

Investigating the effectiveness of learning imago on mothers with authoritarian and permissive parenting styles

Zohreh Sepehri Shamloo^{1*}, Atiyeh Taghavi Bojnordi²

¹Assistant Professor of Psychology, Department of Clinical Psychology, Faculty of Educational Science, Ferdowsi University of Mashhad (FUM), Azadi Sq., Mashhad, Khorasan Razavi, Iran. ²M.A. Family counseling, Faculty of Education Sciences and Psychology, Ferdowsi University of Mashhad, Mashhad, Iran. At.taghavibojnordi@mail.um.ac.ir - 0000-0001-7226-9728

Correspondence: Zohreh Sepehri Shamloo. Assistant Professor of Psychology, Department of Clinical Psychology, Faculty of Educational Science, Ferdowsi University of Mashhad (FUM), Azadi Sq., Mashhad, Khorasan Razavi, Iran. Email: z.s.shamloo@um.ac.ir.

ABSTRACT

The goal of the current study is to investigate the effectiveness of group learning of concepts and techniques of the Imago relationship approach (Imago) on changing the authoritarian or permissive parenting of mothers of children attending the kindergarten located at Ferdowsi University of Mashhad, Iran. The design of this study is quasi-experimental and it uses pretest-posttest- and follow-up with a control group. The statistical population of this study was the mothers of kindergarten trainees at Ferdowsi University of Mashhad in 2014. Twenty mothers were selected through convenience sampling by an announcement for participating in a research program and after screening with a questionnaire. The members of this sample were placed in an experiment group and a control group through random assignment. The data collection instrument in this study was Robinson's Parenting Styles and Dimensions Questionnaire (accompanied by demographic information) which was completed by the participants in the pretest and posttest stages. After two months, both groups completed the questionnaire for the follow-up stage. After the completion of the pretest, the intervention group participated in eight two-hour sessions to learn the concepts and techniques of communicative imaging treatment. The data were analyzed using the analysis of covariance. The results of the study indicated that compared to the control group, the experiment group which received intervention showed a significant increase in using authoritative style of parenting and a decrease in using authoritarian and permissive styles of parenting. Also, the results of the follow-up stage showed that the passing of time has not made the mothers go back to their inefficient parenting style and they had continued with the authoritative style. Teaching the imago relationship approach is an effective method for increasing the authoritative parenting style of mothers.

Keywords: parenting, authoritarian parenting style, permissive parenting style, authoritative parenting style, imago relationship approach.

Introduction

Communication is not a sudden occurrence, rather, it is a process which has a starting point and gradually takes form, grows and culminates. Today's psychologists believe that effective relationship is among the strongest instruments that human beings have for having a healthy life. The first buds of human relationships appear in the family environment. With a

scrupulous attitude, it would be revealed that the starting point of a relationship between two human beings is an image of the influence of parents and children. Nowadays, some psychological experts (e.g. Bowlby, 1969; Hendrix, Hant, Hannah & Luquet, 2005) believe that after individuals take the role of parents, they use their projected images to communicate with their children^[1, 2]. These images are influenced by several variables such as information and knowledge taken from books, observing others and most importantly, memories and internalized images from their own parents. The mother-child relationship, as an internal pattern, influences the emotional relationships of the child in his/her future life. Cline focuses on the internalization of the primary interactional patterns of child and caregivers in his object relation theory. In this regard, Imago, which is an internalized image of parents, fundamentally influences parents-children relationship. The kind of relationship that we establish with our children is strongly

Access this article online

Website: www.japer.in

E-ISSN: 2249-3379

How to cite this article: Zohreh Sepehri Shamloo, Atiyeh Taghavi Bojnordi. Investigating the effectiveness of learning imago on mothers with authoritarian and permissive parenting styles. *J Adv Pharm Edu Res* 2020;10(S1):69-75. Source of Support: Nil, Conflict of Interest: None declared.

This is an open access journal, and articles are distributed under the terms of the Creative Commons Attribution-Non Commercial-ShareAlike 4.0 License, which allows others to remix, tweak, and build upon the work non-commercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.

influenced by the internalized experiences that we have had with our parents in childhood. The parenting style of parents is among the components which reveal many secrets about their method of upbringing in childhood. A simple parent-child relationship is indicative of very much similarity between us and our father or mother, which is a disappointing fact.

The methods which parents use for upbringing their children play an important role in guaranteeing the psychological health of their children. As a result of a healthy relationship, parents can recognize the needs of their children and try to satisfy them. All the methods have some effects on the behavior of children, but the negative effects of authoritarian and permissive parenting methods are more. Based on previous studies, authoritative parenting style in which parents are powerful and at the same time, have friendly relations with their child, is the best child rearing method. This method not only respects the personal freedom of the children, it helps them better adopt with social norms.

The pioneers of family therapy believe that the problems of people are basically interpersonal^[3]. Based on previous studies, an effective approach for improving and promoting interpersonal skills is Imago Relationship Therapy (IRT). IRT is a type of analytical treatment which was proposed by Hendrix (2010) by capturing the psychoanalytic approaches of Freud, Yung, attachment theory and object relations theory. It is a paradigm which aims to enhance relationships, repair growth fixations, recover the injuries of childhood, increase differentiation and revive interpersonal contacts.

Parents need to get help for learning the skills which result in positive relationships. Not much effort has been dedicated to this cause in our society. Children need time for having emotional involvement with their parents; therefore, it is necessary that parents learn the correct way of behaving children. One of the main reasons for the inability of parents in communicating with their children is their inefficient style of parenting^[4]. In most families, mothers have the highest degree of interaction with children. It seems that providing the necessary knowledge would contribute significantly to the improvement of parent-child relationships. In this regard, it is better to focus on approaches which revolve around interpersonal issues. Among these approaches, an analytic and newfound approach which has proved effective in improving relationships and enhancing interpersonal skills is Imago therapy. This approach has been mostly applied to couple therapy in Iran. However, in order to evaluate the effectiveness of imago relationship therapy for improving parent-child relationships, a number of studies could be mentioned. Beauvoir (2013) focused on conscious parenting using Imago which resulted in the improvement of the parenting style of mothers who had shy and bashful children^[5]. Itzstein and Huetting (2014) conducted a study on how to nurture happy and fearless children using the Imago approach^[6]. Naude and Dixon (2013) were inspired by this approach and conducted a study entitled *good relationship, successful children*^[7]. The authors state that Imago presents a functional method so that unreasonable and opinionated parents better perceive their children's feelings.

Through intentional conversation, these parents learn to be better listeners and not be ignorable towards their child's needs and feelings. As previously mentioned, teach the basic principles of authoritative parenting style such as creating the feeling of freedom, participation, independence, self-regulation, establishing healthy relationships, expressing feelings, active listening and creating healthy borders to parents.

Based on what has been said before and considering the fact that one of the most effective ways of improving parent-child relationships is teaching fundamental relationship skills, the current study aims to investigate the degree of effectiveness of learning Imago relationship on the promotion of the parenting style of unreasonable and easy-taking mothers towards efficient and authoritative parenting. Beside the main objective, the current study aims to see whether selecting inefficient parenting styles by unreasonable and easy-taking mothers, based on Hendrix's opinion, originates from the events and injuries of the parent's childhood. Moreover, this study aims to see whether or not the techniques related to this approach, psychological analysis and learning necessary skills can direct mothers towards changing their parenting styles.

Methodology

Participants and Research Design

The statistical population of this study is the mothers of children at the kindergarten located at Ferdowsi University of Mashhad in the third quarter of 2014. Thirty individuals were selected based on Robinson's 32 item questionnaire and they were randomly placed in an experiment group and a control group.

The criteria for entering the sample were: a) aged between 24-40, b) lacking sufficient skills for having a good relationship with children (this criterion was determined based on the reports of kindergarten teachers about the performance of the parent, self-report of the parent, the answers of the parent to the mentioned questionnaire), c) having a 3-5 years old child, d) possessing a minimum of BA.

The demographic information of the sample included age of the mother, date of marriage, educational degree of the mother, job status of the mother, gender of the children, age of the children, and the birth order of children. Based on the completed questionnaires, the highest age frequency was between 31 to 35. Also, a high percentage of mothers possessed a BA degree, while the lowest frequency belonged to the PhD group. Regarding the order of birth, 60% of the mothers were the first child in their families and the lowest frequency belonged to the third child group. The highest frequency regarding the age of the children was among the 4 years group (50%) and the lowest frequency belonged to the 3 years old children group (20%).

The current study is functional regarding its goal. Due to convenience sampling and random placement, this study is considered a quasi-experimental research. The independent variable in this study is Imago relationship therapy in a group,

and the dependent variable is parenting style. The research design used in this study is pretest, posttest, and follow-up with a control group.

Instrument for Data Collection Parenting Styles and Dimensions Questionnaire

This questionnaire was designed and validated by Robinson, Mandelko, Elsen and Hart (1995) which has been translated into Persian by Alizadeh (2000). This 32-item questionnaire which is rated on a Likert-point scale from 1 (never) to 5 (always). The lowest point of the subject is 32, while the highest point is 160.

The items of this questionnaire assess the authoritative (15 items), authoritarian (12 items), and permissive (5 items) parenting styles which have been designed and codified based on Baumrind's theory and styles of parenting. In addition to three parenting styles, this questionnaire has seven relationship dimensions. Three dimensions are assessed in the authoritarian style, three in the authoritative style, and one is evaluated in the permissive style.

According to George (2004), The authoritative style (including items 1,3,5,7,9,11,12,14,15,18,21,22,27,29,31) has the dimensions of connection (supportive and receptive), self-regulation (control) and autonomy (free participation)^[8].

The communication dimension (1, 7, 12, 14, and 27) includes emotional support, two-way communication, flexible environment, responsive parents. The self-regulation dimension (5, 11, 25, 29, and 31) in the authoritative style is the rational response for doing affairs and providing an environment for indicating the effects of behaviors on children, and the autonomy dimension (3, 9, 18, 21, and 22) is providing an environment for the expression of the feelings and beliefs of children and using their ideas for creating familial rules and regulations^[9].

The authoritarian style (including items 2, 4, 6, 10, 13, 16, 19, 23, 26, 28, 30, and 32) has three dimensions including verbal hostility, physical coercion, and non-reasoning/punitive. The physical coercion dimension means utilizing harsh and indeterminate punishments along with high control and low acceptability of children. The verbal hostility dimension (13, 16, 23, and 30) is characterized by destructive criticisms for creating discipline in children. The non-reasoning-punitive dimension (4, 10, 26, and 28) includes punishments and belittling children without providing any explanations^[10].

The permissive style (including items 8, 15, 17, 20, and 24) only includes the inattention dimension. This feature is characterized by having few requests of and imposing very few sanctions on children^[11].

Grading is done by first calculating the average of each of the styles through divided dimensions. Accordingly, the parenting style of the subject is the style in which the point of the subject is above average. In authoritative and permissive styles, an average above four (both for dimensions and in general) indicates these parenting styles. For the authoritarian style, an

average above 4 was also allocated for the style in general and the dimensions separately. However, since finding mothers with this style of parenting proved to be difficult, we considered an average of above three for this style.

The validity of this questionnaire was calculated by Ghorbani, Khademan and Yari (2004) for 220 middle-school students in Tehran and the validity coefficient using Alpha Cronbach method was reported to be 0.79 for mothers, 0.81 for fathers and 0.80 for parents in general. Using Alpha Cronbach method, the validity coefficient of the authoritative style subscale was 0.90 and the same coefficient was 0.78 for the authoritarian style and 0.70 for the permissive parenting style. These coefficients are considered acceptable. The content validity of this questionnaire has been confirmed by several professors, experts and referees (as cited in Khademan, 2004). Moreover, based on the calculated internal consistency coefficients, this test has desirable construct validity.

The construct validity of the test was evaluated based on factor analysis. The authors identified three factors with seven relationship dimensions in the tests based on factor analysis. In the context of Iran, Alizadeh, Applequist, and Coolidge (2007) translated Robinson's (2001) parenting styles questionnaire and used content validity for evaluating the overall validity of this questionnaire^[12]. The translated questionnaire was given to professors and experts in the field of psychology and family counseling and they were asked to see whether the items can assess the parenting styles or not. Based on the recommendations of these experts, the translated questionnaire was confirmed after some corrections and revisions.

Data Collection Procedure

In order to conduct this study, the researcher attended the kindergarten located at Ferdowsi University of Mashhad. After initial talks with the manager of the kindergarten, the researcher provided explanations about the aim and procedure of the study. After receiving the agreement of kindergarten authorities, the applicants were given a form containing demographic information and the parenting styles questionnaire. Among 70 applicants, 30 mothers with authoritarian and permissive parenting styles were selected and randomly placed in two groups of 15. Finally, the participants were divided into two groups, each containing ten individuals. Ten mothers were placed in the experiment group who participated in eight 90 minute sessions a week for learning the techniques and concepts of Imago relationship approach and ten mothers were placed in the control group who did not receive any intervention during this time.

At the end of the sessions, the parenting styles questionnaire was repeated as the posttest. Also, in order to follow-up, the members of the experiment and control groups completed the parenting styles questionnaires two months later.

Since the therapeutic protocol associated with the Imago relationship approach was designed for the relationship between couples, the researchers designed and regulated this protocol for parent-child relationships based on the books written by this

theorist (Hendrix). The goals and teaching methods of this protocol in the eight sessions are summarized below.

1st session: establishing a relationship, motivating, deciding to make responsible efforts for improving the relationship, getting familiar with the members and familiarizing the members with each other, explaining the method and objectives of the sessions, commitment to the insights obtained in the sessions, determining the mental picture of an ideal parent-child relationship, indicating the current desirable features and the ideal features of the relationship, signing a therapeutic contract.

2nd Session: understanding the importance of establishing an appropriate relationship with the child and its effect on the future life of the child, reviewing childhood memories and discovering the Imago structure of the mothers, analyzing the history of friendly relationships of the mother with her caregivers and relationship pattern, returning to childhood house, analyzing the attachment style of mothers and their relationship style, writing the positive and negative characteristics of the parents and their effect on the individual.

3rd Session: teaching intentional talk and emphasizing that this tool can significantly change their parent-child relationships; teaching intentional talk has three parts: projection, confirmation, and sympathy; making sure that group members are able to actively talk with their children and listen to each other's messages through intentional talk.

4th Session: the therapist makes sure that group members have fully perceived the process of intentional talk, are able to use intentional talk as a habit in their daily encounters with people, and can distinguish among their needs and those of their child.

5th Session: checking the degree of sympathy between mother and child, sending effective and clear messages in relation with the child and reforming the relationship pattern, getting familiar with children's needs and their mental concepts.

6th Session: participants should fully perceive that their failures in relationships with their children is directly related to the lost parts inside themselves and these parts have now got the opportunity to revive; emphasizing the importance of daily deep laughter and pointing to the fact that it increases the feeling of being healthiness and security; teaching how to determine the relationship borders.

7th Session: emphasizing the fact that change happens gradually, not very fast; teaching how to express anger with control; emphasizing request for a change in behavior; teaching the techniques of watering down and hugging the child.

8th Session: an overall review of the previous sessions; the plan for follow-ups after the treatment and emphasizing the importance of this program.

Findings

In order to analyze the hypothesis that learning the techniques and concepts of Imago relationship approach in a group is effective on reducing permissive parenting style and increasing authoritative parenting style of mothers after the intervention and follow-up, multi-variate analysis of covariance (MANCOVA) was used. First, in order to conduct

MANCOVA, the presuppositions of this test such as relativity of the data, independence, normality, homogeneity of variances, homogeneity of regression slope and linearity were checked. The results showed that the presuppositions hold true for analyzing the covariance.

Table 1: The Results of Multi-variate Analysis of Covariance for Comparing the Experiment and Control Groups on the Variable of Parenting Style in Pretest and Posttest

group	Sum of squares	Average of squares	$F_{df=1}$	P
Total permissive	0/96	0/96	32/30	0/001
Total authoritative	0/57	0/57	12/80	0/007
connection	1/52	1/52	34/96	0/001
Self-regulation	0/36	0/36	5/77	0/04
autonomy	0/84	0/84	23/36	0/001

As could be seen in Table 1, the results of the MANCOVA test indicate a significant difference between the permissive mothers in the experiment group (Imago therapy) and the control group in the permissive dimension and the authoritative dimensions of general, connection, self-regulation, and autonomy in the posttest stage. In other words, there is a significant difference between the authoritative parenting style of the experiment group and that of the control group in the posttest stage ($P < 0.05$). Accordingly, permissive mothers in the experiment group have a higher authoritative parenting style than the permissive mothers in the control group.

Table 2: The Results of Multi-variate Analysis of Covariance to Compare the Experiment and Control Groups for the Permissive Parenting Style Variable in Pretest and Follow-up

Group	Sum of squares	Average of squares	$F_{df=1}$	P
Total permissive	1/76	1/76	50/40	0/001
Total authoritative	0/84	0/84	4/67	0/006
connection	2/91	2/91	57/17	0/001
Self-regulation	0/96	0/96	11/57	0/009
autonomy	1/91	1/91	35/07	0/001

As shown in Table 2, the results of the multi-variate analysis of covariance test indicate that there is a significant difference in the follow-up stage in the permissive dimension and general authoritative dimensions between permissive mothers who participated in the experiment group (Imago therapy) and those who participated in the control group. In other words, there is a significant difference between the authoritative parenting style of the experiment group and that of the control group in the follow-up stage ($P < 0.05$). Accordingly, the permissive mothers in the experiment group have higher authoritative parenting style than those in the control group.

Another hypothesis of this study was that teaching the techniques and concepts of Imago relationship therapy in a group decreases the authoritarian parenting style and increases the authoritative parenting style of mothers after intervention and the follow-up stage. In order to test this hypothesis, MANCOVA test was conducted.

Table 3: The Results of MANCOVA Test for Comparing the Experiment and Control Groups by the Authoritarian Parenting Style Variable in Pretest and Posttest Stages

group	Sum of squares	Average of squares	$F_{df=1}$	P
Total authoritarian	2/50	2/50	16/61	0/004
Verbal hostility	0/009	0/009	0/12	0/73
punishment	1/84	1/84	10/13	0/01
Physical coercion	0/90	0/90	14/87	0/005
Total authoritative	2/02	2/02	18/08	0/003
connection	0/67	0/67	8/45	0/02
Self-regulation	0/90	0/90	6/89	0/03
autonomy	0/84	0/84	25/87	0/001

As seen in Table 3, the results of the multi-variate analysis of covariance indicate that there is a significant difference in the posttest stage between authoritarian mothers who participated in the experiment group (Imago therapy) and those in the control group in the authoritarian dimension and general authoritative dimensions. In other words, there is a significant difference between the authoritative parenting style of the experiment group and that of the control group in the posttest stage ($P < 0.05$). Accordingly, the authoritarian mothers in the experiment group have higher authoritative parenting style than those in the control group.

Table 4: The Results of MANCOVA Test for Comparing the Experiment and Control Groups by the Authoritarian Parenting Style Variable in Pretest and Follow-up Stages

group	Sum of squares	Average of squares	$F_{df=1}$	P
Total authoritarian	2/50	2/50	16/61	0/004
Verbal hostility	0/009	0/009	0/12	0/73
punishment	1/84	1/84	10/13	0/01
Physical coercion	0/90	0/90	14/87	0/005
Total authoritative	2/02	2/02	18/08	0/003
connection	0/67	0/67	8/45	0/02
Self-regulation	0/90	0/90	6/89	0/03
autonomy	0/84	0/84	25/87	0/001

As could be seen in Table 4, the results of the multi-variate analysis of covariance test indicate that there is a significant difference in the follow-up stage between authoritarian mothers who participated in the experiment group (Imago therapy) and those in the control group in the authoritarian dimension and general authoritative dimensions. In other words, there is a significant difference between the authoritative parenting style of the experiment group and that of the control group in the

follow-up stage ($P < 0.05$). Accordingly, the authoritarian mothers in the experiment group have higher authoritative parenting style than those in the control group.

Discussion and Conclusion

Playing the role of a father or mother (a parent) is a difficult and stressful process. Whenever there is a problem in parent-child relationships, parents blame themselves and question their own competence as a parent. Several studies have shown that the dynamics of the parent-child relationship certainly affects the development process of the child. Parents need help for learning the skills that will lead to an effective parent-child relationship. This is a false assumption that most parents are familiar with these skills and know how to apply them^[13]. This study aims to analyze the effect of teaching the techniques and concepts of image relationship therapy on the improvement of parenting practices of permissive and authoritarian mothers. With appropriate skill training regarding how to communicate with their child, mothers in this program can take steps towards a healthier family environment. This in turn leads to improved health and appearance of desirable behavior among all members. Also, in this program, early childhood experiences of mothers are checked since transmission of inappropriate parent-child relationships through repetitive patterns and from generation to generation is evident^[2]. Generally, in this program, mothers are trained to learn about positive and stable relationships and apply their knowledge in relation to their children to reduce their ineffective parenting.

According to SaifNaraqi and Bagheri (2001), mutual influences of parent-child interactions and treatments are among the key factors that play a significant role in the healthy character of children and adolescents. In this regard, the empowerment of the family, especially the mother, is fundamental in the prevention or treatment of behavioral problems of children^[14]. Since no study has to date analyzed the effectiveness of Image relationship therapy on different parenting styles in Iran, there exists no study in line with the results of the present research. However, there are many studies which confirm the effectiveness of other parent-child interventions in improving inefficient parenting styles. Among the most similar interventions to the current study, the p-positive parenting paradigm could be mentioned. This educational program which is similar to the 8th session of the Image relationship program helps parents to learn the appropriate ways of interacting with their children, and establish better relationships with children including spending a special and rich time with the child, expressing feelings and having conversations. It also contributes to changing the inefficient parenting styles of mothers^[15]. Other studies have also shown that inefficient parenting methods will reduce under the effect of an intervention based on teaching positive parenting styles^[16]. Also, we can point to studies which have been conducted based on the Developmental, Individual-Difference, Relationship-Based model (DIR). Based on this approach, the relationships of the child with others, especially important people in his/her life, are of high importance in the

integrated development of him/her. In a study conducted by Aali, Amin Yazdi, Abdekhodaei, Moharreri and Ghanaci Chamanabadi (2015) which aimed to compare the evolutionary function of families who have a child suffering from autism spectrum disorder and those who have healthy children, the findings indicated that paying attention to the healthy and efficient performance of the family is necessary in the therapeutic process of children suffering from autism and it results in the psychological health of the family and the society [17].

As the results of the current study predicate, teaching the concepts of image relationship therapy to mothers helps them identify their own parenting style (using the questionnaire design), their parents' parenting style (analyzing the initial relationships of the individual with her first caregivers), learn healthy skills and recognize their child's characteristics. This approach puts a high emphasis on the childhood period of individuals and the role of caregivers in the future life of any individual especially his/her married life. It helps the individual to prevent the future problems of his/her child's life so that children can have better relationships with others in the future. Basically, through image relationship approach, the researcher helps people build a conscious relationship full of thoughtful contacts and emphatic links. A conscious and emphatic relationship is built through a process called intentional talk. The imago conversation which is originally used for couples could be used in different situations with children of all ages. The researcher utilizes the three main stages of conversation continuously and consciously: reflection (asking the child so that the parent ensures that the child has fully understood her), confirmation (telling the child that it has no problem to have the feelings s/he has right now, even if the parent does not agree with him/her), and sympathy (entering the environment of the child's mind in order to see the world from his eyes and feel his emotions) to recreate the link between parent and child. This link is the healer which cures emotional injuries and growth stops.

The new model which imago relationship theory presents of child-parent is such that the relationship between parent and child is centered. In this attitude, the focus is on preserving the quality of the relationship, not fulfilling the needs of one party in the expense of trampling the others. A parent who has such kind of relationship with his/her child teaches him/her that ethical issues and love are very important in daily life. Imago teaches parents to think deeply and show their child that they understand his/her intended purpose. In fact, teaching the concepts and techniques of image relationship does not only raise the consciousness and information of parents about their child's behaviors, it helps mothers to distinguish between the images they have received from important people in their life (parents) and the people in their own life (children) and have a more realistic behavior in their relationships. Also, being in an environment of observation and discussion in a group, the behavioral competence of parents increases. Accurate information about the growth and evolution of children can improve the parenting style in a positive way. On the contrary,

lack of information in this regard may result in unrealistic expectations and create an inappropriate environment. Many studies have also shown that parents do not have the necessary information about the growth and evolution process of their children. Some scholars state that the idea of the parent about her level of skills may affect certain maternal behaviors. The degree of a parent's information about the growth, method of appropriate connection and the necessary techniques in this regard may affect his/her parenting style.

References

1. Bowlby, J. Attachment, attachment and loss. New York: Basic Books, 1969.
2. Hendrix, H., Hant, H. L., Hannah, M. T., Luquet, W. Imago relationship therapy: perspective on theory. San Francisco: Jossey-Bass, 2005.
3. Mousavi, R., Moradi, A., Mahdavi Harsini, A. Evaluating the effectiveness of structural family therapy in improving marital satisfaction in family functioning and strengthen families of children with separation anxiety disorder *Journal of Family Research*, 2005; 4, 321-335.
4. Assadi, S. M., Zokaee, N., Kaviani, H., Mohammadi, M. R., Gohari. The relationship between socio-cultural context, parenting style, adolescents' learning style, and scholastic achievement. *Iranian Journal of Psychiatry and Clinical Psychology*, 2005; 12, 21-28.
5. Beauvoir, F, C. Raising cooperative and self-confident children. California: Pasadena Press, 1997.
6. Itzstein, S., Huetting, Sh. (2014). Available from <http://www.imagomatters.org/index.Php>. [Accessed 26 September 2014].
7. Naude, M., Dixon, C. A. (2013). Available from <http://pub.Imagorelationships.org/FindaWorkshop/ConnectedParents,ThrivingKids.aspx>. [Accessed 7 October 2014].
8. George, M. E. Relations between parenting style and children's social status. *Clinical Psychology Review*, 2004; 10, 329-353.
9. Hartup, W., Laurson, B. Conflict and context in peer relations. In C. Hart (Ed.), *Children on playgrounds: Research and perspectives and applications* (pp. 44-84). Albany NY: Sunny Press, 1993.
10. Laible, D., Thompson, R. Mother-child conflict in toddler years: Lessons in emotion, morality, and relationships. *Child Development*, 2002; 73, 1187-1203.
11. Lamborn, S., Mounts, N., Steinberg, L., Dornbusch, S. Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent and neglectful families. *Child Development*, 1991; 62, 1049-1065.
12. Alizadeh, H., Applequist, K. F., Coolidge, F. Parental self-confidence, parenting styles, and corporal punishment in families of ADHD children in Iran. *Journal of Child Abuse & Neglect*, 2007; 31, 567-572.

13. Landreth, G. L. *Play Therapy: The Art of the Relationship*. New York, NY: Routledge, 2013.
14. Barlow, J., Parsons J. *Group-based parent-training programs for improving emotional and behavioural adjustment in 0-3 year old children*. New York, NY: Wiley & Sons, Inc, 2003.
15. Ahmasian, K., Anari, A., Saleh-Pour, B. Direct and indirect impact of social self-efficacy on adolescents loneliness. *Journal of Behavioral Sciences*, 2009; 2, 93–98. Retrieved from http://www.jbs.ir/browse.php?a_codeA-10-196-1&slc_langen&sid1 (PDF) Self-efficacy in Persian adolescents: Psychometric properties of a Persian version of the Self-Efficacy Questionnaire for Children (SEQ-C).
16. Alanizi, F. *Measurement of perceived parenting style influence on academic achievement among Saudi college students*. Colorado, USA: Pro Quest LLC, 2010.
17. Aali, Sh., Amin Yazdi, A., Abde Khodaei M. S., Chanaei Chamanabad, A., Moharreri, F. Developing a mixed family-focused therapy based on integrated human development model and comparing its effectiveness with Floor time play-therapy on the developmental family functioning and the functional-emotional development of children with autism spectrum disorder. *Fundamentals of Mental Health*, 2015; 17, 87-97.