



## The study of structural relation between the patterns of parent-child relationship with the self-efficacy beliefs

**Fariborz Bagheri <sup>1</sup> and Zohreh Zohoori Zangeneh <sup>2</sup>**

<sup>1</sup> Department of Clinical Psychology, College of Humanities and Social Sciences, Science and Research Branch, Islamic Azad University (IAU), Tehran, Iran

<sup>2</sup> Department of General Psychology, College of Humanities and Social Sciences, Science and Research Branch, Islamic Azad University (IAU), Tehran, Iran

**Corresponding author:** Fariborz Bagheri

Email: [F.bagheri@sbiau.ac.ir](mailto:F.bagheri@sbiau.ac.ir)

### ABSTRACT

*Based on the theoretical model of parent-child relationship pattern, the role of family is very sophisticated in the formation of psychiatric approaches; these have been considered as the most important elements of children target-based activities; any destructive cases can be appeared as a disorder in approaches, abilities, skills and the beliefs of psychiatric-behavioral affairs. One of these beliefs is subjected to the self-efficacy beliefs playing a key role for the oriented behaviors. Based on this research, the main aim is to evaluate of relation between the patterns of parent-child relationship and the self-efficacy beliefs of students; for the reason, based on a correlation design plan, a sample including 396 students from Tehran's scientific-applied university as the sample of the study having multistage sampling method options, regarding questionnaire of Parent-Child Relationship Patterns [1] and General Self-Efficacy Scale [2] were taken up in this regard. The results of structural model analysis showed that the patterns of parent-child relationship have significant impact on children's self-efficacy beliefs. Finally, the findings of the present study have proofed the different qualities of the relationship between parents and children lead to damage at the formation of the children orientation and their targets, that they may increase the perplexity and wanderings of children and at the end, it proofs the necessary policies on the prevention plans to optimize the belief level in this regard.*

**Key words:** parent-child, self-efficacy, beliefs

### INTRODUCTION

The family is the most essential foundation being considered as the first life-constructing element after entering the systemic viewpoints into the humanities sciences field. Based on the theory of Ahadi and Bani Jamali (2009), the family is the most important environment that a child can get conscious of the humanistic relations. According to the early researches of psychologists as well as sociologists, the early experiences of a child can be governed from the same family setting making the child's personality and next behaviors. The whole theories regarding to the social growth and child educational styles should be evaluated culturally. Different cultures have different concepts of an ideal child and these concepts determine the child's educational style in this pavement [4]. The construct of parenting style is used to capture normal variations in parents' attempts to control and socialize their children [5]. Parenting style captures two important elements of parenting: Parental responsiveness and parental demandingness [5]. Parental responsiveness (also referred to as parental warmth or supportiveness) refers to the extent to which parents intentionally foster individuality, self-regulation and self-assertion by being attuned, supportive and acquiescent to children's special needs and demands; it also includes the intimacy, autonomy and reasoned communication. Parental demandingness (also referred to as behavioral control) refers to the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys. The behavioral control and monitoring should be put into their balanced utterance and influencing on children's growth through parental support, reflection-enhancing communication and psychological control [5]. Based on the theoretical model of pattern of parent-child relationship [1], there are three patterns of the model as following: Balanced oriented, safety oriented and liberty oriented relationship patterns; each of these three types has been consisted of four dimensions in a special status; these four dimensions are as following: Values, beliefs and rules, support at getting experience, individuality and self-

acceptance. The pattern of balance oriented relationship has four features in the four dimensions as following: Conduct, support, intimacy and acceptance. The pattern of safety oriented relationship represents a special qualitative position in terms of four dimensions. As a result this special position of relationship is defined with four features as following: Inflexibility, control and limitation, formality and conditional value. The pattern of liberty oriented relationship is defined by four features as following: Insecurity and softness, pamper, mixture, apathetic and freedom [1]. It seems that the relationship of parent-child has a great role in self-efficacy beliefs of people. The concept of self-efficacy has been originated from the cognitional-social theory of Bandura pointing to the personal judgments or beliefs about people's ability to achieve their tasks and responsibilities in this regard [6]. Of all the thoughts that affect human functioning, and standing at the very core of social cognitive theory, are self-efficacy beliefs, people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances. Self-efficacy beliefs provide the foundation for human motivation, well-being and personal accomplishment. This is because unless people believe that their actions can produce the outcomes they desire, they have little incentive to act or to persevere in the face of difficulties [7]. Much empirical evidence now supports Bandura's contention that self-efficacy beliefs touch virtually every aspects of people's lives-whether they think productively, self-debilitatingly, pessimistically or optimistically; how well they motivate themselves and persevere in the face of adversities; their vulnerabilities to stress and depression, and the life choices they make. Self-efficacy is also a critical determinant of self-regulation [7]. A growing body of research has documented the contributing role of self-efficacy beliefs in self-development, adaptation and change at different phases of the life course [8]. Children's beliefs in their efficacy contribute uniquely to variance in developmental outcomes within the complex interplay of socioeconomic, familial, educational and peer influences [8]. Self-efficacy beliefs are developed and strengthened by mastery experiences, social modeling and persuasive forms of social influences [8]. Of course, human functioning is influenced by many factors. The success or failure that people experience as they engage the myriad tasks that comprise their life naturally influence the many decisions they must make. Also, the knowledge and skills they possess will certainly play critical roles in what they choose to do and not do. Individuals interpret the results of their attainments, however, just as they make judgments about the quality of the knowledge and skills they possess [7]. According to a definition by Bandura (1977) the self-efficacy is subjected to people's perception from the abilities of fulfilling a task. Indeed, the self-efficacy is not related to personal skills but it is subjected to people's perception from the capacity and behavioral ability [10]. People having low self-efficacy feel that they are disabled and cannot act or achieve something or try to control their life. They believe that their struggles are really abortive and they are good-for-nothing. They never try to come along with their surrounding at all because they think they are useless at every action. They ask why they have to struggle at their life. The low feeling of self-efficacy destructed their motivation, lowering their desires, destroying the cognitive abilities as well influencing on their physical health [11]. Bandura [12] believed that the man is very self-manager, innovative, deeply-thinker and self-organizing existence having an influential power for making the most suitable consequences in this regard. People with high self-efficacy feeling believe that they can face and challenge with situations potentially. Because they expect to overcome the whole problematic affairs resisting and tolerating against any pitfalls; they usually act in high level at their chores. They are really high potential people to perform their affairs in compare to people with low self-efficacy feeling. They consider the problems as the challenge not a threat against themselves trying to seek a situation for solving the problems. The high self-efficacy feeling reduces the failures, increasing the desires levels and recovering the analytical thinking status [11]. Parents shape the family environment by providing children with challenges and new experiences, positive role models and realistic goals and expectations. Parent expectations and perceptions of children's abilities may influence and shape child self-efficacy [13]. Parents communicate their expectations for their children through verbal feedback and by the types of experiences they encourage or discourage their child to participate in. Parent encouragement of child involvement in new and challenging experiences may strengthen child efficacy by providing the child with mastery experiences [13]. According to social learning theory, child self-efficacy can be influenced by modeling of behaviors and attitudes by significant persons in their lives, also referred to as vicarious experiences [13]. Child self-efficacy may be positively related to parent self-efficacy due to the effects of modeling. Research also indicates that children are more likely to imitate a model that they view as nurturing than they are to imitate a non nurturing model [13]. Moreover, parent-child interaction variables, specifically support and autonomy-granting, were related to child self-efficacy in two ways. First, parental support and autonomy-granting communicated a sense of worth and competence to the child, which served to enhance self-efficacy. Second, positive parent-child interaction variables enhanced the child's perception of parenting efficacy, thereby augmenting the effects of parent modeling [13]. The evolutionary step ranging between 18-25 year olds is separated theoretically and practically from the

adolescence to adulthood [14]. In this period, the one has passed his or her adolescence but not reached to adulthood and the social responsibilities were not accepted yet. Many people are studying at this period in the college. The one entering into the college faces with many challenging affairs and now he or she wants to experience these issues tangibly. The young one states his or her comments in this period being against the family or the society. He likes stepping into the greatest social affairs by his autonomous in this pavement; he like controlling and handling the whole things potentially; in other words, the young one tries to fight against his challenges making a social life along with high potential self-efficacy. Along this, the interaction with parents is one of the most important case for the young people to face everything; because the parents through formation and development their children self-beliefs means both belief to values and rules and belief to executive ability that are essential for orientation and target-based activities of children, can make an easy way for their children to grow and develop at their life steps rapidly. The most of parenting patterns have considered parents' attitudes not their behavior. However, the attitudes cannot reflect the behaviors where people show them at the objective conditions. Hence, the consideration of describing the pattern of parent-child relationship relying on the behavioral patterns especially behaviors related to childhood to the late of adolescence is an imperative case [15]. Another important point is that the impact of the relationships between parents and children on children should be carried out as well; it is necessary to focus on perception of children from their relations to the parents and impact it on their personal life because attention to the parents' perspective may give a perplexing image in this case [15]. In addition, the recent researches have been roughly focused on the social, cultural and ethnical factors. The present discrepancy between the cultures and customs, there are social, cultural and religious beliefs of different countries that they can influence on the educational methods vastly. The literature review of the research shows that the Iranian cultural-ethnical field of parent-child relationship pattern, there is no carried out a study in this relation due to the Islamic concepts and from perspective of children not parents. Also, due to the importance of the self-efficacy beliefs among the students as the most powerful social force, there is need to recognize the influential factors in this field. Thus, although the children self-efficacy beliefs is highly affected from the type and quality of the parents and children's relationships, based on the theoretical model of pattern of parent-child relationship there are some various differences in this case that they play a important role in the formation and appearance of children targets that be appeared on perplexity and wanderings, lack of durability at behavior and impulsiveness forms; the assumption of the model is that one of the most important damages happening in non-balance oriented patterns is subjected to the appearance of damages into the self-efficacy beliefs that it also plays a key role in the formation of target-based behaviors. The main aim of the present study is to evaluate the structural relation between the patterns of parent-child relationship and self-efficacy beliefs of first year students of BA course of Tehran's scientific-applied university.

## **MATERIALS AND METHODS**

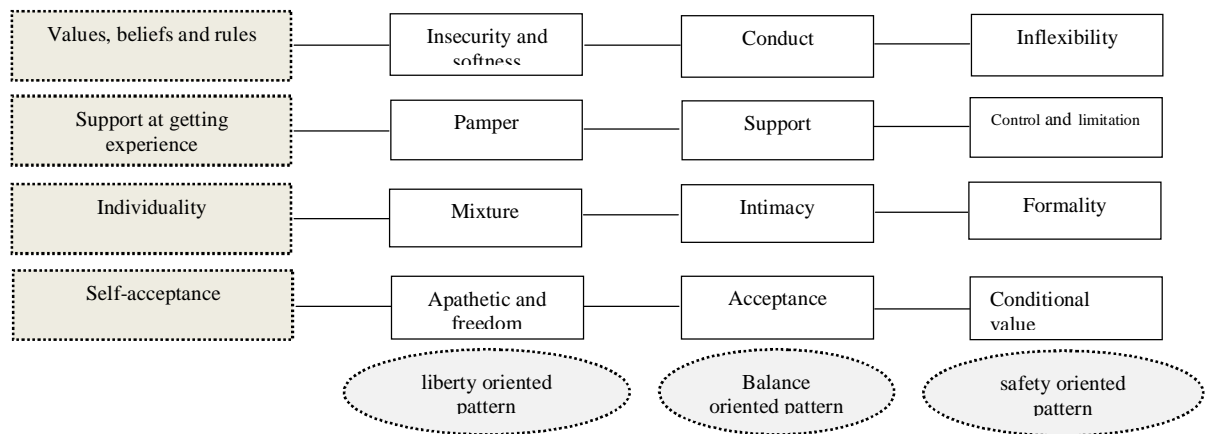
The present study is a fundamental research in the field of target. In this research, the correlation design plan was applied to gather the related data. The statistical community of the related study includes the whole students of first year of Tehran's scientific-applied university that were studying during 2012-2013; the age range was between 18-25 year old. In order to determine the group of the sample, about 416 ones (156 female and 260 male) were selected using multistage sampling method. According to the community volume ( $N=11575$ ), the sample volume was estimated based on Cochran formula ( $n=372$ ). But, to make more generalization and to release from the downfall of the subjects, this number is increased to ( $n=416$ ). Finally, 410 questionnaires were filled out and returned which due to the scratches of 14 questionnaires, 396 ones were extracted and then analyzed efficiently.

### **Research tool**

In order to construct and specify the relationship between parents and children, Parent-Child Relationship Patterns Questionnaire was used and to determine testing of self-efficacy beliefs, General Self-Efficacy Scale (GSES) was also applied in this pavement.

#### **A. Parent-Child Relationship Patterns Questionnaire**

Parent-Child Relationship Patterns Questionnaire [1] is a local questionnaire reflecting the recent conditions of the country (Iran, Tehran). In addition, the material of the questionnaire is not production of a logical analysis, but the whole articles of the questionnaire have been achieved through the caregivers have gotten involved in perplexity and wanderings subjects. This questionnaire is based on three main patterns in the relationship between parents-children as following: The pattern safety oriented, balance oriented and liberty oriented relationship [1]. This questionnaire includes 80 articles and 8 sub-scales as following: Inflexibility, insecurity-softness, control and limitation, pamper, formality, mixture, conditional value and apathetic-freedom; every sub-scale has 10 articles, too.



**Figure 1. Theoretical structure of parent-child relationship patterns questionnaire with four dimensions, three main patterns and each pattern consists of four sub-scales [1].**

In a research led by Bagheri and Ghaffari Jaffar z adeghan (forthcoming), Cronbach's alpha coefficient was used to measure the reliability of the related questionnaire in mothers and fathers for the patterns of safety oriented and liberty oriented relationship which equal 0.92 and 0.95, respectively. Reliability coefficient was reported based on Cronbach's alpha for the whole questionnaire which equal 0.66. Of course, it should be mentions that since both patterns of safety and liberty oriented relationship compose the two ends of four dimensions interacting together; it is logically that Cronbach's alpha for the whole questionnaire is lower in compare to each of these patterns. The factor loadings of the articles are not lower than 0.6 in each sub-scales and most observed factor loadings were between 0.75 and 0.85. In the present study, the internal consistency coefficient using Cronbach's coefficient was obtained 0.91 and 0.87, respectively for the patterns of safety and liberty oriented relationship. Most degree of factor loadings of the articles were higher than 0.6.

### **B. General Self-Efficacy Scale (GSES)**

General Self-Efficacy Scale [2] were constructed to measure the self-efficacy which never devoted to a particular behavior including 17 articles. Sherer et al (1982) without determining the factors and articles believe that this questionnaire measures three aspects of the behavior including willingness to initiate behavior, willingness to expand effort completing the behavior and persistence in the face of adversity. The confirmation of predicted multi relations of mental between the sub-scales of self-efficacy and other personality questionnaires such as locus of control, personal control, social desirability, ego strength, interpersonal competence and self-esteem as well as construct validity can be proofed in this regard. The positive relations between self-efficacy questionnaire and professional, educational and military success, as well as criterion validity can be proofed in this case [2]. Sherer et al (1982) reported the cronbach's alpha coefficient regarding to the whole test articles 0.86 in this pavement. Woodruff and Cashman (1993) used the exploratory factor analysis to evaluate the construct validity and showed three factors in this questionnaire. The reliability coefficient was 0.84 for the whole questionnaire using cronbach's alpha method.

**Table1. cronbach's alpha coefficients for the GSES [16].**

<b>Indices</b>	<b>General self- efficacy</b>	<b>1<sup>st</sup> factor</b>	<b>2<sup>nd</sup> factor</b>	<b>3<sup>rd</sup> factor</b>
Number of article	17	5	8	4
Cronbach's alpha	0.84	0.74	0.75	0.64

The results of Bosscher and Smith (1998) using confirmatory factor analysis represent three hidden factors correlated together and a factor of higher level (general self-efficacy) in this questionnaire. In the present study the reliability coefficient using cronbach's alpha method was 0.84 for the whole scale in this regard.

### **Data analysis method**

In this research, descriptive statistical method such as distribution, percent, mean and standard deviation were used to describe the related data and for the analysis of data appropriate with research questions

and hypotheses were applied the inferential statistical methods such as Structural Equation Modeling (SEM) in this regard. In order to facilitate the process of the analysis of the related data, the Analysis of linear Structural Relationships (LISREL) has been efficiently applied in the related study.

## RESULTS

### The model-fit

**Table2. The indicators of structural model-fit**

Indicators	Degree	Standard degrees
Chi-square/degree of freedom index ( $X^2/df$ )	1.9	Max: 3
Root-mean-square error of approximation index (RMSEA)	0.048	0.08 and lower
Goodness-of-fit index (GFI)	0.61	Least: 0.9
Adjusted goodness-of-fit index (AGFI)	0.60	Least: 0.9
Normalized fit index (NFI)	0.82	Least: 0.9
Non-normalized fit index (NNFI)	0.91	Least: 0.9
Comparative fit index (CFI)	0.91	Least: 0.9
Incremental fit index (IFI)	0.91	Least: 0.9
Parsimonious goodness-of-fit index (PGFI)	0.59	lower of 0.5

The index degree of RMSEA equals 0.48 that due to the recommended degree (0.08), it is a suitable degree in this case. Although the other indices of the model-fit such as GFI, AGFI and NFI are lower than least degree (0.9), but due to the indices of NNFI, CFI, IFI and  $X^2/df$ , the fit of the model totally can be evaluated as well. Finally, by the affiliation to the degree of PGFI, it can be stated that the designed model is a possible model in compare to other models.

In the present study, Structural Equation Modeling has been used to process the data. The relations between the variables in Structural Equation Modeling have been divided into two general domains:

- 1) Relations between latent variables with observed variables
- 2) Relations between latent variables with latent variables

The first group is called measurement model and the second group is subjected to the structural model. In the measurement model the relations between the latent variables and indices are highly paid attention.

➤ Measurement model of independent variable (Exogenous)

- 1) Measurement model of safety oriented relationship pattern

**Table3. Degrees of factor loading and significance related to measurement model of safety oriented relationship pattern**

Indices in model	Degrees of T	Degrees of factor loading	Significant level
M1	7.81	0.39	0.01
M9	10.05	0.49	0.01
M17	11.78	0.56	0.01
M25	10.73	0.52	0.01
M33	13.70	0.63	0.01
M41	5.79	0.29	0.01
M49	6.23	0.32	0.01
M57	10.88	0.52	0.01
M65	15.49	0.70	0.01
M73	7.57	0.38	0.01
M3	7.31	0.37	0.01
M11	7.97	0.40	0.01
M19	7.37	0.37	0.01
M27	- 3.37	-0.17	0.01
M35	11.66	0.56	0.01
M43	10.68	0.52	0.01
M51	15.26	0.69	0.01
M59	13.35	0.62	0.01
M67	12.51	0.59	0.01
M75	9.80	0.48	0.01
M5	5.60	0.29	0.01

M13	9.81	0.48	0.01
M21	5.38	0.27	0.01
M29	11.27	0.54	0.01
M37	12.78	0.60	0.01
M45	10.90	0.52	0.01
M53	12.13	0.57	0.01
M61	5.50	0.28	0.01
M69	8.48	0.42	0.01
M77	11.79	0.56	0.01
M7	8.24	0.41	0.01
M15	10.93	0.53	0.01
M23	14.10	0.65	0.01
M31	12.97	0.61	0.01
M39	2.38	0.12	0.01
M47	11.84	0.58	0.01
M55	11.41	0.58	0.01
M63	4.88	0.25	0.01
M71	14.81	0.63	0.01
M79	10.80	0.52	0.01

In standard estimation mood, the degrees of factor loading have been represented to explain the factor variance (safety oriented relationship pattern). It is observed that the factor loading as the first question is subjected to the safety oriented relationship pattern 0.39. The degree of factor loading of higher than 0.3 is acceptable and higher than 0.5 is suitable representing a construct validity for question and factor. Again, it is observed that only questions 27 and 39 have low factor loading. Of course most questions have factor loading higher than 0.6 showing the high construct validity for the safety oriented relationship pattern. In significance coefficients mood, the observed degree of t for each questions of construct of safety oriented relationship pattern is represented relation between questions and factor; the degrees higher than two for much of residual path coefficients (t degrees) is shown in the model; it also shows studied construct with designed question is measured in the best form. Hence, the results can be accepted suitably because firstly the designed and considered issue by the researcher is measured and secondly all respondents' perception is the same in this case.

2) Measurement model of liberty oriented relationship pattern

**Table4. Degrees of factor loading and significance related to measurement model of the liberty oriented relationship pattern**

Indices in model	Degrees of T	Degrees of factor loading	Significant level
M2	10.42	0.51	0.01
M10	10.78	0.52	0.01
M18	10.88	0.53	0.01
M26	11.47	0.55	0.01
M34	-2.82	-0.15	0.01
M42	7.42	0.37	0.01
M50	8.65	0.43	0.01
M58	13.47	0.63	0.01
M66	12.02	0.57	0.01
M74	10.86	0.53	0.01
M4	-1.26	-0.07	NON SIGNIFICANT
M12	-0.58	-0.03	NON SIGNIFICANT
M20	-0.37	-0.02	NON SIGNIFICANT
M28	4.09	0.21	0.01
M36	-1.81	-0.09	0.01
M44	2.57	0.13	0.01
M52	4.95	0.26	0.01
M60	-3.38	-0.16	0.01
M68	3.43	0.18	0.01
M76	6.78	0.34	0.01
M6	7.70	0.39	0.01
M14	9.46	0.47	0.01

M22	4.47	0.23	0.01
M30	11.52	0.55	0.01
M38	14.32	0.66	0.01
M46	9.26	0.46	0.01
M54	13.50	0.63	0.01
M62	12.11	0.58	0.01
M70	6.91	0.35	0.01
M78	11.51	0.55	0.01
M8	0.07	0.00	NON SIGNIFICANT
M16	5.47	0.28	0.01
M24	12.24	0.58	0.01
M32	14.06	0.65	0.01
M40	12.48	0.59	0.01
M48	11.97	0.57	0.01
M56	14.78	0.68	0.01
M64	5.69	0.29	0.01
M72	8.74	0.43	0.01
M80	12.90	0.61	0.01

In standard estimation mood, the degrees of factor loading have been represented to explain the factor variance (liberty oriented relationship pattern). It is observed that the factor loading as the most of questions is higher than 0.6; that representing high construct validity for liberty oriented relationship pattern. Of course questions 4-8-12-20-36 have low factor loading degree that it is necessary to be eliminated from the model; Because these questions do not have ability to represent the main factor in this case. In significance coefficients mood, the observed degree of t for each questions of construct of safety oriented relationship pattern is represented relation between questions and factor. The questions 4-8-12-20-36 have lower factor loading and for the reason, they have lower significance coefficient than 1.96. But t degrees of other questions of construct were higher than 1.96 being able to represent the main latent factor (liberty oriented relationship pattern).

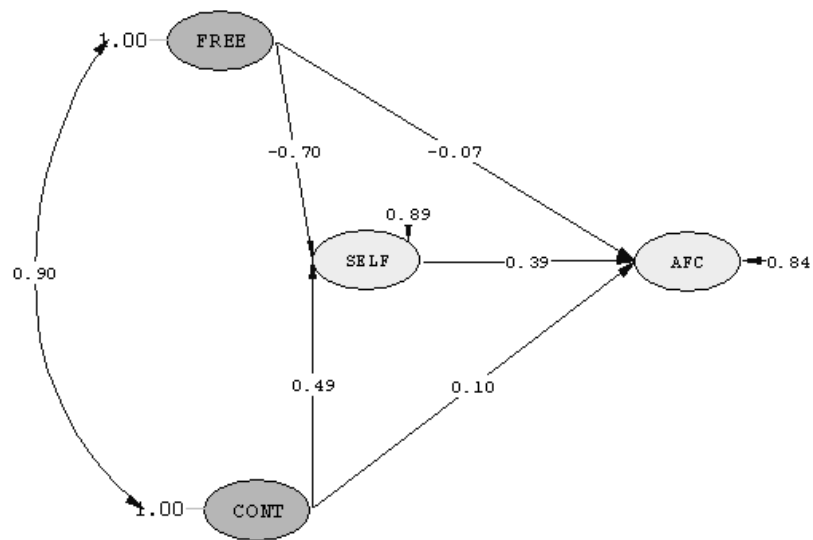
➔ Measurement model of self-efficacy beliefs variable (middle dependent-endogenous)

**Table5. degrees of factor loading and significance related to measurement model of self-efficacy beliefs construct**

Indices in model	Degrees of T	Degrees of factor loading	Significant level
SE1	9.16	0.46	0.01
SE2	12.28	0.59	0.01
SE3	5.17	0.27	0.01
SE4	9.11	0.46	0.01
SE5	12.45	0.60	0.01
SE6	11.54	0.56	0.01
SE7	13.53	0.64	0.01
SE8	-0.57	-0.03	0.01
SE9	5.76	0.30	0.01
SE10	12.53	0.60	0.01
SE11	10.26	0.51	0.01
SE12	11.68	0.57	0.01
SE13	6.18	0.32	0.01
SE14	14.74	0.69	0.01
SE15	5.31	0.28	0.01
SE16	15.80	0.72	0.01
SE17	13.40	0.64	0.01

In standard estimation mood, the degrees of factor loading (questions of self-efficacy beliefs questionnaire) have been represented to explain the factor variance or latent variable (self-efficacy beliefs). It is observed that only questions 3, 8 and 15 have low factor loading than 0.3. Of course most questions have high factor loading showing the construct validity of questions for measuring latent factor (self-efficacy beliefs). In significance coefficients mood, the observed degree of t (questions of questionnaire) is represented relation between question and factor. Questions 8 have not significant relation with main factor that it is necessary to be eliminated from the main structural model. But other degrees of t were higher than least degree of standard (1.96) being able to represent the main factor.

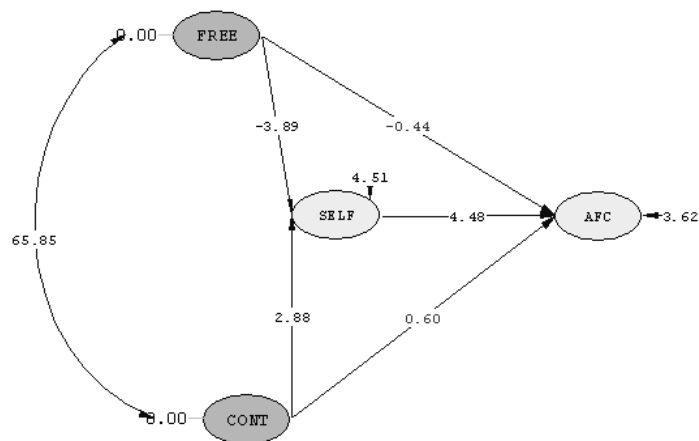
## Research structural model



Chi-Square=16926.57, df=8904, P-value=0.00000, RMSEA=0.048

**Figure2. Structural model in standard estimation mood**

Figure 2 shows the estimated (standardized) coefficients between the main variables. It is observed that the impact coefficient of the pattern of liberty oriented relationship on the self-efficacy beliefs is -0.70. The degree of the coefficient indicates that the impact degree is very strong and of course the negative direction represents the inverse impact of pattern of liberty oriented relationship on the self-efficacy beliefs. So, any increase in each unit of the pattern of liberty oriented relationship causes to the decrease of the self-efficacy beliefs about 0.7. The impact coefficient of pattern of safety oriented relationship on the self-efficacy beliefs is about 0.50 and its direction shows that any increase in each unit of the pattern of safety oriented relationship causes to the increase of the self-efficacy beliefs about 0.5.



Chi-Square=16926.57, df=8904, P-value=0.00000, RMSEA=0.048

**Figure 3. Structural model in significance coefficients mood**

Figure 3 representing the path of coefficients (impact) in the research main variables. The positive path coefficients representing the direct effect and the negative ones showing an inverse impact. According to the mentioned figure, there is a positive significant relationship between the pattern of liberty oriented relationship and self-efficacy beliefs at 0.99 confidence level. In the other hand, there is positive significant



relationship between pattern of safety oriented relationship and self-efficacy beliefs at 0.99 confidence level.

## DISCUSSION AND CONCLUSION

The results of structural model analysis indicated that the pattern of safety oriented relationship has positive significant impact and pattern of liberty oriented relationship has negative significant impact on the self-efficacy beliefs ( $p < 0.01$ ,  $t = 2.88$ ,  $p < 0.01$ ,  $t = -3.89$ , respectively) (Figure 2). The related findings are coincident with the carried out studies in domain relation between parent-child relationship and positive parenting with self-efficacy beliefs [18, 19, 20, 21, 22]. The development and exercise of self-regulatory efficacy is rooted in familial practices. As children increase in maturity and development, family management practices change in form and locus of guidance [23]. Generally, previous research has demonstrated a relationship between family, particularly parenting factors, and child self-efficacy [13]. The pattern of safety oriented relationship has an avoidance motivation agent [15]. The avoidance motivation causes persons to form target-based activities due to their fear and avoidance from the worse consequences. People with this kind of motivational system have strong volition that can control their emotions and consider any certified actions, however they are not satisfied of their lifestyles because supplementing their targets decrease their fears and anxieties but these are not caused sense of satisfaction and happiness [1]. The avoidance motivation and having strong volition require high level self-efficacy beliefs, that this can represent the positive impact of pattern of safety oriented relationship on the self-efficacy beliefs. Making orientation and tangible semantic sensation appear when the people's psychiatric approaches such as attention and volition have been acquired necessary ability for their purposes development and control activities towards their targets among their family foundation along growth periods. Orienting and making direction of the man's movements-psychiatric actions is subjected to the most sophisticated feature in the person's psychiatric system. The appearance of the semantic can be brought by the arrangements of these various activities in people. Making target-based actions require both wanting (values, attitudes and beliefs) and ability (skills and executive beliefs like self-efficacy) [1]. The family environment is the first and most essential location where children can learn beliefs and values. In the pattern of liberty oriented relationship, the self-efficacy beliefs were not constructed as normal due to the softness and intrapersonal insecurity and diversity between parents, the frequency of forming values and rules enter in this regard and the one cannot decision-making and feels perplexity and wandering sensation. Avoidance of the realities and sheltering children in a greenhouse-like setting causes to the poverty of the experience. The experimental poverty represents the fact that parents treat like an obstacle in their children's experience governance. The self-belief means both belief to values and rules and belief to executive ability and these can grow in path that experiences is acquired [1]. In the pattern of liberty oriented relationship, the experimental poverty is related to the providence of a background for decreasing the self-efficacy beliefs. Development of resilient self-efficacy requires some experience in mastering difficulties through perseverant effort. Success in managing problem situations instills a strong belief in one's capabilities that provides staying power in the face of difficulties. Adolescents who have been sheltered and left ill-prepared in coping skills are vulnerable to distress and behavioral problems when they encounter difficult interpersonal predicaments that are not completely avoidable [24]. The pattern of liberty oriented relationship has an approach motivation agent (the same where). For the reason, educated children of this relationship pattern cannot achieve anything forcing them to do everything. They try to do those tasks as given to them in this regard. They mostly fulfill duties that they are eager and interested to do them [1]. In children educated in the pattern of liberty oriented relationship, approach motivation and the lack of having strong volition can represent the negative impact of pattern of liberty oriented relationship on the self-efficacy beliefs.

## REFERENCES

1. Bagheri, F., 2012. The pattern of parent-child relationship, theoretical model based on the Islamic humanism and existence *Two-Seasonal Journal of Thinking Ways at Islamic Instructions*, 1, 43-72.
2. Sherer, M., Maddux, J.E., Mercandante, B., Prentice-Dunn, S, Jacobs, B, Rogers, R.W., 1982. The Self-Efficacy Scale: Construction and validation. *Psychological Reports*, 51 (2), 663-671.
3. Ahadi, H, Bani Jamali, Sh.A., 2009. *The developmental psychology: Fundamental theories in child psychology*. Tehran: Jeyhoon Press.
4. Mussen, P.H., Kegan, J, Huston, A.C., Conger, J.J., 2011. *Child development and personality*. Translated by M. Yasaiee. Tehran: Mad Press.
5. Darling, N, 1999. *Parenting styles and its correlates*.
6. Bandura, A, 2000. Cultivate self-efficacy for personal and organizational effectiveness. In E. A. Loke (Ed.), *Handbook of principles of organization behavior*, Oxford, UK: Blackwell, 120-136.
7. Pajares, F, 2002. *Overview of social cognitive theory and of self-efficacy*.

8. Bandura, A, Caprara, G.V., Barbaranelli, C, Gerbino, M, Pastorelli, C, 2003. Role of affective self-regulatory efficacy in diverse spheres of psychological functioning. *Child Development, 74 (3)*, 769-782.
9. Bandura, A, 1977. Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84 (2)*, 191-215.
10. Bandura, A, 1986. The explanatory and predictive scope of self-efficacy theory. *Journal of Social and Clinical Psychology, 4 (3)*, 359-373.
11. Schultz, D.P., Schultz, S.A., 2010. *Personality theories*. Translated by Y. Seyd Mohammadi. Tehran: Virayesh Press.
12. Fist, J, Fist, G.J., 2011. *Personality theories*. Translated by Y. Seyd Mohammadi. Tehran: Ravan Press.
13. Gardner, D.M., 2009. *Parents' influence on child social self-efficacy and social cognition*. Master thesis, Marquette University.
14. Arnett, J.J., 2000. Emerging adulthood: A theory of development from the late teens through the twenties. *American psychologist, 55 (5)*, 469-480.
15. Bagheri, F, Ghaffari Jaffar zadeghan, F, (Forthcoming). The reliability of parent-child relationship patterns questionnaire.
16. Woodruff, S.L., Cashman, J.F., 1993. Task, domain, and general efficacy: A reexamination of the Self-Efficacy Scale. *Psychological Reports, 72*, 423-432.
17. Bosscher, R.J., Smit, J.H., 1998. Confirmatory factor analysis of the General Self-Efficacy Scale. *Behavior Research and Therapy, 36 (3)*, 339-343.
18. Teti, D.M., Gelfand, D.M., 1991. Behavioral competence among mothers of infants in the 1<sup>st</sup> year: The mediational role of maternal self-efficacy. *Child Development, 62 (5)*, 918-929.
19. Sroufe, L.A., 1996. *Emotional development: The organization of emotional life in the early years*. New York: Cambridge University Press.
20. Tucker, S, Gross, D, Fogg, L, Delaney, K, Lapporte, R, 1998. The long-term efficacy of a behavioral parent training intervention for Families with 2-year-olds. *Research in Nursing and Health, 21 (3)*, 199- 210.
21. Stifter, C.A., Bono, M.A., 1998. The effect of infant colic on maternal self-perceptions and mother-infant attachment. *Child: Care, Health and Development, 24 (5)*, 339- 351.
22. Leidy, M.S., Guerra, N.G., Toro, R.I., 2010. Positive parenting, family cohesion, and child social competence among immigrant Latino families. *Journal of Family Psychology, 24 (3)*, 252-260.
23. Bandura, A, 2006. Adolescent development from an agentic perspective. In F. Pajares and T. Urdan (Eds.), *Self-efficacy beliefs of adolescents*, Greenwich, CT: Information Age Publishing, 5, 1-43.
24. Bandura, A, 2006. Guide for constructing self-efficacy scales. In F. Pajares and T. Urdan (Eds.), *Self-efficacy beliefs of adolescents*, Greenwich, CT: Information Age Publishing, 5, 307-337.