students with Learning Disorder

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Abstract

The aim of this study was to investigate effectiveness of parent - child relationship on self-efficacy and self-esteem of girl students with learning disorder. The research method was quasi-experimental, pretest-posttest control group. The population consisted of all students' parents and their children who have learning disability in 2014-2015 academic years who were 1 & 2 district of Tehran and referred to centers for learning disorders. The sample consists of 30 members who were selected by convenience sampling and inserted randomly into 2 groups of parent-child relationships, experimental group (n = 15) and control group (n = 15) were studied. The General Self-Efficacy Scale (GSES) and Self-esteem questionnaires were used. The statistical methods used in this study including mean, standard deviation, Shapiro Wilk, Kolmogorov-Smirnov and were MANCOVA. The results showed that effectiveness of parent-child relationship had significant positive effect on self-efficacy and self-esteem of girl students with learning disorder.

Keywords: self-esteem, learning disorder, parent-child relationships training, self-efficacy.
Introduction
Learning disorders is one of things that attracted the attention of researchers in recent decades. Learning disorders refers to group of heterogeneous disorders are serious problems in learning and use of listening, speaking, reading, writing and arithmetic pretending (Cortiella & Horowitz, 2014). The likely source of neurological disorders and processes started preschool and continues through adulthood. Children with learning disorders associated with prevalence and incidence of various researchers who generally work in terms of definition and criteria for identifying such children cite a variety of figures and percentages so that the scope of the proposed percentages from 1 to 30 percent of all school-age students involved. However, taking into account scientific and professional definitions of common and acceptable phenomenon is estimated at 5 to 10 percent is reasonable (Emerson, Baines, Allerton & Welch, 2010).

Students with learning disabilities compared with normal students show high level of social-emotional problems. Students with learning disabilities in identification, description and objective thinking about their emotions than normal students significantly poorly and in social relationships show behaviors such as misplaced daring, impulsive action, excessive trust, jealousy and isolation (Soleimani, Zahed Babelan, Farzaneh and Sotoudeh, 2011).

But self-efficacy is one of the concepts emphasized in learning theories. Self-efficacy was introduced first by Bandura. He defined self-efficacy beliefs about their ability to organize and implement the actions necessary to achieve the desired results. Studies have shown that people with high self-efficacy more accurate understanding of the psychological characteristics Khvddard, in communicating more comfortable, they can easily use their positive and negative emotions and find a proper social support. These events analysis, high performance and can mobilize their emotions in order to get closer to goal (Bandura, 1977). Dehghani Firouzabadi (2007) in a study showed that high levels of self-efficacy and the use of cognitive and metacognitive strategies as well as stability in tournament for the assignments are associated. Results of Salomon and Chang's research (2010; quoted by Bakhtiyarpour et al., 2001) showed that self-efficacy is positively and significantly correlated with academic performance. The results of studies of Alai Khraym, Narimani and Alai Khraym (2012) suggest that students with learning disabilities due to their low expectations, low levels of self-efficacy and motivation experience. According to Bandura's beliefs self-efficacy as cognitive process in Psychopathology as disfunction plays fundamental role in evaluation. Perceived inefficiency pivotal plays role in depression, anxiety and other emotional states. High personal effectiveness by strengthening the immune system reduces vulnerability to respiratory infections. Low personal effectiveness can destroy motivation, wishes to reduce, interfere with cognitive abilities and have a negative impact on physical health (Bandura, 1999).

Perceived self-efficacy concerned in people's expectations about their ability to act in situations of future returns. People with high self-efficacy perception probably deal with problems, more effort, perseverance persist in their efforts to do during quiet until the issues raised and analytical organize their thoughts (Zamani, 2006).

People who have little personal effectiveness feel helpless and incapable to exercise control over life events. They believe that every effort will be in vain. When these people are faced with barriers, if initial efforts have been ineffective in dealing with the problems they quickly lost hope. Personal effectiveness are very few people who do not even try to beat the odds, because they are convinced that whatever they do is vain and does not cause changes in the situation. Personal effectiveness can destroy motivation, wishes to reduce, interfere with
cognitive abilities and have adverse effect on physical health (Schultz and Schultz, translated by Seyyed Mohammadi, 2004). People who have high personal performance and believe they can effectively face the events and circumstances that since they have successfully overcome the difficulties expected endurance task and often operate at a high level. These people are the people who have little personal performance, more sure of his abilities and little doubt about that they were, they see problems challenge and not a threat and actively seek out new opportunities. High personal performance, reducing the fear of failure, raises level of ambition and improves ability to problem-solving and analytical thinking (Klassen & Chiu, 2010).

Bandura (1990, quoted by Shamaizadeh, 2005) suggested that the efficacy affects thought patterns and can increase or decrease level of performance to be effective, high levels of self-efficacy to help people to continue their efforts to achieve their goals especially if a person has high level of efficacy is more likely he took up challenging goal and performance will be higher levels of motivation and success. Bandura emphasized the trilateral relationship between cognitive, behavioral and his theory from other theories of psychology is distinct environments while the old theories emphasize that there is a reciprocal relationship between behavior and environment. Bandura in his theory of knowledge in this regard imports (Livingstone & Helsper, 2009).

According to the tripartite relationship in understanding and sense of self-efficacy and areas and its effects is important. Research on the efficacy has been shown to effectively predict efficacy and performance is important (James, 2002; Chen et al., 1998; quoted by Lee and Tsai, 2010). People with high self-efficacy, inherent interest in things and tend to increase their efforts and perseverance in the face of obstacles show more of his act and much more effective. Functions are self-sufficient and successful in shaping the utmost necessity. People's assessment of their performance in their setting and a sense of self-efficacy, the performance of self-efficacy in a mutually reinforcing cycle are formed. Through self-interest, motivation and perseverance impact on performance, while performance feedback data based on its efficacy is effective (Schunk & Pajares, 2009). Large studies have shown that although a positive relationship between self-efficacy and performance are sufficient, self-best predictor of future performance is odd. A person with low self-efficacy, attributed the success to external factors such as chance (van Dinther, Dochy & Segers, 2011).

Bandura believes that judgments about the efficacy of the expected results or expectations are that individual behavior is different. Because people believe that specific action will follow the personal consequences. But they do not act on this belief because they ask whether it is really necessary to be able to do activities. The structure of self-efficacy and the expected results are individuals' perception of reality. Therefore, this perception may or may not be real. The decision is important to note that individuals' perception of reality rather than reality, defining their behavior is assumed (Swanson and Fouad, translation Mousavi, 2004). Self-efficacy is strong predictor of behavior (Madodux, 2002) and attitudes (Madodux and Rogers) in various situations (Lee and Tsai, 2010). They believe in their efficacy for self-regulated learning important predictor of student success in use of skills and self-regulation strategies in educational contexts (Gaudiano & Herbert, 2006; Tschannen-Moran & McMaster, 2009; Klassen & Usher, 2010).

But low self-esteem is one of the personality traits that may exist in students with learning disorders. Self-esteem is one of the main factors of personality development and one of the concepts that was concerned by researchers and experts Psychology and Educational Sciences in recent decades. Many scientists have concluded that children with "high esteem"
people who with a sense of confidence and take advantage of their talents and creativity there are tools and are easily influenced by environmental factors. According to psychologists, a person who has high self-esteem evaluate positive way and to deal effectively with positive views of themselves and others. But the one who artificially low self-esteem is often a positive attitude towards the world around it. This person basically a person feels little pride. It seems that positive self-esteem is based on four factors include;

(A)Children's relationships with parents
(B) Approach control negative emotions
(C) Acceptance
(D) Social behavior.

Self-esteem and value that person's approval or judgment that a person feels about themselves than their value (Smith, Nolen, 2002). Satisfaction and value that gives man for him in behavior is very important. Most experts your self-esteem or positive evaluation of the Centre and fundamental social and emotional adjustment treat people (Biabangard, 2001).

But students with learning disorders, emotional and educational problems better faced with frustrations (Lyon, 2000) and low self-esteem leads to feelings of failure, discontent with their role in society (Lee & Landreth, 2003). Interpersonal skills and social interactions would be weaken (Sarakogla, Milden and Vlchiski, 2007; quoted by Rajabi, Abolghasemi and Abbasi, 2012).

Self-esteem is one of the factors that affect social adjustment. Self-esteem is one of the determinant factors of human behavior. In fact, self-perception and judgment determine how to deal with different issues. A person with low self-esteem and self-worth and respect may suffer from isolation, withdrawal or aggression and anti-social behavior. Moreover, men have a system of self-regulation and self-control and force the system by which thoughts; feelings and self-control of their own destiny play a decisive role. They may come to believe that they have any skills in different conditions, to efficiently do their jobs, in other words social adapt to the terms of different situations this behavior is the same self-efficacy. The results indicate that students with learning disabilities have low self-esteem and self-worth feeling (Patil, Saraswathi & Padakannaya, 2009). Aboulghasemi, Rezaei, Narimani and Zahed (2011) showed that students with learning disorder in students with low achievement than students with high academic achievement and social competence average received lower scores. Mahmoudi & Betsur (2010) also showed that students with higher self-esteem, better compatibility with the school.

One of the most important factors on the children's self-esteem as well as is their relationship with their parents. The relationship parent - child relationship is vital for the security and love. The relationship between parents and children, the child is first introduced to the world of communication. The feeling of love, intimacy and security are directly derived from the relationship. The family is one of the factors underlying the behavior of individuals. Hereditary and genetic aspects of parental influence on children not only learn, but also in social losers and acculturation children has a significant role. The structure and form of the family, each family member how to communicate with each other and live in a society where families often have no consistency, hence, behavior and family influence on different people. Based on the type of family relationship with the children the greatest impact on the character first, psychological, social, cultural, and secondly they indirectly affect society. In fact, changes in the family's children have changed over time and with their entry into the community, society changes. In other words, it can be said that family health is public health. But one of the problems afflicting society today is youth and young people who for whatever
reason are experiencing family problems and stresses. So, conflict between parents is leading to loss of home space, as important variable environment directly or indirectly different aspects of the public and special effects on the growth of the child's behavior, mental health, physical and academic performance. In fact, one could argue that improve the overall performance of adolescents and youth in the community somewhat healthy families and relationships between groups requires appropriate and effective (Kazdin, 1995).

Studies have shown that parent-child relationship is a yard for children's psychological adjustment. When the parent-child relationship is discussed, most of the time the data structure is not clearly define the parent-child relationship, elements and aspects of the parent-child relationship is not well defined. When discussing the parent-child relationship, terms like health or attachment is applied (Lee, 2007). Empirical studies have defined the parent-child relationship quality: sense of openness between parents and children, openness, relevance and discussed (Lee, 2007). Problems and conflicts between parents and children understand the feeling of rejection by parents, hostility / aggression between parents and children, the degree of interest shown and the time spent by parents with parents (Mousavi, 2010).

In many cases, parents and children have conflicting beliefs, for example, against the advice of parents believe that their children more than they think their children with them in Tamland. Dominate and control is one of the problems in family relationships one-sided relationship and family member. Teenagers should be allowed to reasonably deal with the issues. The deal requires sound with their parents. Without sound relationship in behavior of parents and children, life will be hard for both intolerable (Ahmadi, 2003).

One of the treatment groups is the parent-child relationship, it is important that the quality of the relationship and the child's performance. Group therapy focused on improving parent-child relationship of parent and child relationship through play and on the assumption that improve the relationship has improved children's emotional and behavioral problems and mental health of parents and children is ensured. According to treatment guidelines developed by Landreth & Bratton (2005) was raised by parents as therapeutic agent, in therapy sessions at home and learn how warm and sincere, non-judgmental relationship, unconditional and genuinely connect with your child and in this way, they create a sense of safety in their children. Using these skills by playing with the children of parents in children's growth is internal locus of control. One particular aspect of this is that instead of focusing on the child's behavior, perception of parents and children changed about the parent-child relationship (Bratton and Landreth, 1995).

In this approach, the behavior can be seen as cognitive function. Therefore, a change in perception will be a change in behavior. Moreover, unlike other models that parent education strategies for addressing baby changing therapy, this approach to change by increasing the usefulness and effectiveness of parenting focuses parent. The group of parents meetings to facilitate isolation is breaking down barriers and defense. One of the main characteristics of the parent-child relationship is therapy training focused on the future(Timmer, Urquiza & Zebell,2006).

Various studies of its efficacy have shown in reducing behavior problems and externalizing behaviors in children's programs around the world, including the US, Korea and Turkey (Akgün & Yesilyaprak, 2010; Edwards, Sullivan, Meany-Walen & Kantor, 2010; Jang, 2000; Lee & Landreth, 2003). The study found that parent-child relationship in group therapy leads to increased knowledge and confidence to parents in child rearing. Enhanced parent-child
relationship, their relationship was more robust and reduced behavioral problems among the participants are children.
Bratton and Landreth (1995) research training in play therapy and improve the relationship between the parents, single-parent families have 43 children 3 to 7 year old with knew behavioral problems. The findings are significant change in exchange empathic parents with children, parents and the increasing acceptance of children with behavior problems to seek treatment sessions. In another study revealed that the use of play therapy training and improved communication skills of parents of children with chronic disease hospitalization reduced parenting stress and reducing behavioral problems in children. It means parent-child communication skills training improved children's behavior problems. Due to lack of efficacy and adverse consequences of low self-esteem now and in the future, complications related to the use of psychiatric drugs in children, high cost of child psychotherapy and the lack of research examining the effectiveness of the therapeutic relationship on self-efficacy and self-esteem of children. In fact, aim of this study was to investigate effectiveness of parent - child relationship on self-efficacy and self-esteem of girl students with learning disorder.

Method
This study is quasi-experimental and pretest-posttest and control group design was used in research design Figure of the study is shown in Table 1.

Table 1. Diagram of Research

<table>
<thead>
<tr>
<th>Post-test</th>
<th>independent variable</th>
<th>Pre-test</th>
<th>Random selection</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>T2</td>
<td>X1</td>
<td>T1</td>
<td>RE</td>
<td>training based parent-child relationships group</td>
</tr>
<tr>
<td>T2</td>
<td>-</td>
<td>T1</td>
<td>RC</td>
<td>control group</td>
</tr>
</tbody>
</table>

T1 and T2 represent the pre-test and post-test and X represents the independent variable (Training based on parent-child relationships). Control variable in this study was self-efficacy and self-esteem.

Statistical Population
The population consisted of all students' parents and their children who have learning disability in 2014-2015 academic years who were 1 & 2 district of Tehran and referred to the centers for learning disorders.

Sampling
The sample consists of 30 members who were selected by convenience sampling and inserted randomly into two groups of parent-child relationships, experimental group (n = 15) and control group (n = 15) were studied.

Tools
- **The General Self-Efficacy Scale**: The original 23-item scale was developed by Sherer et al. (1982). The original scale has a construct of 2 factors: general self-efficacy (explaining 26.5% of variance with a Cronbach’s alpha value of 0.86) and social-self efficacy (explaining 8.5% of variance with a Cronbach’s alpha value of 0.71). As the items that loaded on the first factor did not indicate a specific behavioral domain, the term general self-efficacy was considered
inappropriate. The social self-efficacy factor reflected efficacy expectations in various social situations. The original scale, which was rated on 14 degrees, was converted to a 5-point Likert-type scale (Sherer and Adams 1983). In the present study the 5-point Likert form was used, in which answers to questions such as, “how well does it define you?”, range from not at all to very well. The score for each question ranges from 1 to 5. The total scale score ranges from 17 to 85 and higher scores indicate a higher level of belief in one’s self-efficacy. For assessing the psychotherapeutic process and behavioral change, the authors recommend use of the General Efficacy Scale alone (Sherer et al. 1982, Sherer and Adams 1983), in consideration of the scale’s psychometric properties. In a study performed with the Spanish version of the scale the psychometric properties of the General Self-Efficacy Scale were observed to be superior to those of the Social Self-Efficacy Scale (Lopez-Torrecillas et al. 2006).

In Asgharnejad et al (2006) assessed the internal consistency of items of the scale by Cronbach’s alpha coefficient has been reported 0.83.

- **Eysenck Self-esteem questionnaire (Eysenck, 1976):** This questionnaire includes 30 questions. Scoring is in Yes/No form. Surveys performed in Iran, have reported satisfactory validity and reliability coefficients for this questionnaire. In the survey of Yazdani Moghadam (1998) reliability coefficients of this test obtained by Cronbach’s alpha was 0.84

**Procedure**

Parent-child relationship skills (independent variable) in 9 training sessions described in Table 2.

<table>
<thead>
<tr>
<th>Therapeutic sessions</th>
<th>content of meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>First session</td>
<td>introducing the process of sessions, reviewing programs, setting forth the laws Group and define variables in detail, the history and initial assessments</td>
</tr>
<tr>
<td>second session</td>
<td>Learn how to change dysfunctional ways of feeling, cost-benefit analysis, training come to test their ideas, training courses evidence</td>
</tr>
<tr>
<td>third session</td>
<td>Support of children, working on the roles, family structure (including recognition of borders, alliances, conflicts, etc.) and family interaction patterns, communicating correctly and honestly, the signs of someone in the family</td>
</tr>
<tr>
<td>fourth Session</td>
<td>Learning how dysfunctional beliefs and schemas can be damaging relationships, how to create a new value system and healthy</td>
</tr>
<tr>
<td>fifth Session</td>
<td>Reviews features people who postpone their work to investigate the hidden benefits of postponing things, a review of this issue by using profit-loss techniques</td>
</tr>
<tr>
<td>Sixth Session</td>
<td>Relying on word of self-esteem, low self-esteem outcomes? How to reach the highest level of self-esteem? The difference in self-esteem and pride.</td>
</tr>
<tr>
<td>Seventh</td>
<td>Review the previous session, parents disclosure, cognitive</td>
</tr>
</tbody>
</table>
errors and cognitive restructuring, training and attention to basic needs as provocative behavior and contribute to planning decisions.

Eighth Session
Assessment behavior, Review value judgments about themselves and others, determining goals and values in relationships and learning how to deal with positive and negative feedback in life and in conflicts.

Ninth Session
Mutual dialogue
Consolidation phase and implementation of the post-test sessions.

First, the pre-test were then tested for 9 sessions to teach groups of independent variables (education, parent-child relationships) were the control group received no training. Post-test was performed after the last training session of both experimental and control groups. The statistical methods used in this study, mean, standard deviation, Shapiro Wilk, Kolmogorov-Smirnov and the analysis of covariance.

Results
Table 3. Comparison of the mean and standard deviation self-efficacy in both experimental and control groups in pretest and posttest

<table>
<thead>
<tr>
<th>group</th>
<th>Mean</th>
<th>standard deviation</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre-test of self-efficacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>42.34</td>
<td>5.13</td>
<td>15</td>
</tr>
<tr>
<td>Control</td>
<td>38.65</td>
<td>4.28</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>26.28</td>
<td>7.19</td>
<td>30</td>
</tr>
<tr>
<td>post-test of self-efficacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>59.71</td>
<td>5.88</td>
<td>15</td>
</tr>
<tr>
<td>Control</td>
<td>37.26</td>
<td>4.99</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>52.37</td>
<td>7.87</td>
<td>30</td>
</tr>
</tbody>
</table>

The results in Table 3 indicate that differences in the scale of self-efficacy scores at pre-test experimental and control groups was low, while in the post-test and post-test mean of the experimental and control groups is high. This showed effectiveness of independent variable (interference pattern parent-child relationship) is on self-efficacy, while in the control group mean change is not significant. Also the findings have been shown in Figure 1.
Figure 1. The mean scores of self-efficacy in both experimental and control groups in pretest and posttest

<table>
<thead>
<tr>
<th>group</th>
<th>Mean</th>
<th>standard deviation</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre-test of self-esteem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>51.43</td>
<td>4.40</td>
<td>15</td>
</tr>
<tr>
<td>Control</td>
<td>52.29</td>
<td>4.69</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>51.14</td>
<td>4.33</td>
<td>30</td>
</tr>
<tr>
<td>post-test of self-esteem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>57.70</td>
<td>4.9</td>
<td>15</td>
</tr>
<tr>
<td>Control</td>
<td>51.82</td>
<td>4.53</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>55.61</td>
<td>7.65</td>
<td>30</td>
</tr>
</tbody>
</table>

The results in Table 4 show that differences in scale scores of experimental and control groups in pretest self-esteem is low, while in the post-test and post-test mean of experimental and control groups is high. This showed the effectiveness of the independent variable (interference pattern of parent-child relationships) is on self-esteem, whereas in the control group, the mean change is not significant. Also the findings have been shown in Figure 2.
Figure 2. Self-esteem scores in the experimental and control groups in pretest and posttest

Table 5. Comparison of distribution of variables with normal distribution self-efficacy and self-esteem

<table>
<thead>
<tr>
<th></th>
<th>Shapiro Wilk</th>
<th>Kolmogorov–Smirnov test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Sig.</td>
</tr>
<tr>
<td>self-efficacy</td>
<td>0.310</td>
<td>0.63</td>
</tr>
<tr>
<td>self-esteem</td>
<td>0.725</td>
<td>0.63</td>
</tr>
</tbody>
</table>

According to statistics Table 5 Kolmogorov - Smirnov and Shapiro Wilkes in the $P \leq 0.05$ is not significant so variables has normal distribution.

Table. Univariate analysis of variance in the context of the post-test score of self-efficacy and self-esteem MANCOVA

<table>
<thead>
<tr>
<th>Source</th>
<th>Variable</th>
<th>Sum of squares</th>
<th>Df</th>
<th>Mean of squares</th>
<th>F</th>
<th>Sig.</th>
<th>Size effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>group</td>
<td>self-Efficacy</td>
<td>250.19</td>
<td>2</td>
<td>62.490</td>
<td>45.53</td>
<td>0.001</td>
<td>0.501</td>
</tr>
<tr>
<td></td>
<td>Self-esteem</td>
<td>144.17</td>
<td>2</td>
<td>20.75</td>
<td>53.11</td>
<td>0.001</td>
<td>0.483</td>
</tr>
</tbody>
</table>

As seen in Table 6 of F in self-efficacy ($F=45.53$ and $P=0.001$), and self-esteem ($F=53.11$ and $P=0.001$) were obtained. These findings indicate that the dependent variable (self-efficacy and self-esteem) is statistically significant difference.

**Discussion and Conclusion**

The aim of this study was to investigate effectiveness of parent - child relationship on self-efficacy and self-esteem of girl students with learning disorder which its results showed that training of relationship parent - child have been effective on self-efficacy and self-esteem of female students with learning disorder. In explaining this finding is notable that perceived self-efficacy in people's expectations concerned on their ability to act in situations of future.

People may be feeling high efficacy in dealing with difficult issues, more effort, perseverance persist in their efforts, during quiet until the issues raised and analytical organize their thoughts (Pervin & Servan, 2005, quoted by Zamani, 2006). People who have high personal performance and believe they can effectively deal with the events and circumstances that face since they have successfully overcome the difficulties expected, endurance task and often operate at high level.

These people are the people who have little personal performance, on its ability to Khvddarnd more confident and a little hesitation; they see problems as challenges rather than threats and actively seek out new opportunities. High personal performance, reducing the fear of failure, raise and improve level of ambition and ability to problem-solving and analytical thinking (Shultz & Schultz, translated by Seyyed Mohammadi, 2004) that is explained most people's expectations about the capabilities and results obtained from research. It is notable that those who are very self-contained expect to succeed and often succeed and those who did not self-
efficacy, are skeptical about their ability to perform tasks and therefore are less successful than their self-esteem so low (Sharf, translated by Feroz Bakht, 2002).

Also Bandura (1998, cited by Jabari, 2003) defined self-efficacy as personal beliefs about the ability to organize and operate routes in order to achieve progress that in the formation of the person's ability to predict efficacy, not conflict with parents and consequently good relationships with others and confirmed by others is very effective. Since the identification and verification of personal abilities and then of course it depends on communication with other health establishment which the result was predictable that result is confirmed it. Also in line with the research study Astrt (1998) using Bandura's social cognitive theory of self-efficacy intervention to improve decision-making for participants formed. The project was carried out during 10 sessions for jobseekers showed that self-efficacy of these people rose after the meetings. The study entitled as"self efficacy and growth of students with learning disabilities" by Pnagos & Dabois (2000) was performed.

This study examines the self-efficacy beliefs and beliefs of the sources of information efficiently; input variables personal and expected outcomes in relation to tastes of teenagers with learning disabilities. The sample consisted of 96 high school students with learning disorders and include the diversity of gender, race and socio-economic contexts.

California Senior preferential system assessed effectiveness and consequences tastes expected to be used in conjunction with regions and professional areas. Other personal input variables, such as talent management plan are also included. Mohajeri and colleagues (2013) in single-subject research on self-efficacy as effectiveness of parent-child interaction among parents of children with autism to high-functioning concluded that the interaction of parent-child broadly improves the efficacy of low to moderate among parents with children suffering from autism with high functioning.

Saraei Jamab, Hassan Abadi, Mashhadi and Asghari Nekah (2011) investigated effect of parental education on self-efficacy of mothers of children with autism concluded that parental training program and develop skills to increase parental self-efficacy has not been effective.

Aboulghasemi, Pourkord and Narimani (2009) in study that found significant relationship between self-efficacy in adolescents with substance abuse from there, and people with low self-efficacy of the drug to deal with their problems.

Whittingham, Sofronoff, Sheffield, & Sanders (2009) in study as a therapy based on positive parenting program on mothers of children with autism spectrum disorders concluded that behavior management training program on parents had no significant effect on parental self-efficacy. In study of Teti, & Gelfand (1991); Bondy & Mash (1999); Gross, Fogg, Webster-Stratton Garvey, Julion, Grady (2003) are well represented that parent who were taught by parenting style, had higher self-efficacy, had rules less strict conditions and positive behavior for their children. In contrast, people who have lower self-efficacy are more likely to be aggressive, coercive and hostile behavior, they show less sensitive and more were disabled.

Yamamoto . Suzuki . Halloway(2006) in their study showed that problems of parent-children, prone to self-blame and doubt about the ability and self-expression, and it has an important role in various aspects of child development. The effectiveness of problem-solving skills and self-efficacy has been confirmed in reducing parent-children's conflicts in research of Moradi and Sanaee (2006).

Farsi Nezhad (2004) investigated relationship between identity styles and social relationships, and self-efficacy male and girl students of high schools in Tehran. The results of this study
showed that adolescents' circuit information, norms, and those who had high commitment, had more social health; but adolescents who are dealing with issues of identity, avoiding practices were used, level of commitment they had lower self-efficacy perception and social health. As the issues of identity with the parent-child relationship and creating confidence in the character line is consistent with the results of the study (Farsi Nezhad, 2004).

Also, Choat (2005, quoted by Samadi, 2009) explored parent-child interaction in the treatment of separation anxiety disorder in children, and his interaction with the parent-child Training, significant clinical changes observed with continued treatment for separation anxiety behavior.

In general findings of Moharreri and colleagues (2012), suggested that parents use positive parenting techniques, improving parenting skills, satisfaction and adequacy of parents in child rearing, reduce conflicts of parents, reducing the problems related to education and reducing child depression, anxiety and stress among parents.

Research of Berg, King, Butler, Pham, Palmer & Wiebe (2005) examined the potential role of parental self-efficacy adapts behavior of the parent-child and parents understand the role of cognitions and emotions of the family. The results showed that there is relationship between self-efficacy qualified parents and parent-child parents and parental psychological function.

According to self-efficacy refers to power of person to achieve the goals and success in dealing with the problems and is influenced by personality traits such as: believe in them, enthusiastic and is not give up more than affected by features of student's intelligence and ability to learn and even in some of these factors can improve student learning and academic success is more than can be (Bahrami, 2007; quoted in Alai Khraym, Narimani and Alai Khraym, 2012) and the fact that students with learning disabilities often faced with problems and achieve goals fail, the failure of yield and reduce level of effort.

As a result, self-efficacy also decreases. In this regard, increased levels of self-efficacy in students with learning disabilities can be successful. Students with learning disorders can be explained with frustrations, emotional and educational problems faced greater which leads to their low self-esteem.

Low self-esteem and poor self-concept may deter students from objective assessment of your talents and skills because of their negative attitude, turned the glasses to see all the information behind it, but students who have high self-esteem, behavioral problems to the environment and are less adaptable. As well as reduced self-esteem, passivity and compatibility problems have caused the person to raise issues and management challenges, better interpersonal relationships, it is. In other words, self-efficacy in students brings hope and optimism.

Obviously, this study, like any other research has not been able to control all the variables and factors affecting results, so in some ways that science has limitations. The following are some of them pointed out. The limitations of this study include lack of generalizability of research and the reduction of non-cooperation fathers researcher noted and pointed out the lack of follow up. The other intervening variables studied. The participants also discussed other constructs such as emotional intelligence; self-efficacy and self-esteem should be considered.

The effectiveness of parent-child training compared to other methods of life skills and assertiveness. In future research, learning disorders in children according to gender, age groups above the school level, a variety of learning difficulties and for their parents, the presence of two parents, education level, occupation, economic level of attention and study.
In future research, review the effectiveness of this treatment compared with medication, behavioral therapy, and their combination could be proposed option is appropriate.
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